VERMONT
AGENCY OF EDUCATION

Vermont Comprehensive Assessment Program
(VTCAP)

Test Coordinator's Manual
for Computer-Based and Paper-Based Tests
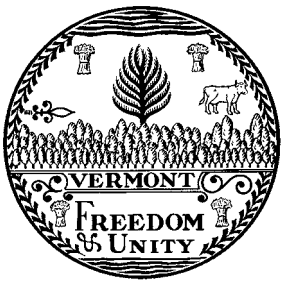
Spring 2024

English Language Arts and Mathematics
Grades 3–9

Science
Grades 5, 8, & 11

Contact Information

General Administration Questions

Cognia Vermont Client Care Center

   Telephone: 800-215-8975

   Email: vtservicecenter@cognia.org

   Help & Support Site: 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

Spring 2024 VTCAP Important Dates

Important Dates	
Rostering window for ordering paper materials in ADAM*	January 22–February 2, 2024
Rostering window for all testers	January 22–March 8, 2024
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

* If paper materials are needed after this date, please contact the Client Care Center to order additional materials.

Version History

Version	Release Date	Revisions
V2	2/20/24	**Page 22:** The ADAM User Roles table was updated to reflect that Teachers cannot add accommodations and can access reports if they are assigned to a class. **Page 28:** The Field Name table was updated. • The "Org Scope" field in the student profile is now labeled "Schools". • The "Reporting Orgs" field is now listed. **Page 30:** The instructions in Step 5 were updated to reflect the three accommodations profiles in the accommodations template. **Page 31:** The instructions in Step 5 were updated to reflect the three accommodations profiles in the student profile. **Page 37:** A note was added to clarify that the English dictionary and thesaurus non-embedded universal tools are allowable for mathematics and science only. **Page 38:** 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.
V3	3/11/24	**Page 11:** The screenshots of the Student View and student print card are updated. **Page 30:** Step 5 of the accommodations upload is updated to reflect the two accommodation profiles. **Page 31:** Step 5 for manual accommodation edits is updated to reflect the two accommodation profiles. **Page 32:** The Teacher Review of Accommodations in ADAM section is updated to reflect the accommodation profiles and the process of accessing accommodations through My Classes. **Page 34:** The screenshot of the student print card is updated.

Table of Contents

Overview

About this Manual

This manual provides instructions for district administrators (DAs), district test coordinators (DCs), and school test coordinators (SCs) who are preparing for the spring 2024 Vermont Comprehensive Assessment Program (VTCAP) in English language arts (ELA), mathematics, and science. This manual includes the procedures and protocols for pre-administration steps, as well as the policies related to test security and test administration that all school staff must follow.

Administration instructions for the proctors are included in the *Test Administrator's Manual* (TAM), which includes administration scripts.

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 measure the Common Core State Standards for English and mathematics, respectively. The science assessment measures 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 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.

About Roles

District Test Administrator

The 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 DCs, 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 the district.

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 (ELA) 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 in 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 questions related to assessment eligibility and participation, please contact the AOE statewide assessment team at 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 and the TAM. 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, teachers, 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 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 shared 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 table. 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.

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.

Overview of VTCAP Online Platforms

There are two components of the VTCAP online testing platform:
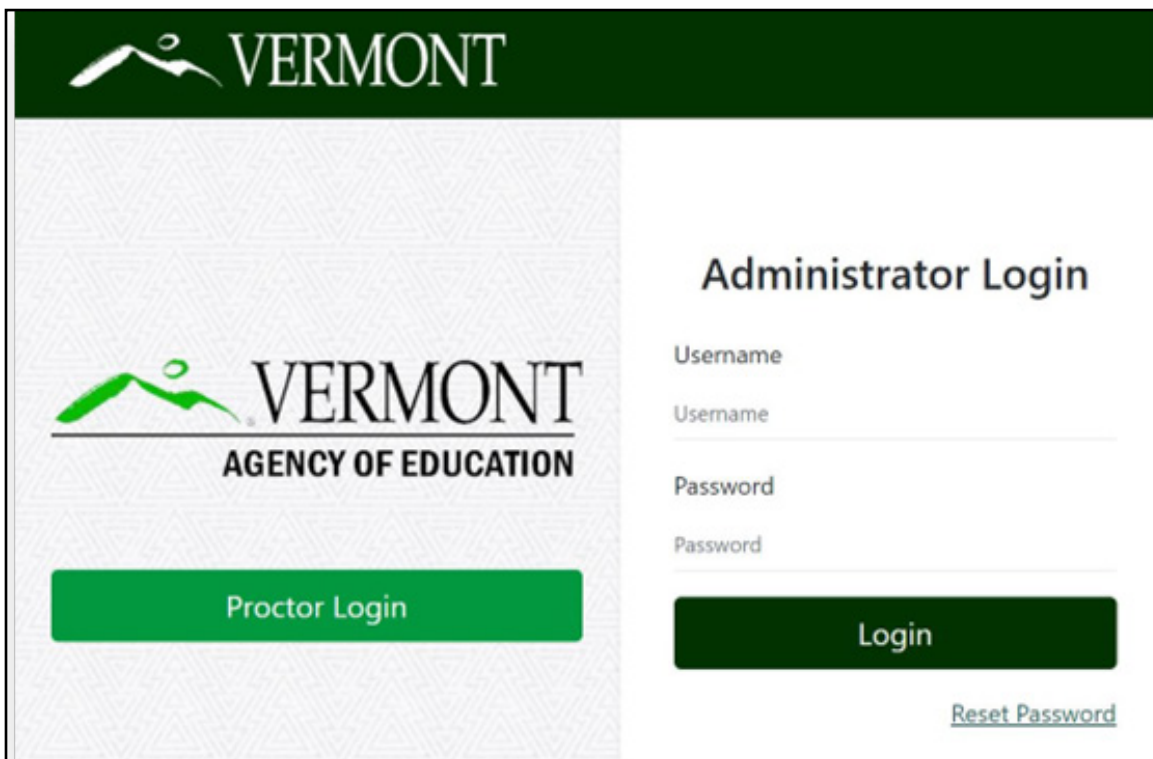
- the **ADAM** platform used by district and school administrators to manage users, roster students, assign accommodations, proctor tests, and view reports
- the **TestNav** student testing platform

The technology specifications for TestNav are provided on the <u>TestNav System Requirements</u> page.

Logging in to ADAM

DAs, DCs, SCs, will have access to the ADAM platform for assessment management. As an option, teacher accounts can be created if classes are being utilized in ADAM. Teacher accounts are not required in ADAM.

- Go to: <u>vt.adamexam.com</u>
- Enter username and password (received via welcome email)
- Select Login

- Once logged in to ADAM, the main dashboard screen appears. From here, navigate to **System > Profile** to view your role, **Test Management > Administrations** to view test administrations, and to **Rostering** to view students and to create classes.
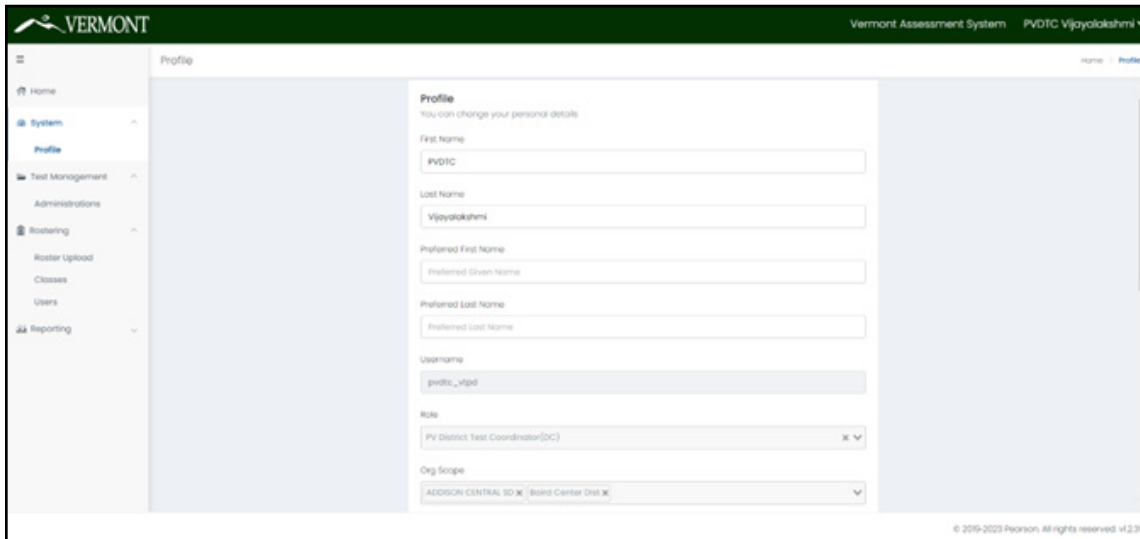
- You can change your password by scrolling down and selecting **Set Password** within the Profile page.
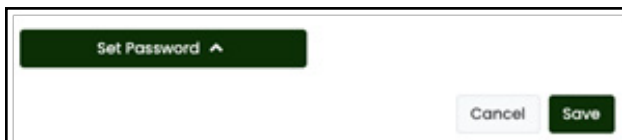
Test Management > Administrations

