



Vermont Comprehensive Assessment Program (VTCAP)

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

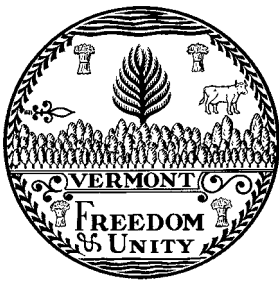
Spring 2025

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

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 2025 VTCAP Important Dates

Important Dates	
Initial order of paper-based materials arrives in schools	March 3, 2025
Additional materials ordering window	March 3–April 25, 2025
Test administration window	March 10–April 25, 2025
Make-up test administration window	April 28–May 2, 2025

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Overview

About this Manual

This manual outlines the steps to be followed before, during, and after administration of the 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 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 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 at 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 is responsible for creating other user accounts within ADAM for users in 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

Three new roles have been added to ADAM for Spring 2025 – Superintendent, IT Coordinator, and Special Education Coordinator.

These roles are not required but can be used as needed within your district or school.

Superintendents will have access to reporting only. IT Coordinators and Special Education Coordinators will have access to rostering and can assist with adding/editing student accounts, adding/editing accommodations, and assigning accountability codes.

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. These students are required to take the VTCAP mathematics and science assessments.
- 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 on the Vermont Help and Support site at vermont.onlinehelp.cognia.org.

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. All educators involved in administration are 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 Print Cards
- 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.

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, conduct a thorough search 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 using the Test Security Incident Form linked on the Documentation and Training page on the Vermont Help and Support site at vermont.onlinehelp.cognia.org.

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 on the Vermont Help and Support site at vermont.onlinehelp.cognia.org.

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](http://www.ed.gov) 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 at 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. For additional information on practice tests, please visit the Practice Tests page of the Vermont Help and Support site at vermont.onlinehelp.cognia.org.

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. Supports and accommodations are also available for English Learners. Please refer to the VTCAP Accommodations for English Learners document on the Documentation and Training page of the Vermont Help and Support site at vermont.onlinehelp.cognia.org.

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

For additional details on each universal tool, accessibility feature, and accommodation, please review the Accessibility and Accommodations Guidelines on the Vermont Help and Support site at vermont.onlinehelp.cognia.org. The included universal tools, designated supports, and accommodations are listed below. All designated supports and accommodations must be noted in the student's profile in ADAM prior to testing.

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

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)

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

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

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

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)

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

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. Proctors should allow enough 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.

Preparing for Administration

Preparing the Testing Environment

Prepare the testing room by ensuring the following:

- Student workstations are ready for testing and 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 the Proctor Print Card.
- You have obtained or printed Student Print Cards 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 Print Cards 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 Print Cards

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.

Some items on the CBT science assessments will have a calculator enabled as well. Students should have access to a calculator as indicated below:

- For grades 5 and 8, students may use only four-function calculators with square root and percentage functions.
- For grade 11, students may use scientific calculators.

Proctor and Student Print Cards

Student Print Cards

Your district or school coordinator is responsible for providing you with the Student Print Cards. There will be one card for each student in your proctor group. The card includes the student name, the test name, and the last name and identifier needed by the student to log in.

Vermont Assessment System

Sample Student

Vermont Demonstration Test

Test Code XXXXXX

Last Name Student

Identifier 9999999

Demonstration Test
Sample Proctor Group

Proctor Print Card

Your district or school coordinator is responsible for providing you with the Proctor Print Card for your proctor group(s). This card will include the group name, test code, and proctor password for that specific proctor group. Seal code(s) will also be included on the proctor print card, if applicable.

Vermont Assessment System

Sample Proctor Group

Demonstration Test

Test Code
XXXXXX

Proctor Password
XXXXXX

Seal Code 1: 0000

Vermont Demonstration Test
Use these credentials to login to this 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.

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

- the Proctor Print Card
- Student Print Cards

1. Navigate to vt.adamexam.com.
2. Select the **Proctor Login** button.

3. Use the test code and proctor password from the Proctor Packet to complete the Proctor Login, then click **Submit** to continue.

Login to Proctor a Test

Enter Test Code

Enter Proctor Password

Submit

4. Complete the **New Proctor Group** form:
 - a. 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.
 - b. If you cannot find those codes, contact your SC to retrieve your existing test code and proctor password.
 - **Proctor Group Name**—The name should be unique enough to identify it in a list.
 - **Select Your District**—select your district.
 - **Select Your School**—select your school.
 - **Proctor First Name**—Use your real first name.
 - **Proctor Last Name**—Use your real last name.
 - **Proctor Email Address**—Use your work email address. The new test code and proctor password specific to your Proctor Group is sent to this email address.

Click **Confirm** to open the Proctor Dashboard.

New Proctor Group

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.

Proctor Group Name

Select Your District

Select Your School

Proctor First Name

Proctor Last Name

Proctor Email Address

An automated email will be sent to this email address to provide the Test Code and Proctor Password.

Confirm

Proctor Dashboard

Once you've logged in to the proctor group, the Proctor Dashboard will display.

VERMONT Logout

Testing Information

Test: Vermont Demonstration Test

Administration: Demonstration Test

Proctor Group: Sample Proctor Group

Testing School: Pearson Elementary

Config Information

Test Window: 11/15/24 - 05/02/25

Proctor Name: Test Proctor

Kiosk Only: No

Actions

Test Code: XXXXXX

Proctor Password: XXXXXX

Seal Code(s): Seal Code 1: 0000

[Print Cards](#)

Group Actions:

[Check](#) [Refresh](#) [Power](#)

Search...

