



# **Vermont Comprehensive Assessment Program (VTCAP)**

## **Test Administrator's Manual** for Computer-Based and Paper-Based Tests

**Spring 2024**

**English Language Arts and Mathematics**  
Grades 3–9

**Science**  
Grades 5, 8, & 11

Prepared by Cognia





**Content and Copyright Information**

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# Contact Information

## General Administration Questions

Cognia Vermont Client Care Center

**Telephone:** 800-215-8975

**Email:** [vtservicecenter@cognia.org](mailto:vtservicecenter@cognia.org)

**Help & Support Site:** [vermont.onlinehelp.cognia.org](http://vermont.onlinehelp.cognia.org)

The Client Care Center may be contacted for situations and questions that include some of the following:

- Testing environment down or unavailable
- User accounts not available, or proctors are not able to administer tests
- Student or test session information is incorrect or missing
- Preparing for online testing (e.g., downloading the secure browser)
- Password resets for district and school users

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

- Type of device being used within the system
- Any error message(s) that appeared (code and description)
- Operating system and browser information
- Network configuration information
- Your contact information for follow-up, including email address and phone number
- Any relevant and authorized student and school information, including statewide student identifier (SSID), grade level, and content area.

**Note:** Please do not send any secure student information via email.

## Policy Questions

Vermont Agency of Education (AOE) Statewide Assessment Team

**Email:** [aoe.statewideassessment@vermont.gov](mailto:aoe.statewideassessment@vermont.gov)

# Spring 2024 VTCAP Important Dates

Important Dates	
Initial order of paper-based materials arrives in schools	March 4, 2024
Additional materials ordering window	March 4–April 26, 2024
Test administration window	March 11–April 26, 2024
Make-up test administration window	April 29–May 3, 2024

## Version History

Version	Release Date	Revisions
V2	2/20/24	<p><b>Page 8:</b> A note was added to clarify that the English dictionary and thesaurus non-embedded universal tools are allowable for mathematics and science only.</p> <p><b>Page 9:</b> Screen reader was added to the list of embedded accommodations. Screen reader will be available as a fixed, accommodated form as needed based on the student’s IEP.</p>
V3	3/11/24	<p><b>Page 14:</b> The screenshot of the Student View is updated to show Last Name in the Auth Fields column.</p> <p><b>Page 15:</b> The screenshot of the student print card is updated.</p> <p><b>Page 27:</b> Instructions advise students to enter their last name and identifier, and the associated screenshot on the login screen is updated.</p> <p><b>Page 34:</b> Instructions advise students to enter their last name and identifier, and the associated screenshot on the login screen is updated.</p> <p><b>Page 39:</b> Instructions advise students to enter their last name and identifier, and the associated screenshot on the login screen is updated.</p>
V4	3/26/24	<p><b>Page 30:</b> Instructions for mathematics grade 9 updated to reflect that students may use a calculator.</p>

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# Overview

## About this Manual

This manual outlines the steps to be followed before, during, and after administration of the spring 2024 Vermont Comprehensive Assessment Program (VTCAP) in English Language Arts (ELA), mathematics, and science. Understanding of and compliance with each of these steps is vital for a successful administration. Please read this *Test Administrator's Manual (TAM)* to become familiar with the test administration procedures before testing begins.

## About the Tests

The spring 2024 VTCAP is administered in the following subjects and grades:

- ELA grades 3–9
- Mathematics grades 3–9
- Science grades 5, 8, and 11

The ELA and mathematics assessments assess the Common Core State Standards for English and mathematics, respectively. The science assessment assesses the Next Generation Science Standards.

The ELA assessments will focus on reading skills related to the comprehension and analysis of texts, the analysis of pieces of writing and knowledge of standard language conventions, listening skills, and the production of writing while using standard language conventions. The 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. The science assessments focus on important disciplinary core ideas, scientific and engineering practices (e.g., asking questions, developing and using models), and crosscutting concepts (e.g., patterns, cause and effect, stability and change) that apply across scientific disciplines.

The spring 2024 VTCAP will be administered in both a computer-based test (CBT) and a paper-based test (PBT) format. Most students will be assessed via the adaptive, CBT assessment, with CBT and PBT accommodated fixed forms available as needed.

All CBT forms will be delivered via TestNav. The CBT accommodated fixed forms will include the following formats. Students assigned these accommodations will be delivered the correct fixed form assessment upon logging in.

- American Sign Language (ASL)
- Translated languages (mathematics and science)
  - › Arabic
  - › Chinese
  - › French
  - › Spanish
  - › Swahili

The PBT accommodated forms include the following formats:

- Standard print
- Large print
- Braille

**Note:** For students requiring a braille form, Braille Ready Files must be requested through Cognia and printed locally.

Additional information regarding the VTCAP test specifications can be found on the Vermont Help and Support Site here [vermont.onlinehelp.cognia.org](http://vermont.onlinehelp.cognia.org).

# Test Administration Responsibilities

## District Test Administrator

The district test administrator (DA) assumes the overall responsibility for implementing the VTCAP assessments within each supervisory union, supervisory district, and independent school. DAs serve as the local point of contact for questions and information and are responsible for disseminating information and organizing training for district test coordinators (DCs), school test coordinators (SCs), teachers, and proctors. The DA's password for ADAM provides the highest level of access to student files, including the ability to add/upload students, upload/edit student settings, and upload/edit student demographic information. The DA creates accounts for other roles within their organization.

## District Test Coordinator

The DC's primary responsibility is to coordinate the administration of the VTCAP assessment in the district, including the following steps:

- Reviewing all test administration documents
- Reviewing scheduling and test requirements with SCs, teachers, and proctors
- Working with SCs and technology coordinators to ensure all systems are properly installed and functioning
- Creating users (SCs and teachers, if needed) in ADAM
- Verifying all student information and eligibility in ADAM
- Scheduling and administering training sessions for all SCs, teachers, proctors, and technology coordinators
- Ensuring that all personnel are trained on how to properly administer the VTCAP assessments
- Monitoring secure administration of the test
- Investigating and reporting all testing improprieties, irregularities, and breaches reported by the teachers or proctors
- Attending to any secure material according to state and VTCAP policy

**Note:** In some cases, the DA may also serve as the DC.

## School Test Coordinator

The SC's primary responsibilities are to coordinate the administration of the VTCAP assessment and ensure that testing within their school is conducted in accordance with the test procedures and security policies established by the VT AOE. SCs are responsible for the following:

- Establishing a testing schedule with DCs, teachers, and proctors based on test administration windows
- Working with technology staff to ensure timely computer setup and installations
- Working with teachers and proctors to review student information in ADAM to ensure correct student information and test settings for designated supports and accommodations
- Creating teacher user accounts in ADAM (optional)
- Identifying students who may require designated supports and test accommodations and ensuring that procedures for testing these students follow state and VTCAP policy
- Attending all district trainings and reviewing all VTCAP policy and test administration documents
- Ensuring that all teachers and proctors attend school or district trainings and review online training modules posted on the portal
- Establishing secure and separate testing rooms if needed
- Monitoring secure administration of the test



- Monitoring testing progress during the testing window and ensuring that all students participate, as appropriate
- Investigating and reporting all testing improprieties, irregularities, and breaches reported by the teachers and proctors
- Attending to any secure material according to state and VTCAP policy

## Teacher

A teacher's primary responsibility is to administer the VTCAP assessments. Teachers are responsible for the following:

- Completing VTCAP test administration training and reviewing all policy and test administration documents prior to administering any VTCAP assessments
- Viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. Any potential data errors must be reported to SCs and DCs as appropriate.
- Administering the VTCAP assessments
- Reporting all potential test security incidents to the SC/DC in a manner consistent with VTCAP, state, and district policies

**Note:** Teachers are not required to have user accounts created in ADAM. Teacher user accounts only need to be created in ADAM if classes are being utilized in ADAM.

## Proctor

A proctor's responsibility is to administer the VTCAP assessments. Proctors do not need user accounts created in ADAM. Proctors will administer tests using the Proctor Dashboard. Proctors are responsible for the following:

- Completing VTCAP test administration training and reviewing all policy and test administration documents prior to administering any VTCAP assessments
- Reviewing student information in the test code and proctor lists prior to testing to ensure that the correct student receives the proper test with the appropriate supports. Any potential data errors must be reported to SCs and DCs as appropriate
- Administering the VTCAP assessments
- Reporting all potential test security incidents to the SC/DC in a manner consistent with VTCAP, state, and district policies
- Creating a safe testing environment
- Collecting and destroying testing materials after testing is complete

**Note:** To ensure that test administration and test security procedures are followed, a licensed teacher should monitor paraprofessionals when they are serving as proctors. A substitute teacher serving as a proctor should be monitored by the building principal or another administrator to ensure that test administration and security procedures are followed.

# Administration Policies

## Participation Requirements

All students enrolled in a public school and/or whose tuition is publicly funded are required to participate in the following VTCAP assessments:

- English language arts in grades 3–9
- mathematics in grades 3–9
- science in grades 5, 8, and 11

Students with the most significant cognitive disabilities may fulfill this requirement by taking the Multi-State Alternate Assessment. No more than 1% of students can fulfill this requirement by participating in MSAA. All other students must take the VTCAP.

## Participation Exemptions

Students may be exempt from participating the VTCAP assessments in the following scenarios:

- ELs who enrolled in a U.S. school for the first time within the past 12 calendar months prior to the beginning of the testing window. These students have a one-time ELA exemption and must instead participate in the Limited English Proficiency assessment.
- students who experience a medical emergency during the testing window may be eligible for a medical exemption. If a student required a medical exemption, complete the Medical Emergency Exemption form linked on the Documentation and Training page of the [Vermont Help and Support website](#).

For additional information on participation in assessment and accountability, please refer to [Appendix B: Frequently Asked Questions – Participation](#).

For questions related to assessment eligibility and participation, please contact the AOE statewide assessment team at [aoe.statewideassessment@vermont.gov](mailto:aoe.statewideassessment@vermont.gov).

## Security Guidelines

Before distributing any test materials to teachers and proctors, DAs, DCs, and SCs must read all the directions in this manual.

The following measures are required to preserve the security of the VTCAP. District superintendents, school principals and headmasters, DAs, DCs, SCs, teachers, and proctors are all charged with following these guidelines to preserve the integrity of the testing program.

## Security of Test Materials

The security of VTCAP materials must be maintained before, during, and after the test administration. Please follow the guidelines in this manual for distributing, collecting, and destroying these materials. Be sure that all testing personnel have access to a central, locked storage space for the safekeeping of test materials until the materials are securely destroyed following administration.

### ***What Is Considered Secure Material?***

For CBT administration, secure materials include

- Student Login Tickets (Student Print Cards)
- periodic tables written on by students (if locally printed)
- scratch paper provided to students

For PBT administration, secure materials include

- test booklets
- periodic tables written on by students
- scratch paper provided to students

**Note:** All scratch paper must be collected and securely shredded at the school immediately following testing.

Test administrator and test coordinator manuals are not considered secure, but still should be destroyed or recycled locally after testing, as they are updated yearly and should not be used in subsequent years.

### ***Reproduction or Unauthorized Distribution of Secure Materials***

The test materials may not be provided to any persons not coordinating and administering the test or being tested. Teachers and proctors should not receive a copy of the test booklet unless they are administering the read-aloud accommodation.

Test questions may not be taught in part or in whole before, during, or after testing. Test questions may only be presented to students during the test administration period via the standardized procedures described in this manual. Answers to test questions may not be deleted or altered by anyone except the student while taking the test. Reading test questions aloud to students, except in instances specified in this manual, is only permitted if the student qualifies for such an accommodation.

## Test Security Plan

Each district is responsible for developing and implementing a test security plan that fully addresses security and assigns responsibilities to school staff to meet all the requirements of the test administration. SCs, TEs, and Proctors must be trained on all the test security requirements before the test administration. Make sure to follow the security plan developed for your district or school.

### ***Paper-Based Test Materials***

DCs must use the serial number located on the front cover of each test booklet to keep records of all test booklets. If a test booklet is missing following test administration, the DC must ensure that a thorough search is undertaken to locate the booklet. If the booklet cannot be located, the DC must report the loss within three business days to the AOE. This report must include all pertinent information regarding the incident. If the test booklet remains missing, the district will initiate a formal investigation into the loss and submit a comprehensive report of the incident to the AOE.

## Testing Irregularities and Security Breaches

All administrations of the tests are to be conducted under the standardized procedures described in the TAM provided to the DA, DCs, SCs, teachers, and proctors. Testing irregularities, such as potential cheating, and any suspected or actual breach of security should be reported immediately by the proctor to the DC or SC.

Invalidation of tests due to testing irregularities or security breaches shall be determined after a thorough investigation and consultation between the LEA and AOE. As required by state policy, the DA must inform the AOE of a testing irregularity or security breach as soon as possible, using the Test Security Incident Form linked on the Documentation and Training page of the [Vermont Help and Support website](#).

## Student Confidentiality

Student records, including test results, are protected by the Family Education Rights and Privacy Act (FERPA). All superintendents, principals, DAs, DCs, SCs, and teachers are responsible for maintaining the privacy and security of all student records. Individual test scores, as well as all other aspects of a student's record, are confidential.

For more information on FERPA, please visit the [US Department of Education](#) website. Please consult local (district/school) policies regarding student privacy and FERPA.

## Test Design and Durations

### VTCAP Question Types

The VTCAP assessments are composed of a variety of question types. Some questions are grouped in clusters that correspond to a stimulus, such as a passage, while other questions are standalone. Item types include multiple choice, multi-select, technology enhanced items (TEIs), constructed response, open-ended response, and an essay in ELA. TEI interaction types include:

- drag-drop
- fill in the blank
- graphing (bar, point/line)
- hot spot
- inline choice
- matching

### Administration Times

All test sessions, including make-up testing, must be completed during the test administration window. (Refer to the [Important Dates](#) table in this manual.)

Administration time is the total time that schools should schedule for each test session. It includes the session testing time and the approximate times for administrative tasks such as reading directions, answering questions, and distributing and collecting test materials.

**Note:** Test sessions are not timed. Times provided are guidelines for scheduling purposes.

## Administration Time: Guidelines for Scheduling

Task	Time to be Allotted for Test Administration
1. Pre-administration tasks, including reading instructions to students and answering questions.	10 minutes
2. Distribution of test materials to students.	5 minutes
3. Administration of session.	Refer to the session testing timetables
4. End-of-session activities, including collecting test materials.	5–15 minutes

### Testing Times

The suggested testing times for the assessments are listed in the following tables. These estimated durations do not include the additional 15 minutes per session normally recommended for the proctor to distribute materials and read directions to the students.

#### Session Testing Times

Subject(s)	Session	Estimated Testing Time (Minutes)
ELA grades 3–8	Session 1	60–65
	Session 2	100–105
ELA grade 9	Session 1	60–65
	Session 2	105–115
Mathematics grades 3–7	Session 1	50–55
	Session 2	60–65
Mathematics grades 8–9	Session 1	60–65
	Session 2	60–65
Science (CBT CAT) grades 5 & 8	Session 1	70–75
	Session 2	70–75
Science (CBT CAT) grade 11	Session 1	70–75
	Session 2	70–75
Science (PBT and CBT fixed forms) grades 5 & 8	Session 1	50–55
	Session 2	50–55
	Session 3	50–55
Science (PBT and CBT fixed forms) Grade 11	Session 1	55–60
	Session 2	55–60
	Session 3	55–60

For more information about the test design, refer to the Test Specifications document found on the Vermont Help and Support site: [vermont.onlinehelp.cognia.org](http://vermont.onlinehelp.cognia.org).

