DoWEA Interim Test Administrator Manual For Computer-Based Testing

English Language Arts/Literacy & Mathematics

2026-2027

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SECTION 1.0: INTRODUCTION

The Department of War Education Activity (DoWEA) Smarter Balanced Interim Assessments will be administered in computer-based testing (CBT) format only. English language arts/literacy (ELA/L) assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. In both content areas, students will also demonstrate their acquired skills and knowledge by answering selected response items and fill-in-the-blank questions.

1.1 PURPOSE OF THE MANUAL

This document consolidates all the information about Interim Assessments into one resource for educators who play a role in the local administration of Interim Assessments. This includes information on the types of Interim Assessments [Interim Assessment Blocks (IAB)], guidelines for administering the assessment for both non-standardized and standardized administrations, test security, accommodations and accessibility, hand-scoring by district/school educators, and Interim Connections Playlists (ICPs) available in Tools for Teachers. In most cases, the guide is informational and does not mandate administration procedures. Unlike Summative Assessments, the Interim Assessments can be administered flexibly by Test Administrators to best meet their instructional needs (e.g., in a standardized or non-standardized manner).

1.2 HELP DESK/CUSTOMER SERVICE

Customer support and assistance is available via email, chat, or phone. Pearson technical and customer support is available Monday through Friday for assistance with installation of software, test session management, or technical troubleshooting during testing.

Phone Support:

Country	Toll Free Number
Bahrain	80080412
Belgium	Not Available
Germany	(08007) 239 255
Guam	1-833-877-5758
Italy	800928008
Japan	818001236903
Netherlands	0800 020 3539
Puerto Rico	1-833-877-5758
South Korea	080-010-8774
Spain	34 900 953 236
Turkey	00800-44-882-6443
United Kingdom	448081647891
USA	1-833-877-5758

Email Support:
Submit a Pearson help desk request
dodea.mypearsonsupport.com/webtocase-DoDEA.html

Technical Support Office Hours:
Technology coordinators may schedule time with support specialists ("Field Services Engineering") for questions on technology setup, TestNav, ProctorCache, TestNav Configurations, and Infrastructure Trials.
https://bookings.cloud.microsoft/book/FieldServicesEngineeringOfficeHours@pearsoneducationinc.onmicrosoft.com/?ismsaljsauthenabled=true

The DoWEA Assessment Delivery and Management (ADAM) system and the DoWEA myPearson Support Portal are home for all online Smarter Balanced Assessment administration information. For questions regarding the Smarter Balanced Interim Assessment Delivery and Management (ADAM) system or for additional assistance, please contact the Pearson Help Desk by phone, email or by scheduling time with support specialists.

The Pearson Help Desk is open during the hours noted below by region. During these hours, staff will respond promptly to inquiries.

Americas:
Mon–Fri, 7:00 AM – 4:30 PM EST

Europe:
Mon–Fri, 7:00 AM – 4:30 PM CET
(Bahrain: Sun–Thu, 8:00 AM – 5:30 PM CET)

Pacific:
Mon–Fri, 7:00 AM – 4:30 PM JST

You can contact the Pearson Help Desk for help with (but not limited to):

- ADAM or TestNav system outages or unavailability
- Users unable to access Pearson testing systems (ADAM, TestNav, or the Pearson Support Portal)
- Password resets for DoWEA HQ, A&A ISS, district, or school users within Pearson systems
- Student data, test assignments, or accommodations not appearing correctly in ADAM
- Preparing for online testing, including downloading and installing TestNav, secure browser software, voice packs, and related testing components
- Tests not appearing as expected for students in TestNav
- Test administration settings not functioning as expected within Pearson systems
- Technical issues encountered during test administration
- Test security incidents requiring reporting or investigation

When contacting the Pearson Help Desk, please share as many details as possible about the issue(s) and where it happened. This will help staff assist you quickly. Be ready to provide:

- Type of device being used for the test
- Any error messages that appeared (including the code and description)
- Operating system and browser information
- Details about your network setup (if known)
- Your contact information (email address and phone number) for follow-up
- Any relevant and authorized student and school information, such as:
    - Statewide student identifier (SSID)
    - Grade level
    - Content area

1.3 Training and Practice Tests

Training Tests and Practice Tests help students get comfortable with the testing environment and the different types of questions. The resources listed in Table 1 help students and educators see how tests look and work in the online test delivery system (TDS).

Smarter Balanced Practice Tests

To administer secure practice tests, Proctors must login to ADAM (**Test Management** > **Training Administrations**), create a Proctor Group, add students, and issue student testing tickets for TestNav just as they would for live testing. Unsecure practice tests do not require a testing ticket and are publicly available at the myPearson Support Portal at https://dodea.mypearsonsupport.com/practice-tests/.

Table 1. Resource Overview

Resource	Description of Resource
Sample Items	Provides access to released test items to show what the questions look like. Sharing these resources can help explain the assessments to families and other interest holders. Sample Items are available on the Smarter Balanced webpage here: http://sampleitems.smarterbalanced.org/
Practice Test	Practice Tests include computer adaptive test (CAT) items and performance tasks (PTs) for Grades 3–7. Each test includes about 30 questions plus a performance task (PT) for each grade and content area. These tests give students and Test Administrators (TAs) a chance to try out the question types, format, and online tools used in the Smarter Balanced Assessments. Access secure practice tests in ADAM under **Test Management** > **Training Administrations**. For unsecure practice tests, visit the DoWEA myPearson Support Practice Test Portal. Additional Smarter Balanced Practice Tests are also available on the Smarter Balanced Practice Tests and Sample Questions webpage.
Training Test	Training Tests are shorter and include six questions that show every type of interaction students will see in their grade band. Training Tests are available for grade bands 3–5, and 6–7. These short tests help students and Test Administrators (TAs) get familiar with the item types, test format, and online tools. Training Tests are also available on the Smarter Balanced Practice Tests and Sample Questions webpage.

SECTION 2.0: OVERVIEW OF THE INTERIM ASSESSMENTS

The DoWEA Smarter Balanced Interim Assessments are optional assessments that may be administered throughout the school year to support teaching and learning. Interim Assessments are aligned to the same English Language Arts/Literacy (ELA) and Mathematics content standards as the Smarter Balanced Summative Assessments and are designed to provide timely information that educators can use to monitor student progress, identify learning needs, and inform instructional decisions. The Interim Assessments are part of the Smarter Balanced Assessment System, which also includes the Summative Assessments and instructional resources available through Tools for Teachers.

Smarter Balanced offers Interim Assessment Blocks (IABs), these assessments use items developed through the same rigorous item development process as the Summative Assessments and are aligned to grade-level expectations. Interim Assessments may be administered at any time during the school year and may be used flexibly to support classroom instruction, progress monitoring, and local educational goals.

To help students and educators become familiar with the testing platform, Smarter Balanced also provides Training Tests, Practice Tests, and Sample Items. Training Tests allow students to learn how to navigate the assessment system and use available testing tools. Practice Tests provide a grade-level assessment experience using representative Smarter Balanced item types and performance tasks. Sample Items provide publicly available examples of assessment questions and accessibility features but are not intended to be used as

practice tests.

Training Guides and Anchor Sets
Unlike Summative Assessments, some Interim Assessment items do require local Educator scoring. Educators should review the *ADAM Educator Interim Scoring Guide* available on the DoWEA myPearson Support Portal. Educators should also review the Rubrics available in ADAM on the Scoring Dashboard, and the Training Guides and Anchor Sets, both available in ADAM on the Proctor Dashboard.

Prior to scoring, Educators should review the Training Guides for items they will be scoring to become familiar with the scoring task, rubric, and scoring criteria. Next, Educators should review the Anchor Sets, which provides scored sample responses and scoring explanations that demonstrate how the rubric is applied. Use these resources to calibrate scoring before evaluating student responses.

How Educators will Score Open-Response Items in ADAM
Once students have completed testing an Interim Assessment Block (IAB), Educators will find outstanding student responses awaiting scoring in ADAM by following these steps:

1. Educators will need to sign in to LaunchPad to access ADAM.
2. In ADAM, navigate to the left menu and select **Reporting** > **Progress**.
3. Select the **Interim Assessment Block (IAB)** row to be scored. In the **Progress** column of that row, the number in square brackets next to **SUBMITTED** indicates how many tests within that IAB are awaiting scoring (e.g., [6] = 6 tests awaiting scoring).
4. In the **Scope** column, locate the organization row with pending scores, select the three-dot menu **(...)**, and select **Apply Scores**.
5. Select a student from **Student** drop-down menu.
6. After a student is selected, the item list will appear beneath the **Student** drop-down menu and display items with pending scores.
7. Select the **Show Rubric** button and review the scoring criteria for the selected item. Compare the rubric to the student's response and assign the score that best matches the overall quality and characteristics described in the rubric.
8. After assigning a score, select the Submit Scores button to save the score for the selected item. Repeat this process for each item with a pending score for the student. Then move on to the next student.

Educators can access additional Training Guides and Anchor Sets on the ADAM Proctor Dashboard.

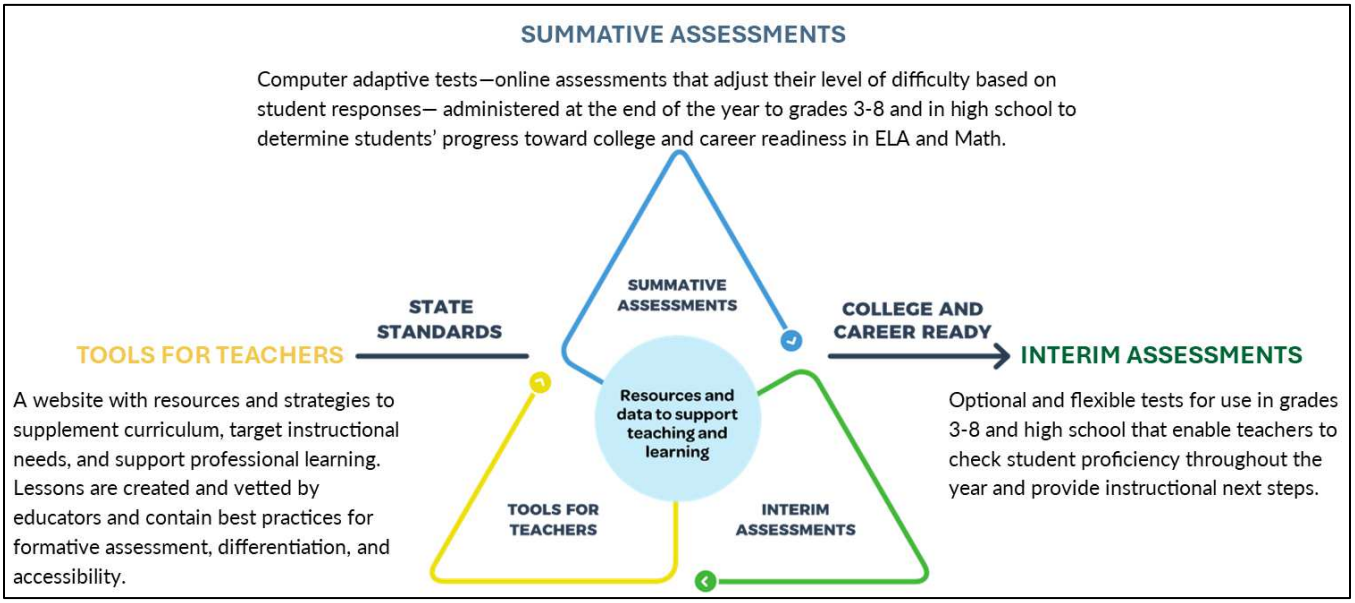
Results from Interim Assessments are intended for instructional use and may be accessed through ADAM reporting tools to support classroom, school, and district-level decision making.