Auto Refresh (5 mins) 1 to 3 (3)

Tester	Identifier	Orgs	Started Time	Test Progress	Test Status	Section Progress	Item Progress	Test Duration	Accommodation	Code	Actions
Sample Student1	9999999	Pearson Elementary	Nov 15th, 3:51:37 pm		SUBMITTED	Session 2	None	00:00:18	2		
Sample Student2	0000000	Pearson Elementary	Not Started		NOT STARTED	None	None		1		
Sample Student3	1111111	Pearson Elementary	Nov 15th, 3:59:02 pm		IN PROGRESS	Session 2	36% Answered	00:05:30	2		

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.
 - Note: The number of seal codes will vary based on the assessment being administered.

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.

VERMONT Logout

Testing Information

Test: Vermont Demonstration Test

Administration: Demonstration Test

Proctor Group: Sample Proctor Group

Testing School: Pearson Elementary

Config Information

Test Window: 11/15/24 - 05/02/25

Proctor Name: ☒ Test Proctor

Kiosk Only: No

Actions

Test Code: XXXXXX *

Proctor Password: XXXXXX

Seal Code(s): Seal Code 1: 0000

[Print Cards](#)

Group Actions: [✓](#) [↺](#) [⏻](#)

Search: Auto Refresh (5 mins) 1 to 3 (3) 1

Tester	Identifier	Orgs	Started Time	Test Progress	Test Status	Section Progress	Item Progress	Test Duration	Accommodation	Code	Actions
Sample Student1	9999999	Pearson Elementary	Nov 15th, 3:51:37 pm		SUBMITTED	Session 2	None	00:00:18	2		
Sample Student2	0000000	Pearson Elementary	Not Started		NOT STARTED	None	None		1		
Sample Student3	1111111	Pearson Elementary	Nov 15th, 3:59:02 pm		IN PROGRESS	Session 2	36% Answered	00:05:30	2		⋮

- **Tester**
 - › The name of the student.
- **Identifier**
 - › The student identifier used by the student to log into the test.
- **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.
 - —The test is started.
 - —The test is submitted.
- **Test Status**
 - › Health helps the proctor know whether the student is interacting with the assessment. Health can be one of the following values:
 - **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 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 reseal the student before they can log back into the assessment.
 - **Submitted**—The student has completed and submitted the test.

- **Reseat**—The proctor has resealed the student(s). The student has not yet logged back into the session. No action is needed by the proctor.
- Section Progress/Item Progress
 - › The Section Progress and Item Progress 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.
- Accommodations
 - › 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.
- 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.

Session Details

When available under Actions, click View Session Details to see additional information about the student’s testing progress. This will display the Session Details page.

Session Details

Amanda Martin
 ID: PI00072

Last Updated **Dec 6th, 9:46:13 am** [Refresh](#)

Test:
Algebra I

Test Start Time:
Dec 5th, 3:51:10 pm

Test Submitted Time:
Dec 5th, 4:03:07 pm

Test Status:
SUBMITTED

Section Information

Section ID	Name	Section Type	Progress	Seal Code	Start Time	End/Exited Time
section1	Section 1 (Non-Calculator)	CAT	<div><div></div><div></div><div></div><div></div><div></div></div> ✓	N	Dec 5th, 3:51:22 pm	Dec 5th, 3:54:55 pm
section2	Section 2 (Calculator)	CAT	<div><div></div><div></div><div></div><div></div><div></div></div> ✓	Y	Dec 5th, 3:55:11 pm	Dec 5th, 3:57:30 pm
section3	Section 3 (Calculator)	CAT	<div><div></div><div></div><div></div><div></div><div></div></div> ✓	Y	Dec 5th, 3:57:37 pm	Dec 5th, 4:00:15 pm
section4	Section 4 (Calculator)	CAT	<div><div></div><div></div><div></div><div></div><div></div></div> ✓	Y	Dec 5th, 4:00:27 pm	Dec 5th, 4:03:08 pm

46
 ITEMS

46
 VISITED

46
 ANSWERED

0
 REMAINING

[Close](#)

The following sections appear on the Session Details page:

- Section Information
 - › This area displays information about the progress by test session.
 - **Section ID**—Session identifier.
 - **Name**—Session name.
 - **Section Type**—This will display as linear or CAT, depending on which form the student is taking.
 - **Progress**—The session is not started, in progress, or submitted.
 - **Seal Code**—This will display as Y/N to indicate whether a seal code is required. Refer to the Proctor Dashboard for the actual seal code.
 - **Start Time**—The time the student began testing.
 - **End/Exited Time**—The time the student submitted or exited the test.
- Item progress
 - › This area displays the total number of items, the number of items the student has visited, the number of items the student has answered, and the number of items remaining.
 - › **Note:** For the adaptive test, the total number of items represents the maximum possible number of items a student can see. Students may be presented with a different number of items depending on their performance.
- Item information
 - › **#**—The order the item was displayed in the student's test.
 - › **Section ID**—The session identifier.
 - › **Sequence**—This is available, but not applicable for Vermont.
 - › **Item UIN**—The unique identifier for that item.
 - › **Progress**—Answered, Visited, or Remaining.
 - › **Last Update**—The student's last interaction with the item, if applicable. If the Progress is "Remaining," the Last Update will show as "Not Started."