### Practice Tests

Administering the practice tests is an important preparation step for both administration staff and students. The computer-based practice tests allow students and staff to become familiar with the format and types of questions they will see on the operational VTCAP. There are also text-to-speech and ASL versions of the practice tests available.

# Accommodations and Designated Supports

## Overview and Policies

Decisions about the use of designated supports and accommodations will be made by each student's educational team. Students are unlikely to benefit from designated supports and accommodations during testing that they do not also receive during instruction. Accommodations must be assigned only when noted as an assessment accommodation in a student's IEP or 504 plan.

**For CBT administration**, the DA, DC, or SC must assign designated supports and accommodations in ADAM before the start of testing. Teachers and proctors cannot perform this task.

**For PBT administration**, the DA, DC, or SC must assign the necessary paper-based accommodation during student rostering window in ADAM before the start of testing. Standard print and large print accommodations indicated during this window will be shipped with the initial order of paper-based materials. Braille forms will need to be requested through the Vermont Service Center. Teachers and proctors cannot perform this task.

## Universal Tools, Designated Supports, and Accommodations

A complete list of accessibility features and accommodations with details are posted to the Vermont Help and Support site: [vermont.onlinehelp.cognia.org/](http://vermont.onlinehelp.cognia.org/). The included universal tools, designated supports, and accommodations are listed below.

### ***Embedded Universal Tools***

The following are **embedded universal tools** in the CBT platform available for all users:

- Desmos Calculators
- Notepad
- Pop Up Glossary
- Highlighter
- Line Reader Mask
- Answer Eliminator
- Writing Tools for text formatting
- Magnifier
- Zoom

Embedded universal tools **do not** need to be updated in ADAM.

### ***Non-Embedded Universal Tools***

The following are **non-embedded universal tools** available for all users:

- Breaks
- English dictionary (mathematics and science)
- Scratch paper
- Thesaurus (mathematics and science)

Non-embedded universal tools **do not** need to be updated in ADAM.

### ***Embedded Designated Supports***

The following are **embedded designated supports** in the CBT platform available to all students with an identified need, but do not require an accommodation:

- Text-to-speech (mathematics and science)
- Translations (mathematics and science)
  - › Arabic
  - › Chinese
  - › French
  - › Spanish
  - › Swahili

Embedded designated supports **do** need to be updated in ADAM.

### ***Non-Embedded Designated Supports***

The following are **non-embedded designated supports** available to all students with an identified need, but do not require an accommodation:

- Amplification
- Bilingual dictionary (for the essay portion of the ELA assessment)
- Color overlays
- Magnification
- Medical device
- Noise buffers
- Separate setting
- Simplified test directions

Non-embedded designated supports **do** need to be updated in ADAM.

### ***Embedded Accommodations***

The following are **embedded accommodations** in the CBT platform available only to students who have an identified accommodation need:

- Text-to-Speech (ELA)
- ASL
- Closed captioning
- Color contrast
- Screen reader

Embedded accommodations **do** need to be updated in ADAM.

### ***Non-Embedded Accommodations***

The following are **non-embedded accommodations** available only to students who have an identified accommodation need:

- 100s number table
- Abacus
- Alternate response options (e.g., switches, adapted keyboards, adapted mouse)
- Calculator (braille or talking)
- Multiplication table
- Read aloud/Human reader
- Scribe
- Extension for speech-to-text and/or word prediction (mathematics)

Non-embedded accommodations **do** need to be updated in ADAM.

### ***Print-Based Non-Embedded Accommodations***

The following are **print-based non-embedded accommodations** available only to students who have an identified accommodation need:

- Braille
- Braille plus tactile graphics
- Regular print
- Large print

Print-based non-embedded accommodations **do** need to be updated in ADAM.



# Before Computer-Based Testing

## Preliminary Preparation

Inform students of the importance of the VTCAP and of the testing schedule before testing begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies. The VTCAP practice tests will provide an opportunity for students to become familiar with the types of questions on the assessments and the features and tools available in the online testing platform.

Test administrators should become familiar with all administration procedures before testing.

## Test Scheduling

Follow the scheduling guidelines to maintain standardized testing procedures and safeguard against a security breach. It is the district and/or school coordinator's responsibility to coordinate with teachers and proctors on the testing schedule.

## Testing Disruptions

Proctors must allow time for students to complete a test session in one sitting. Students should be allowed to leave the testing room to use the restroom as needed during the test session.

Except in the following circumstances, students are not allowed to stop in the middle of a session and resume at a later point in time:

- Sudden student illness
- Emergency evacuation
- Fire drill

In these circumstances, students may be allowed to complete the session later, but they will not be able to change responses to any test questions already answered.

## Preparing for Administration

### Preparing the Testing Environment

Prepare the testing room by ensuring the following:

- Student workstations are ready for testing. This includes making sure computers or laptops are fully charged.
- Computer monitors are positioned to prevent students from seeing each other's work.
- You have obtained scratch paper and pencils for each student you will be testing.
- You have obtained or printed Session Access Codes.
- You have obtained or printed Student Login Tickets for each student assigned to you for testing.
- The room has adequate lighting.
- The room has a "Testing—Do Not Disturb" sign on the door.
- Nothing is visible that would give clues to any of the answers on the test, such as rubrics, writing guides, word walls, hundreds charts, fact tables, etc.

If you have questions about student computers, see your technology coordinator. If you have questions about Student Login Tickets or any other facet of administering the tests, please contact your school or district administrator.

## **Materials Required, Permitted, and Not Permitted**

The following materials are required for computer-based testing:

- This manual, which includes administration scripts
- A “Testing—Do Not Disturb” sign for the classroom door
- Scratch paper
- Two pencils with erasers for each student
- Student login tickets

### ***Calculators***

For the CBT mathematics assessments where calculators are used, the appropriate calculator will be available in the online platform. For the PBT mathematics assessments, students should have access to a calculator as indicated below:

- For grades 3–5, students may use only four-function calculators with square root and percentage functions.
- For grades 6–8, students may use only scientific calculators.
- For grade 9, students may use a graphing calculator.

# Test Administration Proctor and Student Codes

## Test Management > Administrations

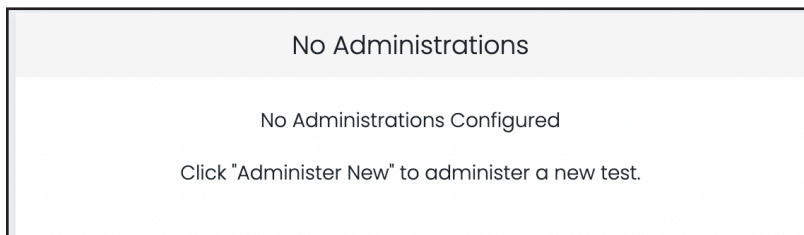
The Administrations page in ADAM contains administration cards. These are the tests your district or school are eligible to take. These administrations are built by Cognia and Pearson. You will only see active administrations where your school has eligible students.

Eligibility is based on student grade, school, and accommodations. Later in the process, one of the primary tasks is **Roster Validation**. Roster Validation is directly related to the accuracy of information on the administrations page.

### Actions from this page include

- verifying all the students expected to be eligible to test are in the administration;
- preparing the Proctor Packets which consist of
  - › breaking apart the student list into testing groups for each proctor and
  - › printing the proctor group card; and
- monitoring the active testing sessions.

If no administrations are scheduled or your school doesn't have any eligible students, the administration page shows this message.



## Test Administration Card

Test administrations are set up by Cognia and Pearson. DAs, DCs, and SCs will be able to view the administrations in ADAM.

The screenshot displays a "Vermont Demonstration Test Administration" card. At the top, it shows the test name and a calendar icon with the dates "03/04/23 - 04/30/23" and an "ACTIVE" status button. Below this, it indicates "7 STUDENTS" and "PROCTOR GROUPS". Each section has buttons for "View", "Export", and "Print Cards". The card also shows the test name "Vermont Demonstration Test" and the organization "Customer - Forge Account North Client". At the bottom, a "Sessions" section features a progress bar and a summary: 7 NOT STARTED, 0 IN PROGRESS, and 0 COMPLETE.

The administration card includes the following information:

- Test administration name
- Start/end date of the test administration
- Students: Count, View, Export, and Print Cards
- Proctor Groups: Count, View, Export, and Print Card
- Test: Name of the test used in this administration
- Organization: Shows the top level of organizations eligible for this administration (state, district, school)
- Sessions: Not Started, In Progress, Complete

## Students

### Student Count

The number to the left of the Students label is the count of test-eligible students in your organization. This number will change if new students are added to ADAM or student records are modified, moving students into different grades or tests.

### Student View

Select **View** under Students on the administration card to see a list of test-eligible students in your organization. This list could change if new students are added to ADAM or student records are modified, moving students into different grades or tests.

Display Name	Organization	Testing School	Progress	Form	Auth Fields (Family Name, Identifier)	Test Code	Accommodation	Code	Actions
Pearson-Student19 PearStu19	Pearson Middle	None	Not Started	Vermont Grade 6 ELA Test - 24EL06SPONEN005	PearStu19, 8400010	6QCRF3		Apply	🗑️
Pearson-Student18 PearStu18	Pearson Middle	None	Not Started	Vermont Grade 6 ELA Test - 24EL06SPONEN005	PearStu18, 8400009	6QCRF3		Apply	🗑️
Pearson-Student17 PearStu17	Pearson Middle	None	Not Started	Vermont Grade 6 ELA Test - 24EL06SPONEN005	PearStu17, 8400008	6QCRF3		Apply	🗑️
Pearson-Student21 PearStu21	Pearson Middle	None	Not Started	Vermont Grade 6 ELA Test - 24EL06SPONEN005	PearStu21, 8400012	6QCRF3		Apply	🗑️

### Student Export

Select Export under Students on the administration card to download the test-eligible students. This spreadsheet contains the Auth Field (identifier) or SSID students need to log in to the test.

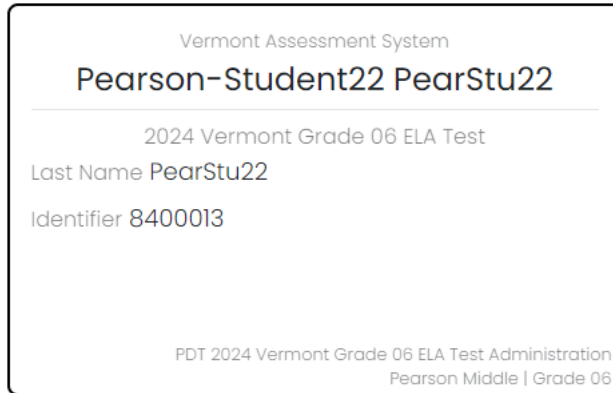
Organize the student export list by testing groups. On testing day, each proctor needs the list of students they will proctor. This can be from either the Student Export file or Student Print Cards. The proctor-specific list of students or student cards should be included in the Proctor Test Packet.

name	student first	student last	grades	school	administration	proctor group	test code	identifier	tts	tsela	read_aloud
Martha Alstore	Martha	Alstore	7	LeMars01-01SCHL LEMARS	Vermont Demonstration Test Administration			17656590			
Carl Weathers	Carl	Weathers	7	LeMars01-01SCHL LEMARS	Vermont Demonstration Test Administration			37348811			

## Student Print Cards

Select **Print Cards** under Students on the administration card to download a formatted card containing the proctor test code and proctor password. Print the pdf that contains a test card for each student with the SSID students need to log in to the test.

Organize the student cards by testing group. On testing day, each proctor needs the list of students they will proctor. This can be from either the Student Export file or Student Print Cards. The proctor-specific list of students or student cards should be included in the Proctor Test Packet.



## Proctor Groups

### Proctor Count

The first number next to the Proctor Group label is the total count of proctor groups in your organization. This count will initially display as **1** to designate the unassigned proctor group for this administration. Use the links to View and Export to see the details of these proctor groups.

### Proctor View

Select **View** under Proctor Groups on the administration card to see each of the proctor groups set up for your organization. Initially, the only proctor group in the administration (until proctors start creating their own proctor groups on test day) is the unassigned proctor group. The unassigned proctor group is the only proctor group without a school designation.

**Note:** The naming convention on the unassigned proctor group is Administration Name + Unassigned.

The unassigned proctor group contains the test code and proctor password you will provide to your proctors prior to testing so they can log in to the proctor dashboard.

The primary use for viewing each proctor group is to monitor testing progress and provide support to the proctors. This is also where you will find login information if proctors forget how to log in to their created proctor group and need the specific test code and proctor password information for their specific proctor group.

Name	Test Code	Proctor Pw	Progress	Actions
Grade 08 Social Studies Administration Unassigned	XXXXXX	XXYYY	Not Started	Sessions
Grade 08 Social Studies Administration Wolff SS	YYYYY	YYXXX	In Progress	Sessions Proctor

### Proctor Export

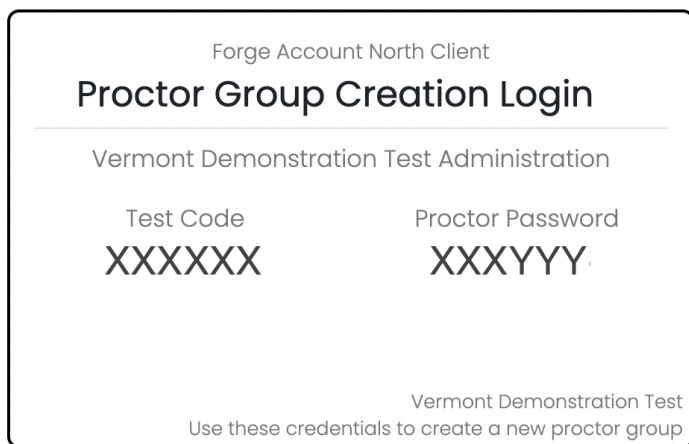
Select **Export** under Proctor Groups on the administration card to download a file containing information for all the proctor groups in your organization, including administration name, school, proctor first and last name, proctor test code, proctor password, and seal codes needed for testing.

This export will not have any data in it until students begin testing.

name	school	proctor first	proctor last	test code	proctor password	seal codes
Joe Wilson 8th grade Math		Joe	Wilson	YYYYYY	YYYXXX	7608
Laura Parker 8th grade Math		Laura	Parker	BBBBBB	BBBCCC	7608

### Proctor Print Card

Select **Print Card** under Proctor Groups on the administration card to download a formatted card containing the proctor test code and proctor password. On testing day, each proctor needs this card to create a personal testing group. The proctor card should be included in the Proctor Test Packet. The card contains the same information for all proctors proctoring the same test administration.



**Note:** No matter how many proctor groups are eventually set up, Proctor Group print card will only print a card for the unassigned proctor group.

# During Computer-Based Testing

All teachers, proctors, SCs, and DCs are responsible for knowing and applying the following general testing protocols:

- Minimally, there must be one proctor in each testing room at all times.
- Proctors must remain attentive in the room during the entire testing session. They should circulate throughout the room during the testing session. They are not to read, grade papers, or do other work.
- The use of cellphones or any electronic device during a testing session is strictly prohibited.
- Identifying and pointing out test questions students did not complete either during or after the test session is not allowed. Proctors should remind students as part of the general instructions to complete all test questions and to check to be sure they have completed each session.
- The DC or the SC must train all teachers and proctors.
- The proctor should be a certified staff member who has received training from the DC/SC. Substitute teachers and paraprofessionals who have been trained are able to administer assessments under the supervision of a certified staff member. If schools require additional staff to administer the test, other staff members (who have received training and are certified) may be used to provide one-on-one accommodations.

