

California Spring 2014 Smarter Balanced Field Test

Terminology

Term	Definition
Accessibility Supports	Supports that may or may not (because they have not been previously identified) invalidate the measurement of the test; these supports are not universal tools, designated supports, or accommodations (e.g., read-a-loud of passages in grades 3 through 5). An LEA shall notify the CDE in writing prior to the use of the accessibility support(s).
Accommodations	Supports documented in a pupil's Individualized Education Program (IEP) or Section 504 Plan that are utilized in the assessment environment or consist of changes in procedures or materials that increase equitable access during the assessment and that do not fundamentally alter the comparability of scores.
Breaks	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. The number of items per session can be based on the student's need. 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 break for any amount of time and still return to any previously answered item within the PT current segment only.
Classroom Activity	The classroom activity is a short teacher (Test Administrator or other authorized staff)-led activity designed to provide students with information and key terms that would be helpful for him or her to know prior to taking the performance task. A classroom activity is required before the performance task portion of the Field Test for both mathematics and ELA. There should not be a lag of more than three days between the classroom activity and the performance task.
Confirmation Code	A number or alphanumeric code assigned to a student that is designated by a state and needed for a student to login to the Field Test. For California, the confirmation code will be the student's first name as it appears in California Longitudinal Pupil Achievement Data System (CALPADS).
Designated Supports	Features that are available for use by any pupil for whom the need has been indicated, prior to the assessment administration, by an educator or group of educators (e.g., team of educators with parent/guardian and student).
District Test Coordinator (DC) <i>alternatively known as</i> LEA CAASPP Coordinator	District-level personnel responsible for the overall administration of the Field Test in a district. DCs should ensure that the School Test Coordinators (SCs) and Test Administrators (TAs) in their districts are appropriately trained and aware of policies and procedures. In the event there is no DC, another designated individual will be assigned these responsibilities by the state.
Embedded Supports	A support, whether a universal tool, designated support, or accommodation, that is part of the assessment technology platform for the computer-administered CAASPP tests.
Force Majeure	An extraordinary circumstance (e.g., a power outage or network disturbance lasting for more than one full school day) or act of nature (e.g., flooding, earthquake, volcano activity) that directly prevents a school from making reasonable attempts to adhere to the Field Test schedule.
Full-write	A component of the ELA performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multiparagraph piece of writing for which the student engages the full writing process.
Invalidation	The act of omitting test results and student responses from the testing and accountability systems for a given testing opportunity for which the student may not retest. Invalidation is often the outcome for tests impacted by a test security incident.
Non-Embedded Supports	A support, whether a universal tool, designated support, or accommodation, that may be provided by the LEA and is not part of the assessment technology platform for the computer-administered CAASPP tests.
Non-Performance Task (PT) Items	The Field Test is comprised of two components: a classroom activity/ performance task (see definitions) and non-performance task (non-PT) items, such as Multiple Choice, Matching Tables, and Drag and Drop. For a full list of item types, please see Appendix C. The items in the non-PT will become the CAT portion of the operational assessment.

Term	Definition
Nonpublic Schools (NPS)	A private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program and is certified by the department. It does not include an organization or agency that operates as a public agency or offers public service, including, but not limited to, a state or local agency, an affiliate of a state or local agency, including a private, nonprofit corporation established or operated by a state or local agency, or a public university or college. A nonpublic, nonsectarian school also shall meet standards as prescribed by the Superintendent and board. (Education Code section 56034)
Pause	A student or Test Administrator may pause any part of the test as needed. Depending on the section of the test, the consequences of a student's pausing the test will differ. Pauses of more than 20 minutes in the non-PT component of the test will prevent the student from returning to items already attempted. For a PT, the student can pause for any amount of time and still return to any previously answered item within the PT current segment only.
Performance Task (PT)	The FT is comprised of two components: a performance task, which is comprised of a classroom activity with an individually administered, computer-generated task, and non-PT items (see definition). A PT is a required portion of the Field Test that requires students to answer a set of complex questions that are centered on a common theme or problem. Prior to the PT, teachers or instructional staff conduct a classroom activity for all students in the class to ensure that the context of the task does not interfere with a student's ability to address the content of the task.
Reset	Resetting a test allows the student to restart the test. For example, this may occur if a student's test event was administered inconsistently with the student's IEP (this is extremely rare). In most cases, the TA can stop the test, enable the approved accommodation(s), and then proceed with the test session without a reset. Permission for a reset is initiated through the Appeals process in the Test Information Distribution Engine (TIDE).
School Test Coordinator (SC) <i>alternatively known as</i> CAASPP Test Site Coordinator	School personnel responsible for monitoring the Field Test schedule, process, and TAs. SCs 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 Smarter Balanced Assessment Consortium.
Scribe	An employee of the LEA or a person assigned by an Nonpublic schools (NPS) to implement a pupil's IEP who has signed a CAASPP Test Security Affidavit and is required to transcribe a pupil's responses to the format required by the test. A pupil's parent or guardian is not eligible to be the pupil's scribe.
Secure Browser	A web browser that is downloaded and installed on a computer prior to a student's beginning the test. The browser is specifically designed for use with the Smarter Balanced Assessment to provide secure access to the Field Test and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessment.
Segment <i>alternatively known as</i> Part	Tests are broken up into segments within the Test Delivery System. 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 which allows calculator use and another segment which 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	<p>A timeframe in which students actively test. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes. However, Smarter Balanced tests are not timed and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.</p> <p>Though a session is most often set up by an administrator in the TA Interface, the performance task includes a classroom activity, which does not require students to be currently logged in to the Test Delivery System, but may still be administered as an independent session. Note: A test session does not need to end when a segment ends.</p>
Statewide Student Identifier (SSID)	A statewide, unique student identifier, as assigned for use in TIDE, assigned to each student by his or her state education agency for the purpose of the Smarter Balanced Assessment (in some cases this may be the same identifier used on the state assessments).

Term	Definition
Test Administrator (TA) <i>alternatively known as</i>	District or school personnel responsible for administering the Smarter Balanced Field Test in a secure manner in compliance with the policies and procedures outlined in the Online Field Test Administration Manual.
Test Examiner (CA Emergency Test Regulations)	An employee or contractor of an LEA or an NPS who has been trained to administer the tests and has signed a CAASPP Test Security Affidavit. For the alternate assessment, the test examiner must be a certificated or licensed school, district, or county staff member.
Test Proctor	An employee of an LEA, or a person assigned by an NPS to implement a student's IEP or Section 504 Plan, who has signed a CAASPP Test Security Affidavit and has received training designed to prepare him or her to assist the test examiner in the administration of tests within the CAASPP assessment system.
Test Information Distribution Engine (TIDE)	The overall registration system used by the Smarter Balanced Assessment. This is the system through which users interact with and inform the system. This registration system provides administrators with the tools to add and manage users and students participating in the Smarter Balanced Field Test.
Testing Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a repeatable 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.
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 proceed when an incident has occurred, please refer to Appendix B of this 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.
Test Materials	Include, but are not limited to, administration manuals, administrative materials, test booklets, assessment technology platform, practice tests, scratch paper, and test answer documents, as part of the administration of the CAASPP tests.
Universal Tools	Accessibility features of the CAASPP tests that are available to all students. Available to all students based on student preference and selection.