Session Details

Amanda Martin

ID: PI00072

Last Updated Dec 6th, 9:46:13 am

Refresh

Test:

Algebra I

Test Start Time:

Dec 5th, 3:51:10 pm

Test Submitted Time:

Dec 5th, 4:03:07 pm

Test Status:

SUBMITTED

Section Information

Section ID	Name	Section Type	Progress	Seal Code	Start Time	End/Exited Time
section1	Section 1 (Non-Calculator)	CAT		N	Dec 5th, 3:51:22 pm	Dec 5th, 3:54:55 pm
section2	Section 2 (Calculator)	CAT		Y	Dec 5th, 3:55:11 pm	Dec 5th, 3:57:30 pm
section3	Section 3 (Calculator)	CAT		Y	Dec 5th, 3:57:37 pm	Dec 5th, 4:00:15 pm
section4	Section 4 (Calculator)	CAT		Y	Dec 5th, 4:00:27 pm	Dec 5th, 4:03:08 pm

46

ITEMS

46

VISITED

46

ANSWERED

0

REMAINING

#	Section ID	Sequence	Item UIN	Progress	Last Update
36	section3	200	VR182461	ANSWERED	Dec 5th, 3:58:56 pm
37	section3	227	VR067363	ANSWERED	Dec 5th, 3:58:18 pm
38	section3	228	MDMA123161	ANSWERED	Dec 5th, 3:59:30 pm
39	section3	229	MDMA123134	ANSWERED	Dec 5th, 3:59:58 pm
40	section4	Web Content	CAT_Sect4_AI Current Item	ANSWERED	Dec 5th, 4:03:05 pm
41	section4	5	VR054908	ANSWERED	Dec 5th, 4:00:51 pm
42	section4	9	VR100065	ANSWERED	Dec 5th, 4:02:43 pm
43	section4	81	VR052603	ANSWERED	Dec 5th, 4:00:31 pm

Close

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.

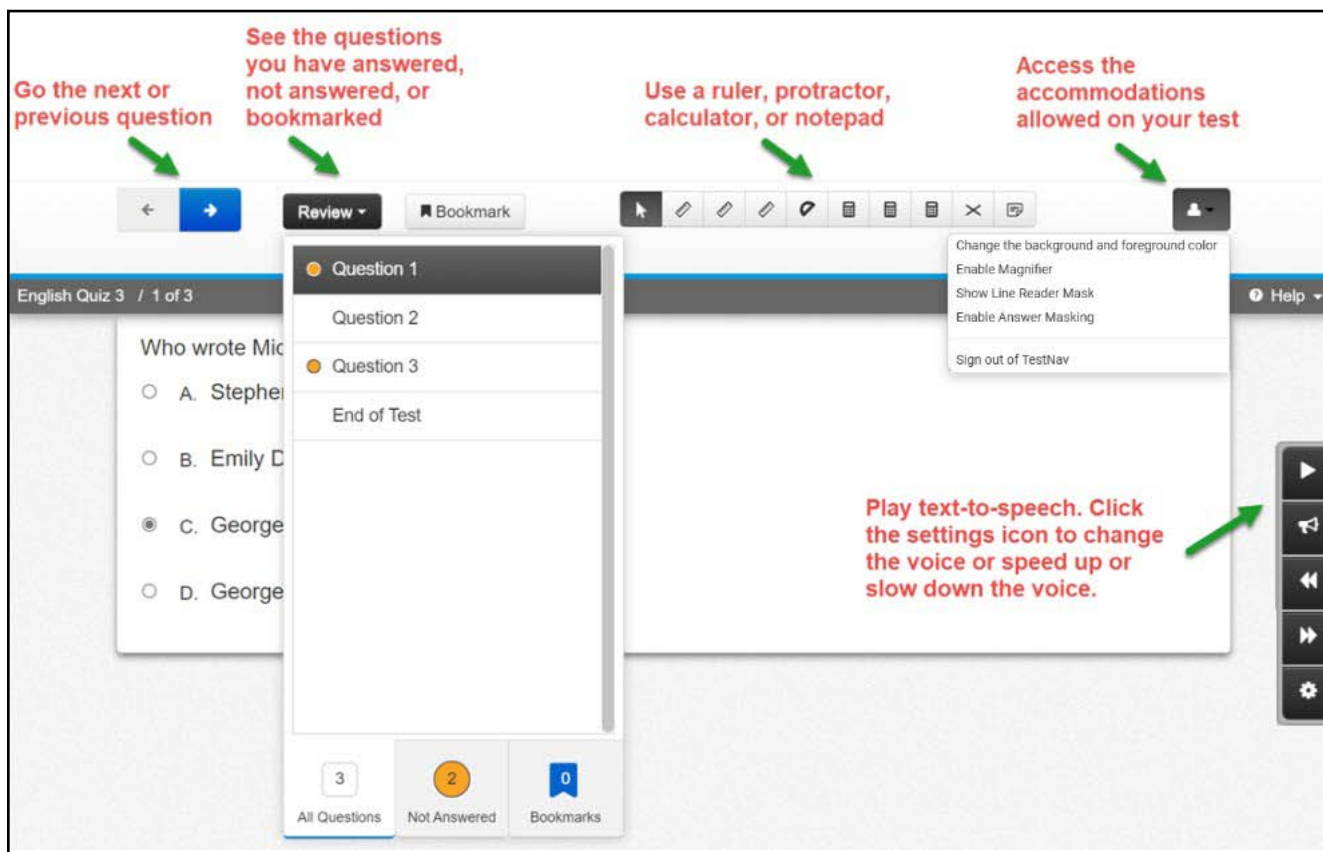
If you encounter a technology problem during testing, please contact the Vermont Service Center. Please be prepared to answer the following questions along with a description of the issue.