## Proctor Dashboard for Computer-Based Testing

In order to administer the VTCAP, proctors must log into the ADAM Proctor Dashboard.

### Proctor Login

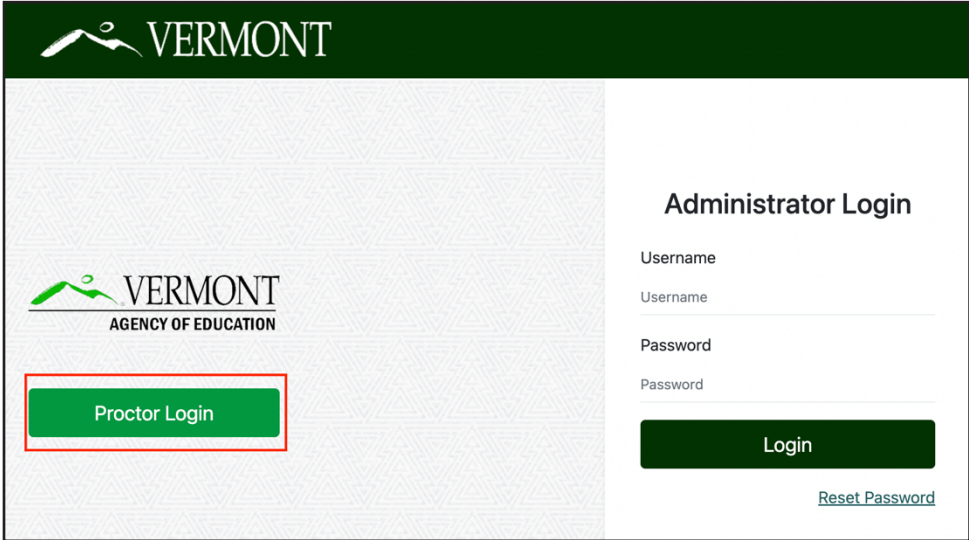
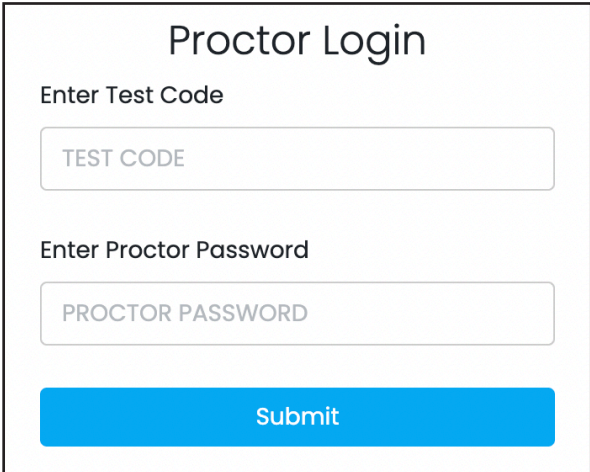
On the day of the test, you will receive a Proctor Packet containing

- proctor credentials
- student credentials

#### Overview of Proctor Group Creation

1. The proctor goes to [vt.adamexam.com](http://vt.adamexam.com)
2. Selects the **Proctor Login** button.
3. Enters the test code and proctor password from the **Proctor Packet**.
4. Completes a form containing Proctor Group Name, First Name, Last Name, and Email Address. Selects **Confirm**.
5. On confirmation, the Proctor Dashboard opens
6. The Proctor Dashboard gives the proctor a new test code.
7. The proctor provides the new test code to the students, who may the begin logging in to the test.

## Creating the Proctor Group

Step	Instructions
1	Navigate to <a href="https://vt.adamexam.com">vt.adamexam.com</a> .
2	<p>Select the <b>Proctor Login</b> button.</p>  <p>The screenshot shows the Vermont Agency of Education website. At the top is a dark green header with the Vermont logo and the word 'VERMONT'. Below the header is a white area with a patterned background. On the left is the Vermont Agency of Education logo. On the right is the 'Administrator Login' form, which includes fields for 'Username' and 'Password', a 'Login' button, and a 'Reset Password' link. A red box highlights a green 'Proctor Login' button located below the Vermont Agency of Education logo.</p>
3	<p>Use the test code and proctor password from the Proctor Packet to complete the Proctor Login, then click <b>Submit</b> to continue.</p>  <p>The screenshot shows the 'Proctor Login' form. It has a title 'Proctor Login' at the top. Below the title are two input fields: 'Enter Test Code' with a placeholder 'TEST CODE' and 'Enter Proctor Password' with a placeholder 'PROCTOR PASSWORD'. At the bottom is a blue 'Submit' button.</p>
4	<p>Complete the <b>New Proctor Group</b> form:</p> <ol style="list-style-type: none"> <li>If you are on this page, but you have already created the proctor group for this administration, use your proctor group-specific test code and proctor password sent to you via email.</li> <li>If you cannot find those codes, contact your SC to retrieve your existing test code and proctor password.</li> </ol>



Step	Instructions	
<p><b>4a</b></p>	<ul style="list-style-type: none"> <li>• <b>Proctor Group Name</b>—The name should be unique enough to identify it in a list.</li> <li>• <b>Select Your District</b>—select your district.</li> <li>• <b>Select Your School</b>—select your school.</li> <li>• <b>Proctor First Name</b>—Use your real first name.</li> <li>• <b>Proctor Last Name</b>—Use your real last name.</li> <li>• <b>Proctor Email Address</b>—Use your work email address. The new test code and proctor password specific to your Proctor Group is sent to this email address.</li> </ul> <p>Click <b>Confirm</b> to open the Proctor Dashboard.</p>	<div style="text-align: center;"> <h3>New Proctor Group</h3> <p><small>By filling out this form, a new proctor group will be created. If you are trying to proctor for an existing proctor group, please contact your System Administrator.</small></p> </div> <p>Proctor Group Name  <input type="text" value="Proctor Group Name"/></p> <p>Select Your District  <input type="text" value="Select Your District..."/></p> <p>Select Your School  <input type="text" value="Select Your School..."/></p> <p>Proctor First Name  <input type="text" value="Proctor First Name"/></p> <p>Proctor Last Name  <input type="text" value="Proctor Last Name"/></p> <p>Proctor Email Address  <input type="text" value="Proctor Email Address"/></p> <p><small>An automated email will be sent to this email address to provide the Test Code and Proctor Password.</small></p> <p style="text-align: center;"><b>Confirm</b></p>

## Starting the Test Administration

ADAM

Assessment Delivery and Management

Logout ↗

**Testing Information**

**Test:** Vermont Run Through Test 3-section

**Administration:** Vermont Demo Administration

**Proctor Group:** Vermont Demo Administration zac

**Config Information**

**Test Window:** 03/18/23 - 04/07/23

**Proctor Name:**  henrich zachary

**Kiosk Only:** No

**Actions**

**Test Code:** W2CN4T\_\*

**Proctor Password:** MMQ25V

**Seal Code(s):** Seal Code 1: 8959 Seal Code 2: 0300

All
Not Started
In Progress
Submitted
Needs Attention

Auto Refresh (5 mins) 
1 to 0 (0)

Tester	Identifier	Progress	Started Time	Health	Section	Item	Accom	Actions
There are no records to show								

Now that the Proctor Dashboard is open,

- find the test code at the top right of the page in the Actions section. This is the test code you give to the students in your proctor group when you are ready for them to start testing.
- find the Seal Code(s) at the top right of the page in the Actions section.

**Actions**

**Test Code:** XXXXXX ↕

**Seal Code(s):**  
Seal Code 1: **7608** Seal Code 2: **3490** Seal Code 3: **5986**

1. Instruct students to go to the testing application.
2. Provide the students the test code visible in the Proctor Dashboard.
3. Students should follow the prompts to access the test. This will include having the student enter the test code and the student identifier (SSID) provided to you in the Proctor Packet. This might be the state student ID.
4. As students complete the login process, they will appear in the Proctor Dashboard with the progress status of Needs Attention.
  - › The default setting on the Proctor Dashboard requires proctor approval between the time the student is authenticated during login and when they are allowed to start the test.
5. Either approve each student by clicking **Approve Session** to the right of the student, or approve all students waiting for approval by selecting **Approve All Sessions**.
6. The Student Progress field changes to "In Progress" once they are actively testing.

The screenshot shows the ADAM Proctor Dashboard interface. At the top, there are three main sections: Testing Information, Config Information, and Actions. Below these is a progress bar and a table of students.

Tester	Identifier	Progress	Started Time	Health	Section	Item	Accom	Actions
Anne Weber	STU-06SCI-Loop09-070012	In Progress...	Mar 31st, 3:03:44 pm	In Progress	None	0		[Power] [Refresh]
Eloisa Carter	STU-06SCI-Loop09-070001	In Progress...	Mar 25th, 8:48:44 pm	Exited	None	0		[Power] [Refresh]
Freeman Osinski	STU-06SCI-Loop09-070011	In Progress...	Mar 31st, 3:03:40 pm	In Progress	section3	28		[Power] [Refresh]
Hellen Fahey	STU-06SCI-Loop09-070005	In Progress...	Mar 31st, 3:03:30 pm	Not Started	None	None		[Approve Session]
Maxwell Sporer	STU-06SCI-Loop09-070003	Needs Attention	Dec 31st, 6:00:00 pm		None	None		[Checkmark]
Payton Barton	STU-06SCI-Loop09-070008	In Progress...	Mar 31st, 3:05:15 pm	In Progress	section1	2		[Power] [Refresh]
Waldo Corwin	STU-06SCI-Loop09-070000	In Progress...	Mar 24th, 7:56:09 pm	Exited	section3	37		[Power] [Refresh]

**ADAM**  
Assessment Delivery and Management

Close x

**Testing Information**

**Test:** Vermont Run Through Test 3-section  
**Administration:** Vermont Demo Administration  
**Proctor Group:** Vermont Run Through Test 3-section Administration - Eligibility Session2

**Config Information**

**Test Window:** 03/19/23 - 04/07/23  
**Proctor Name:**  Titus Bensigar  
**Kiosk Only:** No

**Actions**

**Test Code:** WFV3RD  
**Proctor Password:** DD6UYV  
**Seal Code(s):** Seal Code 1: 9959 Seal Code 2: 0300

Approve All Sessions

In Progress

All Not Started In Progress Submitted Needs Attention
Auto Refresh (5 mins) 1 to 3 (3)

Tester	Identifier	Progress	Started Time	Health	Section	Item	Accom	Actions
Anne Weber	STU-06SCI-Loop09-070012	Needs Attention	Dec 31st, 6:00:00 pm		None	None		<input checked="" type="checkbox"/>
Eloisa Carter	STU-06SCI-Loop09-070001	In Progress...	Mar 25th, 6:46:44 pm	Exited	None	0		<input type="checkbox"/> <input type="checkbox"/>
Waldo Corwin	STU-06SCI-Loop09-070000	In Progress...	Mar 24th, 7:56:09 pm	Exited	section3	37		<input type="checkbox"/> <input type="checkbox"/>

Online Testing

**ADAM**  
Assessment Delivery and Management

Close x

**Testing Information**

**Test:** Vermont Run Through Test 3-section  
**Administration:** Vermont Demo Administration  
**Proctor Group:** Vermont Run Through Test 3-section Administration - Eligibility Session2

**Config Information**

**Test Window:** 03/19/23 - 04/07/23  
**Proctor Name:**  Titus Bensigar  
**Kiosk Only:** No

**Actions**

**Test Code:** WFV3RD  
**Proctor Password:** DD6UYV  
**Seal Code(s):** Seal Code 1: 9959 Seal Code 2: 0300

Approve All

Are you sure you want to approve all students on this page to continue to test?

Cancel
Approve

Approve All Sessions

In Progress

All Not Started In Progress Submitted Needs Attention
Auto Refresh (5 mins) 1 to 3 (3)

Tester	Identifier	Progress	Started Time	Health	Section	Item	Accom	Actions
Anne Weber	STU-06SCI-Loop09-070012	Needs Attention	Dec 31st, 6:00:00 pm		None	None		<input checked="" type="checkbox"/>
Eloisa Carter	STU-06SCI-Loop09-070001	In Progress...	Mar 25th, 6:46:44 pm	Exited	None	0		<input type="checkbox"/> <input type="checkbox"/>
Waldo Corwin	STU-06SCI-Loop09-070000	In Progress...	Mar 24th, 7:56:09 pm	Exited	section3	37		<input type="checkbox"/> <input type="checkbox"/>

# Proctor Dashboard

The screenshot shows the ADAM Proctor Dashboard with the following sections:

- Testing Information:**
  - Test:** Vermont Run Through Test 3-section
  - Administration:** Vermont Demo Administration
  - Proctor Group:** Vermont Run Through Test 3-section Administration - Eligibility Session2
- Config Information:**
  - Test Window:** 03/19/23 - 04/07/23
  - Proctor Name:**  Titus Bensigar
  - Kiosk Only:** No
- Actions:**
  - Test Code:** WFV3RD  Adam Dashboard DD datastudio.goo
  - Proctor Password:** [Redacted]
  - Seal Code(s):** Seal Code 1: 9959 Seal Code 2: 0300

Below these sections is a progress bar (Complete/In Progress) and a filter menu (All, Not Started, In Progress, Submitted, Needs Attention). A search bar and a table of tests are also visible.

Tester	Identifier	Progress	Started Time	Health	Section	Item	Accom	Actions
Adrian Ondricka	STU-06SCI-Loop09-070007	In Progress...	Mar 31st, 3:29:59 pm	In Progress	section1	13		<input type="button" value="Stop"/> <input type="button" value="Next"/>
Anne Weber	STU-06SCI-Loop09-070012	Submitted	Mar 31st, 3:03:44 pm	Submitted		82% Attempted		<input type="button" value="Previous"/>
Eloisa Carter	STU-06SCI-Loop09-070001	In Progress...	Mar 25th, 6:46:44 pm	Exited	None	0		<input type="button" value="Stop"/> <input type="button" value="Next"/>
Freeman Osinski	STU-06SCI-Loop09-070011	Submitted	Mar 31st, 3:03:40 pm	Submitted		92% Attempted		<input type="button" value="Previous"/>
Hellen Fahey	STU-06SCI-Loop09-070005	In Progress...	Mar 31st, 3:03:30 pm	Not Started	None	None		<input type="button" value="Stop"/> <input type="button" value="Next"/>
Maxwell Sporer	STU-06SCI-Loop09-070003	In Progress...	Mar 31st, 3:20:20 pm	In Progress	section2	13		<input type="button" value="Stop"/> <input type="button" value="Next"/>
Payton Barton	STU-06SCI-Loop09-070008	In Progress...	Mar 31st, 3:05:15 pm	Submitted	None	None		<input type="button" value="Stop"/> <input type="button" value="Next"/>
Waldo Corwin	STU-06SCI-Loop09-070000	In Progress...	Mar 24th, 7:56:09 pm	Exited	section3	37		<input type="button" value="Stop"/> <input type="button" value="Next"/>

The following sections appear on the Proctor Dashboard:

- Testing Information
  - › This area includes the name of the test/assessment, the name of the administration, and the name of the proctor group.
- Config Information
  - › This area provides the test window for the overall assessment, the proctor’s name, and a field called Kiosk Only, which for the Vermont assessments will always be set to “No.”
- Actions
  - › This area provides the test code and seal codes. This test code is specific to this proctor group and is given to your students to log in to the assessment.
    - Click the expand arrows found next to the test code for a full-screen view of the test code.
    - Click the minimize arrows (on the expanded test code window) to return to the normal Proctor Dashboard page.