2.1 Overview of the Smarter Balanced Assessment System

The Smarter Balanced Assessment System helps schools measure student learning in an accurate and reliable way. It gives educators, students, and families clear, useful information to support student success. This system is aligned with the English Language Arts/Literacy (ELA) and mathematics (math) content standards and includes three components to improve teaching and learning:

- Summative Assessments
- Interim Assessments
- Tools for Teachers Instructional Resources (e.g., lessons) will be available via LaunchPad

Figure 1. Overview of the Smarter Balanced Assessment System*



*Note: DoWEA uses the grades 3-7 Smarter Balanced summative and interims. An interim assessment is required in grades 3-5 ELA and Math; please consult the DoWEA Balanced Assessment Calendar. All other interims are for optional use based on school and/or district guidance.

Summative Assessments are given at the end of the year to track students' progress toward college and career readiness. The results help schools and districts improve programs and continuous improvement planning.

In contrast, Interim Assessments can be used any time during the year to support the formative assessment process, e.g., teachers can use an interim for classroom instruction or administer in a secure environment for testing purposes. Interims are considered not secure, but not public. Items should not be printed and distributed to preserve the integrity of the assessment. Along with Tools for Teachers, they help guide instruction throughout the school year.

Summative and Interim Assessments are created using the same ELA and math item and task specifications. They all follow the same process for writing, reviewing, and field-testing items. Smarter Balanced works closely with K–12 educators and higher education faculty to develop these questions.

The items used in the Interim Assessment Blocks (IABs) come from the same pool reviewed by educators for the Summative Assessment.

Educators play a vital role in developing all parts of the Smarter Balanced Assessment System. Hundreds of teachers from many member jurisdictions have helped create test questions and develop the instructional resources found in Tools for Teachers.

2.2 Key Features of the Interim Assessments

The Smarter Balanced Interim Assessments help Test Administrators check student proficiency and progress towards end-of-grade level expectations throughout the year. Educators can use the results to inform instruction and support students in meeting college- and career-ready standards.

All Interim Assessments use the same rigorous approach, expectations (content standards, cognitive complexity, and depth of knowledge [DOK]), scale, and platform as the Summative Assessments to ensure consistency and

appropriate accessibility for all students. Interim Assessment items are drawn from a shared item bank that includes performance tasks (PTs). As a result, some items may appear in more than one Interim Assessment Block (IAB) within a content area.

Unlike the Summative Assessments (which are adaptive), the Interim Assessments are fixed-form tests. This means all students see the same test questions, and the test does not adjust based on their responses which ensures maximum instructional utility and connection to everyday classroom needs in the following ways. Because every student answers the same items, Test Administrators can more easily interpret results and compare performance. This also makes hand-scoring simpler since all students respond to the same constructed-response questions.

Interim Assessments help students become familiar with the testing platform, tools, and question types, which makes it easier for them to demonstrate what they know. These optional and flexible tests can be used to guide instruction (e.g., follow-up lessons on a targeted skill or concept, or small groups of students working collaboratively to find answers to questions).

Administration of the Interim Assessments is flexible and can serve a variety of educator and student needs. Districts and schools set timeframes, administration policies, and scoring practices, following any guidance from DoWEA HQ.

Here are a few key features described in more detail later in this manual.

- **Establish Modality Needs:** The Interim Assessments are designed to be administered as computer-based assessments and are not available in paper-and-pencil format. More information about this topic can be found in Section 4.0.
- **Establish Timeframes**: The Interim Assessments may be administered at multiple points and times throughout the school year and are available in ELA and Math in Grades 3–7. More information about this topic can be found in Section 5.0.
- **Establish Administration Policies**: Educators can use the Interim Assessments in a standardized manner as an assessment *of* learning after a period of instruction, or in a non-standardized manner (e.g., teaching tool, warm-up activity) as an assessment *for* learning. More information about this topic can be found in Section 5.1.
- **Establish Accessibility Options:** The Interim Assessments also include all the accessibility resources that are available in the Summative Assessments to provide accurate results for all students. All Interim Assessments offer the same breadth and depth of universal tools, designated supports, and accommodations available on the Summative Assessment. The Interim Assessments are powerful resources to improve teaching and learning for all students. More information about this topic can be found in Section 5.5.
- **Establish Scoring Practices:** More information about this topic can be found in Section 7.0.

2.2.1 Types and Features of Interim Assessments

Interim Assessments are considered semi-secure; they can be used flexibly at multiple points during the academic year based on Test Administrator professional judgement. The Interim Assessments Overview is updated annually to provide more detailed information about the Interim Assessments and lists the available Interim Assessment Blocks (IABs).

Interim Assessment Blocks (IABs) are available across multiple grade levels and content areas. IABs provide information about students' performance in three reporting categories: Above Standard, At/Near Standard, and Below Standard.

Table 2. Interim Assessment at a Glance

Features of Interim Assessment	 Interim Assessment Blocks (IABs)
Standards Covered	Smaller bundles of concepts and skills
Targets Covered	Assesses 3–7 Targets
Average Testing Time	Within one class period Ex. 45 mins
Items	~ 3–18 items
Possible Use*	Measure student proficiency after units of study to address strengths and for individual improvement needs with the use of tailored lessons from Tools for Teachers.
Reporting	Student performance at Below, At/Near, and Above Standard reporting categories and Writing trait scores for ELA performance tasks (PTs).

Note: The asterisk in Table 2 shows that the listed uses are just examples, not a complete list. You'll find more ways to use each type of Interim Assessment in the chapters that follow.

2.2.2 The Interim Assessment Blocks

Interim Assessment Blocks (IABs) are short sets of items that assess as many as four to eight assessment targets. Assessment targets are the specific skills measured within each claim and Interim Assessment Blocks (IABs) focus on specific domains, areas of a claim, or strands (e.g., Measurement and Data, Fractions, Read Informational Text).

Interim Assessment Blocks (IABs) are granular assessments, so Test Administrators can administer them throughout the school year or align them to the sequence of their local curriculum. If an Interim Assessment Block (IAB) is administered more than once, educators should consider that repeated exposure to the same items may affect student scores over time. Table 2 shows estimated times to complete the Interim Assessment Blocks (IABs) under standardized and non-standardized administration conditions.

Keep in mind for administering Interim Assessment Blocks (IABs):

- Can typically be scheduled in one class period
- Test Administrators can use Interim Assessment Blocks (IABs) to check students' understanding
- Actual times will vary depending on how the assessments are administered
    - These estimates may not apply to tests given in non-standardized settings
    - These tests are not timed
    - Estimates do not account for any time needed to start computers, log in students, or take breaks
- Each Interim Assessment Block (IAB) has a corresponding Interim Connections Playlist in Tools for Teachers
- Interim Connections Playlists (ICPs) include resources to support instructional next steps
- Educators access Interim Connections Playlist (ICPs) through the Interim Report or by searching the Tools for Teachers website

For more information on the Interim Assessment Report options, see Section 6.0 Reporting.

2.3 Interim Assessment Blueprints

The Interim Assessment Blueprints provide additional information about the content measured by each assessment. They include details about which Claim(s), Assessment Target(s), and Depth of Knowledge level(s) (DOK) are addressed, as well as the number of items by Target or Target group. Blueprints also include the number of items for each Assessment Target and information about alignment to Summative Assessments and Claims.

The Interim Assessment Block (IAB) Blueprints can help educators to plan how to integrate Interim Assessment Blocks (IABs) into classroom instruction and better understand reported results. They also show which Assessment Targets are addressed in each specific Interim Assessment Block (IAB) and the relative emphasis of each Target. For example, a fifth-grade Test Administrator may want more information about students' knowledge of geometry. The Test Administrator could use the Grade 5 Geometry Interim Assessment Block (IAB) Blueprint to see that this Interim Assessment Block (IAB) includes 13 machine-scored items across four Claims: Concepts and Procedures, Problem-Solving, Communicating Reasoning, and Modeling and Data Analysis.

The Interim Assessment Blueprints are available for download from the Test Development Page of the Smarter Content Explorer:

- ELA Interim Assessment Block (IAB) Blueprint
- Math Interim Assessment Block (IAB) Blueprint

Section 3.0: Tasks to be Completed Before Administration

Prior to test administration, School Test Coordinators and Test Administrators should ensure that all students are registered and assigned to the appropriate Interim Assessment Blocks (IABs), and that any required accommodations and accessibility resources have been configured. Test administrators should review training materials, become familiar with testing procedures, and verify that testing devices meet system requirements and have access to the secure browser or supported testing environment. Schools should also confirm testing schedules, communicate testing expectations to students, and complete any local preparations needed to support a successful administration.

3.1 Checklist of Activities

Practice Tests

School Test Coordinators (STCs), Test Administrators (TAs) and Proctors (optional) should verify that students are provided the opportunity to practice on the Practice Test prior to testing. Practice tests are available in ADAM under **Training Administrations**. Additional Smarter Balanced Practice Tests are also available on the Smarter Balanced Practice Tests and Sample Questions webpage. The Student Readiness Tool (SRT) helps schools verify that testing devices, network connectivity, audio settings, and browser configurations are functioning properly before test administration, reducing the likelihood of technical issues on testing day.

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

Infrastructure Trial

The purpose of ***the Infrastructure Trial for STCs*** is to conduct a simulation of steps that need to be implemented to successfully administer the interim assessments. Infrastructure trials are designed to identify any gaps with your setup BEFORE the start of the actual test window. Please reference the ***Infrastructure Trial***

for STCs in the DoWEA myPearson Support Portal Technology Resources, under the *Additional Technology Resources.*

Accommodations Setup
STCs should verify that all students have accurate designated supports and accommodations (embedded and non-embedded) in ADAM for each content area prior to testing.

Failure to correct test settings before testing could result in the student's not being provided with the needed accommodations and/or designated supports at the time of testing. For information on how to view, add, upload, and modify accommodations, please refer to the ***Administration Resources*** page on the DoWEA myPearson Support Portal Administration Resources.

Proctor Groups Created
Prior to testing, STCs will be responsible for creating Proctor Groups. Proctor Groups are the grouping of students that will be testing together. Creating Proctor Groups is a prerequisite to obtaining materials such as the ***Student Testing Tickets*** and ***Proctor Roster List***.