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 Print Cards, 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.

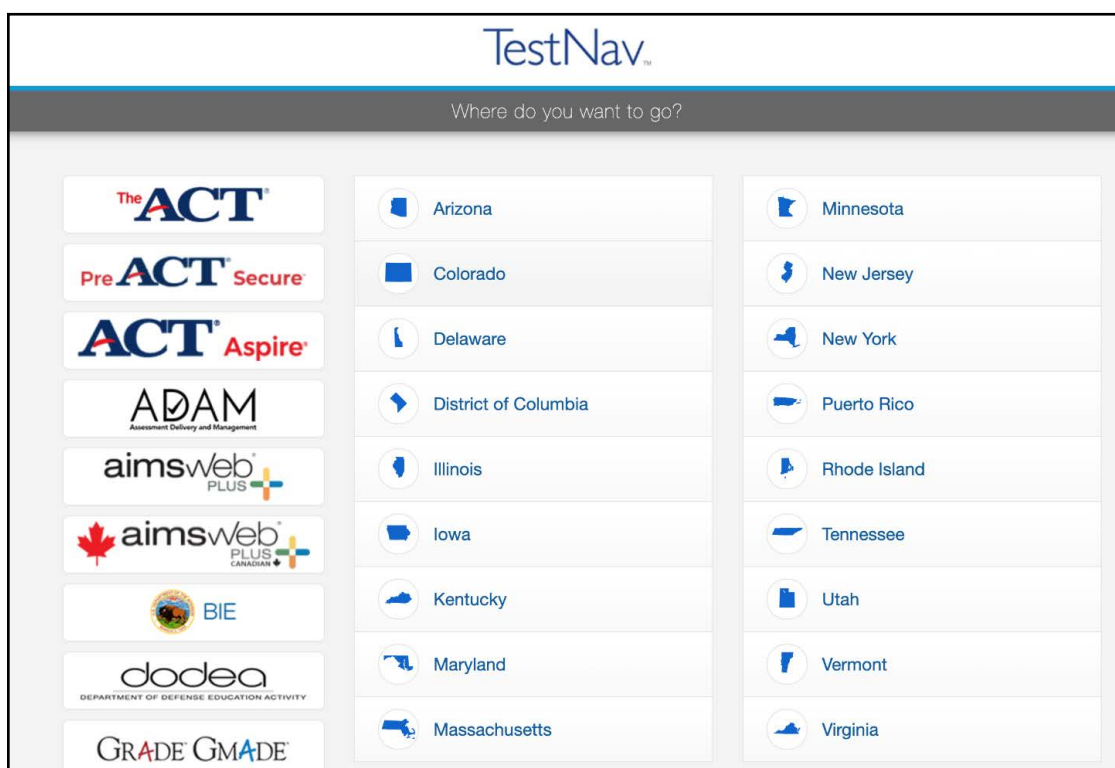
[Collect and store students' devices according to the procedure at your school.]

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 Print Cards, 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 Print Card 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 card, raise your hand.

If any students have the wrong card, 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 card and click *Next*.

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

The screenshot shows a 'Confirm' screen with a circular logo at the top containing a stylized 'A'. Below the logo is the word 'Confirm' and the instruction 'Click Next when you are ready.' There are two input fields: 'Test' with the value 'Vermont Demonstration Test' and 'Your Name' with the value 'Sample Student3'. At the bottom, there are two buttons: 'QUIT' and 'NEXT'.

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 Print Card 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.

The screenshot shows a 'Welcome' screen with the TestNav logo in the top left and 'TestNav User' in the top right. A blue banner at the top says 'Welcome, TestNav User!'. Below this, there is a box containing the text '2023 Vermont Grade 5 Math Practice Test', 'There are 2 sections.', 'There are 19 questions in Session 1.', and 'There are 18 questions in Session 2.'. To the right of this box is a blue button labeled 'Start »'.

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

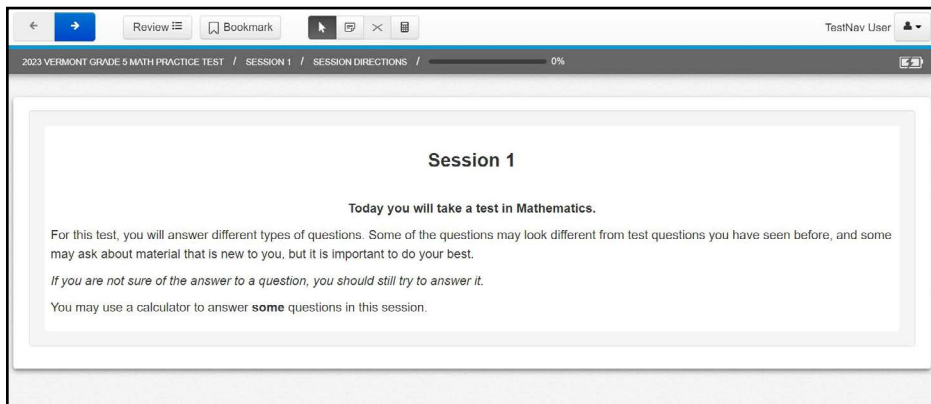
SAY Click the blue button that says Start.

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

The screenshot shows a 'Session 1' screen with the TestNav logo in the top left and 'TestNav User' in the top right. A blue banner at the top says 'Session 1'. Below this, there is a box containing the text '19 Questions'. To the right of this box is a blue button labeled '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 fixed, accommodated forms 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 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.