## Session Management Area

In the Session Management area of the Proctor Dashboard, you will be able to view, filter, and search for students in your proctor group and manage their sessions. Students who have access to the test are listed in the Tester column. Below are definitions for most of the columns.

Testing Information	Config Information	Actions
<b>Test:</b> Vermont Run Through Test 3-section <b>Administration:</b> Vermont Run Through Test 3-section Administration <b>Proctor Group:</b> 06MAT-Loop01-0100CLS Vermont Run Through Test 3-section	<b>Test Window:</b> 03/19/23 - 04/07/23 <b>Proctor Name:</b> Titus Benelgar <b>Kiosk Only:</b> No	<b>Test Code:</b> 4JMSH2 „“ <b>Proctor Password:</b> KREFUX <b>Seal Code(s):</b> Seal Code 1: 3169 Seal Code 2: 4490 <a href="#">Print Cards</a>

Tester	Identifier	Progress	Started Time	Health	Section	Item	Accom	Actions
samplevijayl samplevijay2	samplevijaylID	Not Started	Not Started		None	None	1	
Alverta Schuster	STU-06MAT-Loop01-010000	Submitted	Mar 20th, 11:38:30 pm	Submitted		92% Attempted	2	
Rowland Gutkowski	STU-06MAT-Loop01-010001	Not Started	Not Started		None	None		
Delphine Walsh	STU-06MAT-Loop01-010002	Reseated	Mar 21st, 10:12:37 pm	Resumed	section1	12	1	
Kaylin Pfeffer	STU-06MAT-Loop01-010003	In Progress...	Mar 21st, 1:49:44 pm	In Progress	section1	4	2	

- Tester
  - › The name of the student.
- Identifier
  - › The student identifier used by the student to log into the test.
- Progress
  - › Students' progress will display as one of the following statuses. Note: The proctor does not "start" the test from the Proctor Dashboard. Students (when instructed to do so by the proctor) will start their tests by starting the TestNav application on their devices and entering their SSIDs and the test code.
    - **Needs Attention**—the student has started logging into the test, but the proctor needs to approve the session for the student to begin.
    - **Not Started**—The student has not logged into the assessment.
    - **In Progress**—The student has logged into the assessment. No action is needed by the proctor.
    - **Submitted**—The student has completed the test and submitted the results.
    - **Reseat**—The proctor has reseated the student(s). The student has not yet logged back into the session. No action is needed by the proctor.
- Health
  - › Health helps the proctor know whether the student is interacting with the assessment. Health can be one of the following values:
    - **Not Started**—The student has not yet logged into the assessment. No action is needed by the Proctor.
    - **In Progress**—The student has logged into the assessment. The student has recently interacted with the assessment.
    - **Exited**—The student has exited the TestNav app. The proctor needs to reseate the student before they can log back into the assessment.
    - **Resumed**—The proctor has re-sat the student, and they can log back into the assessment.
    - **Submitted**—The student has completed and submitted the test.
    - **No Activity**—The student has not interacted with the assessment for at least 90 seconds. This indicates the student is still in the assessment but has not interacted with the application. The proctor may choose to check on student if this status persists.

- Section/Item
  - › The Section and Item columns show the completion of a section or test. While a student is actively testing, this column will only show N/A. After the student has submitted the assessment, the fields will be populated with the section and percentage completed.
- Accom
  - › The number of accommodations a student has appears in this column. Hover over the count to show the accommodations. Only accommodations relevant to the online assessment session administration will be displayed.
- TTS
  - › When this toggle is on, the student has access to the text-to-speech player.
- Actions
  - › Available actions will appear based on the testing status of the student
  - › Reseat Session—Use if a student has an “interrupted” session (computer issue, session timeout, unexpected error). Reseating allows the student to re-enter their test code and SSID to resume their assessment session.

## Monitoring Test Sessions

At the beginning of each session of the test, walk around the room to check that students are logged in correctly. Proctors are expected to walk around the room and actively monitor students. During each test session, ensure they are working appropriately by clicking to the next item when necessary, typing or drawing their answers in the appropriate answer boxes, and not spending too much time on any one item. If you have a concern or are unsure how to proceed, please contact the SC.

### **IMPORTANT REMINDERS FOR PROCTORS:**

You may not help students in any way, except during the general instructions or as specified in this manual.

**You may assist a student if a technology issue occurs.** Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.

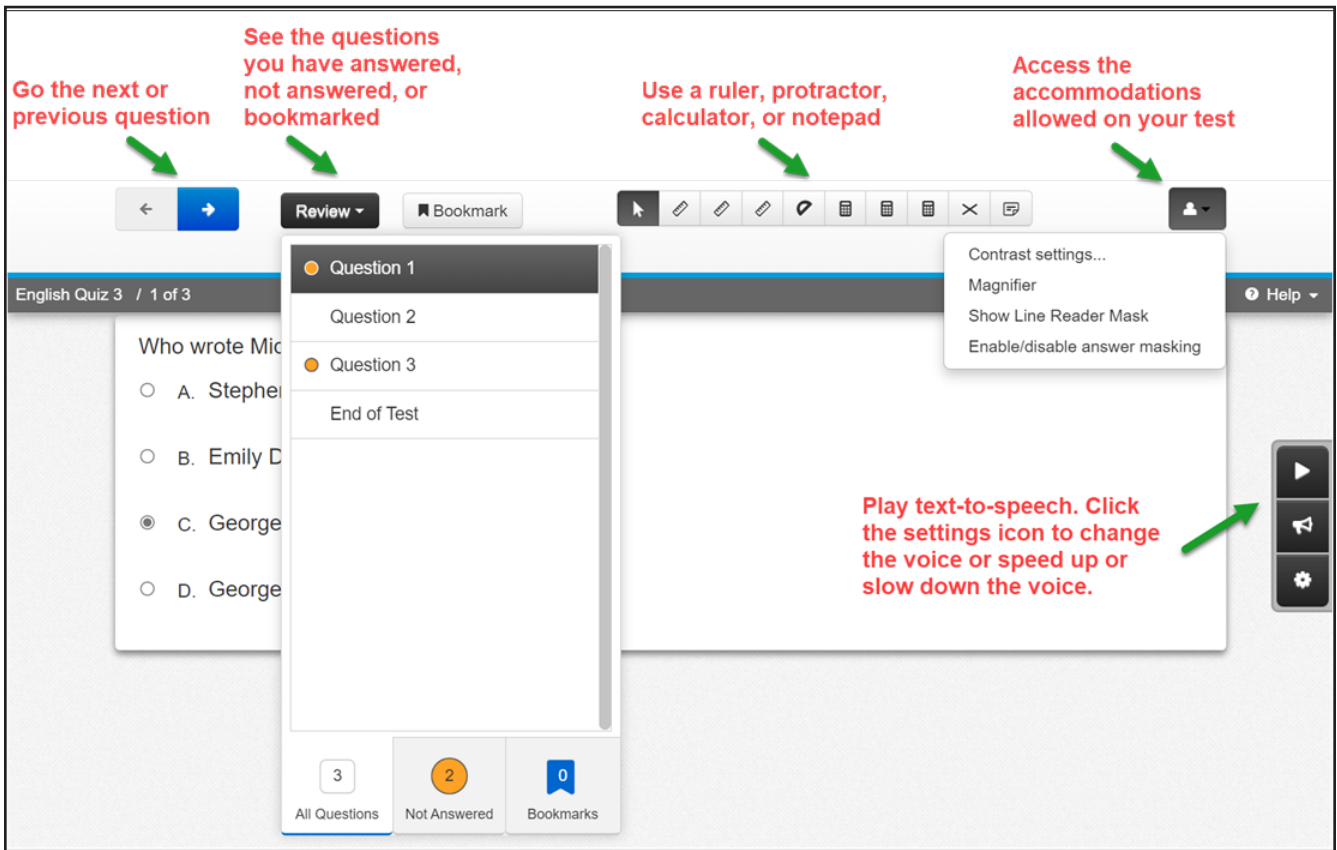
If you encounter a technology problem during testing, please contact the Vermont Service Center. Please be prepared to answer the following questions along with a description of the issue.

1. Is there an error message? If yes, what is the error message?
2. Is it affecting more than one student? If yes, how many?
3. What is the operating system and version of the device experiencing the issue (for example, Windows 10, Chrome 85, MacOS 10.15)?

**Note:** While restarting the student’s test device may immediately resolve the issue, we recommend contacting the Service Center before restarting the device. The Service Center may be able to provide guidance that will prevent the issue from reoccurring during another student’s test.

# Student Testing Experience

The TestNav testing platform will include the universal embedded tools available to all students, as well as any designated supports or accommodations as assigned to the students in the ADAM platform.



Students will need to be provided with headphones for the Listening items in the ELA test. Headphones will also need to be provided to students requiring them based on their designated support or accommodation, for example, text-to-speech.

## Scripts and Directions for Test Administration

The following section includes the directions that are to be read aloud to students in **bold** font. Directions to you are interspersed within the script and are in regular font and in brackets. Read the directions for students exactly as written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, "No. That is wrong. Listen again." Then read the direction or question again.

- Encourage the students to do their best.
- Check periodically to make sure that the students are recording their answers properly.
- Ensure that the students work until they reach the end of each testing session.
- Remember that you are prohibited from spelling words for students during all testing sessions.

# CBT Directions and Scripts

## CBT Session 1

**Mathematics CBT CAT and Fixed Form**

**ELA CBT CAT and Fixed Form**

**Science CBT CAT and Fixed Form**

**Materials Required:** Student Login Tickets, sharpened pencils with erasers, and scratch paper.

**SAY** You are not allowed to have a cell phone or other electronic device during testing. If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.

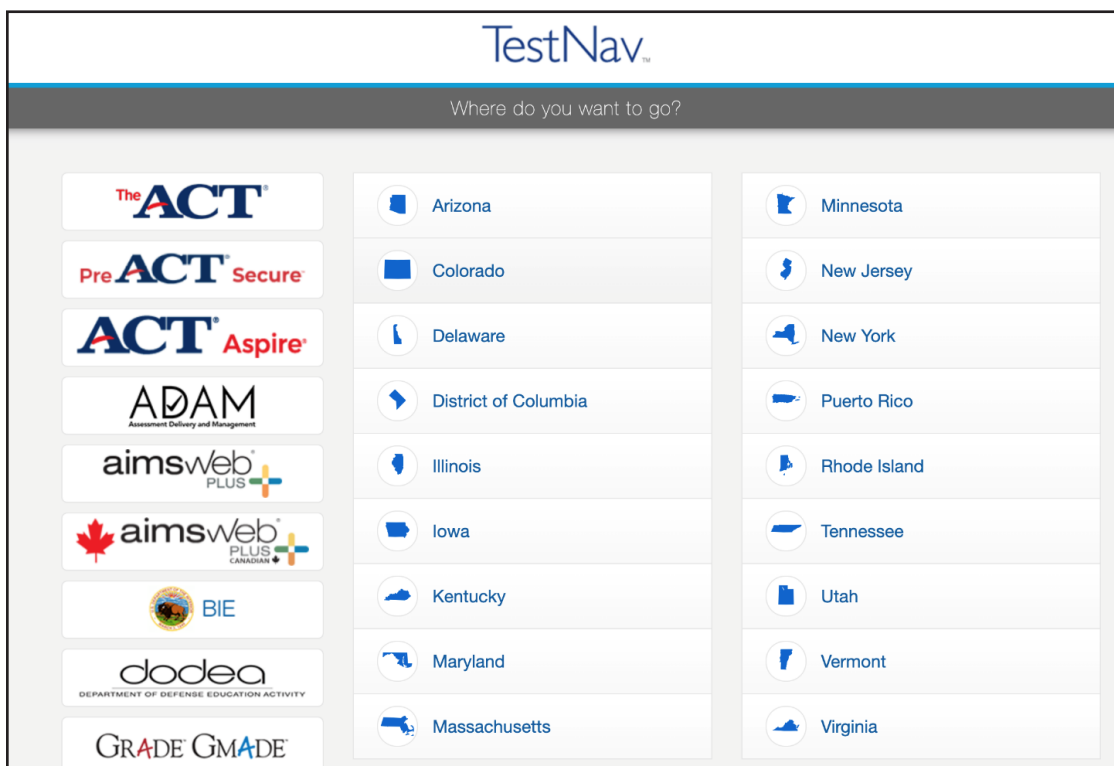
[Collect and store students' devices according to the procedure at your school.]

**SAY** If a cell phone or other electronic device is discovered during testing, it will be confiscated.

**Make sure your computer is turned on. Do not open any other programs.**

[If necessary, wait for workstations to boot up.]

**SAY** Now double-click the TestNav icon on your desktop. On the TestNav home screen, click the Vermont link.





**SAY TestNav will open the Vermont login page.**

Wait for everyone to have the Vermont login page displaying on their screens. Work with students who need extra help accessing the application. Remember, no other programs should be running while the testing application is being launched.

**SAY Each of you should see the Vermont login page on your screen. Raise your hand if you do not see the Vermont login page.**

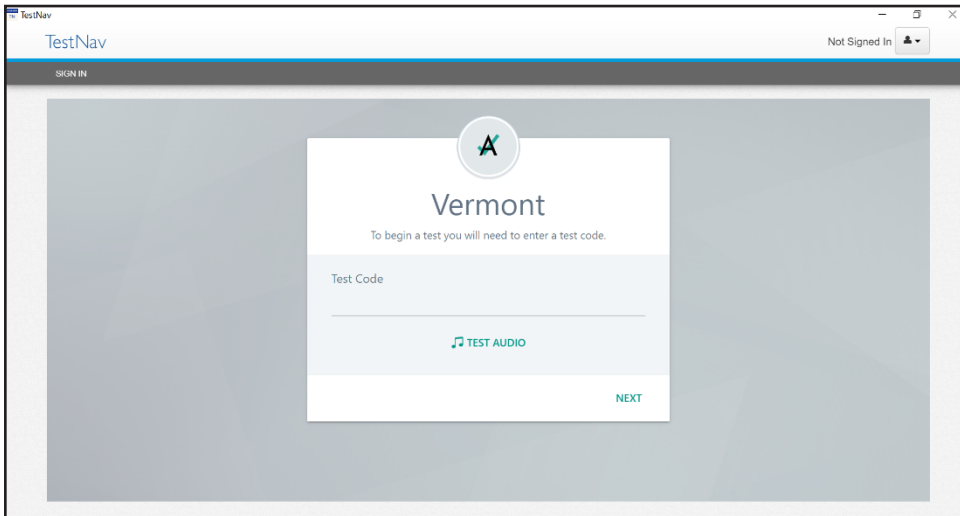
Work with students who need extra help accessing the Vermont login page. Remember, no other programs should be running while students are launching the testing application.

Distribute the Student Login Tickets, which include the student’s name and their student identifier. Also provide the test code by writing it on the board or sharing it in another manner.

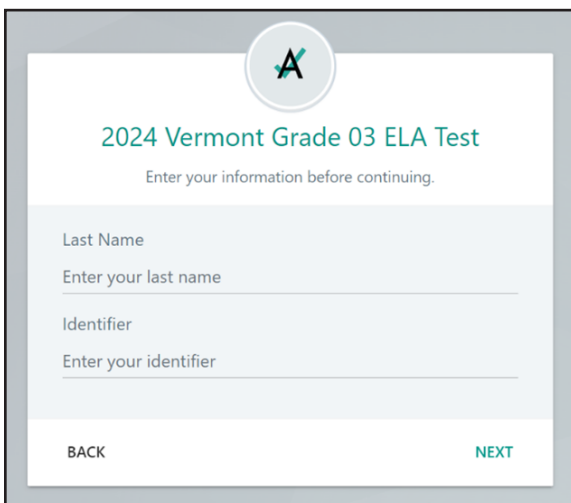
**SAY You have been given a Student Login Ticket with your name and your identifier to log in to the test. Check the card to be sure you have your own. If someone else’s name is on the ticket, raise your hand.**

If any students have the wrong ticket, make the correction.