Student Testing Tickets
Students will log into ***TestNav*** using the test code, their last name, and student ID from their testing ticket. Prior to starting a test session, Test Administrators must provide each student with their ticket to help them accurately type their login information into TestNav. **Reminder:** Student information is confidential.

Training Guides and Anchor Sets
Educators should review the ***ADAM Educator Interim Scoring Guide*** available on the DoWEA myPearson Support Portal. Educators should also review the ***Rubrics*** available in ADAM on the Scoring Dashboard, and the ***Training Guides*** and **Anchor Sets**, both available in ADAM on the Proctor Dashboard.

Here are additional details to consider:

Test Administrators and Proctors need to understand protocols in the event a student moves to a new school or for adding a student to the proctor group if the student does not exist in ADAM at the time of testing (e.g., creating a temporary student in ADAM).

Proctor Roster List for Test Administrators
STCs should ensure that Test Administrators have their ***Proctor Roster List***, which will contain the student list containing student information and accommodations. STCs will also provide Test Administrators with the student testing tickets for the proctor group.

3.2 Accessing ADAM (Assessment Delivery and management)

Prior to administering an Interim Assessment Block (IAB), Test Administrators should access ADAM using their login credentials and verify their access to the appropriate proctor group(s). ADAM (Assessment Delivery and Management) allows users to manage organization and assessment administration data conveniently and deliver assessments online. Within ADAM, Test Administrators can view student testing groups, monitor student progress, review assigned accommodations and accessibility resources, and access information needed to support test administration. Test Administrators should become familiar with ADAM navigation and available features before the scheduled testing session.

Students access Interim assessments through TestNav. To begin testing, students will sign in using their login credentials and follow the on-screen prompts to access their assigned assessment. After logging in, students

should verify that their information is correct and ensure any approved accommodations or accessibility resources are displayed as expected before starting the test.

Schools are encouraged to provide students with opportunities to become familiar with the testing experience prior to administration. Available practice tests, training tests, and readiness tools can help students gain experience with item types, online testing tools, navigation features, and technology-enhanced interactions, allowing them to focus on demonstrating their knowledge and skills during the assessment.

3.3 Login to LaunchPad: Single Sign-On (SSO)

What is LaunchPad?

LaunchPad is a unified sign-in system that requires a one-time sign-in and access to multiple platforms, which will provide users access to ADAM. Users log in once to LaunchPad and from there SSO to all licensed Pearson applications for their associated district.

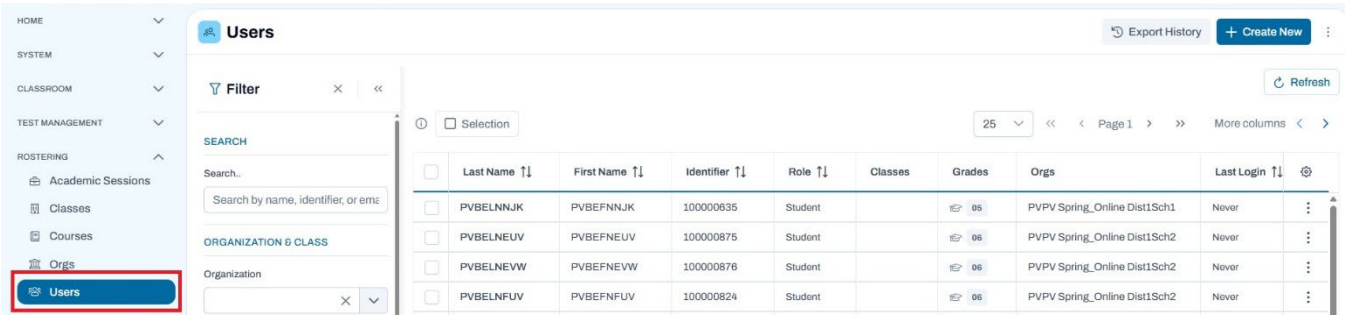
3.4 Become Familiar with ADAM

ADAM is the Test Administration platform that will be used to administer Smarter Balanced Interim Assessments. This is where activities such as creating interim proctor groups, administering/monitoring an interim test, and accessing students' results will happen.

Confirm Users for Test Administration: Users in ADAM via ClassLink

Users who need access to ADAM must first be added or updated in Aspen which feeds ClassLink. LaunchPad receives its user information from ClassLink, and that information then feeds into ADAM through the nightly sync process. Because ClassLink, via Aspen, is the source of truth, any additional users, including STCs, TAs, and students, should be added or updated in Aspen in order to update ClassLink rather than directly in ADAM. Please reference the STC and TA trainings for additional information on the options available within ADAM to confirm users.

Access the ***Users*** tab on the left-hand navigation pane to view users within your organization and/or access:



3.5 Registering Students

Students must be registered in ADAM before they can participate in Interim assessments. Schools should verify that student demographic information is accurate and that students are assigned to the appropriate school, grade, and testing group within the system. Student data should be reviewed prior to testing to ensure that all eligible students are available for assignment and administration activities.

Once students are registered in ADAM, authorized users can assign students to the appropriate Interim Assessment Blocks (IABs) based on local instructional goals and assessment plans. Schools should also review and confirm any required accommodations and accessibility resources before testing begins. Completing

registration and assignment activities in advance of testing helps ensure that students can access the correct assessments and minimizes delays on the day of administration.

Section 4.0: Administering The Interim Assessments Online

4.1 Online Test Delivery System and Technology Requirements

Smarter Balanced Interim Assessments are administered online using the secure testing environment and are managed through ADAM. Prior to testing, School Test Coordinators and Test Administrators should verify that all testing devices meet current technology requirements and that students can successfully access the testing system. Devices should be configured according to local technology guidelines, and required software, secure browsers, and network settings should be installed and tested in advance of administration.

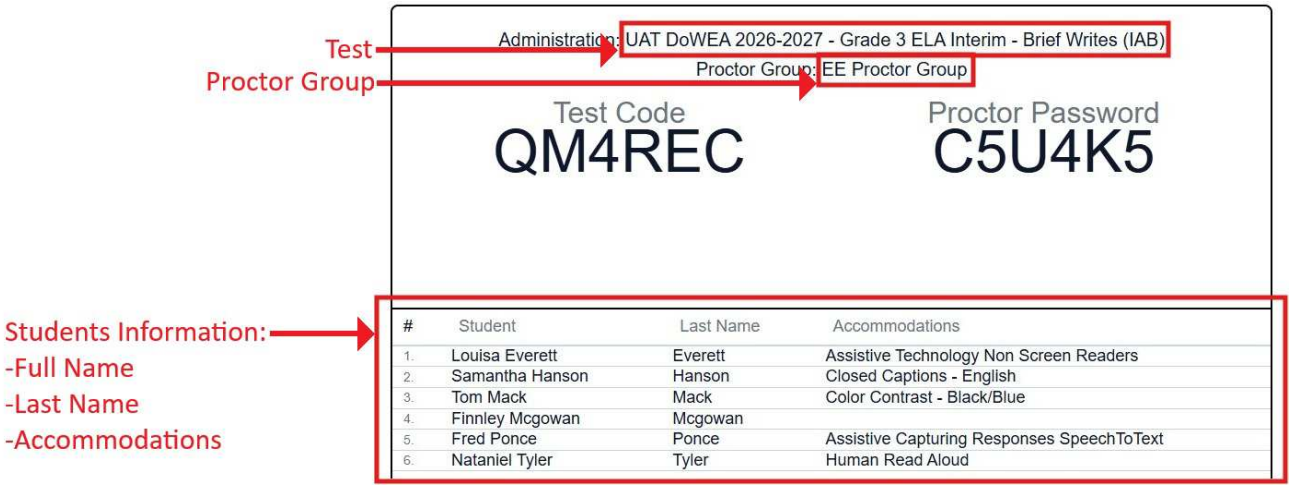
Before the scheduled testing session, schools should confirm that student devices, peripherals, and internet connectivity are functioning properly. Particular attention should be given to accessibility tools or accommodations that require specific device configurations, such as text-to-speech, audio playback, speech-to-text, or external assistive technology. Completing technology readiness activities prior to testing helps minimize disruptions and ensures that students can access their assigned Interim Assessment Blocks (IABs) as intended.

Schools are encouraged to conduct local technology checks and provide students with opportunities to become familiar with the testing environment before the administration window. Early verification of system readiness can help identify and resolve potential technical issues before testing begins, supporting a smooth and successful administration experience.

4.2 Starting a Test in ADAM

Test Administrators should follow these steps to log in and start administering a test. **Test Administrators should refer to the ADAM Support page for detailed step by step instructions related to navigating ADAM.**

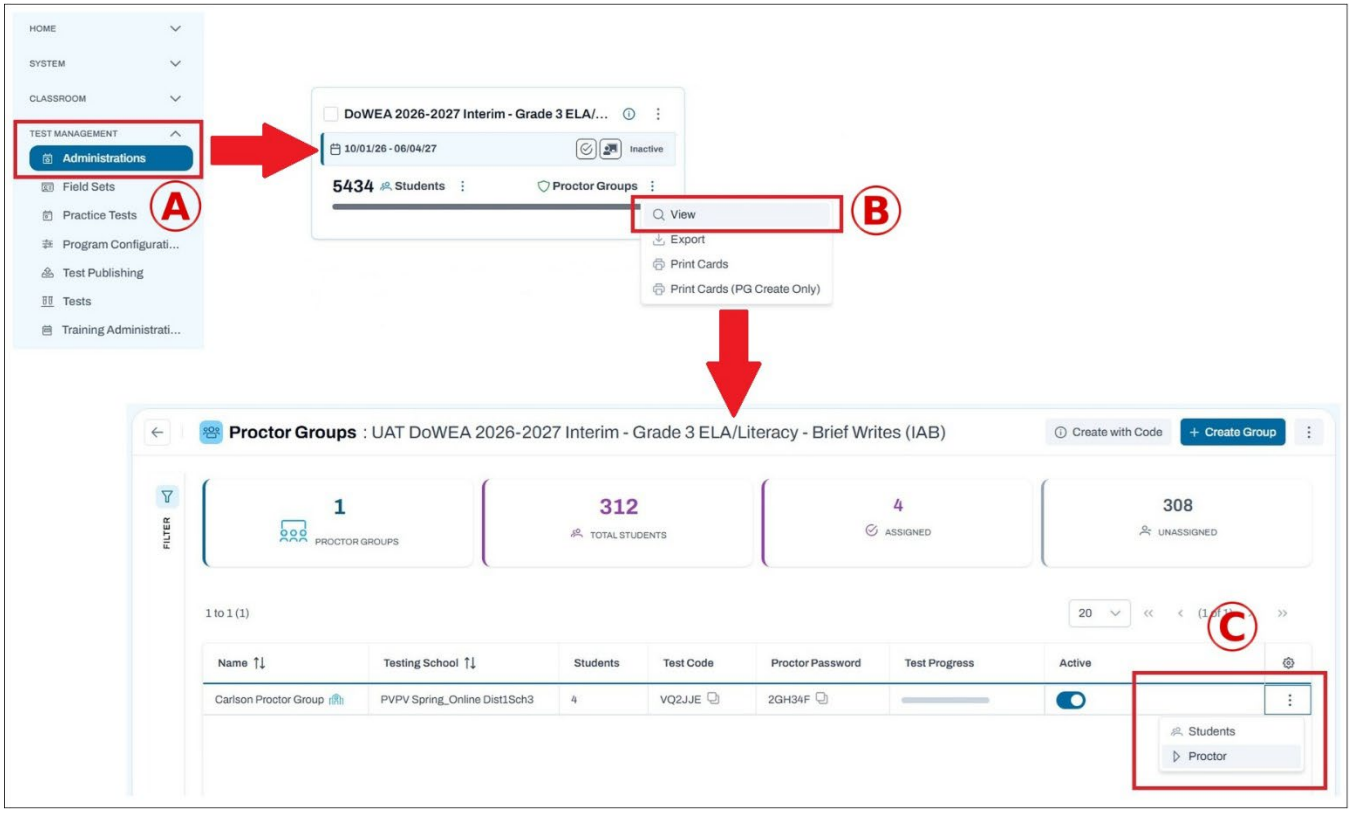
Step 1: Test Administrators will need to have *student testing tickets* and the *Proctor Roster List* available. Take the time BEFORE the test to review the student list and their accommodations, if any.