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.
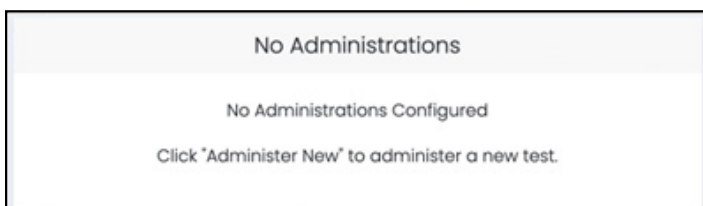
Test Administration Card

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

The 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	ttsela	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.
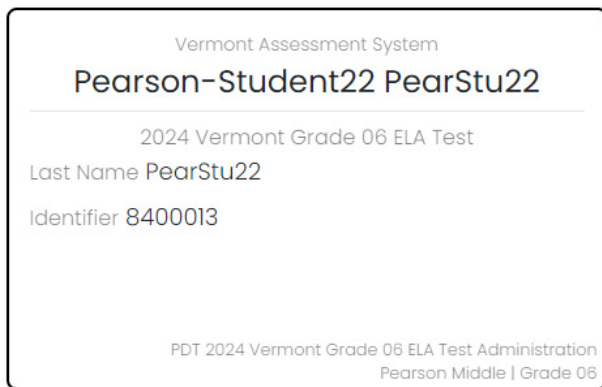
Proctor Groups

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.

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.

Rostering > Quick User Upload & Demographics

The Quick User Import tool can be used by the district test coordinators to import students, teachers, and school test coordinators into the Vermont ADAM platform.

To use the Quick User Import tool, in the left hand menu, select **Rostering > Users**. This will load the User Config screen. Click the ellipsis button in top right corner to expand a drop down menu. Select the "**User Import**" link.
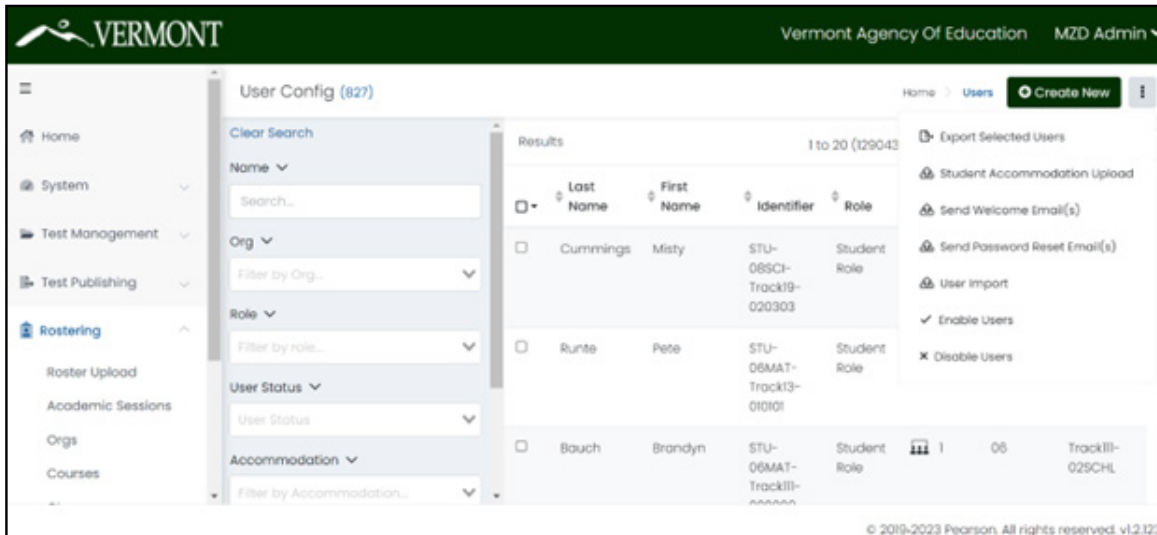
This will load the User Import screen. Follow the three-step process to import users.
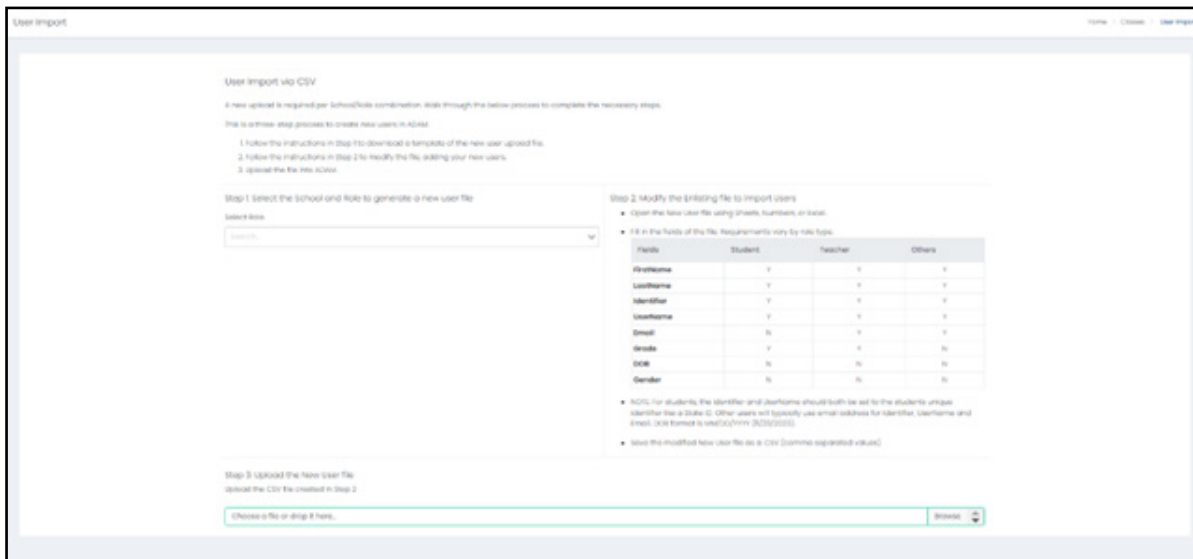
Step 1: Select your School and the role that you want to roster users into. This will generate the user upload file (in CSV format):

Click to download the CSV template.

Step 2: Fill out the CSV file with your roster data. When completing the CSV table, the Identifier field is required to be a 7-digit numeric value if you are uploading Student users (for the Student role). For students, you should set their identifier and username to be the same 7-digit identifier value.

Step 3: On the User Import screen, in step 3, upload the CSV file back into ADAM. Once loaded, the users will show in your user config screen, and you will see a "Success" message.