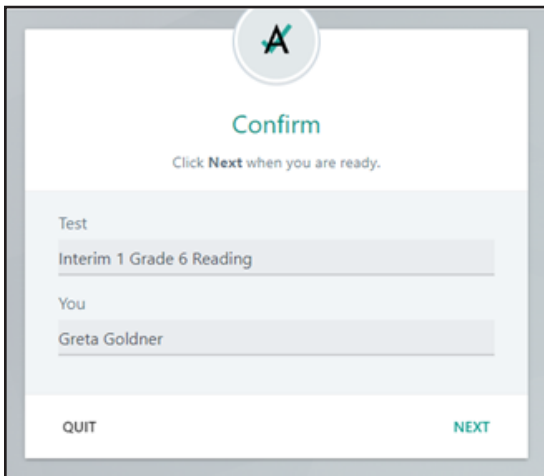
**SAY Carefully type in the test code and click Next.**



**SAY Carefully type in your last name and the identifier on your ticket and click Next.**



**SAY** Confirm that the test listed is the test you are taking today and that your name is in the You field. If you see someone else’s name, raise your hand.

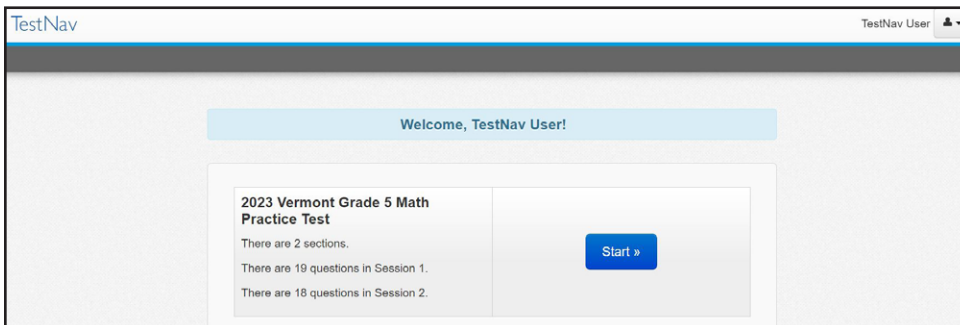


As students complete the login process, they will start showing up in the Proctor Dashboard with the Progress status of Needs Attention. Approve each student by clicking **Approve Session** to the right of the student name or approve all students waiting for approval by clicking **Approve All Sessions**.

Work with any students who may need extra help logging in to the application.

**SAY** Keep your Student Login Ticket on your desk. It will be collected at the end of this test.

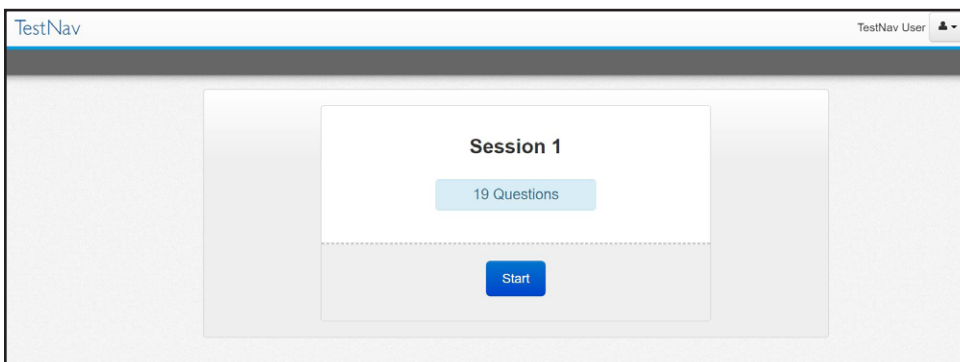
**SAY** If you have successfully logged in, you will see a screen with “Welcome” followed by your name. If you see someone else’s name, raise your hand.



Work with any students who may need extra help logging in to the application.

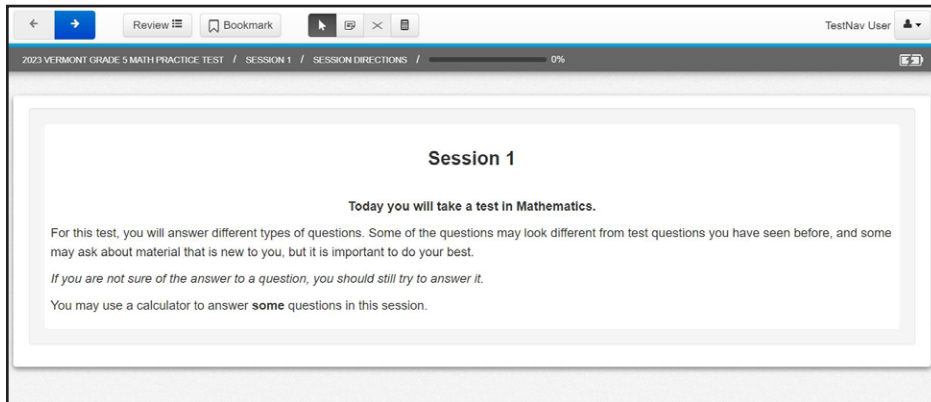
**SAY** Click the blue button that says Start.

**You will then see a screen with Session 1. Click on the blue button that says Start.**



The page you are on should include the Session 1 directions.

[Pause to make sure students are on the correct screen.]



**SAY** Follow along as I read them aloud.

[If administering **mathematics CAT for grades 3–8**, say the following.]

**Today you will take a test in mathematics.**

**For this test, you will answer different types of questions. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**You may use a calculator to answer some questions in this session.**

**Once you click *Next* you cannot go back to past questions.**

**When you are ready, click *Next* to move forward in the test.**

[If administering **mathematics for Accommodations in grades 3–8**, say the following.]

**Today you will take a test in mathematics.**

**For this test, you will answer different types of questions. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**You may NOT use a calculator to answer the questions in this session.**

[If administering **mathematics CAT or Accommodations for grade 9**, say the following.]

**Today you will take a test in mathematics.**

**For this test, you will answer different types of questions. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**You may use a calculator to answer the questions in this session.**

[If administering **ELA**, say the following.]

**Today you will take a test in English language arts.**

**For this test, you will read or listen to passages and then answer questions about the passages. For some questions, you will read two passages. Read Passage 1 and then click the Passage 2 tab at the top of the screen to read Passage 2.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

[If administering **Science**, say the following.]

**Today you will take a test in Science.**

**For this test, you will answer different types of questions. Each question will have directions explaining how to answer.**

**Sometimes information you will need to answer the questions will be shown on the left side of the screen. Be sure to read all the information before you answer the questions. Sometimes you will need to use the scroll bar to see the entire question.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

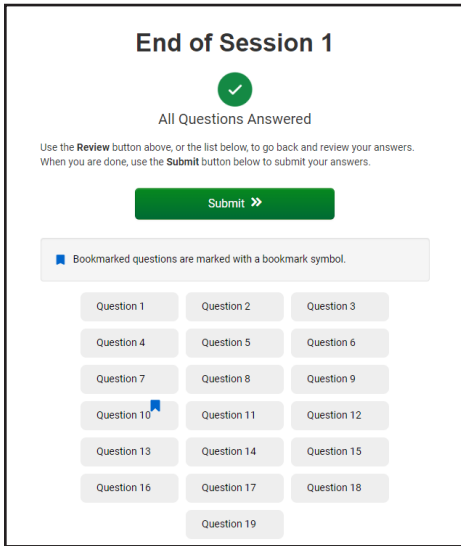
**SAY Now click the blue arrow button at the top of the screen to continue to the first question.**

**SAY Begin with the first question in Session 1. Work until you reach the end of this session.**

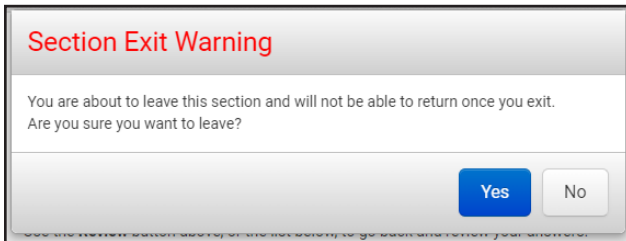
**Does everyone understand what to do?** [If there are any procedural questions, reread the directions.]

**SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.**

**SAY** Once you come to the last question in Session 1, you will see the End of Session 1 review screen. Click *Submit* to submit your test.



**SAY** You will then see a Section Exit Warning message. Click *Yes* to confirm your test session is complete and you want to leave. You will not be able to access this test session again.



**SAY** Are there any questions? [If there are any procedural questions, reread the directions.]

**SAY** You may begin.

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students' responses.

[At the end of the scheduled time, say the following.]

**SAY** If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time. [Explain to students how extended time is to be handled in your school.]

**SAY** If you have raised your hand, please click the person icon button in the upper right-hand corner of TestNav and select *Sign out of TestNav* to exit the session so you can begin testing at a later time.

**SAY** If you have finished your test click *Submit* to end your session.

**This completes Session 1. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets.** [Collect the scratch paper, pencils, and tickets from the students.]

**If you will immediately continue with the next session,** provide students with a short break and proceed to the directions for the following section.

**If you will not immediately continue with the next session,** instruct the students to log out of their computers and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until the next testing session.

# CBT Session 2

## Mathematics CBT CAT and Fixed Form

## ELA CBT CAT and Fixed Form

## Science CBT CAT

**Materials Required:** Student Login Tickets, sharpened pencils with erasers, and scratch paper.

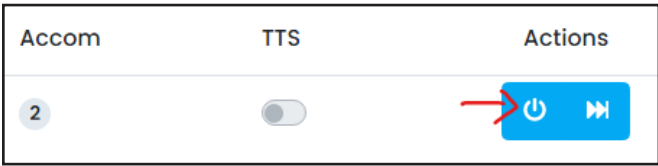
**SAY** You are not allowed to have a cell phone or other electronic device during testing. If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand. [Collect and store students’ devices according to the procedure at your school.]

**SAY** If a cell phone or other electronic device is discovered during testing, it will be confiscated.

**Make sure your computer is turned on. Do not open any other programs.** [If necessary, wait for workstations to boot up.]

**SAY** TestNav will open the Vermont login page. Wait for everyone to have the student welcome page displaying on their screens. Work with students who need extra help accessing the application. Remember, no other programs should be running while the testing application is being launched.

Prior to students logging in for Session 2, they will need to be reseated for testing. In the Proctor Dashboard, click the **Reseat** button for each student in the session.



**SAY** Each of you should see the Welcome page on your screen. Raise your hand if you do not see the Welcome page.

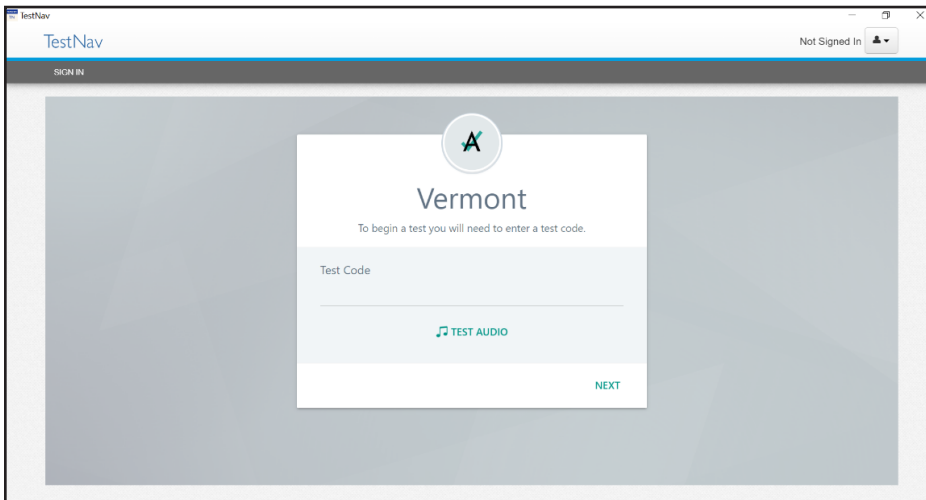
Work with students who need extra help accessing the Welcome page. Remember, no other programs should be running while the students are launching the testing application.

Distribute the Student Login Tickets, which include the student’s name and their student identifier. Also provide the test code and seal code by writing it on the board or sharing it in another manner.

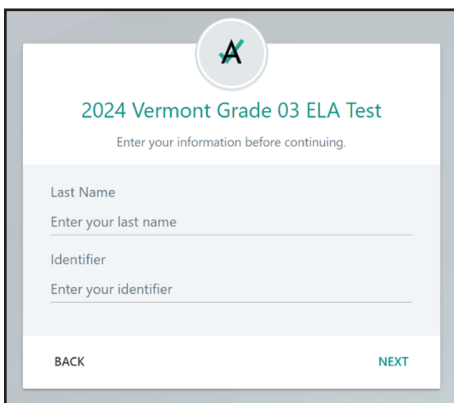
**SAY** You have been given a Student Login Ticket with your name and your identifier to log in to the test. Check the ticket to be sure you have your own. If someone else’s name is on the ticket, raise your hand.

If any students have the wrong ticket, make the correction.

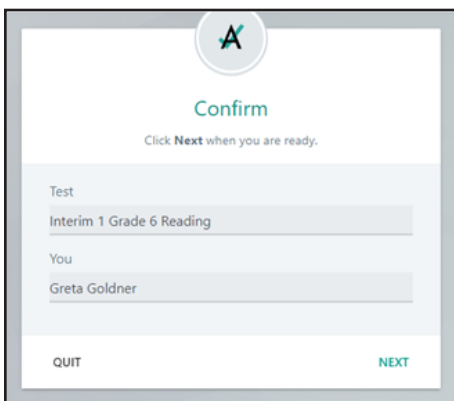
**SAY Carefully type in the test code and click Next.**



**SAY Carefully type in your last name and the identifier on your ticket and click Next.**



**SAY Confirm that the test listed is the test you are taking today and that your name is in the You field. If you see someone else's name, raise your hand.**



Work with any students who may need extra help logging in to the application.

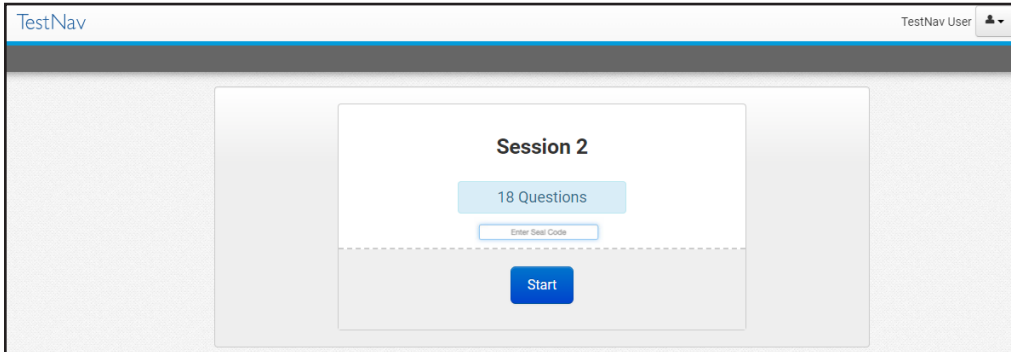
**SAY Keep your Student Login Ticket on your desk. It will be collected at the end of this test.**

Provide students the seal code from the Actions section of the Proctor Dashboard.