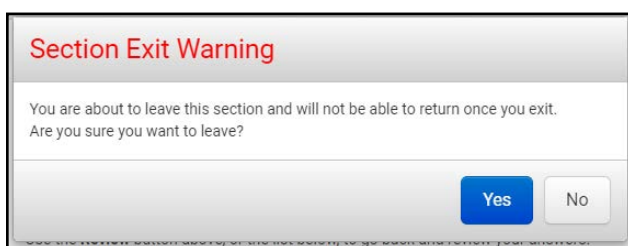
[If administering **ELA, Science, or Math Grade 9** say the following.]

At the end of each item or passage set within this session, there will be a warning screen. Once you click *Next*, you cannot go back to past questions.



SAY Once you complete 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 resume 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 Print Cards. [Collect the scratch paper, pencils, and Student Print Cards 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 Print Cards 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 Print Cards, 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, or use the Reseat All button.

The screenshot shows the Proctor Dashboard interface. At the top, there are filters for 'All' (3), 'Not Started' (0), 'In Progress' (1), 'Paused' (0), 'Submitted' (1), 'Needs Attention' (0), and 'Exited' (1). A 'Group Actions' menu is visible in the top right corner. Below the filters is a search bar and an 'Auto Refresh (5 mins)' toggle. The main table lists students with columns for Tester, Identifier, Orgs, Started Time, Test Progress, Test Status, Section Progress, Item Progress, Test Duration, Accommodations, and Actions. Three students are listed: Sample Student3 (EXITED), Sample Student2 (IN PROGRESS), and Sample Student1 (SUBMITTED). The 'Actions' column for Sample Student2 shows a 'Reseat Session' button, which is highlighted with a red box. Another red box highlights a vertical ellipsis menu icon next to Sample Student2.

Tester	Identifier	Orgs	Started Time	Test Progress	Test Status	Section Progress	Item Progress	Test Duration	Accommodations	Actions
Sample Student3	1111111	Pearson Elementary	Nov 15th, 3:59:02 pm	36%	EXITED	Session 2	36% Answered	00:05:33	2	Reseat Session Exit Session
Sample Student2	0000000	Pearson Elementary	Nov 15th, 4:39:21 pm	4%	IN PROGRESS	Session 2	4% Answered	00:00:05	1	
Sample Student1	9999999	Pearson Elementary	Nov 15th, 3:51:37 pm	100%	SUBMITTED	Session 2	None	00:00:18	2	

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 Print Cards, 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 Print Card 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 card, raise your hand.

If any students have the wrong card, 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 card and click *Next*.

SAY Confirm that the test listed is the test you are taking today and that your name is in the **Your Name 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.

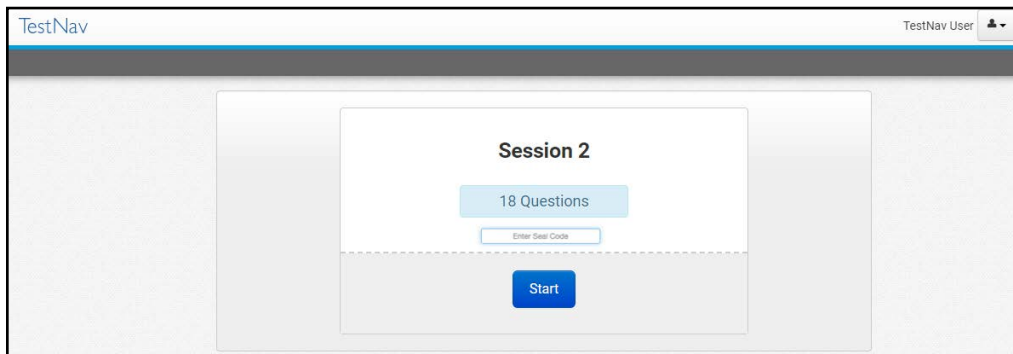
SAY Keep your Student Print Card on your desk. It will be collected at the end of this test.

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.

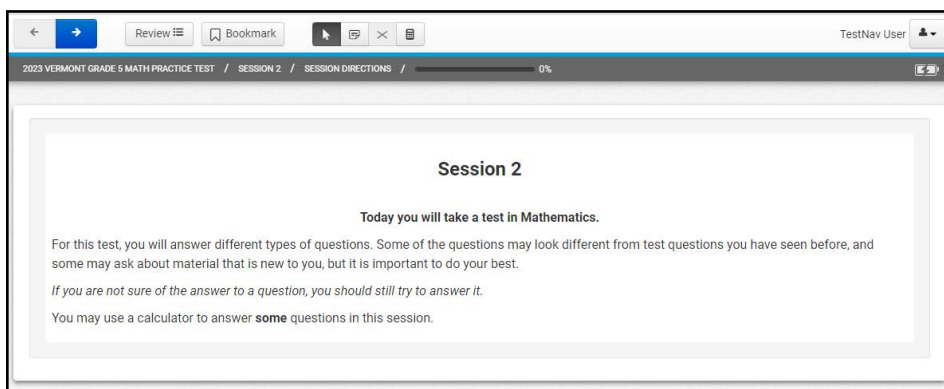
SAY Enter the seal code provided and click the blue button that says Start.

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.

[If administering **Science** or **Math Grade 9** say the following.]

At the end of each item set within this session, there will be a warning screen. Once you click *Next*, you cannot go back to past questions.