If during the upload process, your CSV file is determined to be invalid, due to incorrect data values (for example, an 8-digit numeric ID instead of the required 7-digit identifier), you will receive a validation error.
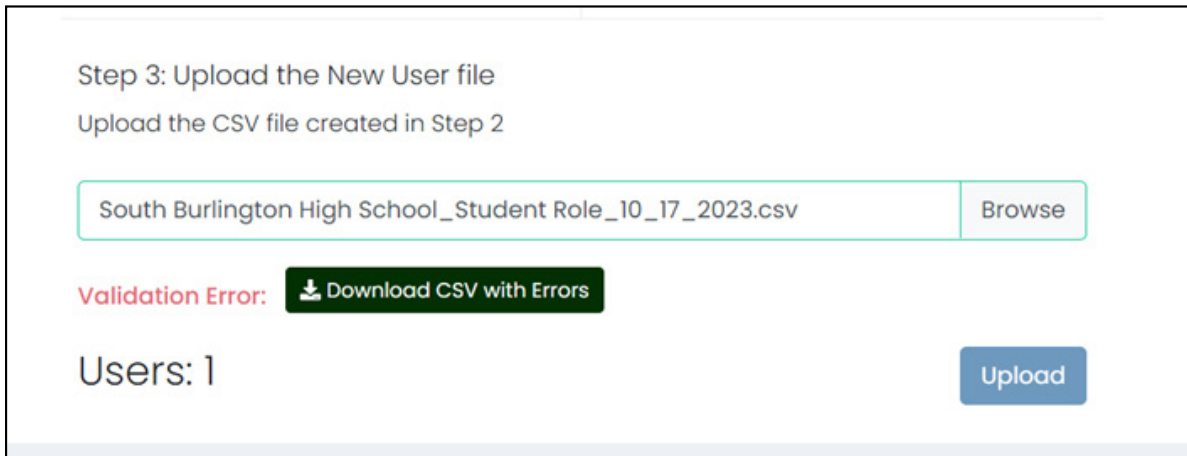
You can then download the CSV file again and it will show you the errors that were caught during the upload process. You can fix these issues, and then re-upload the file.

Rostering > Orgs

The Orgs page in ADAM contains the list of schools you have access to see. If you are a DC, you will see a list of the schools in your district. If you are an SC, you will see the school(s) you are authorized to see.

There are filter options on the left side of the page to help organize the results.
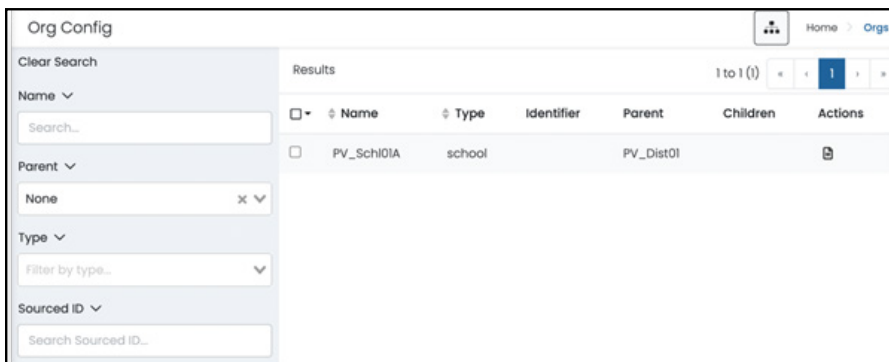
This is a view-only page and is not critical to your workflow.

Rostering > Users

The User Config page in ADAM contains the list of both administrators at your district or school as well as all the students in your school(s). To access this screen click on the **Rostering > Users** link in the left menu. This will launch the User Config screen.
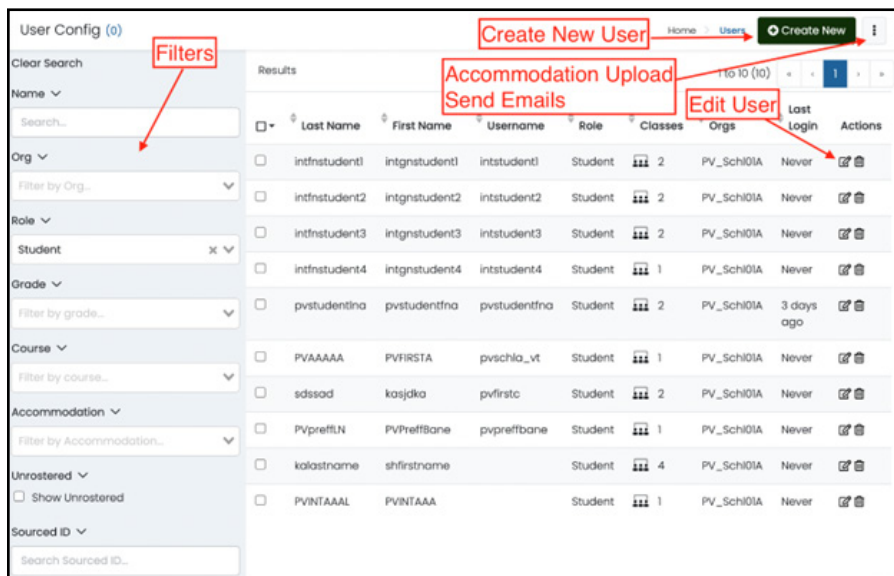
There are filters on the left side of the page to help you find users based on filters:

Filter Name	Directions
Name	Filter users by first name, last name; first [space] last name; or SSID
Org	Filter users by district or school
Role	Filter users by role. This list varies by role, but expect to see School Test Coordinators and Students in the list.
Grade	Filter users by grade. This is a single select and is only visible when the role filter is set to "Students."
Course	Not applicable for spring 2024
Accommodation	Filter users by accommodations/supports. This is a multi-select filter.
Show Unrostered	Not applicable for spring 2024; only valid when capturing class information.
Sourced ID	Filter by system identifier for the user record. Typically, this is the same as the username or SSID. Note, ADAM will generate a unique Sourced ID during the user import.

Actions possible from this page:

- View if/when users last logged into ADAM.
- Modifying existing user records:
  › Information tab: name, preferred name, grade, school
  › Demographics tab: date of birth, gender
  › Accommodations tab: accommodations and supports
- Add new users:
  › Administrators and students
- Update accommodations from a csv file using the "Student Accommodation Upload."
- Send new user welcome emails and password reset emails.

- Validate rosters. Consider these three questions:
    › Do my students exist in ADAM?
    › Are my students in the correct grade?
    › Do my students have the correct accommodations?

Creating Classes

Classes can be created in ADAM and students can be added to a class. If classes are created in ADAM, they will appear in the online performance reporting post-administration. District Test Coordinators, School Test Coordinators, and Teachers can create classes either manually in the ADAM system or using the Quick Class Upload tool. Classes are not required. If you do not create a class, the reporting will not display data by class. Students are tied to their classes in ADAM with their student identifier.

Create Classes Manually

First navigate to the **Rostering > Classes** via the left menu. This will launch the Class Config screen where you will see a list of all of your classes (scoped to your user profile, ORG and role).

Click the **Create New** class button to launch the Class Setup form. Complete the form filling out the following fields: Title of your class, Class Code, Location, Class Type, School (select your school from the dropdown), Course (select from the dropdown), Academic Session (select the one Academic Session from the dropdown), a Class Sourced ID, Subject, Grade, and Period. Add the Teacher for the class by clicking the + button next to Teachers. Teachers and students will be pulled into the form to select from, based on the school you selected.

Click the **Add Student** button to add students to the class.

Once you have completed the form fields, click the Submit button to create your class.

Create Classes using Quick Class Upload

Navigate to the Quick Class Upload page by clicking: **Rostering> Classes**. Click the ellipsis to the right of Create New and pick: **Quick Class Upload**.

Step 1: Create the Roster File CSV

- Select the Grade to match the Class(es) you are creating.
- The Course will automatically be filled based on the grade you select.
- The Academic Session will also automatically be selected.
- Select the School to match the Class(es) you are creating.
- Click the **Click to download template** button to produce a roster file of students.

Step 2: Populate the Roster File
- Open the downloaded roster file (column A is the student SSID)
- Add a class to each row of students (column G). The naming convention should help identify these students and classes
- Save the roster file (as a csv)

- On the same Quick Class Upload screen, upload the modified roster file back into ADAM by clicking the **Browse** button and selecting your csv file.
- Click **OK** to save the upload.