Work with any students who may need extra help logging in to the application.

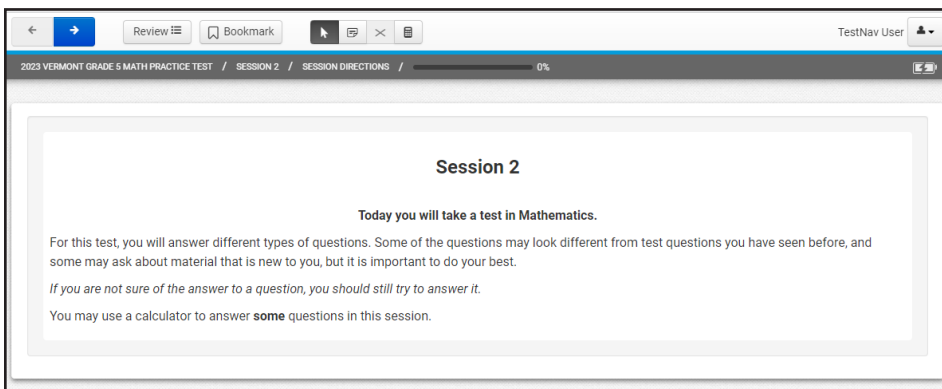


**SAY** Enter the seal code provided and click the blue button that says Start.  
You will then see a screen with Session 2. Click on the blue button that says Start.



The page you are on should include the Session 2 directions.

[Pause to make sure students are on the correct screen.]



**SAY** Follow along as I read them aloud.  
[If administering **mathematics CAT for grades 3–8**, say the following.]

**Today you will take a test in mathematics.**

**For this test, you will answer different types of questions. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**You may use a calculator to answer *some* questions in this session.**

**Once you click *Next* you cannot go back to past questions.**

**When you are ready, click *Next* to move forward in the test.**

[If administering **mathematics for Accommodations in grades 3–8 and all of grade 9**, say the following.]

**Today you will take a test in mathematics.**

**For this test, you will answer different types of questions. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**You MAY use a calculator to answer the questions in this session.**

[If administering **ELA**, say the following.]

**Today you will take a test in English language arts.**

**For this test, you will read or listen to passages and then answer questions about the passages. For some questions, you will read two passages. Read Passage 1 and then click the Passage 2 tab at the top of the screen to read Passage 2.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

[If administering **Science**, say the following.]

**Today you will take a test in science.**

**For this test, you will answer different types of questions. Each question will have directions explaining how to answer.**

**Sometimes information you will need to answer the questions will be shown on the left side of the screen. Be sure to read all the information before you answer the questions. Sometimes you will need to use the scroll bar to see the entire question.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** Now click the blue arrow button at the top of the screen to continue to the first question.

[If administering **ELA**, say the following.]

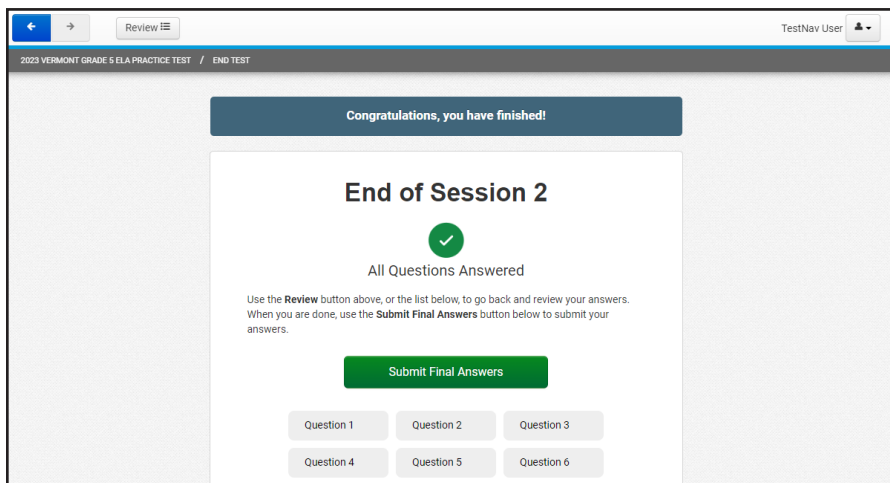
**You will have listening questions in this session and will need your headphones.**

**SAY Begin with the first question in Session 2. Work until you reach the end of this session.**

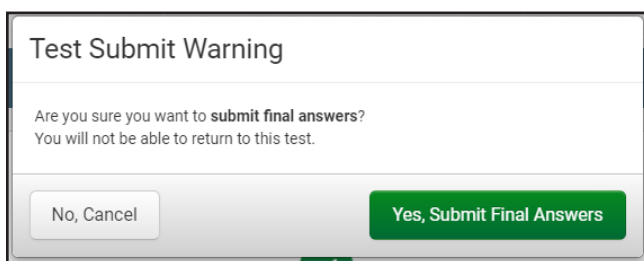
**Does everyone understand what to do?** [If there are any procedural questions, reread the directions.]

**SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.**

**SAY Once you come to the last question in Session 2, you will see the End of Session 2 review screen. Click *Submit Final Answers* to submit your test.**



**SAY You will then see a Test Submit Warning message. Click *Yes, Submit Final Answers* to confirm your test is complete and you want to submit. You will not be able to return to the test once submitted.**



**SAY Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY You may begin.**

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students' responses.

[At the end of the scheduled time, say the following.]

**SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY If you have raised your hand, please click the person icon button in the upper right-hand corner of TestNav and select Sign out of TestNav to exit the session so you can begin testing at a later time.**

**SAY If you have finished your test click *Submit* to end your session.**

**This completes Session 2. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets.** [Collect the scratch paper, pencils, and tickets from the students.]

## CBT Session 2

### Fixed Form for Science

**Materials Required:** Student Login Tickets, sharpened pencils with erasers, and scratch paper.

**SAY You are not allowed to have a cell phone or other electronic device during testing. If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

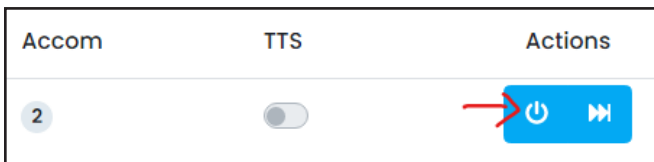
**SAY If a cell phone or other electronic device is discovered during testing, it will be confiscated.**

**Make sure your computer is turned on. Do not open any other programs.** [If necessary, wait for workstations to boot up.]

**SAY TestNav will open the Vermont login page.**

Wait for everyone to have the student welcome page displaying on their screens. Work with students who need extra help accessing the application. Remember, no other programs should be running while the testing application is being launched.

Prior to students logging in for Session 2, they will need to be reseated for testing. In the Proctor Dashboard, click the **Reseat** button for each student in the session.



**SAY Each of you should see the Welcome page on your screen. Raise your hand if you do not see the Welcome page.**

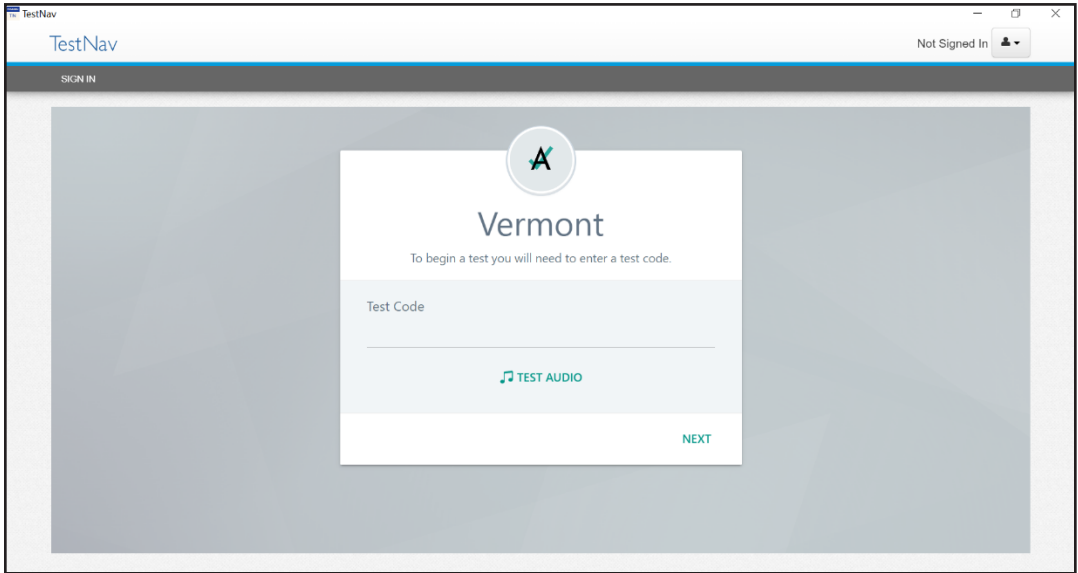
Work with students who need extra help accessing the Welcome page. Remember, no other programs should be running while the students are launching the testing application.

Distribute the Student Login Tickets, which include the student's name and their student identifier. Also provide the test code and seal code by writing it on the board or sharing it in another manner.

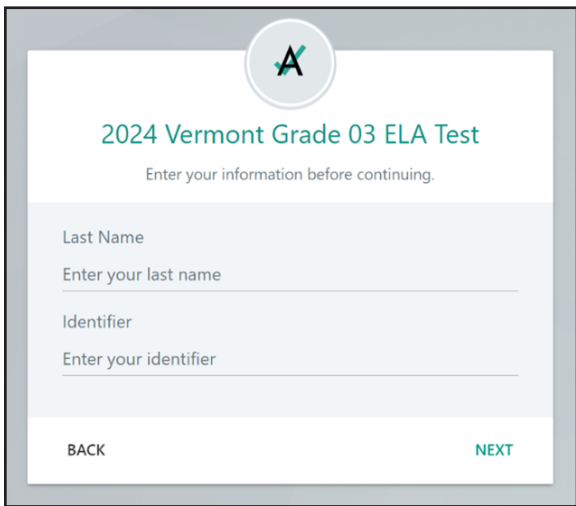
**SAY** You have been given a Student Login Ticket with your name and your identifier to log in to the test. Check the ticket to be sure you have your own. If someone else’s name is on the ticket, raise your hand.

If any students have the wrong ticket, make the correction.

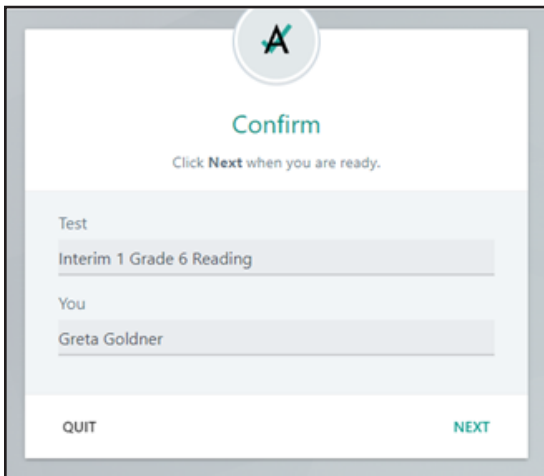
**SAY** Carefully type in the test code and click **Next**.



**SAY** Carefully type in your last name and the identifier on your ticket and click **Next**.



**SAY** Confirm that the test listed is the test you are taking today and that your name is in the You field. If you see someone else’s name, raise your hand.



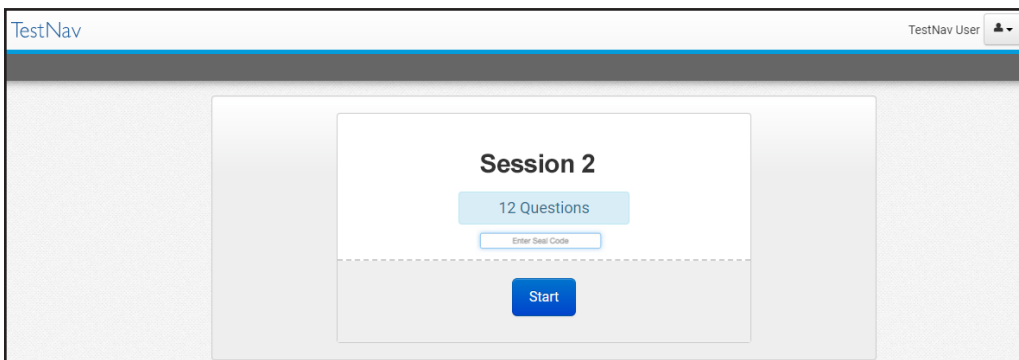
Work with any students who may need extra help logging in to the application.

**SAY** Keep your Student Login Ticket on your desk. It will be collected at the end of this test.

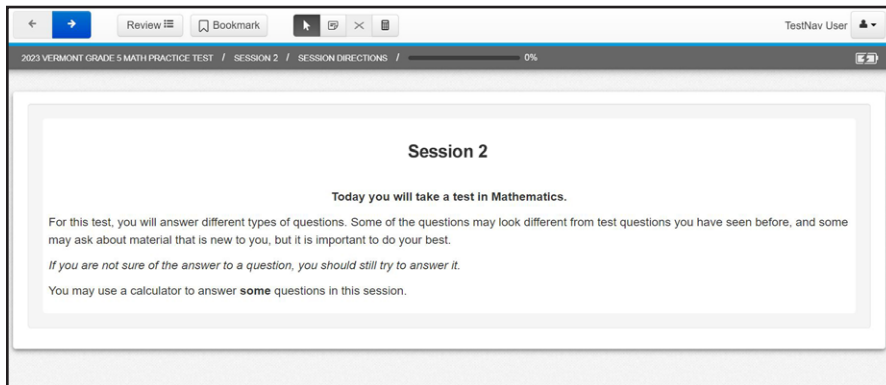
Provide students the seal code from the Actions section of the Proctor Dashboard.

**SAY** Enter the seal code provided and click the blue button that says Start.

**You will then see a screen with Session 2. Click on the blue button that says Start.**



The page you are on should include the Session 2 directions. [Pause to make sure students are on the correct screen.]



SAY Follow along as I read them aloud.

**Today you will take a test in science.**

**For this test, you will answer different types of questions. Each question will have directions explaining how to answer.**

**Sometimes information you will need to answer the questions will be shown on the left side of the screen. Be sure to read all the information before you answer the questions. Sometimes you will need to use the scroll bar to see the entire question.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

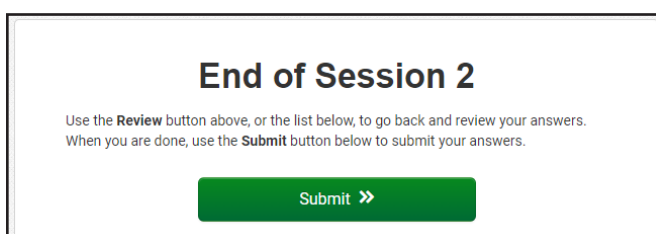
SAY **Now click the blue arrow button at the top of the screen to continue to the first question.**

SAY **Begin with the first question in Session 2. Work until you reach the end of this session.**

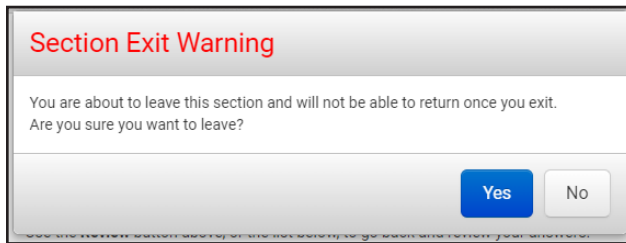
**Does everyone understand what to do?** [If there are any procedural questions, reread the directions.]