A warning screen with a yellow triangle containing a black exclamation mark at the top. Below the triangle, the text reads: "There are no more questions for this item set." The next line says: "You can click" followed by a button labeled "Review" with a list icon, then "to go back to any question in this set." The following line says: "Once you click" followed by a blue button with a right arrow, then ", you cannot go back to past questions." The final line says: "When you are ready, click" followed by a blue button with a right arrow, then "to move forward in the test."

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

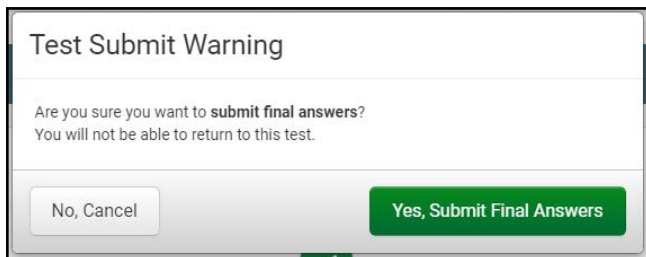
At the end of each passage set within this session, there will be a warning screen. Once you click *Next*, you cannot go back to past questions. The last item in this session will be an essay. Do not click past the essay until you have completed your response.



A warning screen with a yellow triangle containing a black exclamation mark at the top. Below the triangle, the text reads: "There are no more questions in this test session." The next line says: "You can click" followed by a button labeled "Review" with a list icon, then "to go back to the essay." The following line says: "Once you click" followed by a blue button with a right arrow, then ", you cannot go back into the test." The final line says: "When you are ready, click" followed by a blue button with a right arrow, then "to move forward in the test."

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 Print Cards. [Collect the scratch paper, pencils, and cards from the students.]

CBT Session 2

Fixed Form for Science

Materials Required: Student Print Cards, 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, or use the Reseat All button.

Tester	Identifier	Orgs	Started Time	Test Progress	Test Status	Section Progress	Item Progress	Test Duration	Accommodations	Actions
Sample Student3	1111111	Pearson Elementary	Nov 15th, 3:59:02 pm	»»	EXITED	Session 2	36% Answered	00:05:33	2	⏻ Reseat Session ➡ Exit Session
Sample Student2	0000000	Pearson Elementary	Nov 15th, 4:39:21 pm	»»	IN PROGRESS	Session 2	4% Answered	00:00:05	1	⋮
Sample Student1	9999999	Pearson Elementary	Nov 15th, 3:51:37	✓	SUBMITTED	Session 2	None	00:00:18	2	

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

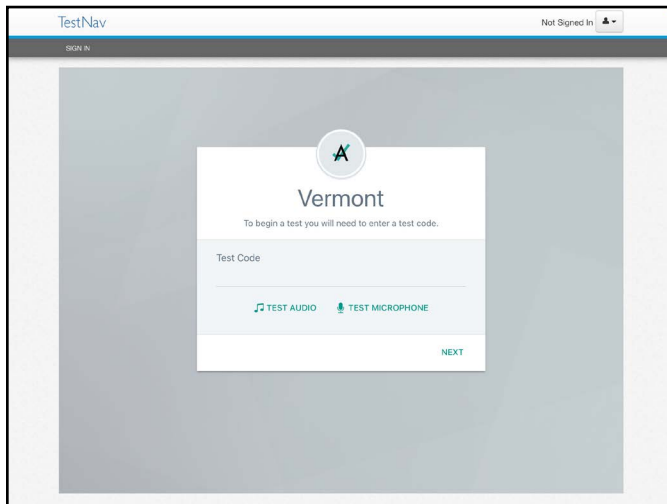
Work with students who need extra help accessing the Welcome page. Remember, no other programs should be running while the students are launching the testing application.

Distribute the Student Print Cards, 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 Print Card 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 card, raise your hand.

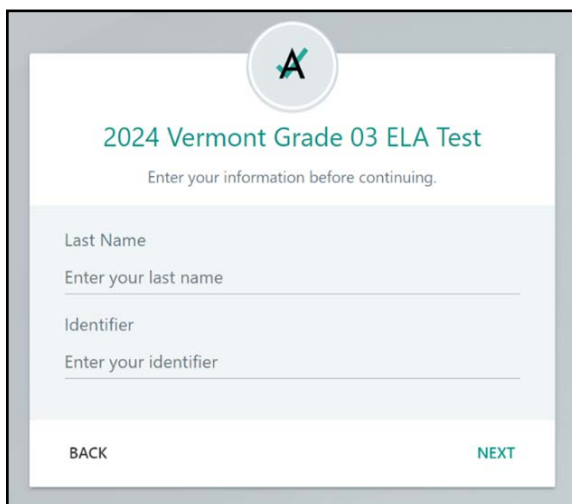
If any students have the wrong card, make the correction.

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



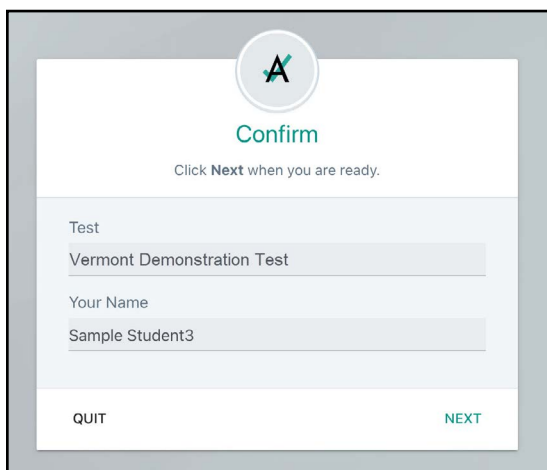
The screenshot shows the TestNav login interface. At the top, there is a 'TestNav' logo and a 'Not Signed In' status. Below the header, a central card displays the 'Vermont' logo and the instruction: 'To begin a test you will need to enter a test code.' A 'Test Code' input field is provided, followed by 'TEST AUDIO' and 'TEST MICROPHONE' buttons. A 'NEXT' button is located at the bottom right of the card.