Class Naming Conventions
- This naming convention should help you identify these students and classes
- Should be meaningful for the teacher
- Consider the subject, grade, school, teacher name, class period, and time
- Example: **ELA Grade 3 Lyman James Period-2 10am**

Quick Class Upload Results

Once you have uploaded your class data, when you visit the Rostering > Users and load the User Config screen, you will see the classes listed in the Classes column of the User Config table

Reporting > Progress

The Progress Report is used to monitor the progress of a specific test over time. The filters allow selection of a test, then organization to drill down to the proctor groups.
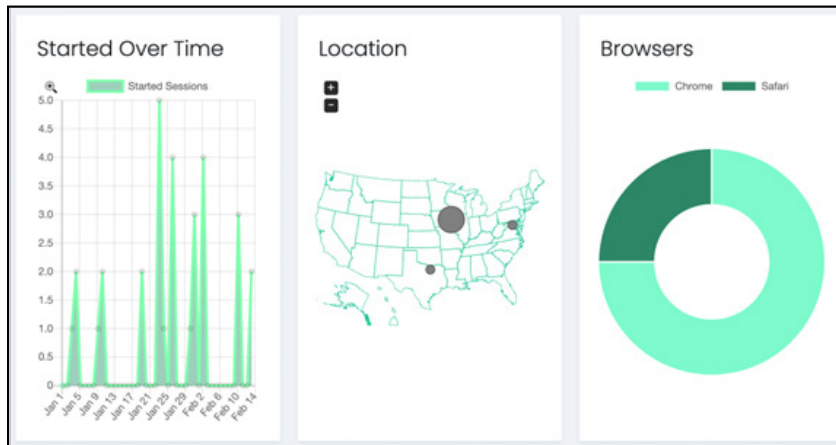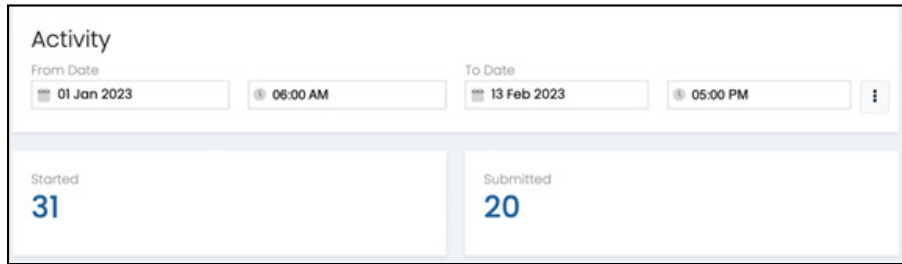

Reporting > Activity

The Activity Report provides a view into testing activity.

- Use the date range tiles at the top of the report to view activity based on defined date ranges.

- Use the activity date filters to control the activity displayed in the rest of the report.

ADAM User Roles

The tasks within ADAM that are assigned to each role are as follows

Role in ADAM	Edit/Add Student Accounts	Creating Educator Accounts	Add Accommodations	Proctor Test	Access Reports
DA	Y	Y	Y	Y	Y
DC	Y	Y	Y	Y	Y
SC	Y	Y	Y	Y	Y
Teachers*	N	N	N	Y	Y**
Proctors*	N	N	N	Y	N

*Teachers and proctors will not log in to ADAM to proctor tests. They will proctor tests using the Proctor Dashboard.

**Teachers will only have access to the Spring 2024 reports if they have a class set up in ADAM.

Although DAs are ultimately responsible for the addition and editing of student accounts in ADAM, a DC may be assigned to assist with these tasks at the direction of the DA.

Teacher accounts may be created if your school is utilizing classes in ADAM, but teacher accounts are not required. Teachers and proctors do not need user accounts to proctor student tests.

Creating Additional User Accounts

Create Users

- Select **Rostering > Users > Create New** (from the top righthand corner)
- Enter the user's first and last name
- Role—pick only one
- Identifier—must be unique (e.g., first initial, last initial, school initial)
- Org Scopes—enter highest organization only
- Sourced ID—can match the unique identifier
- Username—the user will use this to sign in
- User Email—enter the user's district email address
- Check **User Enabled** (Users without this checkbox will not be able to login)
- Check **Send Welcome Email(s)**
- Select **Save**

Note: The welcome email can be resent by selecting the box next to the user's name and choosing **Send Welcome Email(s)** from the top right dropdown.
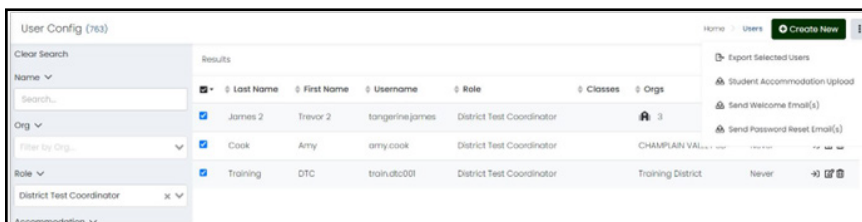
Before Testing

Test Scheduling

Follow the scheduling guidelines to maintain standardized testing procedures and safeguard against a security breach. It is the DC/SC'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.

District and School Coordinator Task List

DCs and SCs are responsible for the following tasks. More detailed checklists are available in Appendix A and Appendix B.

- Notify schools and staff when training, manuals, and other documentation are available.
- Ensure staff involved in the administration of the VTCAP are appropriately trained in policies, procedures, and test security.
- Review schedules to ensure adequate time and resource planning.
- Follow the testing schedule selected by the district for your school.

Roster Validation

To prepare for testing, validate that the student records are correct. Consider these three questions:

- Do my students exist in ADAM?
- Are my students in the correct grade?
- Do my students have the correct accommodations?

If the answers to any of these questions is no, find the sections to "Add a Student," "Update a Grade," or "Update Accommodations."

Use either ADAM Filtering or ADAM Student Export to verify that your students are in ADAM and ready for testing.

View Roster Data

To search for a user, including students, in ADAM, do the following:

- Go to **Rostering > Users**.
- On the left side of the page, enter or select the appropriate filters. The search is dynamic, allowing different searches based on filtered fields.
  - › Name—filter by keyword on the following fields:
    - – First name
    - – Last name
    - – Combination of first name + last name (e.g., John Smith)
    - – Identifier (SSID)
    - – User email
  - › Org—filter by a specific district or school. For a school, you can also select a specific class (if a class has been created).
  - › Role—filter by role (e.g., student, school testing coordinator).
- Accommodation—filter by a specific accommodation (e.g., Spanish or text to speech).
- Unrostered—select the checkbox to include unrostered users in the search.
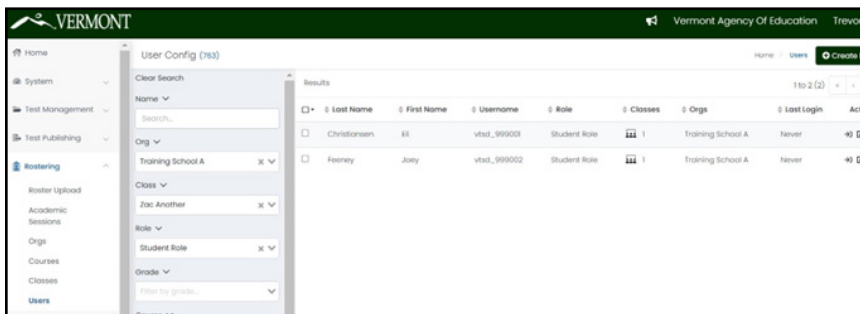
Editing a Student Record

To edit a student record in ADAM:

- Go to **Rostering > Users**.
- Search for the student user you want to edit. Users are restricted by the organization you belong to. If you are a school administrator, you will only be able to search for student users in your school.
- Select the edit icon in the appropriate username row.
- Select the tabs in the left navigation menu to access and edit the following information. Your role authority determines which tabs you have access to.
  - › Information—the basic information about the user: name, role, identifier, grade, schools (org scope), username, and user email.
  - › Preferred Names—the preferred first name, preferred last name, and preferred middle name of the student.
  - › Demographics—the date of birth, and gender of the student.
  - › Accommodations—accommodation options, such as text to speech, extended time, and paper.
  - › Classes—a list of the classes a student or teacher is enrolled in or teaching.
  - › Administrations—a list of historic and active administrations the student took.
  - › History—audit history showing who made an update and when.

Adding a New Student Record

To add a student record, select **Create New**, then complete the form and save the student record. You do not need to set a password for a student record. More detail about adding student users in ADAM can be found in the Updating Roster section below.