SAY **You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.**

SAY **Once you come to the last question in Session 2, you will see the End of Session 2 review screen. Click *Submit* to submit your test.**



**SAY** You will then see a **Section Exit Warning** message. Click **Yes** to confirm your test session is complete and you want to leave. You will not be able to access this test session again.



**SAY** **Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** You may begin.

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students' responses.

[At the end of the scheduled time, say the following.]

**SAY** **If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY** **If you have raised your hand, please click the person icon button in the upper right-hand corner of TestNav and select Sign out of TestNav to exit the session so you can begin testing at a later time.**

**SAY** **If you have finished your test click *Submit* to end your session.**

**This completes Session 2. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets.** [Collect the scratch paper, pencils, and tickets from the students.]

**If you will immediately continue with the next session,** provide students with a short break and proceed to the directions the following section.

**If you will not immediately continue with the next session,** instruct the students to log out of their computers and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until the next testing session.



## CBT Session 3

### Science CBT Fixed Form

**Materials Required:** Student Login Tickets, sharpened pencils with erasers, and scratch paper.

**SAY** You are not allowed to have a cell phone or other electronic device during testing. If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand. [Collect and store students' devices according to the procedure at your school.]

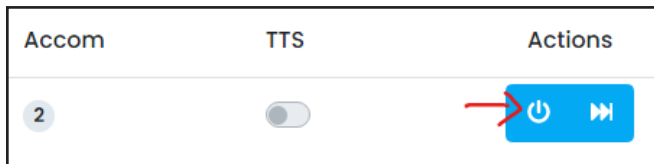
**SAY** If a cell phone or other electronic device is discovered during testing, it will be confiscated.

**Make sure your computer is turned on. Do not open any other programs.** [If necessary, wait for workstations to boot up.]

**SAY** TestNav will open the Vermont login page.

Wait for everyone to have the student welcome page displaying on their screens. Work with students who need extra help accessing the application. Remember, no other programs should be running while the testing application is being launched.

Prior to students logging in for Session 3, they will need to be reseated for testing. In the Proctor Dashboard, click the **Reseat** button for each student in the session.



**SAY** Each of you should see the Welcome page on your screen. Raise your hand if you do not see the Welcome page.

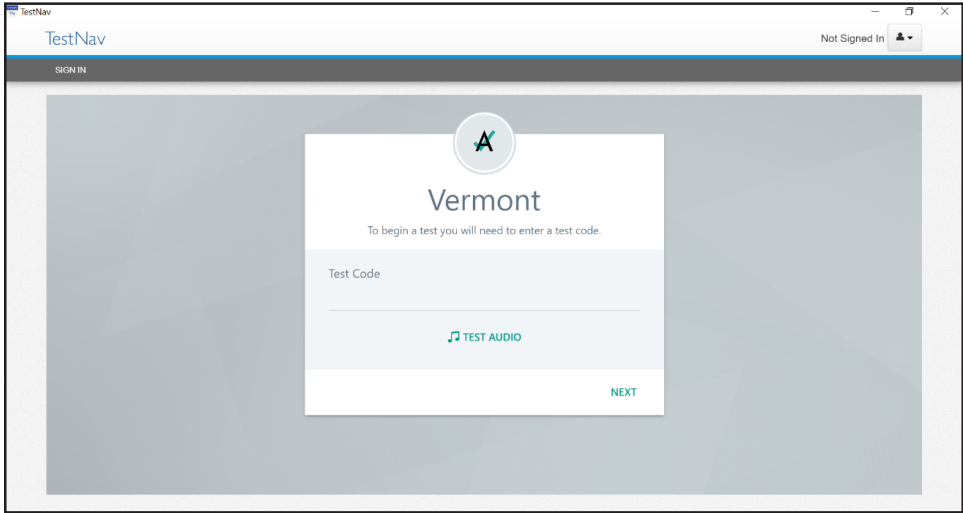
Work with students who need extra help accessing the Welcome page. Remember, no other programs should be running while the students are launching the testing application.

Distribute the Student Login Tickets, which include the student's name and their student identifier. Also provide the test code and seal code by writing it on the board or sharing it in another manner.

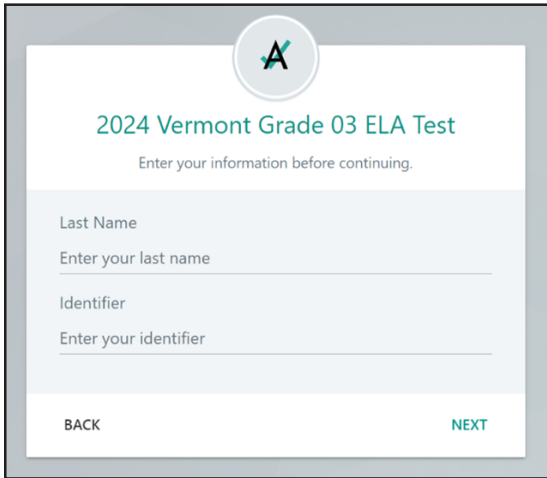
**SAY** You have been given a Student Login Ticket with your name and your identifier to log in to the test. Check the ticket to be sure you have your own. If someone else's name is on the ticket, raise your hand.

If any students have the wrong ticket, make the correction.

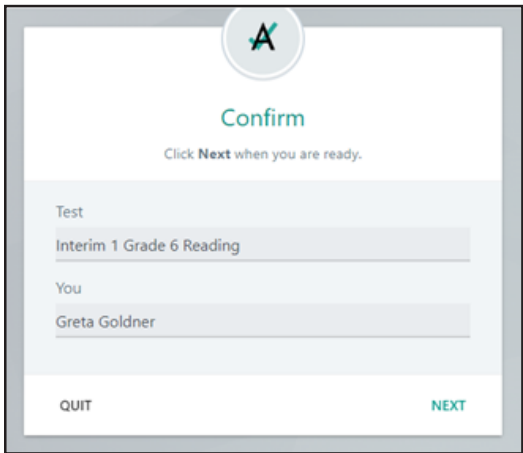
**SAY** Carefully type in the test code and click *Next*.



**SAY** Carefully type in your last name and the identifier on your ticket and click *Next*.



**SAY** Confirm that the test listed is the test you are taking today and that your name is in the **You** field. If you see someone else’s name, raise your hand.

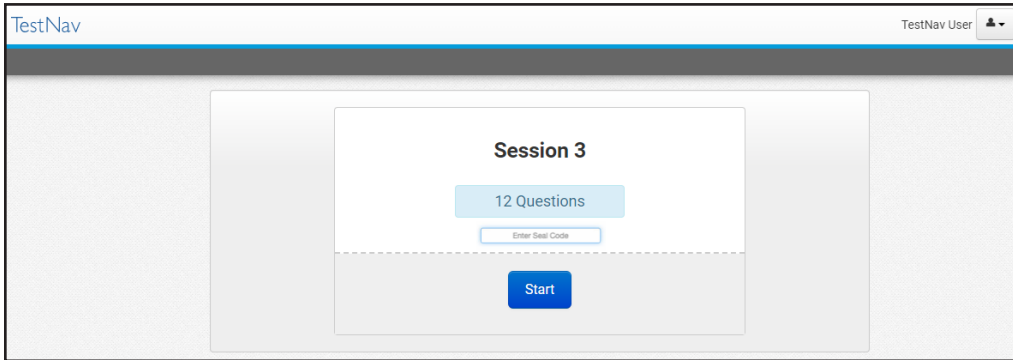


Work with any students who may need extra help logging in to the application.

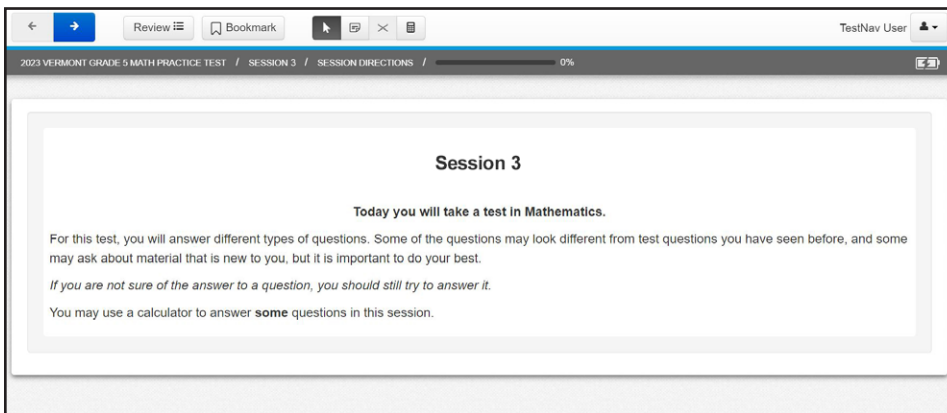
**SAY** Keep your Student Login Ticket on your desk. It will be collected at the end of this test.

Provide students the seal code from the Actions section of the Proctor Dashboard.

**SAY** Enter the seal code provided and click the blue button that says Start. You will then see a screen with Session 3. Click on the blue button that says Start.



The page you are on should include the Session 3 directions. [Pause to make sure students are on the correct screen.]



**SAY** Follow along as I read them aloud.

**Today you will take a test in science.**

**For this test, you will answer different types of questions. Each question will have directions explaining how to answer.**

**Sometimes information you will need to answer the questions will be shown on the left side of the screen. Be sure to read all the information before you answer the questions. Sometimes you will need to use the scroll bar to see the entire question.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

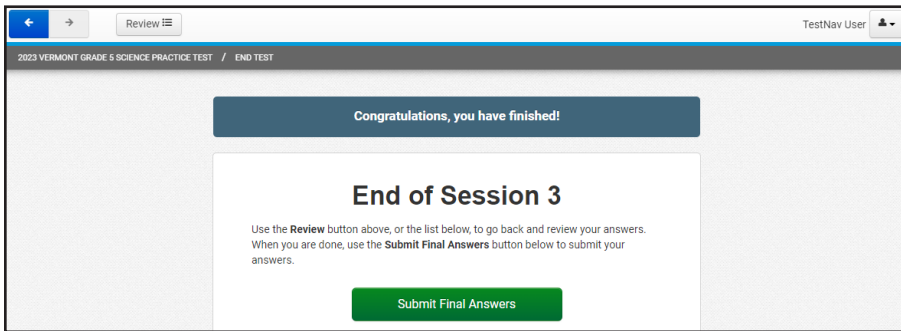
**SAY** Now click the clue arrow at the top of the screen to continue to the first question

**SAY** Begin with the first question in Session 3. Work until you reach the end of this session.

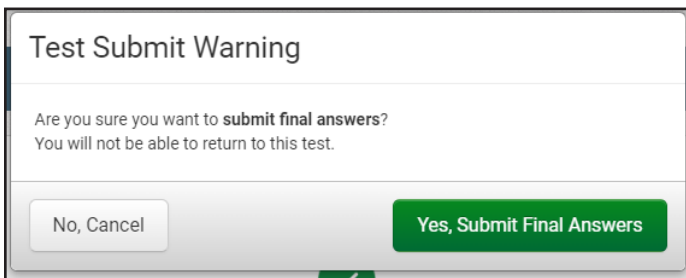
**Does everyone understand what to do?** [If there are any procedural questions, reread the directions.]

**SAY** You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.

**SAY** Once you come to the last question in Session 3, you will see the End of Session 3 review screen. Click *Submit Final Answers* to submit your test.



**SAY** You will then see a Test Submit Warning message. Click *Yes, Submit Final Answers* to confirm your test is complete and you want to submit. You will not be able to return to the test once submitted.



**SAY** Are there any questions? [If there are any procedural questions, reread the directions.]

**SAY** You may begin.

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students' responses.

[At the end of the scheduled time, say the following.]

**SAY** If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time. [Explain to students how extended time is to be handled in your school.]

**SAY** If you have raised your hand, please click the person icon button in the upper right-hand corner of TestNav and select *Sign out of TestNav* to exit the session so you can begin testing at a later time.

**SAY** If you have finished your test click *Submit* to end your session.

**This completes Session 3. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets.** [Collect the scratch paper, pencils, and tickets from the students.]

# After Computer-Based Testing

## Final Reminders

1. Make sure that the students click **Submit** once they complete a test session. By clicking **Turn In**, the students will ensure all of their answers are submitted and their test status will show as finished and completed.
2. All used scratch paper and Student Login Tickets must be collected and securely shredded at the school immediately following testing.

# Paper-Based Testing Administration

**Note:** Please read these directions carefully before you administer the test.

## Test Security

All security measures outlined in this manual are applicable and must be followed when testing with the paper-based, large-print, and braille versions of the test. **Duplication or retention of any paper-based, large-print, or braille test material is not permitted.**

## Administering the Large-Print Version

Students who are administered a large-print version of the VTCAP must be given a large-print test material packet. The packet includes a large-print test booklet and a standard-sized test booklet.

Please consider the following when administering the large-print test:

- You should read the directions and scripts in this manual the same way you do for a standard administration.
- The large-print test booklet is 11" × 17". It is recommended that these tests be administered to students at tables that allow for the booklet's size and to ensure student comfort.
- In addition to the materials in the large-print packet, students should also be provided with pencils. The appropriate calculators should be made available for students taking the mathematics tests.
- Student responses recorded in the large-print paper materials must be entered into the TestNav online testing platform as outlined in the "Paper-Based Testing Online Entry of Student Responses" section.

## Administering the Braille Paper-Based Version

Students who are administered a braille version of the VTCAP must be provided with a braille version of the test booklet and any ancillary materials, as well as a standard test booklet.

Please consider the following when administering the braille test:

- You should read the directions and scripts in this manual the same way you do for a standard administration. You may make adjustments to the specific directions for administering a test as needed to ensure that students taking the braille version of the test understand the testing procedures.
- Various materials (e.g., braille writers, slates and styluses, Cranmer modified abacuses, and word processors without the aid of spelling or grammar checks) may be required by the students and must be furnished before the appropriate test. Additionally, you should have available braille paper and placeholders.
- Students may record their responses using braille on a separate braille sheet of paper.
- Students may record their responses directly in the braille version of the test booklet.
- Students may respond to the short-answer and open-ended questions using a word processor (without a spelling or grammar check) and respond to the multiple-choice questions directly in the braille version of the test booklet.
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document.
- Student responses recorded in the braille materials must be entered into the TestNav online testing platform as outlined in the "Paper-Based Testing Online Entry of Student Responses" section.

## Administering the Human-Reader Version

For students who have the human-reader accommodation for PBT, two test booklets will be provided—one for the student and one for the proctor. The appropriate calculators should be made available for students taking the mathematics tests.

Student responses recorded in the paper materials for a human-reader administration must be entered into the TestNav online testing platform as outlined in the “Paper-Based Testing Online Entry of Student Responses” section.

### Paper-Based Testing Online Entry of Student Responses

Student responses recorded in the paper-based materials (standard, large-print, or braille), including multiple-choice and constructed-response items, must be entered into the TestNav online student testing platform by the teacher or proctor to be submitted for scoring and reporting. The directions provided for student online testing should be used by the teacher or proctor for entry of student responses from the paper-based materials. Student responses must be entered into the online platform exactly as they appear in the paper-based test materials. Paper-based materials are not returned to the testing vendor and must be securely destroyed.