Individual student testing tickets should be distributed to every student that will be testing. Each ticket will have a code that allows a student to log into their test.

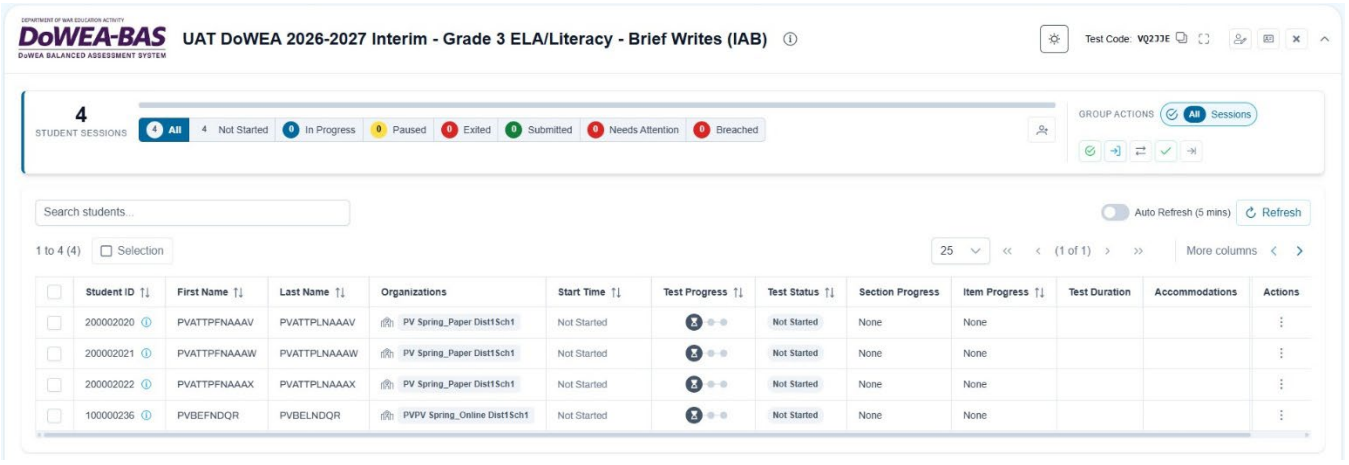
Step 2: Locate the Proctor Dashboard

From the ADAM menu, navigate to **Test Management > Administrations (A)**. Locate the appropriate Test Administration card and select **Proctor Groups** (vertical ellipses) **> View (B)** from the dropdown menu. On the **Proctor Groups (C)** page, locate your Proctor Group row and select the vertical ellipses under the Actions column (identified by a gear icon) in the far right side of the row, then select **Proctor (C)** from the dropdown menu. This action opens the **Proctor Dashboard** (shown in Step 3) in a new browser tab, where the Test Administrator will administer the test.

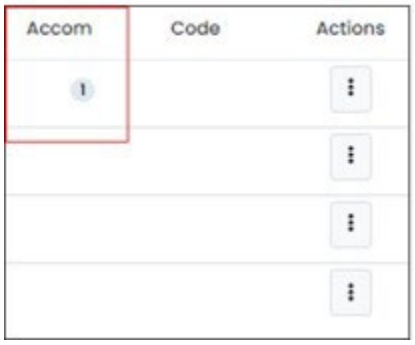


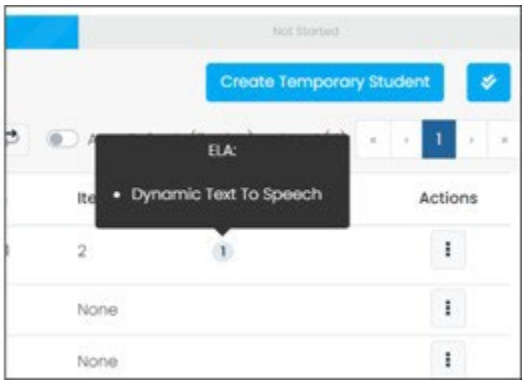
Step 3: Working in the Proctor Dashboard

The Proctor Dashboard is used by Test Administrators to allow students into the test, monitor student progress, create temporary student records, and update student statuses as needed.



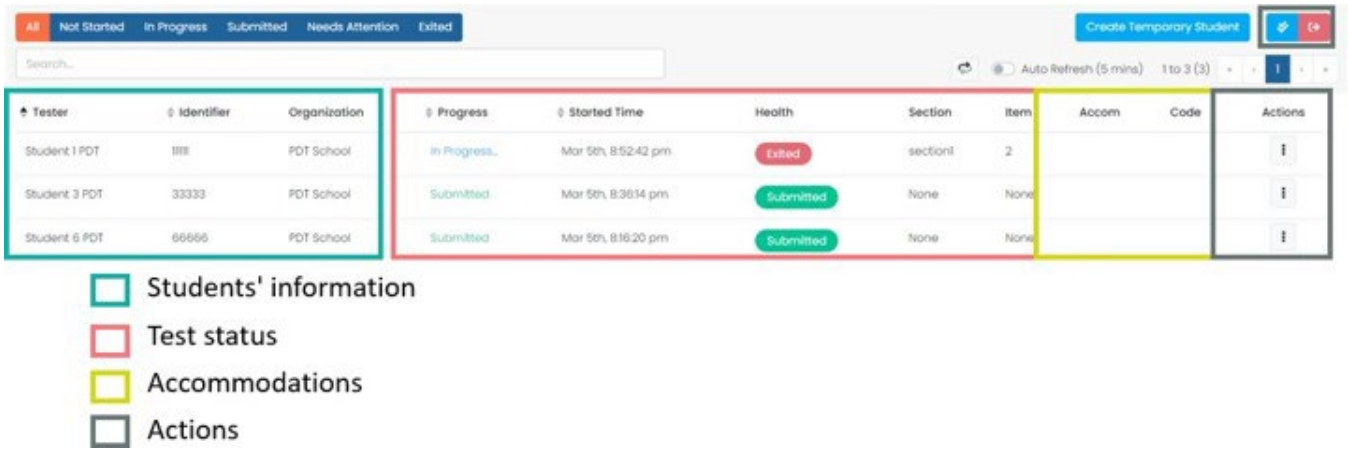
The number of accommodations a student has appears in the ***Accom*** column. Place the pointer on the gray circle to see student accommodations:





Step 4: Proctoring a Test

In the student session list section of the Proctor Dashboard, Test Administrators can view the student's information, test status, accommodations, and apply actions to students' tests.

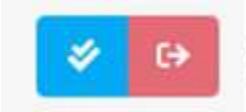


Step 5: *Actions* for all or *Actions* for individual students

Actions will be used by the Test Administrator during the student test entry process. Test Administrators can either select the option to ***Approve All Sessions*** to allow the entire class into their test or they can select to ***Approve Session*** for each student separately. In the case of the individual entry, this means that students will start their tests at different times.

Actions for all

The actions toolbar can be found at the top of the student session list.



Actions Toolbar at the top of the student list: proctor can apply an action to **ALL** students in the session.

A Test Administrator can apply an action to **ALL** students in the session by selecting from the following actions:

Exited All Sessions: exit all students.

Approve All Sessions: approve the entry of all students.

Actions at the student level

At the individual student level, each student will have an Action tool that allows the Test Administrator to apply the required action for that student. The available options will depend on the student's progress status:



Available options in the Action Toolbar

- **Approve Session**: Teachers can approve the entry of student to the test.



- **Exit Session**: Teachers can pause an individual student session. The teacher must resume the session (select the button again) for the student to resume testing.



- **Reseat Session**: Teachers can select this if something interrupts a student's session. This might include a computer issue, session timeout, or an unexpected error. Reseating allows the student to re-enter their test code and SSID to continue taking their test.



- **Submit Session**: Teachers can select this if a student finishes their test but does not submit the test before exiting.



4.3 Monitor Testing Progress in ADAM

During Testing, Test Administrators will need to have their ***Proctor Dashboard*** open to monitor student progress. Here are the statuses that can appear in the ***Progress Column*** for a student:

Progress Column	Definition
Not Started	The student has not signed into the test.
In Progress	The student has signed into the test.
Submitted	The student has completed the test and submitted their answers.
Reseat	The teacher has reseated the student(s). The student has not yet signed back into the session.
Needs Attention	The student has logged into TestNav, needs teacher approval to start the test.
Exited	Student was exited from a test, the teacher needs to reseat.

The other column that a Test Administrator will need to closely monitor is the ***Test Health*** column. Here are the statuses and pertaining definitions that exist for ***Test Health***:

Health Column	Tells the proctor if the student is interacting with the test.
Not Started	The student has not signed into the test.
Submitted	The student has completed and submitted the test.
In Progress	The student has signed into the test. The student has recently interacted with the test.
Exited	The student has exited TestNav, and a Teacher must reseat them before they can log into the test again.
Resumed	The student has resumed their test session.

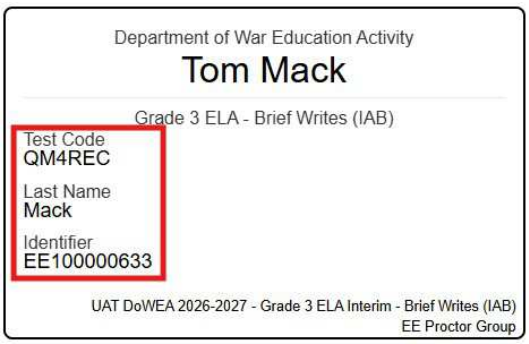
Helpful to understanding ***Test Health***, it's important to reference the columns that include ***Start Time***, ***Section,*** and ***Item***. If a student shows as ***in-progress***, then the Test Administrator should monitor that the student is truly progressing in taking their test. If a student shows as ***exited***, then the Test Administrator can take a closer look at how far along that student is on their test at the time they exited.