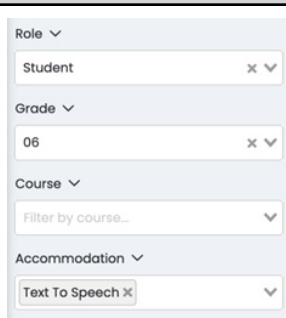# School Coordinator Task List

Prior to test day, the SCs

- ensure **Roster Validation**: All eligible students are found in ADAM under the appropriate grade level and with the appropriate accommodations/supports
- prepare **Proctor Test Packets**

On test day, the SCs, provide **Proctor Test Packets** to each proctor.

ADAM Filtering

Use the filters on the **Rostering > Users** page to find the students and verify.

1. Navigate in ADAM to **Rostering > Users**
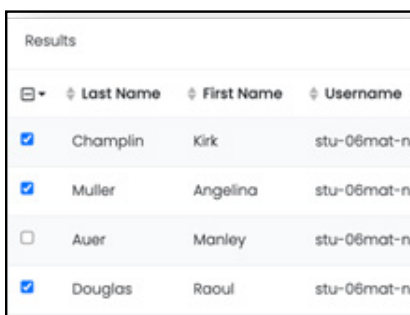
2. Set the filters:

Filter Name	Directions	ADAM Screen capture
Role	Must be set to Student to see the Grade filter	
Grade	See students based on the grade selected. Results are restricted to viewing one grade at a time.	
Accommodation	See students based on the accommodation(s) selected. Multiple accommodations can be set in this filter.	

3. Verify that your internal roster of students by grade matches the students by grade in ADAM.

4. Verify that your internal roster of students with accommodations matches the students by accommodation in ADAM.

ADAM Student Export

Instead of using the filters to verify students, you can use an export feature to produce a csv file containing student information, including grade and accommodations.

1. Navigate in ADAM to **Rostering > Users**.

2. Use the filters to display students for the export.

3. Select students for export by
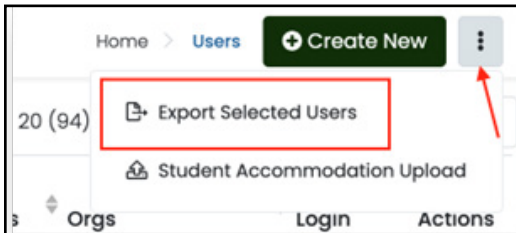
   a. placing a checkmark in front of the student OR

b. using the drop-down list to select entire sections of students under Select All or Select Page.
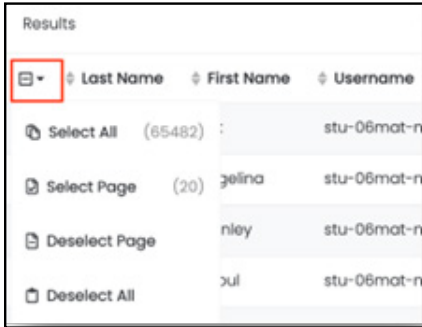
4. After selecting the students, first select the vertical ellipses in the top right of the User Config page, then select Export Selected Users.

5. The exported csv file becomes available as a download file named similar to 'users.export…' appended with today's date. Open the export file to view the students you've selected. The csv file opens in a program like Excel, Sheets, or Numbers.

6. Use the data in the file to verify your internal roster of students matches with the students in the downloaded file by comparing

   a. **student name** (givenName|familyName),

   b. **student id** (identifier),

   c. **grade** (grades), and

   d. **accommodations** (starting with the tts column). Students have an accommodation when a value is set to TRUE.

Updating the Roster

Add a Student

If you find that a student is missing from ADAM, follow these instructions to add them.

1. Navigate in ADAM to **Rostering > Users**.

2. Click the **Create New** button (top right of the User Config page).

3. The information required when creating the users in ADAM varies by the type of user being created. These instructions are specific to creating students in ADAM. Complete the User Setup form based on the directions in the table below.

Field Name	Directions
First Name	Legal first name for the student (use ALL CAPS)
Last Name	Legal last name for the student (use ALL CAPS)
Preferred First Name	(optional) display first name for the student
Preferred Last Name	(optional) display last name for the student
Role	Set to Student
Identifier	State student ID
Grades	Set to the current testing grade
Org Scopes / Schools	Find their testing school from the drop-down list
Reporting Orgs	If the student is testing at an independent school, select the public sending district from the drop-down list.
Sourced ID	State student ID (same as Identifier)
Username	State student ID (same as Identifier)
User Email	This field should be blank

4. Select **Save**.

Note: If you get an error message indicating the identifier is already in use when trying to save the student record, please contact ADAM support. This usually means the student is already associated with another school. The student will need to be moved to your school.

Scroll to the top of the page to complete this student's setup through Demographics and Accommodations.
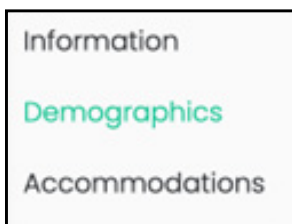
5. Select **Demographics** and set the student date of birth and gender.

6. Select **Accommodations** (optional) to select student accommodations and supports.

7. Select **Save** to finish adding the student.

Update Grade

If you find that a student has the incorrect grade in ADAM, follow these instructions to modify the student record to update the grade.

1. Navigate in ADAM to **Rostering > Users**.

2. Search for the student you want to edit. Users are restricted by the organization you belong to. If you are an SC, you will only be able to search for student users in your school.

3. Select the edit icon in the appropriate username row.

4. Select the Information tab and find the Grade field.

5. Remove the existing grade by selecting the X, then add the new grade from the drop-down list.

6. Select **Save** to complete the student modification.
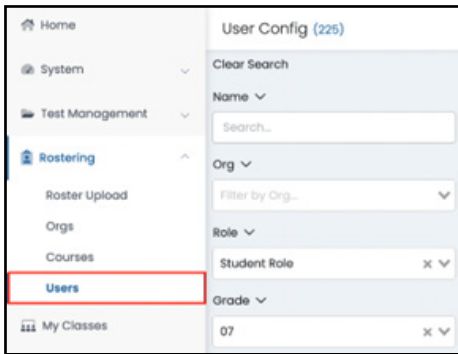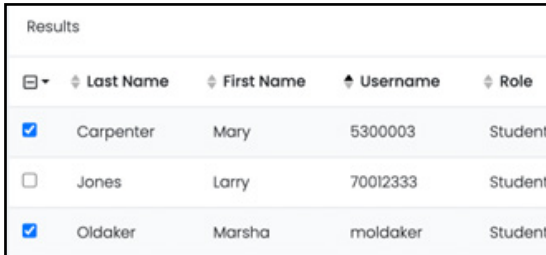
Update Accommodations

If you find that a student has missing or incorrect accommodations in ADAM, there are two methods to update accommodations: either upload the accommodations (preferred method when there are multiple updates) or update the accommodations one user at a time through the ADAM interface.
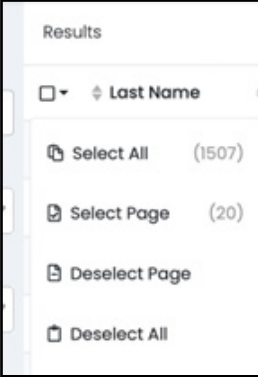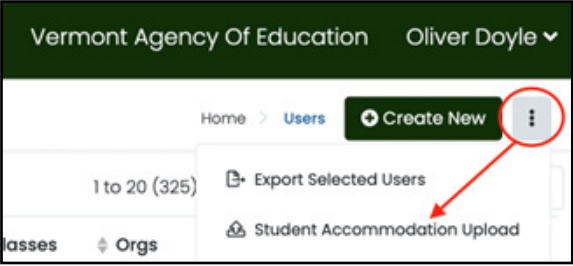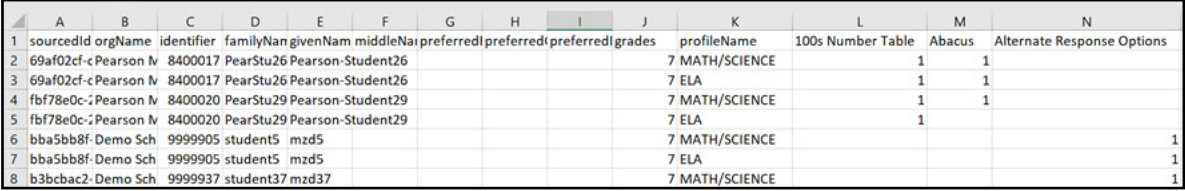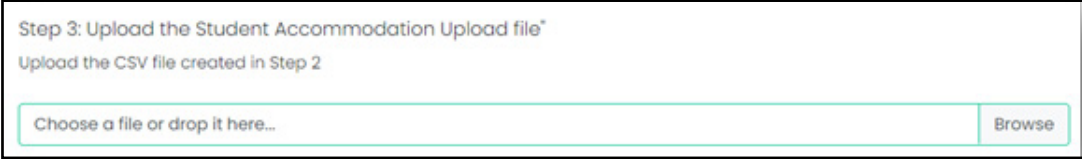
Uploading Accommodations in ADAM