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



The screenshot shows the registration screen for the '2024 Vermont Grade 03 ELA Test'. It features the Vermont logo and the instruction: 'Enter your information before continuing.' There are two input fields: 'Last Name' with the placeholder 'Enter your last name' and 'Identifier' with the placeholder 'Enter your identifier'. At the bottom, there are 'BACK' and 'NEXT' buttons.

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



The screenshot shows a 'Confirm' screen with a circular logo at the top containing a stylized 'A'. Below the logo is the word 'Confirm' in green. Underneath is the instruction 'Click Next when you are ready.' There are two input fields: 'Test' with the value 'Vermont Demonstration Test' and 'Your Name' with the value 'Sample Student3'. At the bottom, there are two buttons: 'QUIT' on the left and 'NEXT' on the right.

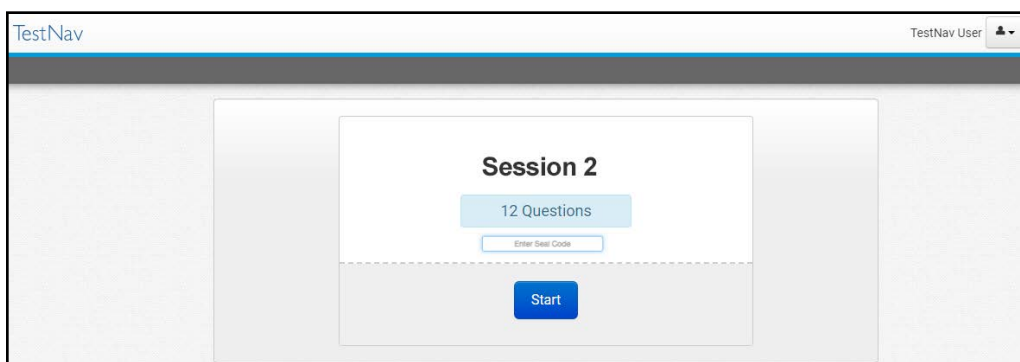
Work with any students who may need extra help logging in to the application.

SAY Keep your Student Print Card 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.

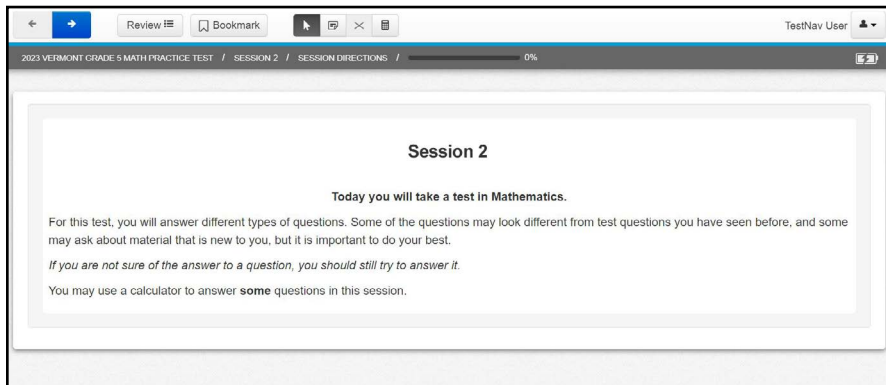
SAY Enter the seal code provided and click the blue button that says Start.

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



The screenshot shows the 'Session 2' screen. At the top left is the 'TestNav' logo and at the top right is 'TestNav User' with a dropdown arrow. The main content area has a light gray background. In the center, there is a white box containing the text 'Session 2' in bold. Below this is a light blue box with '12 Questions'. Underneath is a text input field labeled 'Enter Seal Code'. At the bottom of the white box is a blue button labeled '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 Print Cards. [Collect the scratch paper, pencils, and cards 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 Print Cards in central, secure, and locked storage until the next testing session.

CBT Session 3

Science CBT Fixed Form

Materials Required: Student Print Cards, 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, or use the Reseat All button.

The screenshot shows the Proctor Dashboard interface. At the top, there are filters for All (3), Not Started (0), In Progress (1), Paused (0), Submitted (1), Needs Attention (0), and Exited (1). A 'Group Actions' menu is visible with icons for Reseat All, Exit Session, and a power icon. Below the filters is a search bar and an 'Auto Refresh (5 mins)' toggle. The main table lists students with columns for Tester, Identifier, Orgs, Started Time, Test Progress, Test Status, Section Progress, Item Progress, Test Duration, Accommodations, and Actions. Three students are listed: Sample Student3 (EXITED), Sample Student2 (IN PROGRESS), and Sample Student1 (SUBMITTED). The 'Reseat Session' button in the Actions column for Sample Student2 is highlighted with a red box. A vertical ellipsis menu icon is also highlighted with a red box.