4.4 Student Testing Experience in TestNav

Students will use ***TestNav*** to login and take the Interim Assessments.

Step 1: Student will need to have their Student Testing Ticket

Students will use their ***Student Testing Ticket*** to Login. To access a test, students will need a ***Test Code***, ***Last Name*** and ***Student ID***. This information can be found on their ***Student Testing Ticket***:

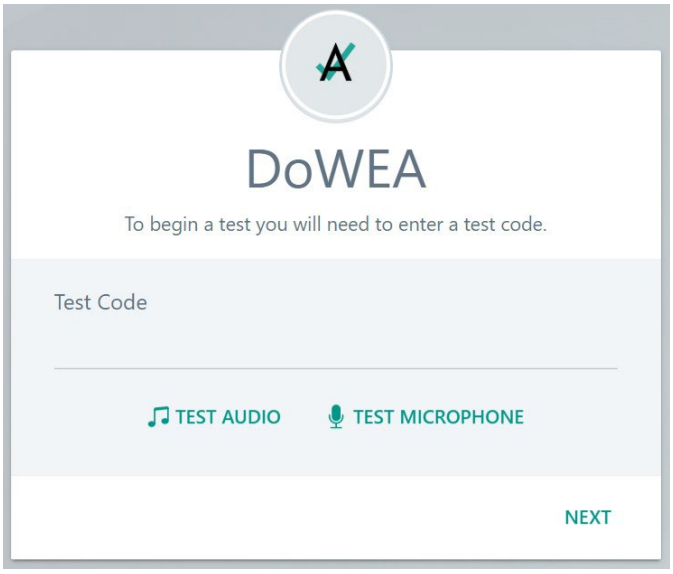


Step 2: Students will need to locate *TestNav* on their devices

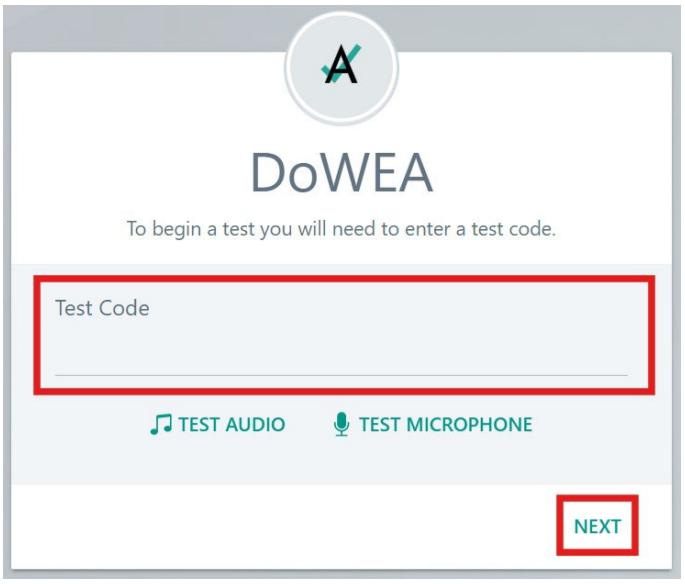
When students are ready to begin, direct them to the **TestNav** application located on the desktop of their device. (Please contact your STC if the TestNav app cannot be found on the student's device)



The TestNav app will open to the login page where it prompts the student to enter the test code:



Students will enter the ***Test Code*** that can be found on their ***Student Testing Ticket***. If the student is taking an ELA test or has an accommodation that requires listening to Audio, please have them "Test Audio" and "Test Microphone."

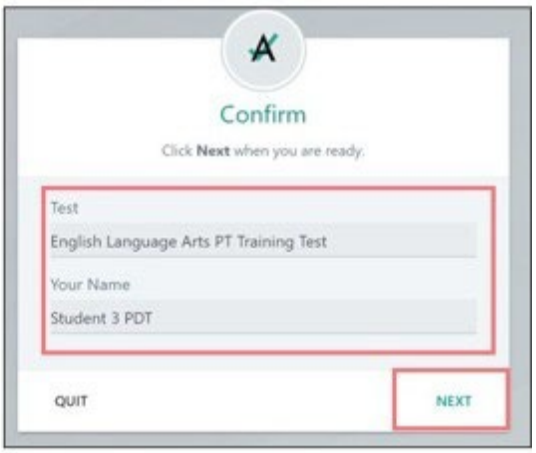


Step 3: Students will enter their name and student ID

The student will be prompted to enter their last name and student ID. They will use their ***Student Testing Tickets*** to reference their ***Student ID*** and ***Last Name***. Once that has been entered, they will click on Next.

On the next page they will need to confirm the test that they will be taking and their name. Again, they will use their ***Student Test Ticket*** to reference the test and their name. Once they confirm the information, then they click on next.





If any of the students struggle with locating the information necessary to login, please have them raise their hand and help them locate the information on their student testing tickets.

Step 4: Students will wait for approval

Students will wait for Test Administrator approval to enter the test. Test Administrators will need to use their Proctor Dashboard to Approve Session for all or Approve Session for each student.





SECTION 5.0: GUIDELINES FOR ADMINISTERING THE INTERIM ASSESSMENTS

The Smarter Balanced Interim Assessments are designed to support teaching and learning by providing timely information about student progress toward college- and career-ready standards. Interim Assessment Blocks (IABs) may be administered throughout the school year at times determined by the school or district to support instructional goals. Test Administrators are responsible for ensuring that assessments are administered in a secure, standardized, and supportive environment that allows students to demonstrate their knowledge and skills.

Prior to testing, Test Administrators should verify that students have been assigned to the appropriate assessment and that any approved accommodations and accessibility resources have been configured in ADAM. During testing, Test Administrators should actively monitor students, ensure that testing policies and procedures are followed, and address technical or administrative issues in accordance with local procedures. Students should be provided with clear directions and adequate time to complete the assessment without unnecessary interruptions.
Although Interim Assessments are flexible instructional tools, schools should maintain appropriate test security practices and protect the confidentiality of assessment content. The procedures outlined in this section are intended to help Test Administrators prepare for testing sessions, launch and monitor assessments, support students during testing, and successfully conclude testing activities.

The following factors should be considered when administering the Interim Assessments.

- **Multiple Administrations:** Schools have the flexibility to re-administer Interim Assessments any number of times.
    - These decisions should be made as part of a larger assessment context that includes the purpose of the Interim Assessment, how the Interim Assessment will be scored, and how the data from the Interim Assessment will be used to improve teaching and learning.

- **Fixed Forms:**
    - All Interim Assessments are fixed-form tests so students who take an Interim Assessment for a second time see the same questions in the same order.
    - Exposure to and familiarity with test questions may affect students' performance and the accuracy of Interim Assessment results.

- **Grade Levels:** Interim Assessment Blocks (IABs) are comprised of items aligned to the ELA and math content standards in Grades 3–7.
    - Administering the Interim Assessments is not constrained by grade level.
    - Students may take an off-grade-level Interim Assessment to help inform educators on skills and knowledge a student has from previous grades, or from an advanced-level course.

- **Untimed:** The Interim Assessments Blocks (IABs) are untimed tests.
    - The time it might take students to complete an Interim Assessment Block (IAB) under a standardized administration is provided in this document only as a guide.
    - Many Interim Assessment Blocks (IABs) administered under a standardized administration can be completed in about one class period, but some may take more than one period.

- **Hand-scoring:** With the exception of the math performance task (PT) Interim Assessment Blocks (IABs), all math Interim Assessment Blocks (IABs) are machine-scored.
    - Most items in the ELA Interim Assessment Blocks (IABs) are machine-scored.
    - Writing Extended Response (WER or full writes) and short answer (SA or brief writes) are the only items that require hand-scoring. Performance Tasks (PTs) include a Writing Extended Response (WER) plus other items.
    - This is a local responsibility. See guidance on hand scoring materials in Section 2.0.

- **See Hand-scoring of Constructed-Response Items.** Hand-scoring is a valuable professional learning activity that provides educators with an understanding of the scoring process and the expectations for students' learning.
    - Local scoring is not subject to the rigorous quality controls (validity papers, double scoring, score verification) used for the Summative Assessments although educators engaged in hand-scoring of Interim Assessment items should use the scoring guides that are provided to ensure consistent results.
    - To view which ELA Interim Assessments require hand-scoring, please see the Interim Assessment Blocks (IABs) Blueprints available on the Test Development page of the Smarter Content Explorer.

The Summative Assessment Test Administration Manual (TAM) is available on the DoWEA myPearson Support Portal Administration Resources repository for reference when administering Interim Assessments under standardized assessment conditions.

5.1 Standardized vs Non-Standardized Test Administration

The Interim Assessments can be administered flexibly by Test Administrators to best meet their instructional needs. All student results will note the manner in which the assessment was administered (standardized/non-standardized). This information is provided when viewing results in ADAM.

Note: These options may be noted as selections when setting up a test session in ADAM. The manner of administration is also provided when viewing results in ADAM.

5.1.1 Standardized Test Administration

What Is Standardized Administration?

Standardized administration means that a student completes the Interim Assessment individually, following the procedure for administration used for the Summative Assessments. The manner of administration does not change the scoring of the Interim Assessment.

Why Does the Type of Administration Matter?

- The manner of administration is provided to help educators contextualize important factors about the conditions for the assessment when viewing, analyzing, interpreting, and understanding the results.
- Standardized administration affords the opportunity to use comparable data across classrooms, buildings, and subgroups based on the content assessed.
- The data can inform decision making about instructional next steps, professional learning needs, and curriculum gaps.
- For students who have been assigned accessibility features, it is also an opportunity to practice using universal tools, designated supports, and accommodations as described in the Usability, Accessibility, and Accommodation Guidelines (UAAG). Familiarity with these features in advance of the Summative test will help students use them with confidence.

Benefits for Educators

Results from a standardized administration can be interpreted in a consistent manner and used as a gauge of student learning that is comparable across students. In this approach, the Interim Assessment is used as an assessment of learning after a period of instruction, and results reflect an individual student's mastery of the concepts assessed.

5.1.2 Non-Standardized Test Administration

If the purpose is to inform instruction within a classroom, an educator may choose to administer an Interim Assessment in a non-standardized way. This means the administration does not follow the requirements used for the Summative Assessment.