DAs, DCs, or SCs must assign accommodations to students in ADAM before the start of student testing in TestNav and in order to receive PBT materials in advance of administration. Teachers and proctors cannot perform this task. For example, the text-to-speech feature must be assigned before scheduling a test and cannot be assigned after the student has logged in to any session of any test without delaying your testing schedule. Other accommodations to be delivered locally are also documented in ADAM.

Updating Accommodations Via Accommodation Upload

To assign accommodations in ADAM via an accommodation upload, follow these steps:

	Directions	ADAM Screen Capture
1	In the menu on the left side of the screen, go to **Rostering > Users**. Filter on the desired students.	
2a	Select one student at a time by activating the check box in front of the name.	

	Directions	ADAM Screen Capture
2b	Select multiple students at a time by selecting one of the options in the drop-down list found at the top of the checkmark column.	Results ☐▾ ⬍ Last Name ⬆ Select All (1507) ⬆ Select Page (20) ⬆ Deselect Page ⬆ Deselect All
3	Select the ellipses in the upper right and select **Student Accommodation Upload**.	Vermont Agency Of Education Oliver Doyle ⌄ Home > **Users** ⊕ Create New ⋮ 1 to 20 (325) ⤷ Export Selected Users lasses ⬍ Orgs ⛁ Student Accommodation Upload
4	Review the instructions in the new window, and then download the sample file.	**Click to download template** The file download is named using the Date. (e.g., Student Accommodation 05_01_2021T14_04_58-05_00.csv)
5	Enter the necessary accommodations in the spreadsheet and save the file. There are two accommodation profiles: "Math/Science" for the mathematics and science assessments, and "ELA" for the English language arts assessments. Mark the student's accommodations in each profile row depending on the assessments that student will take. |	A	B	C	D	E	F	G	H	I	J	K	L	M	N
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
1	sourcedId	orgName	identifier	familyNan	givenNam	middleNa	preferredI	preferred	preferredI	grades	profileName	100s Number Table	Abacus	Alternate Response Options
2	69af02cf-c	Pearson N	8400017	PearStu26	Pearson-Student26					7	MATH/SCIENCE		1	1
3	69af02cf-c	Pearson N	8400017	PearStu26	Pearson-Student26					7	ELA		1	1
4	fbf78e0c-2	Pearson N	8400020	PearStu29	Pearson-Student29					7	MATH/SCIENCE		1	1
5	fbf78e0c-2	Pearson N	8400020	PearStu29	Pearson-Student29					7	ELA		1	
6	bba5bb8f-	Demo Sch	9999905	student5	mzd5					7	MATH/SCIENCE			1
7	bba5bb8f-	Demo Sch	9999905	student5	mzd5					7	ELA			1
8	b3bcbac2-	Demo Sch	9999937	student37	mzd37					7	MATH/SCIENCE			1	
6	Upload the accommodations spreadsheet back into ADAM. Step 3: Upload the Student Accommodation Upload file* Upload the CSV file created in Step 2 Choose a file or drop it here... Browse

Updating Accommodations in the ADAM User Interface

For students added after the accommodations upload or for updates to a small number of students, accommodations may be edited for each student individually in ADAM. If teacher user accounts have been created, teachers will have the ability to edit accommodations. Detailed steps for teacher review of accommodations are provided below.

1. Navigate in ADAM to **Rostering > Users**.

2. Search for the student you want to edit. Users are restricted to the organization they belong to. If you are an SC, you will only be able to search for users in your school.

3. Select the edit icon in the appropriate username row.

4. Select the Accommodations tab from the left user set-up navigation.

5. Complete the form by selecting the checkbox next to the appropriate accommodations for the student, for each accommodation profile – "Math/Science" or "ELA." If the student has the same accommodations for all content areas, you can select the accommodations in the Math/Science profile and then click the **Apply to All** arrow to apply them to the ELA profile.

6. Select Save.

Teacher Review of Accommodations in ADAM

Teacher access to ADAM is optional.

If teacher user accounts have been created in ADAM, teachers will be able to access the **My Classes** page, verify their class roster, and verify students are assigned the appropriate accommodations.
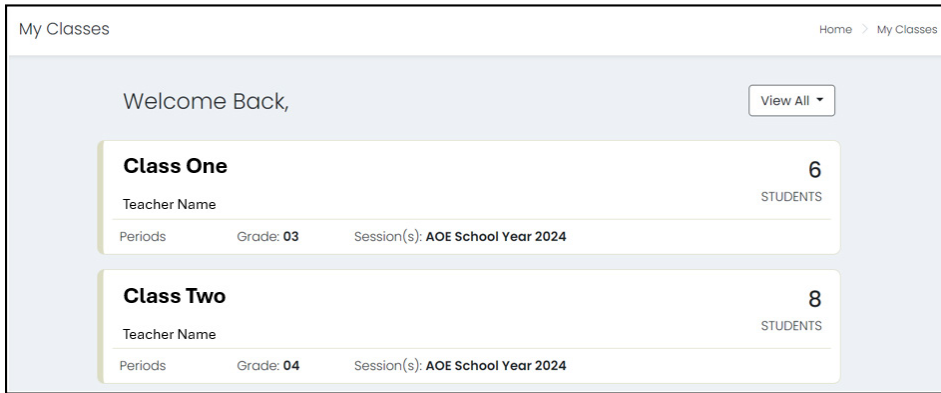
Verify and Update Accommodations

Follow these steps to review student accommodations:

1. Select the Class you would like to view.

2. Review the student list to ensure all students are present.

3. Click the three dots, then **Accommodations** to view the student's accommodations.

4. Review and/or edit the accommodations and supports for this student. To change an accommodation, either select or deselect the checkbox next to the appropriate accommodations.
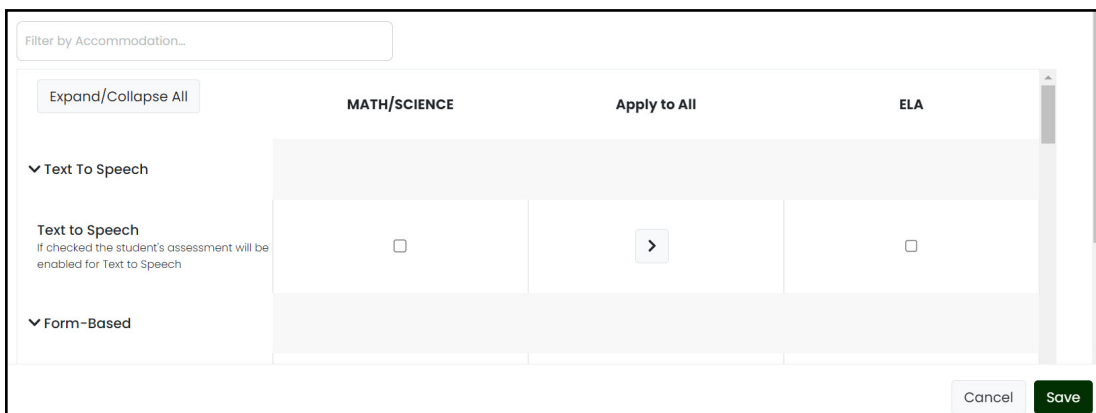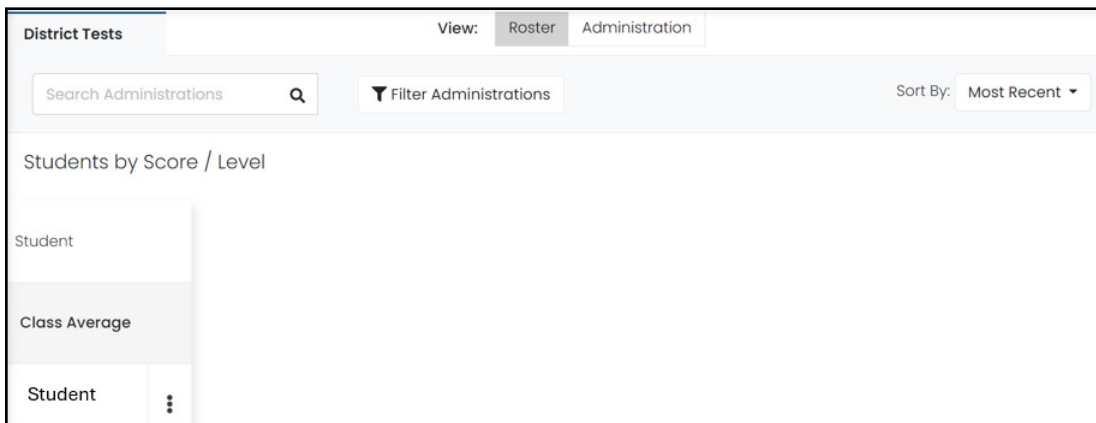
Prepare Proctor Packet

Proctors need two things to proctor a test. They need to know their credentials to log in to the Proctor Dashboard, and they need to know login credentials for the students taking a test in their room. Provide both the Proctor Credentials and the Student Credentials to each proctor on the day of the test.

Proctor Credentials

Each administration has a unique test code and proctor password for the proctors. If you are preparing for several administrations, this step will be repeated for each administration. A single card is created with the name of the test, a test code, and a proctor password. Each proctor administering this test needs this card (or at least the information on the card) to be able to properly log in as a proctor and create their proctor group.
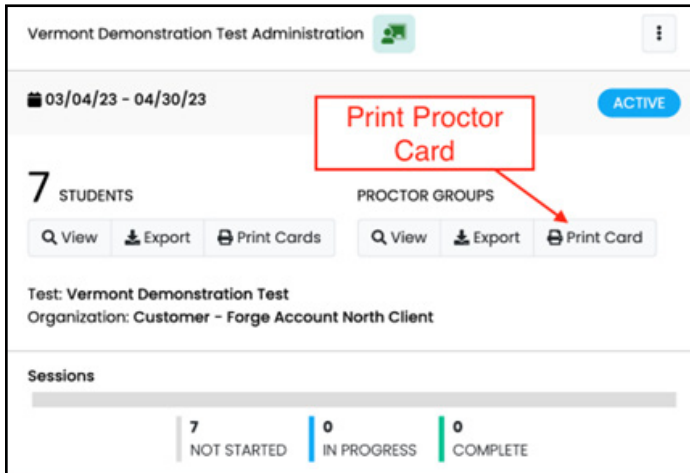
Follow these steps to print proctor cards:

1. Log in to ADAM and navigate to **Test Management > Administrations**.
2. Find the administration card for the specific test.
3. Select **Print Card** under Proctor Groups. This creates a single card for you to print.
4. Create a copy of this card for each proctor participating in this test administration.

> **Next Steps for Proctors: What the Proctor does with this information.**
> 1. The proctor goes to vt.adamexam.com.
> 2. Selects the **Proctor Login** button.
> 3. Enters the test code and proctor password from the **Proctor Packet** you provided them.
> 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 then begin logging in to the test.

Student Credentials

Students need two things to access the test:

1. The test code provided by the proctor
2. Their SSID

Both of these should be provided to the proctor in the Proctor Test Packet.

ADAM provides either a file of all the students in your school eligible for this test or a printable pdf with a student card for each student in your school eligible for this test.

In both cases, data must be manipulated so each proctor gets either a list of students or the student cards for all the students in their proctor group.
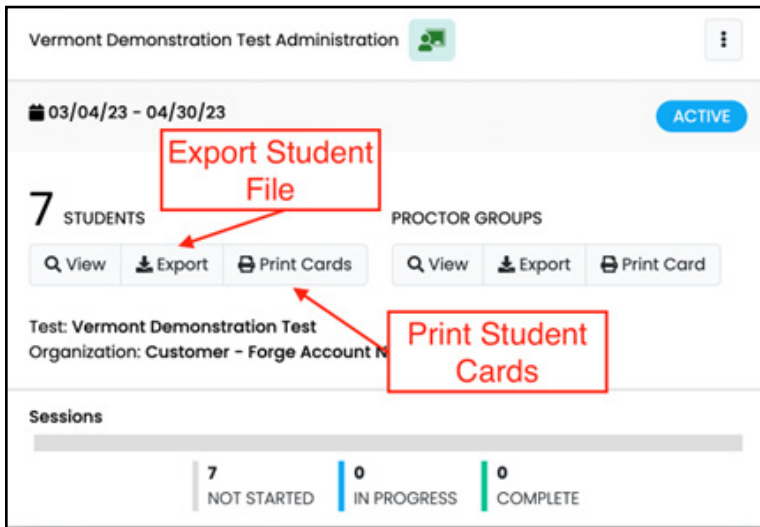
Follow these steps to print student test cards:

1. Log in to ADAM and navigate to **Test Management > Administrations**.
2. Find the administration card for the specific test.
3. Under the student count, find three buttons: View, Export, and Print Cards:
   a. Select **Export** to create a file of student records.

name	student first	student last	grades	school	administration	proctor group	test code	identifier	tts	ttsela	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			

   b. Select **Print Cards** to create the printable pdf of student cards.
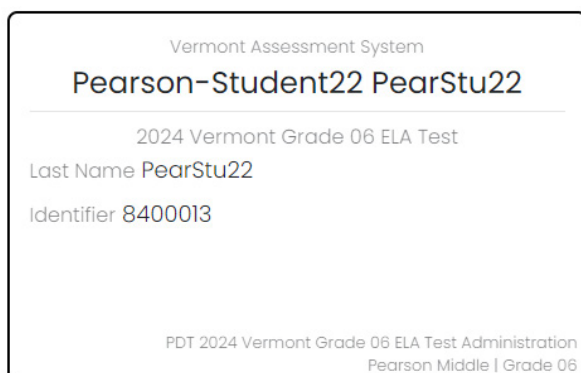
Accommodations and Designated Supports

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, SC, or teacher (optional) **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, SC or teacher (optional) **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. 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-bedded accommodations **do** need to be updated in ADAM.

During 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.

Reopening a Submitted Computer-Based Test

Requests for reopening a submitted test should be submitted to the AOE by the DC. This could be a case where a test was submitted accidentally before the student was finished or if a student clicked through all the questions on a test and submitted it within a few minutes, indicating they did not take the appropriate amount of time to thoughtfully complete the test. To request a test be reopened, contact the Vermont Service Center. Please be prepared to provide the school, student name, student ID, test, proctor group, and reason for request.

For Paper-Based Testing

Anyone involved in administering paper-based forms: Please read these directions carefully <u>before</u> you administer the test.

Test Security

All security measures outlined in the TAM and 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 instructions sheet, a large-print test booklet, and a standard size test booklet.

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

- Read the directions and scripts in this manual the same way as for a standard administration.
- The large-print test booklet is 11"×17". It is recommended that these tests be administered to students at appropriately sized tables to allow for the booklet's dimensions and 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 below.

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:

- Read the directions and scripts in this manual the same way as 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 students and must be furnished before the appropriate subtest. Additionally, make sure braille paper and placeholders are available.
- 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 below.

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 below.

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 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 PBT materials. Paper-based materials are not returned to the testing vendor and must be securely destroyed.

After Testing

Applying Accountability Codes

The following optional accountability codes can be entered by the DC or SC as needed to provide a reason why a student did not test.