Tester	Identifier	Orgs	Started Time	Test Progress	Test Status	Section Progress	Item Progress	Test Duration	Accommodations	Actions
Sample Student3	1111111	Pearson Elementary	Nov 15th, 3:59:02 pm	▶▶	EXITED	Session 2	36% Answered	00:05:33	2	⏻ Reseat Session ➡ Exit Session
Sample Student2	0000000	Pearson Elementary	Nov 15th, 4:39:21 pm	▶▶	IN PROGRESS	Session 2	4% Answered	00:00:05	1	⋮
Sample Student1	9999999	Pearson Elementary	Nov 15th, 3:51:37 pm	▶▶▶	SUBMITTED	Session 2	None	00:00:18	2	

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 Print Cards, 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 Print Card 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 card, raise your hand.

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

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

TestNav Not Signed In

VERMONT

To begin a test you will need to enter a test code.

Test Code

TEST AUDIO TEST MICROPHONE

NEXT

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

2024 Vermont Grade 03 ELA Test

Enter your information before continuing.

Last Name
Enter your last name

Identifier
Enter your identifier

BACK NEXT

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

Confirm

Click Next when you are ready.

Test
Vermont Demonstration Test

Your Name
Sample Student3

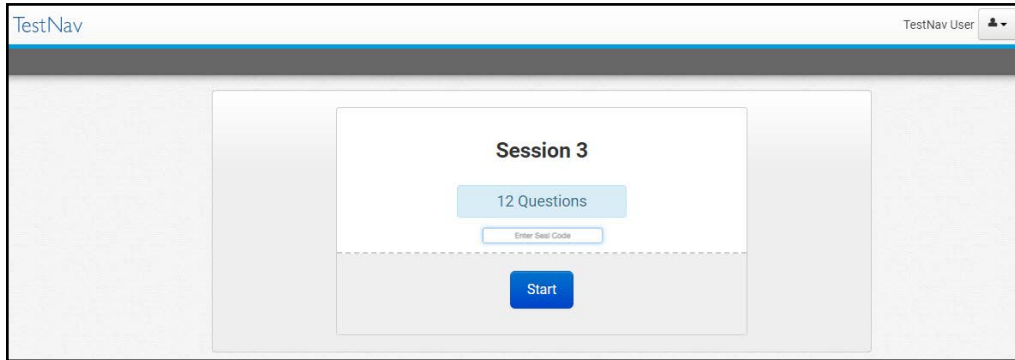
QUIT NEXT

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

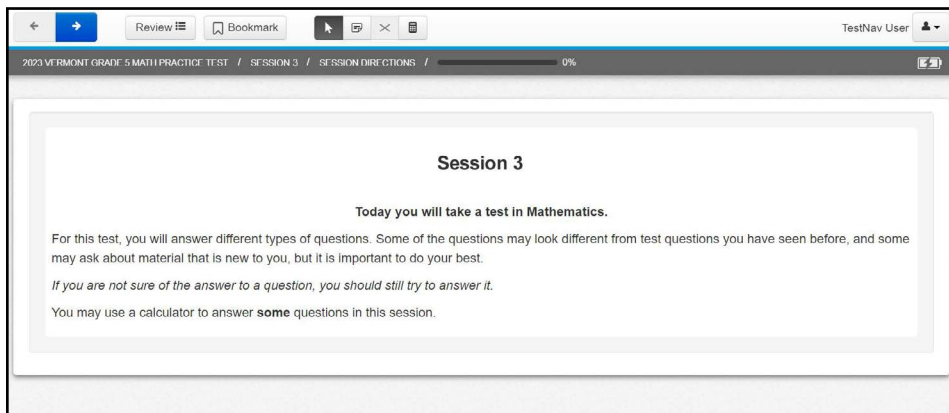
SAY Keep your Student Print Card on your desk. It will be collected at the end of this test.

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

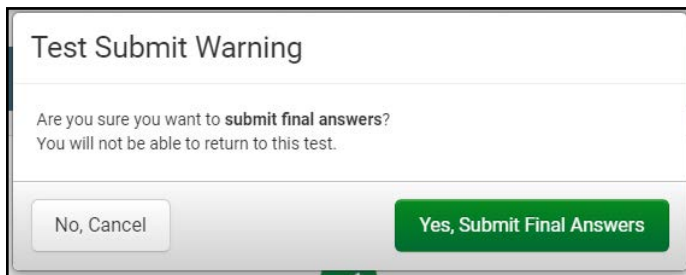
SAY Begin with the first question in Session 3. Work until you reach the end of this session.

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 Print Cards. [Collect the scratch paper, pencils, and cards from the students.]

After Computer-Based Testing

Final Reminders

1. Make sure that the students click **Submit** once they complete a test session. The student Status in the Proctor Dashboard should update to Submitted.
2. All used scratch paper and Student Print Cards 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 and science assessments.

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.

Some items on the CBT science assessments will have a calculator enabled as well. Students should have access to a calculator as indicated below:

- For grades 5 and 8, students may use only four-function calculators with square root and percentage functions.
- For grade 11, students may use scientific calculators.

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.

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	
Before Testing	
	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 Print Cards 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.
During Testing	
	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 Print Cards 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.
After Testing	
	Collect the Student Print Cards, 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 2024–2025 school year, the state testing window extends from March 10, 2025, through April 25, 2025. All make-up testing must be scheduled and completed by May 2, 2025. 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 25?

- If a student transfers into a Vermont school after April 25 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 25 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. For additional information on participation and opt-out policy, please refer to the Why We Assess: Vermont's Focus on Equity in Educational Assessment document on the Participation page of the AOE website at <https://datacollection.education.vermont.gov/Assessments/Statewide-Assessments-in-ELA%2C-Math-and-Science/Participation/>

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.