Examples include:

- **Administering tests while students answer cooperatively** in pairs, in small groups, or as a whole class. Test Administrators may include discussion time between test items. For example, a Test Administrator may read each item aloud using a think-aloud strategy or allow discussion between items before each student completes the assessment individually with this assisted support.
- **Administering tests individually with modified standardized requirements.** For example, provide scaffolded support to all students' questions. Log the questions being asked during test administration to inform instruction using student misconceptions and barriers during the assessment.
- **Having students self-assess or provide peer feedback** on short-answer and extended-response questions by having students hand-score items.
- **Use Interim Assessment resources and tools other than those approved in the** Usability, Accessibility, and Accommodations Guidelines (UAAG) (e.g., use of text-to-speech, a script, or multiplication table by a student who does not have an IEP and a documented need for this accommodation).

Benefits for Educators

Results from non-standardized administration are most appropriate for use as formative assessment (assessment for learning), rather than Summative (assessment of learning). Because this approach does not describe student performance in a comparable way, caution should be used when interpreting classroom results.

When deciding how to administer an Interim Assessment, consider the purpose. Is it an assessment *OF* learning or an assessment *FOR* learning? For example:

- Using **standardized** administration at the beginning of a unit can serve as an assessment ***for*** learning if the information helps inform instructional next steps.
- Using **standardized** administration at the end of an instructional unit is an assessment ***of*** learning.
- **Non-standardized** administration can also be used for assessments ***of*** learning, but results should be interpreted cautiously.

Remember that data from an Interim Assessment, whether standardized or non-standardized, are most useful as an assessment *for* learning. Interim Assessments can be part of the formative assessment process to identify students' learning needs and to guide instructional adjustments.

Each Interim Assessment Block (IAB) has a corresponding Interim Connections Playlist (ICP) available in Tools for Test Administrators.

The Interim Connections Playlist (ICP) includes:

- Student Performance Progressions chart showing descriptions of performance at a reporting category (e.g., Below, At/Near, or Above Standard) for the specific assessment.
- Links to instructional resources created and vetted by Test Administrators to support targeted instruction on these skills.

5.1.3 Criteria for Selecting Standardized Test Administration

The criteria for selecting the standardized option for a student are determined locally.

Factors that may impact appropriateness include, but are not necessarily limited to whether:

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

Table 3 provides several examples of standardized and non-standardized administration of Interim Assessments.

Table 3. Examples of Standardized and Non-standardized Administration Practices

Standardized Administration	Non-Standardized Administration
Example 1: A Test Administrator administers the Read Informational Texts Interim Assessment Block (IAB) to assess the degree to which students learned the emphasized standards at the completion of a unit of instruction.	**Example 1:** A Test Administrator administers the Read Informational Texts Interim Assessment Block (IAB) to assess the degree to which students learned the emphasized standards at the completion of a unit of instruction but decides to read the stimulus text aloud to control for readability.
Example 2: A Grade 8 math Test Administrator administers the Grade 7 Interim Assessment Block (IAB) in the fall to any student who did not take the Smarter Balanced Summative Assessment the previous school year. The Test Administrator uses these results, along with the Grade 7 Summative results for the other students, as a foundation for her instructional planning at the beginning of the school year.	**Example 2:** A Grade 8 math Test Administrator administers individual items from the Grade 7 Interim Assessment Block (IAB) in the fall to any student who did not take the Smarter Balanced Summative Assessment the previous school year. The Test Administrator uses these results, along with the Grade 7 Summative results for the other students, as a foundation for her instructional planning at the beginning of the school year.
Example 3: A district pilots a new writing program to improve students' writing skills. Test Administrators administer the grade-level ELA performance task (PT) Interim Assessment Block (IAB). Test Administrators score the students' full writes. Test Administrators score the students' work and discuss any impact they've observed in their performance.	**Example 3:** A district pilots a new writing program to improve students' writing skills. Test Administrators administer the grade-level ELA performance task (PT) Interim Assessment Block (IAB). Test Administrators score the students' full writes and can instruct students based on the scoring rubric how to revise their writing.

5.2 Test Security

Interim Assessments can serve a variety of educator needs. To better support the range of possible uses consistent with DoWEA policies, educators may establish the timeframe, administration policies, and local scoring practices for Interim Assessments. The Interim Assessments are designated as "student- and teacher-facing." This means educators have the flexibility to access the test questions and their students' responses. This flexibility allows educators to use the Interim Assessments as part of the formative assessment process to improve teaching and learning. Because of this, Interim Assessments are not intended for accountability purposes.

Interim Assessments are not for public use, display, or distribution. **For this reason, any use, display, or distribution of the Interim Assessments that results in access to individuals beyond authorized districts and students is strictly prohibited**. Finally, Interim Assessment items must not be copied into third-party systems without permission from Smarter Balanced.

Examples of third-party systems include, but are not limited to:

- AI Tools
- Google Sites
- Illuminate
- Quizlet
- Padlet

- PowerSchool
- Bitmoji sites
- YouTube

5.2.1 Responding to Testing Improprieties, Irregularities, and Breaches

All testing improprieties, irregularities, and breaches should be addressed promptly to protect the security, validity, and integrity of the Interim Assessments. Test Administrators are responsible for monitoring testing sessions, responding appropriately to testing concerns, and notifying the School Test Coordinator of any incident that may affect a student's testing experience or the security of assessment content.

When a testing incident occurs, school staff should document the circumstances, take immediate action to prevent further impact, and follow established local procedures for reporting and resolution. Depending on the nature of the incident, corrective actions may include pausing a student's assessment, investigating the event, providing additional guidance to staff or students, or escalating the issue for further review. The definitions and examples in Table 4 are intended to help users identify and classify testing incidents consistently. For more information, please consult the DoWEA Test Security Protocols found in the DoWEA Test Security manual posted in the Balanced Assessment Schoology Group, Access Code Q5Q95-HQJ6P

Table 4. Definitions for Test Security Incidents

Type	Definition
Breach	A serious event that poses a threat to the validity of the test. Examples: secure test items being shared on online/social media/AI platforms or Test Administrators (TAs) modifying student answers. These circumstances have external implications for the Consortium and may result in a Consortium-level decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the School Test Coordinator (STC) and the District Test Coordinator (DTC) immediately and are reported using the Assessment Branch Help Desk.
Irregularity	An unusual circumstance that has moderate impacts on an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. Example: Test Administrator (TA) leaving related instructional materials on the walls in a testing room. These circumstances can be corrected and contained at the local level and reported using the Assessment Branch Help Desk for resolution. An irregularity must be reported to the School Test Coordinator (STC) and the District Test Coordinator (DTC) immediately and reported using the Assessment Branch Help Desk within 24 hours of the incident should an appeal be required.
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. Examples: Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts. These circumstances can be corrected and contained at the local level and reported to the School Test Coordinator (STC) and the District Test Coordinator (DTC) immediately and reported using the Assessment Branch Help Desk should an appeal be required.

Most testing improprieties, irregularities, and breaches described in the Online Summative Test Administration Manual (TAM) are not reported during an Interim Assessment administration. Unlike Summative Assessments, Test Administrators may discuss Interim test items with students or other educators in the school and may use Interim Assessment test items for instructional purposes.

There are two exceptions to this general policy:

- **Testing Irregularity:** A Test Administrator (TA) accidentally administers a Summative Assessment instead of an Interim Assessment. This testing irregularity is typically reported using the Assessment Branch Help Desk.
- **Breach:** An adult or student shares Interim Assessment items publicly. These must be reported immediately in accordance with the policies described in the Online Summative Test Administration Manual (TAM).

Incidents that are considered breaches for Interim Assessments include the following:

- Any posting of Interim test items or stimuli on social media (e.g., X, Facebook, etc.).
- A student removing from the classroom or testing environment, with or without permission, copied or printed test items, stimuli, or scratch paper that was used during the test. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item.
- An adult or student posting Interim test items in a third-party system (e.g., a student information system or local database).
- An adult displaying or distributing Interim test items that results in access to individuals beyond authorized districts and students (e.g., posting on a classroom webpage or putting them into a homework packet).

These inappropriate uses of Interim Assessment items may prevent a Test Administrator from a different school or district from using an Interim Assessment for their planned purpose.

A breach incident must be reported to the School Test Coordinator (STC) and District Test Coordinator (DTC) immediately. All incidents must be reported using the Assessment Branch Help Desk prior to escalation or appeal. Breaches must be submitted to the School Test Coordinator (STC) and District Test Coordinator (DTC) within 24 hours of discovery and escalated to DoWEA HQ within 3 business days. The District Test Coordinator (DTC) is responsible for notifying DoWEA HQ, which will notify Smarter Balanced Staff of a potential security breach.

5.3 Accommodations and Accessibility

The Smarter Balanced Assessment System is designed so that all students—including those who are learning English or have special needs—can participate in the tests and demonstrate what they know and can do. The Interim Assessments also include all the accessibility resources that are available in the Summative Assessment to provide accurate results for all students. Smarter Balanced accessibility resources include:

- **Universal Tools** (e.g., digital notepad, scratch paper) are available to all students based on student preference and selection.
- **Designated Supports** (e.g., text-to-speech, translated pop-up glossary) are available to students for whom a need has been indicated by an educator or team of educators (along with the student and their family) familiar with the student's instructional needs.
- **Accommodations** (e.g., braille, American Sign Language (ASL) videos) are available to students with a documented need noted in an Individualized Education Program (IEP) or Section 504 Plan.