- 01 – First Year EL
- 02 – Medical Exemption
- 03 – Alternate Assessment

Follow these steps to add accountability codes in ADAM:

1. Navigate in ADAM to **Test Management > Administrations**.

2. Use the administration filter to find the administrations associated with the student.
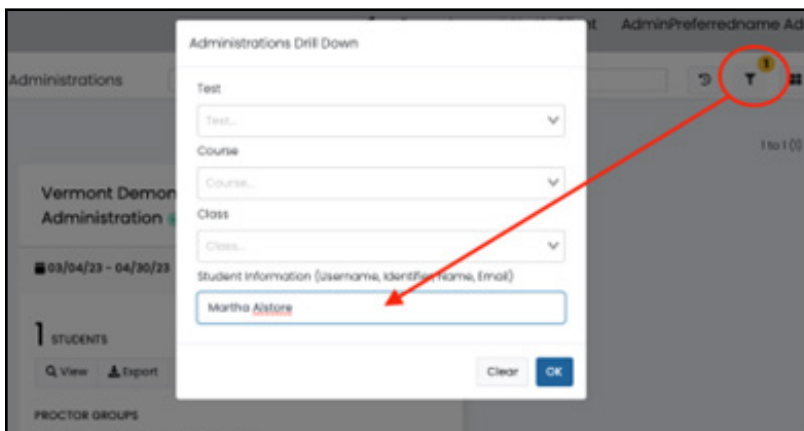
3. On the correct Administration Card, click the View button under Students to see the list of students who have started the test.
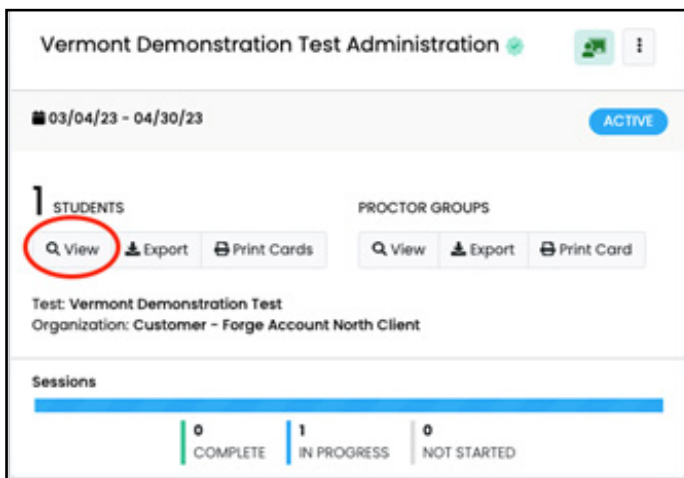
Find the student who did not complete the test in the session list and click in the Code column to open the accountability select list. The options will be either the word "Apply," when no accountability codes are applied, or the accountability code when a code is already on the student session.

Choose the appropriate accountability code from the drop-down list and click OK to save.

Note: Students with accountability codes cannot be deleted from the administration even if they have not started the test. Remove the accountability code to delete the session.

Invalidating Tests

The assessment **must** be invalidated if there are unusual circumstances that prevent the proper completion of any test sessions. Circumstances that require test invalidation include, but are not limited to, students doing any of the following:

- Cheating
- Moving ahead to the next session before being directed to do so
- Taking the test without the proper accommodations
- Taking the test with an accommodation not identified in an IEP or EL plan
- Making no effort to complete the test

The teacher or proctor should consult with the SC/DC to resolve questions about whether a test should be invalidated. Requests for invalidation of individual student tests require AOE approval.

Voiding Paper-Based Tests

If student responses have been transcribed to a new test booklet, the original document must be voided. To void the PBT document, write VOID in large, dark print on the front cover to avoid having the voided student test responses entered into the TestNav student testing platform.

Dispose of Physical Test Materials

All secure materials (including used scratch paper and Student Login Tickets) must be collected and securely stored and then shredded at the school following the administration window and student responses being entered into the TestNav student testing platform.

Final Reminders

1. Please remember that the student information you add or edit in the ADAM system (for new students or students whose uploaded demographic information is not valid) will not update or be automatically uploaded to the Vermont state data system. Corrections to the state data system must be made by school administrators. Be sure to make these corrections or updates before the close of the testing window to ensure reporting accuracy.

2. Personnel at all schools need to conduct a final check of all the students' demographic data in the ADAM system to verify that the information has been recorded accurately and the information has been applied before VTCAP student data is transferred from the ADAM portal for final scoring and reporting.

Appendix A: District Test Coordinator Checklist

DISTRICT TEST COORDINATOR ACTIVITIES	
DIRECT RESPONSIBILITIES	
	Notify schools when training materials are available.
	Notify schools when administration manuals are available.
	Review all AOE policy and test administration documents.
	Review scheduling and testing requirements with SCs.
	Plan all training for SCs; retrain as needed.
	Schedule training session for SCs.
	Review security procedures with SCs.
	Work with technology coordinators to ensure timely computer setup. • Conduct network diagnostics. • Download the secure browser. • Verify that schools meet the minimum technology requirements.
	Work with SCs to review the ADAM student enrollment information.
	Perform an equipment-needs assessment based on individual student requirements. • Work with the SC to identify students who will need specialized equipment for accommodations. • Communicate with SCs and teachers to identify the number of headsets needed to take the listening portions of the ELA assessment. Place an order for the number of headsets needed plus extra. • Communicate all text-to-speech accommodation requests for ELA. The text-to-speech request form is available on the Vermont Help and Support site under the Forms tab: vermont.onlinehelp.cognia.org
MONITOR TEST ADMINISTRATION ACTIVITIES	
	Investigate all test security incidents reported by SCs, teachers, or proctors.
	Develop a plan to document all test security incidents.
OVERSIGHT RESPONSIBILITIES	
	Monitor with the technology coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.
	Ensure that SCs, teachers, and proctors in the district are appropriately trained and aware of policies and procedures, especially related to test security.
	Review school test administration schedules for adequate time and resource planning.
	Verify that SCs and teachers have reviewed student information in ADAM and are verifying student settings for designated supports and accommodations in ADAM.
	Be available during testing for questions and problem solving or assign a designee if unavailable.
	Communicate regularly with SCs any emerging trends or issues.

Appendix B: School Test Coordinator Checklist

SCHOOL TEST COORDINATOR ACTIVITIES	
DIRECT RESPONSIBILITIES	
	Attend trainings your district offers and review all AOE policy and test administration documents.
	Ensure that all teachers and proctors attend your school's or district's training.
	Work with technology personnel to ensure timely computer setup. • Conduct network diagnostics. • Download the secure browser. • Verify that your school has met the minimum technology requirements. • Ensure that other technical issues are resolved before and during testing.
	Communicate with teachers and proctors to identify the number of headsets needed for each testing site and ensure that the needed number is available prior to the testing window. • Headsets are required for the listening portions of the ELA assessment, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only). • Communicate with the DC to identify the number of headsets needed. **Note:** Students are permitted and encouraged to use their own earbuds or headsets, but districts and schools should also plan on having some available.
	Perform an equipment-needs check based on individual student requirements. • Work with teachers and proctors to identify students who will need specialized equipment for accommodations. • Submit text-to-speech accommodation requests for ELA to the DC.
	Based on the test administration windows, work with DCs, teachers, and proctors to establish a testing schedule.
	Review student information in ADAM before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.
	Establish a place to test those students who need a separate test setting.
	Work with teachers and proctors to plan a quiet activity for each test session for students who finish early. **Note:** The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
	Ensure proper handling of all printed test materials and scratch paper. Develop a plan for collecting and securing all test materials after each test session.
	Ensure adherence to all test security policies.
	Document any test security incidents and report to the DC immediately after learning of the incident.
MONITOR TEST ADMINISTRATION ACTIVITIES	
	Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.
	Raise any technical issues with the technology coordinator for resolution
	Review, investigate, and report to the DC on all potential test security incidents reported by teachers and proctors. Mitigate incidents when appropriate.

SCHOOL TEST COORDINATOR ACTIVITIES
OVERSIGHT RESPONSIBILITIES
	Verify student settings for designated supports and accommodations in ADAM.
	Assist teachers and proctors in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.
	Verify that teachers and proctors are adhering to all test security policies and practices.