# Before Paper-Based Testing

## Preparing the Testing Environment

Prepare the testing room by ensuring the following:

- There is sufficient lighting and space between students' desks.
- The room has a "Testing—Do Not Disturb" sign on the door.
- Nothing is visible that would give clues to any of the answers on the test, such as rubrics, writing guides, word walls, hundreds charts, fact tables, etc.

## Materials Required, Permitted, and Not Permitted

The following materials are **required** for paper-based testing:

- This manual, which includes administration scripts
- A "Testing—Do Not Disturb" sign for the classroom door
- Two No. 2 pencils with erasers for each student
- Test booklets
  - › **Note:** Students are expected to record their responses in the test booklet, as there are no separate answer documents. Teachers and proctors will need to enter the student responses into the TestNav student testing platform.
- For the mathematics tests:
  - › Calculators

The following materials are **permitted** (but not required) for PBT:

- Highlighters
  - › Students may use yellow highlighters to mark in the test booklets.
- Scratch paper

### Calculators

For the mathematics assessments where calculators are used, the appropriate calculator will be available in the online platform. Additionally, students may use hand-held calculators (provided by either the school or the student) as allowed by local policy.

- For grades 3–5, students may use only four-function calculators with square root and percentage functions.
- For grades 6–8, students may use only scientific calculators.
- For grade 9, students may use a graphing calculator.

# During Paper-Based Testing

## Scripts and Directions for Test Administration

The following section provides the directions that are to be read aloud to students in **bold** font. Directions to you are interspersed within the script and are in regular font and in brackets. Read the directions for students exactly as written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No. That is wrong. Listen again.” Then read the direction again.

- Encourage the students to do their best.
- Check periodically to make sure that the students are recording their answers properly in the test booklet and are only working in the current test session.
- Ensure that the students work until they reach the end of each testing session.
- Remember that you are prohibited from spelling words for students during all testing sessions.

# PBT Directions and Scripts

## PBT Session 1

### Mathematics

### ELA

### Science

**Materials Required:** Test booklets, sharpened No. 2 pencils with erasers, scratch paper.

**SAY** You are not allowed to have a cell phone or other electronic device during testing. If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand. [Collect and store students' devices according to the procedure at your school.]

**SAY** If a cell phone or other electronic device is discovered during testing, it will be confiscated.

**I will now give you your test booklet. Leave it closed until I tell you what to do.**

[Distribute the test booklets, scratch paper, and two pencils to each student.]

**SAY** Print your first and last name neatly on the line on the test booklet. [Pause.]

**SAY** Open your test booklet to the Session 1 directions.

[Walk around the room to make sure everyone has the booklets open to the correct pages.]

**SAY** In this session, some questions will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes provided in your test booklet. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly mark your intended answer.

**SAY** Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud.

[If administering a mathematics test, say the following.]

**Today you will take a test in mathematics.**

**For this test, you will answer selected-response and constructed-response questions.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it. You may NOT use a calculator to answer the questions in this session.**

[If administering an ELA test, say the following.]

**Today you will take a test in English language arts.**

**For this test, you will read or listen to passages and then answer questions about the passages.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

[If administering a science test, say the following.]

**Read each question carefully. For each multiple-choice question, decide which is the best answer and be sure to mark your answer in your answer document.**

**For each open-ended item, be sure to write your answer in the lined box provided in your answer document. Only answers and work written inside the answer boxes will be scored.**

**SAY** Are there any questions? [If there are any procedural questions, reread the directions.]

**SAY** You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign.

**Remember to mark or write all of your answers inside the test booklet. When you are finished with this session, close your test booklet.**

**You may then sit quietly or quietly read a book at your desk.**

**Do you have any questions?** [If there are any procedural questions, reread the directions.]

**SAY** You may begin.

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students' responses.

After students have finished, continue reading the following script.

**SAY** **If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY** **This completes Session 1.**

**If you will immediately continue with the next session,** provide students with a short break and proceed to the directions in the following sections.

**If you will not immediately continue with the next session,** collect the test booklets, pencils with erasers, and all other test materials from the students. Place all test materials in central, secure, and locked storage until the next testing session.

## PBT Session 2

### Mathematics

### ELA

**Materials Required:** Test booklets, sharpened No. 2 pencils with erasers, scratch paper.

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**SAY** **You are not allowed to have a cell phone or other electronic device during testing. If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **If a cell phone or other electronic device is discovered during testing, it will be confiscated.**

**I will now give you your test booklet. Leave it closed until I tell you what to do.**

[Distribute the test booklets, scratch paper, and two pencils to each student.]

**SAY** **Print your first and last name neatly on the line on the test booklet.** [Pause.]

**SAY** **Open your test booklet to the Session 2 directions.**

[Walk around the room to make sure everyone has the booklets open to the correct pages.]

**SAY** **In this session, some questions will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes provided in your test booklet. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly mark your intended answer.**

**SAY** Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud.

[If administering a mathematics test, say the following.]

**Today you will take a test in mathematics.**

**For this test, you will answer selected-response and constructed-response questions.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it. You MAY use a calculator to answer the questions in this session.**

[If administering an ELA test, say the following.]

**Today you will take a test in English language arts.**

**For this test, you will read or listen to passages and then answer questions about the passages.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**SAY** Are there any questions? [If there are any procedural questions, reread the directions.]

**SAY** You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign.

**Remember to mark or write all of your answers inside the test booklet. When you are finished with this session, close your test booklet.**

**You may then sit quietly or quietly read a book at your desk.**

**Do you have any questions?** [If there are any procedural questions, reread the directions.]

**SAY** You may begin.

[If administering an ELA test, read the passages from the Teacher Listening Item Script that was provided with the PBT materials. In all grades, the listening items are at the start of Session 2.]

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students' responses.

After students have finished, continue reading the following script.

**SAY** **If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY** **This completes Session 2.**

Collect the test booklets and all other test materials from the students. Place all test materials in central, secure, and locked storage until the next testing session or until they are ready to be turned over to the SC.

## PBT Session 2

### Science

**Materials Required:** Test booklets, sharpened No. 2 pencils with erasers, scratch paper.

**SAY** **You are not allowed to have a cell phone or other electronic device during testing. If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **If a cell phone or other electronic device is discovered during testing, it will be confiscated.**

**I will now give you your test booklet. Leave it closed until I tell you what to do.**

[Distribute the test booklets, scratch paper, and two pencils to each student.]

**SAY** **Print your first and last name neatly on the line on the test booklet.** [Pause.]

**SAY** **Open your test booklet to the Session 2 directions.**

[Walk around the room to make sure everyone has the booklets open to the correct pages.]

**SAY** **In this session, some questions will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes provided in your test booklet. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly mark your intended answer.**

**SAY** **Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud.**

**Read each question carefully. For each multiple-choice question, decide which is the best answer and be sure to mark your answer in your test booklet. For each open-ended item, be sure to write your answer in the space provided. Only answers and work written inside the answer boxes will be scored.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign.

**Remember to mark or write all of your answers inside the test booklet. When you are finished with this session, close your test booklet.**

**SAY** You may then sit quietly or quietly read a book at your desk.

**Do you have any questions?** [If there are any procedural questions, reread the directions.]

**SAY** You may begin.

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students' responses.

After students have finished, continue reading the following script.

**SAY** **If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY** **This completes Session 2.**

**If you will immediately continue with the next session,** provide students with a short break and proceed to the directions in the following sections.

**If you will not immediately continue with the next session,** collect the test booklets, pencils with erasers, and all other test materials from the students. Place all test materials in central, secure, and locked storage until the next testing session.

## PBT Session 3

### Science

**Materials Required:** Test booklets, sharpened No. 2 pencils with erasers, scratch paper.

**SAY** **You are not allowed to have a cell phone or other electronic device during testing. If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **If a cell phone or other electronic device is discovered during testing, it will be confiscated.**

**I will now give you your test booklet. Leave it closed until I tell you what to do.**

[Distribute the test booklets, scratch paper, and two pencils to each student.]



**SAY** **Print your first and last name neatly on the line on the test booklet.** [Pause.]

**SAY** **Open your test booklet to the Session 3 directions.**

[Walk around the room to make sure everyone has the booklets open to the correct pages.]

**SAY** **In this session, some questions will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes provided in your test booklet. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly mark your intended answer.**

**Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud.**

**Read each question carefully. For each multiple-choice question, decide which is the best answer and be sure to mark your answer in your test booklet. For each open-ended item, be sure to write your answer in the space provided. Only answers and work written inside the answer boxes will be scored.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** **You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign.**

**Remember to mark or write all of your answers inside the test booklet. When you are finished with this session, close your test booklet.**

**SAY** **You may then sit quietly or quietly read a book at your desk.**

**Do you have any questions?** [If there are any procedural questions, reread the directions.]

**SAY** **You may begin.**

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students' responses.

After students have finished, continue reading the following script.

**SAY** **If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY** **This completes Session 3.**

Collect the test booklets and all other test materials from the students. Place all test materials in central, secure, and locked storage until the next testing session or until they are ready to be turned over to the SC.

# After Paper-Based Testing

## Paper-Based Testing Online Entry of Student Responses

Please remember that student responses recorded in the paper-based materials (standard, large-print, or braille), including multiple-choice and constructed-response items, **MUST** be entered into the TestNav online student testing platform to be submitted for scoring and reporting. Student PBT materials must be securely stored until the student responses are recorded and submitted in TestNav. Paper-based materials are not returned to the testing vendor and must be securely destroyed

# Appendix A: CBT Checklist for Test Administrators

**Please note:** This checklist is provided as a summary only. It is essential that you thoroughly read this entire manual in order to ensure the proper administration and security of the online test.

TEST ADMINISTRATOR ACTIVITIES	
<b>Before Testing</b>	
	Read the <i>Test Administrator's Manual</i> (TAM).
	Have students take the practice test to become familiar with the testing interface and tools, as well as the various question types.
	Meet with the School Test Coordinator (SC) to review the testing schedule and the procedures in this manual.
	Obtain Student Login Tickets and Session Access Codes from the SC for all students assigned to you.
	Secure scratch paper and pencils with erasers for each student you will be testing.
	Remember to charge laptops before testing.
<b>During Testing</b>	
	Post a "Testing—Do Not Disturb" sign on your classroom/lab door.
	Be sure that all students have comfortable and adequate computer workstations.
	Distribute Student Login Tickets for each student assigned to you for testing.
	Post the Session Access Code for the test session at the front of the room.
	Monitor students to ensure they have logged on successfully and answer any procedural questions.
	Speak with your technology coordinator and/or Client Care Center about any technology-related issues that arise.
	If a student needs to leave the test room for any reason, be sure an escort is available to accompany the student to and from the test room.
<b>After Testing</b>	
	Collect the Student Login Tickets, pencils, and scratch paper.
	Remove (erase) the posted Session Access Code.

# Appendix B: Frequently Asked Questions – Participation

## ***When do statewide summative assessments take place?***

During the 2023–2024 school year, the state testing window extends from March 11, 2024, through April 26, 2024. All make-up testing must be scheduled and completed by May 3, 2024. DAs, DCs, and SCs may schedule testing any time during this window.

## ***What students are required to participate in assessment?***

All Vermont publicly funded students who are enrolled in schools, both public and private, within the boundaries of the state must be accounted for in state assessments. In addition, any student attending a public school, including privately funded students, needs to participate.

## ***What grade levels are required to participate in statewide summative assessments of ELA, math, and science, as described in the current Every Student Succeeds Act (ESSA) State Plan?***

Students in eligible grade levels are required to participate in statewide summative assessments of ELA, math, and science.

- ELA assessments are required for grades 3–9
- Math assessments are required for grades 3–9
- Science assessments are required for grades 5, 8, and 11

## ***Is it necessary to assess students who enroll during the assessment window? What if the school has already completed testing?***

Yes. If the student arrives after the school has completed testing, the school should make arrangements for an individual test administration. If possible, the school should contact the student’s prior placement (if it is a Vermont school) to determine whether the student has completed some or all of the test. Schools are not required to repeat testing with a new arrival.

## ***What students must the state account for when reporting out assessment data?***

The state must account for the following students when reporting out assessment data:

- Every publicly funded student enrolled in a Vermont public school
- Every privately funded student enrolled in a Vermont public school
- Every student enrolled in an independent school located in Vermont whose tuition is publicly funded

## ***What student categories are exempted from participating in the statewide summative assessments of ELA, math, and/or science?***

Federally recognized exceptions to the requirements prescribed by the United States Department of Education (ESSA § 1111(b)(2)) include the following:

- English Learners who enrolled in a U.S. school for the first time within the past 12 months prior to the beginning of testing window. (Note: This exemption applies for ELA only, not math or science.)
- Students who experience a medical emergency that removes them from school for the entire testing window are eligible for a medical exemption.

In the state of Vermont, the following students are not required to test:

- Students who are newly enrolled in a Vermont school from out of state after April 26 are not required to be tested. This may change.
- Foreign exchange students who are not publicly funded. (Note: If they do participate, their scores are not used in accountability determinations.)

***May non-publicly funded students who attend an independent school participate in state testing? Does this apply to religiously affiliated schools?***

Non-publicly funded students attending independent schools are not eligible to participate in testing. This extends to religiously affiliated schools.

***Are foreign exchange students required to participate in state assessments?***

Not unless their tuition is paid with public funds. This typically is not the case.

***May foreign exchange students participate in state assessments?***

Yes, but their test scores will not be used in accountability determinations.

***Are students enrolled in home study (i.e., home school) required to participate in assessments?***

A student enrolled in home study is not a publicly funded student and therefore is not required to test, even if the student accesses classes or services provided by the public school, and even if the classes they access correspond to the content measured by the tests.

***May home study students participate in state assessments if requested by the parent/caregiver?***

Yes, but with the following conditions applied: (1) The student should be assessed at the same time and in the same location with the classmates the student would have if not a homeschooled student, (2) the student's test scores should not be included in the school's public reporting, (3) this is a courtesy that is extended voluntarily by the local school and not required by state or federal rules, and (4) the local school is not required to contact parents/caregivers of home study students to offer this courtesy.

***What happens if a student transfers to a Vermont school after April 26?***

- If a student transfers into a Vermont school after April 26 from out of state, the school where the student is newly enrolled is not required to assess the student.
- If a student has transferred from one Vermont school to another Vermont school before April 26 and has partially completed an assessment, the new school is able continue testing that student where they left off at the previous school. The student's test completion and results will follow that student even if a test has been started and not completed at the previous school.

***Can parents opt-out students from state assessments?***

Parent requests for opt-out or refusal are addressed by local school officials. Use of the state medical exemption process for this purpose will be rejected. Federal law does not require or forbid a parental right to opt out (ESSA, 2016). The state of Vermont is committed to administering these assessments to further equity-focused work. Therefore, the state does not have an opt-out provision, and the AOE does not support opt-out.

***Is there any consequence if an eligible student does not participate in testing?***

If a student eligible for statewide assessment does not participate in testing (and is not exempt), they will not receive a score for that test. In terms of both reporting and accountability, there are possible consequences for non-participation, though no consequences directly affecting students exist.

Consequences related to reporting may include no score reported for the student. This means that the data is not provided to the school and an individual student report is not provided to families/caregivers.

If the school's or district's participation rate is less than 95% of eligible students, the average scale score for the school or district will be weighted by the participation rate for accountability purposes. Federal law requires schools missing the 95% participation rates to develop plans to improve based on local context and stakeholders' input.