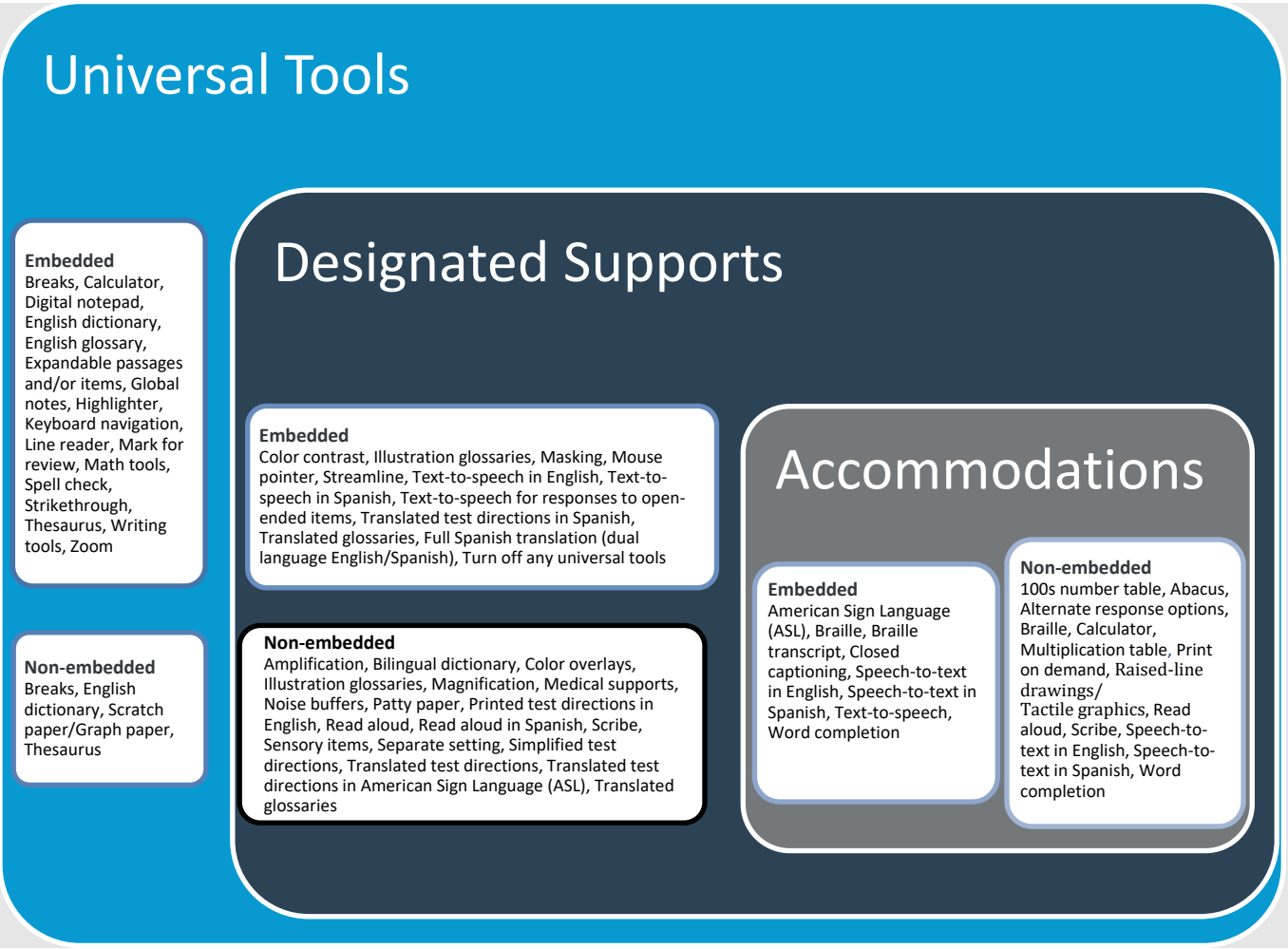
As shown in the following figure, each category of accessibility resources includes both embedded and non-embedded versions.

- **Embedded** resources are delivered digitally as part of TestNav.
- **Non-embedded** resources are provided separately from the system.

For a complete list of universal tools, designated supports, and accommodations, see the Usability, Accessibility, and Accommodations Guidelines (UAAG). The accessibility policies described in the Online Summative Test

Administration Manual (TAM) are consistent with the resources and procedures outlined in this guide. This guide should be used in conjunction with the DoWEA Accommodations and Accessibility Guide posted in the Balanced Assessment Schoology Group, Access Code Q5Q95-HQJ6P

Figure 2. Conceptual Model Underlying the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines



5.4 Use of Calculators

Calculators are available only for designated Smarter Balanced mathematics assessment items and grade levels, consistent with Smarter Balanced assessment policies. For items where calculator use is permitted, students will have access to a calculator provided within TestNav. Test Administrators should ensure that students use only the approved calculator tools available for the assessment and should review calculator policies prior to testing.

Before testing begins, students should be given an opportunity to become familiar with the calculator tools that may be available during the assessment. Familiarity with the calculator functionality can help students efficiently use the tool when appropriate and focus on demonstrating their mathematical knowledge and problem-solving skills during the Interim Assessment.

Test Administrators should also verify that any students approved to use a non-embedded calculator as an accommodation have access to the appropriate device and that all applicable accommodation and test security procedures are followed.

The following describes calculator policies for the online Smarter Balanced Summative Assessments and for students taking the Interim Assessments using standardized administration procedures. Test Administrators administering the Interim Assessments using non-standardized conditions or for formative purposes may offer students more flexibility regarding the use of calculators in a way that aligns with their intended use of assessment results.
An embedded calculator is available for some math items in Grade 6 and above.

- A non-embedded calculator may only be used by students with a documented accommodation in an Individualized Education Program (IEP) or Section 504 Plan per guidance provided in the Usability, Accessibility, and Accommodations Guidelines (UAAG). The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.
- Smarter Balanced math assessments for Grades 3–5 do not allow calculators to be used, even as an accommodation.
- Some grade-level math Interim Assessment Blocks (IABs) have a calculator available, and others do not, depending upon assessed content.
- The types of embedded calculators available on the Smarter Balanced math tests are described below.
    - **Grade 6:** Basic Calculator
    - **Grades 7:** Scientific Calculator

5.5 Electronic Devices

For standardized test administration conditions, students should only have what is needed and allowed for testing, unless a device is needed for medical monitoring as described in the Smarter Balanced Usability, Accessibility and Accommodation Guidelines (UAAG). All other student belongings should be placed in the location identified by the Test Administrator (TA).

For standardized and non-standardized test administrations, no digital, electronic, or manual device may be used to record or retain test items or stimuli (reading passages). Similarly, these materials may not be shared via email, social media websites, etc. Interim Assessments are “student- and teacher-facing” only, which is consistent with the information provided in Section 5.3 Test Security.

5.6 Scratch Paper

Scratch Paper Use

Scratch paper is a non-embedded universal tool for students to take notes, write computations, or develop draft responses. Scratch paper should be available to students for all of the Interim Assessments.

- For ELA, only plain paper is appropriate.
- For math, plain graph paper (no coordinate plane or other graphics) may be used at any grade level and is required beginning in sixth grade.
- A whiteboard with a marker may also be used as scratch paper.

As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (e.g., math window), are permitted to make notes, including the use of digital graph paper.

- The assistive technology devices need to be familiar to the student and/or consistent with their Individualized Education Program (IEP) or Section 504 Plan.
- Access to the internet must be disabled on assistive technology devices.

Storage and Security
For a standardized Interim Assessment administration, Test Administrators must either destroy scratch paper or securely store it after each test session. This includes when students take notes and/or draft responses to ELA or math performance tasks (PTs).

For the ELA Interim Assessment Block (IAB) – Performance Task (PT), the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2. This allows students to return to their notes, even though they are not able to go back to specific items in Part 1. While the embedded Global Notes is the preferred mode for notetaking during the ELA performance task (PT), students may use scratch paper to make notes, create graphic organizers, or develop draft responses.

To maintain security, Test Administrators should have students write their names (or other identifier) on scratch paper used for notes on performance tasks (PTs). The Test Administrator must collect and securely store the scratch paper if it will be used in a later test session. All scratch paper must be securely destroyed or stored after the student completes the performance tasks (PTs), following protocols similar to the Summative Assessment.

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

5.7 Breaks

Students may be provided breaks during Interim Assessment testing as needed. Breaks can help students maintain focus and may be provided in accordance with local testing practices and individual student needs. Test Administrators should ensure that students understand how to pause their assessment, if applicable, and should monitor students before, during, and after breaks to maintain a secure testing environment.

When scheduling breaks, Test Administrators should be aware that certain testing system settings may affect a student's ability to review previously completed items upon returning to the assessment. To minimize disruptions, schools are encouraged to plan testing sessions carefully and consider scheduling extended breaks, such as lunch periods, between testing sessions when appropriate. Test Administrators should provide clear instructions to students before a break begins and confirm that students are able to resume testing successfully afterward.

There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. 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. 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. 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). Note: Interims and the Summative are not timed; breaks should be aligned with Ed Plans or individual student needs according to the length of the assessment, but an extra time accommodation is not needed.

For a performance task (PT), the student can take a break for any amount of time and still return to any previously answered item within the performance task's (PTs) current segment only.

- The math performance tasks (PT) has only one part.
- The ELA performance tasks (PTs) are presented in two parts.

- Students can take breaks within Parts 1 and 2; however, once a student moves from Part 1 to Part 2, they will not be able to review or revise items in Part 1.
- Smarter Balanced recommends that students complete Part 1 in one test session and Part 2 the next school day in a separate test session. DoWEA Test Administration Scripts, but this is a local decision.

5.8 Verbal Instructions/Script

The purpose of the Smarter Balanced Interim Assessments is to provide educators with student- and class-level results that can be used to inform instruction. To support the intended flexibility of the assessments, a standard verbal script is not required in non-standard administrations.

Section 6.0: Reporting

Accessing Interim Assessment Reports in ADAM

Authorized users can access Interim Assessment reports through ADAM after student testing is complete and results have been processed. To view available reports, sign into ADAM through LaunchPad and select **Reporting** from the left navigation menu. Report availability is based on the user's role and organizational scope. Users will only see data for the schools, districts, or organizations to which they have been granted access.

Depending on their assigned role, users may access reports such as the **Performance Dashboard** and **Progress Report** to review student participation, completion status, and assessment results. Data may not be immediately available following test completion, and users should allow sufficient time for responses and scores to be processed before viewing reports.

Performance Dashboard

The Performance Dashboard provides a summary of student performance for Interim Assessments within the user's assigned organization. Users can view average scale scores and assessment results for individual Interim Assessment Blocks (IABs), as well as drill down to more detailed performance information. The dashboard can be used to identify strengths and areas for improvement, monitor student achievement, and support instructional planning and data-driven decision making.

For users with access to multiple organizations, the dashboard displays results based on the selected organizational scope and available data. The information displayed is limited to the schools, districts, or organizations to which the user has been granted access.

Progress Report

The Progress Report provides a summary of assessment participation and scoring status for Interim Assessments. Users can view the number of students who have not started, started, or submitted an assessment, as well as the status of hand-scored responses. This report helps Administrators and Coordinators monitor test completion, identify scoring work that remains outstanding, and track overall administration progress.

Activity Report

The Activity Report provides a summary of Interim Assessment testing activity over a selected date range. Users can monitor the number of test sessions that have been started and completed, view current testing activity, and identify trends in assessment participation over time.

This report is used to track administration activity and monitor testing progress across schools, districts, or other authorized organizational levels. The Activity Report can help administrators identify periods of testing activity, monitor participation rates, and support planning and oversight throughout the Interim Assessment administration.

Report Assets
The Report Assets page provides access to downloaded report files and other report-related resources generated within ADAM. Users can use this page to locate and manage available reporting assets based on their assigned permissions.

SECTION 7.0: SMARTER BALANCED TOOLS FOR TEACHERS

7.1 TOOLS FOR TEACHERS OVERVIEW

Smarter Balanced Tools for Teachers is an online collection of instructional and professional learning resources designed to support teaching and learning throughout the school year. The platform provides educators with access to formative assessment practices, classroom resources, instructional strategies, and connections to Smarter Balanced assessment content that can be used to support student learning and academic growth. These resources are aligned with the Common Core State Standards (CCSS) and help educators implement the formative assessment process with targeted instruction to improve teaching and learning.

Tools for Teachers is intended to complement Interim Assessment results by helping educators interpret student performance and identify resources aligned to specific standards, claims, and instructional needs. Educators are encouraged to use the platform alongside Interim Assessment data to inform instructional planning, address learning gaps, and support continuous improvement in student achievement.

Tools for Teachers was developed by educators for educators and provides a variety of resources, including:

- **Instructional Resources** developed by educators through a collaborative development approach and a quality review process utilizing a set of consistent criteria.
- **Formative Assessment Strategies** teachers can use to add to the instructional toolkit for establishing routines that engage students, check understanding, and allow real-time instructional actions to engage students and check understanding.
- **Accessibility Strategies** embedded in the Instructional Resources (e.g., lessons) and available to use independently with classroom curriculum to ensure all students can participate in learning activities including the inclusion of tiered accessibility supports.
- **Interim Connections Playlists (ICPs)** aligned to Interim Assessments providing educators with information on student performance to inform differentiation as well as Instructional Resources (e.g., lessons) to target skills and concepts.
- **Professional Learning Resources** focus on how Tools for Teachers resources can support assessment literacy, deep understanding of ELA and Math content standards, and much more.

Tools for Teachers includes several innovative design features that make it teacher-friendly. Search features help educators locate instructional resources, which can be bookmarked and annotated with the "notes" feature. In addition, Tools for Teachers is web accessible (i.e., WCAG 2.1 AA compliant). Instructional resources include options for differentiating instruction, as well as student-focused accessibility strategies, and formative assessment strategies. To learn more about Tools for Teachers, a one-hour module is posted in the Balanced Assessment Professional Learning course; this module was required for grades 3-7 teachers during Kick-Off to School Excellence.

The Tools for Teachers website is embedded with help features, which are indicated with a circled "i." Technical support for the site will be provided by the DoWEA HQ.

Additional information about the Instructional Resources is available on the Tools for Teachers page.

Tools for Teachers is embedded with "help features" throughout the site. Additional support may be needed beyond what the help function provides.

Instructional Resources (lessons) include options for differentiating instruction, as well as student-focused accessibility strategies, and formative assessment strategies, and additional support for ELs. For more information about Tools for Teachers, see the Get Started page.
Tools for Teachers is accessed through LaunchPad:



7.2 Accessing Tools for Teachers

Tools for Teachers is available to educators per DoWEA policies on user roles and management.

Tools for Teachers is available to authorized educators through the Smarter Balanced platform. Access is granted based on user permissions and organizational policies. Educators should use their assigned credentials to log in and access available instructional, assessment, and professional learning resources.

Prior to using Tools for Teachers, users should verify that their account is active and that they have the appropriate permissions to access the platform. If access issues are encountered, users should contact their local School Test Coordinator or designated support contact for assistance. Once logged in, educators can explore resources by grade level, content area, claim, assessment target, and instructional purpose to support classroom instruction and student learning.

Appendices

The appendices contain supplemental resources and reference materials that support the administration of Smarter Balanced Interim Assessments. These materials provide additional guidance, technical information, and supporting documentation referenced throughout this manual. Users are encouraged to consult the appendices for detailed information related to testing procedures, accessibility resources, technology requirements, and other assessment-related activities.

Appendix A: Additional Resources

The resources included in this appendix provide additional information to support the administration, scoring, reporting, and instructional use of Smarter Balanced Interim Assessments. These materials offer guidance for educators, coordinators, and administrators seeking to better understand assessment processes, available tools, and the interpretation of assessment results.

Users are encouraged to consult these resources for more detailed information about Interim Assessments, Tools for Teachers, hand scoring, reporting, accessibility supports, and other assessment-related topics. The

resources identified in this appendix supplement the guidance provided throughout this manual and may be updated periodically as new information becomes available.

Appendix A Table 1. Smarter Balanced Assessment System Resources

Resource	Description
Tools for Teachers	Tools for Teachers offers instructional resources (lesson plans) and professional learning resources that support teachers in implementing the formative assessment process during classroom instruction.
Tools for Teachers Overview	This is a two-page quick guide on using the Tools for Teachers's resources and strategies.
Tools for Teachers Video Introduction	This 7-minute video introduces the Smarter Balanced Tools for Teachers website. Tools for Teachers offers educator-created lessons, activities, strategies, and professional development to support tailored instruction and boost learning. The video provides site navigation tips, examples of how educators can use the platform, and a deeper look at Tools for Teachers instructional resources. It also highlights how to incorporate formative assessment into classroom practice.
Using Smarter Balanced Interim Connections Playlists (ICPs)	This 6:53-minute video provides an introduction to the Smarter Balanced Interim Connections Playlist describing what playlists are and tips for how to use them. The video walks through three different scenarios of how educators can use playlists to support teaching and learning.
Interim Assessments Interpretive Guide	Designed to help educators, parents, and other interest holders interpret Interim Assessment results. This document focuses on interpreting student test results from the Smarter Balanced Interim Assessment Blocks (IABs).
Interim and Formative Assessment Playbook	The Interim and Formative Assessment Playbook offers educators in Smarter Balanced Member jurisdictions guidance and recommendations regarding how they can use Tools for Teachers and Interim Assessments to accelerate learning.
Interim Assessment Overview	Provides an overview of the Interim Assessment Blocks (IABs), and describes key features of the assessments, and provides annual updates.
Interim Assessment Technical Report for Educators	Provides evidence in support of the validity and value of the Smarter Balanced Interim Assessments, with the understanding that the flexibility of the Interim Assessment System allows educators to make local decisions about its best and most appropriate uses; therefore, focuses on the development of test items and on characteristics of test forms.
Practice and Training Tests	**Practice Tests** are available for ELA and math for all tested grades. They are similar in format and structure to the actual test and include about 30 questions covering similar, but abbreviated, content from the summative assessment. Practice Tests include performance tasks (PTs) for each grade. **Training Tests** are shorter than Practice Tests and offer a sample of six questions, so students can become familiar with the testing software.
Sample Items Website	Provides examples of test questions used on Smarter Balanced Assessments in ELA and math. Sample items are not intended to be used as practice tests, but educators can use them to better understand how Smarter Balanced measures college- and career-ready content. These items are open to the public.

Resource	Description
Smarter Content Explorer	Describes how Smarter Balanced assesses academic content standards. Educators can use it to support instruction, interpret student results, and plan activities aligned to grade-level Claims and Targets.
Interim Assessment Item Portal (IAIP)	Provides educators with the ability to use Interim Assessment items in more flexible ways to support student learning. Access to Interim Assessment Item Portal (IAIP) is permission-based and requires secure access via Tools for Teachers.
Usability, Accessibility, and Accommodations Guidelines (UAAG)	Describes the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced Assessments. The guidelines provide information for classroom teachers, English language development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. This guide should be used in conjunction with the DoWEA Accommodations and Accessibility Guide posted in the Balanced Assessment Schoology Group, Access Code Q5Q95-HQJ6P

Appendix B: Smarter Balanced Interim Assessments: Guidance for Educators

The Smarter Balanced Interim Assessments are designed to support teaching and learning by providing educators with flexible assessment resources that can be used throughout the school year. To ensure these resources remain available and effective for instructional use, educators must administer, access, and use Interim Assessments in accordance with all applicable test security, confidentiality, and copyright requirements.

This appendix provides guidance on the appropriate use of Interim Assessments and highlights key responsibilities for maintaining the security of assessment content. Educators, school administrators, and other authorized users should review these guidelines to help ensure that Interim Assessment materials are used consistently, responsibly, and in a manner that preserves the integrity of the assessment system.

The information in this appendix is intended to serve as a quick reference for recommended practices and prohibited activities related to Interim Assessment administration, instructional use, and assessment security.

The following guidance outlines the proper use of Smarter Balanced Interim Assessments, emphasizing test security, copyright protection, and acceptable use. This document is intended for both classroom educators and district/school administrators. Use this as a quick "Dos and Don'ts" reference list to ensure compliance with Smarter Balanced test security policies and copyright law.

Appendix B Table 1. The Dos and Don'ts of Interim Test Administration

Dos of Interim Administration	Don'ts of Interim Administration
● **Do Use for Instructional and Formative Assessment Purposes:** ○ Do use Interim Assessments to support teaching and learning needs. ○ Do ensure test items are only Test Administrator and student facing. ○ Do use throughout the year to identify student needs and make instructional decisions. ● **Do Maintain Test Security:** ○ Do ensure test items are "semi-secure" or "non-public," meaning they are viewed only by authorized educators and students.	● **Don't Post or Distribute Items Publicly:** ○ Do not post test items on public websites or public pages. ○ Do not send test items home as homework. ○ Do not distribute test items via email, text messages, or any non-secure communication channels. ● **Don't Bypass Test Security Protocols:** ○ Do not alter the "semi-secure" nature of Interim Assessments. Items must remain non-public to protect test fairness and integrity.

○ Do control access when using for remote instruction or personalized learning. ○ Do follow all applicable DoWEA test security laws, regulations, and policies. ○ Do store and share Interim Assessments securely to protect test fairness and integrity. ○ Do secure printed or digital copies when not in use and securely destroy them after instructional use. ● **Do Use Approved Platforms Only:** ○ Do share direct links to official Smarter Balanced platforms so educators can log in securely. Do not copy test items. ○ Do protect copyrighted materials when sharing resources for instructional purposes. ● **Do Monitor and Enforce Copyright Laws:** ● Smarter Balanced content is protected by copyright. ● Everyone involved, including educators and students, is responsible for following established DoWEA test security policies.	○ Do not use practices that could lead to unauthorized access or distribution, even for instructional purposes. ● **Don't Allow Unauthorized Third-Party Use:** ○ Do not copy test items into any third-party application such as AI tools, Google Sites, Quizlet, Padlet, YouTube, or similar platforms. ○ Do not post test items into AI tools for hand scoring or any other purpose. ○ Do not share or display test items for an outside party's financial or intellectual benefit. ○ Do not share or host any test items on platforms where public access or unauthorized access cannot be restricted. ● **Don't Ignore Copyright Law:** ○ Do not use Smarter Balanced materials in violation of copyright laws—exposed test content is subject to Digital Millennium Copyright Act (DMCA) enforcement. ○ Do not ignore these rights—Copyright infringement may result in written warnings, penalties, or escalation procedures.

Enforcement and DoWEA Responsibilities

- **High-Level Oversight:**
  - If you encounter any misuse, follow your DoWEA-controlled roles and responsibilities to report the issue [e.g., Social Media Assessment Monitoring].
  - While detailed enforcement procedures are outlined in the Online Summative Test Administration Manual, DoWEA must ensure compliance with these expectations.
  - Educators should monitor their own practices and report any unauthorized use of Smarter Balanced content to the DoWEA HQ.

- **DMCA Compliance:**
  - Unauthorized public display or distribution of test items may be subject to Digital Millennium Copyright Act (DMCA) enforcement procedures.
  - Third-party applications that host or facilitate the distribution of these protected test items—especially where there is any charge or potential financial/intellectual benefit—will be considered in violation of Smarter Balanced terms and conditions of use.

By adhering to these "Dos and Don'ts," educators help maintain the integrity and security of Smarter Balanced Interim Assessments while supporting effective teaching and learning practices. Remember, safeguarding test content ensures fairness for all students and upholds our legal obligations under copyright law.