



Vermont Comprehensive Assessment Program (VTCAP)

Test Coordinator'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

This manual was developed by Cognia™ under a contract with the Vermont Agency of Education (AOE) to develop, administer, score, and create reports for the Vermont Innovative Statewide Assessments. While the AOE has reviewed this manual, Cognia is responsible for the editorial and technical content.
© 2025 by Vermont Agency of Education

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	
Rostering window for ordering paper materials in ADAM*	January 6–31, 2025
Rostering window for all testers	January 6–March 7, 2025
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

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

Version History

Version	Release Date	Revisions
V2	3/3/25	<p>Page 20: Within an administration card, the Sessions bar now displays as Click to Load. Once clicked, it will display a graphic of student progress for that administration.</p> <p>Page 22: The Test Code and Password for the generic proctor group is now shown under the Create with Code button.</p> <p>Page 42: The Students page within an administration now has First Name and Last Name broken out into their own columns (previously combined as Display Name).</p>

Table of Contents

Contact Information	i
Spring 2025 VTCAP Important Dates	ii
Version History	ii
Overview	1
About this Manual	1
About the Tests	1
About Roles	2
Administration Policies	4
Participation Requirements	4
Security Guidelines	4
Test Design and Durations	6
Overview of VTCAP Online Platforms	8
Logging in to ADAM	8
ADAM User Roles	9
Rostering > Users	10
Rostering > Quick User Upload	11
Creating Additional User Accounts	14
Creating Classes	15
Class Naming Conventions	18
Quick Class Upload Results	19
Test Management > Administrations	19
Reporting > Progress	25
Reporting > Activity	26
Before Testing	27
Test Scheduling	27
Roster Validation	27
Updating the Roster	29
Updating Accommodations	30
Prepare Proctor Packet	34
Accommodations and Designated Supports	36
Overview and Policies	36
During Testing	39
Reopening a Submitted Computer-Based Test	39
For Paper-Based Testing	39
After Testing	41
Applying Accountability Codes	41
Final Reminders	43
Appendix A: District Test Coordinator Checklist	44
Appendix B: School Test Coordinator Checklist	45

Overview

About this Manual

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

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

About the Tests

The VTCAP is administered in the following subjects and grades:

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

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

The ELA assessments will focus on reading skills related to the comprehension and analysis of texts, the analysis of pieces of writing and knowledge of standard language conventions, listening skills, and the production of writing while using standard language conventions. The mathematics assessments will focus on applying skills and concepts and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. The science assessments focus on important disciplinary core ideas, scientific and engineering practices (e.g., asking questions, developing and using models), and crosscutting concepts (e.g., patterns, cause and effect, stability and change) that apply across scientific disciplines.

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

All CBT forms will be delivered via TestNav. The CBT accommodated fixed forms will include the following formats. Students assigned these accommodations will be delivered the 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.

About Roles

District Test Administrator

The DA assumes the overall responsibility for implementing the VTCAP assessments within each supervisory union, supervisory district, and independent school. DAs serve as the local point of contact for questions and information and are responsible for disseminating information and organizing training for DCs, SCs, teachers, and proctors. The DA 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 Director.

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 Directors 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 (ELA) in grades 3–9
- mathematics in grades 3–9
- science in grades 5, 8, and 11.

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

Participation Exemptions

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

- ELs who enrolled in a U.S. school for the first time within the past 12 calendar months prior to the beginning of the testing window. These students have a one-time ELA exemption and must instead participate in the Limited English Proficiency assessment. These students are required to take the 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 and the TAM. Answers to test questions may not be deleted or altered by anyone except the student while taking the test. Reading test questions aloud to students, except in instances specified in this manual, is only permitted if the student qualifies for such an accommodation.

Test Security Plan

Each district is responsible for developing and implementing a test security plan that fully addresses security and assigns responsibilities to school staff to meet all the requirements of the test administration. SCs, teachers, and proctors must be trained on all the test security requirements before the test administration.

Paper-Based Test Materials

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.

Testing Irregularities and Security Breaches

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

Invalidation of tests due to testing irregularities or security breaches shall be determined after a thorough investigation and consultation between the LEA and AOE. As required by state policy, the DA must inform the AOE of a testing irregularity or security breach as soon as possible, using the Test Security Incident Form linked on the Vermont Help and Support 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 shared stimulus, such as a passage, while other questions are standalone. Item types include multiple choice, multi-select, technology enhanced items (TEIs), constructed response, open-ended response, and an essay in ELA. TEI interaction types include:

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

Administration Times

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

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

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

Administration Time: Guidelines for Scheduling

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

Testing Times

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

Session Testing Times

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

For more information about the test design, refer to the Test Specifications document found on the Vermont Help and Support Site 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.

Overview of VTCAP Online Platforms

There are two components of the VTCAP online testing platform:

- the **ADAM** platform used by district and school administrators to manage users, roster students, assign accommodations, proctor tests, and view reports
- the **TestNav** student testing platform

The technology specifications for TestNav are provided on the [TestNav System Requirements](#) page.

Logging in to ADAM

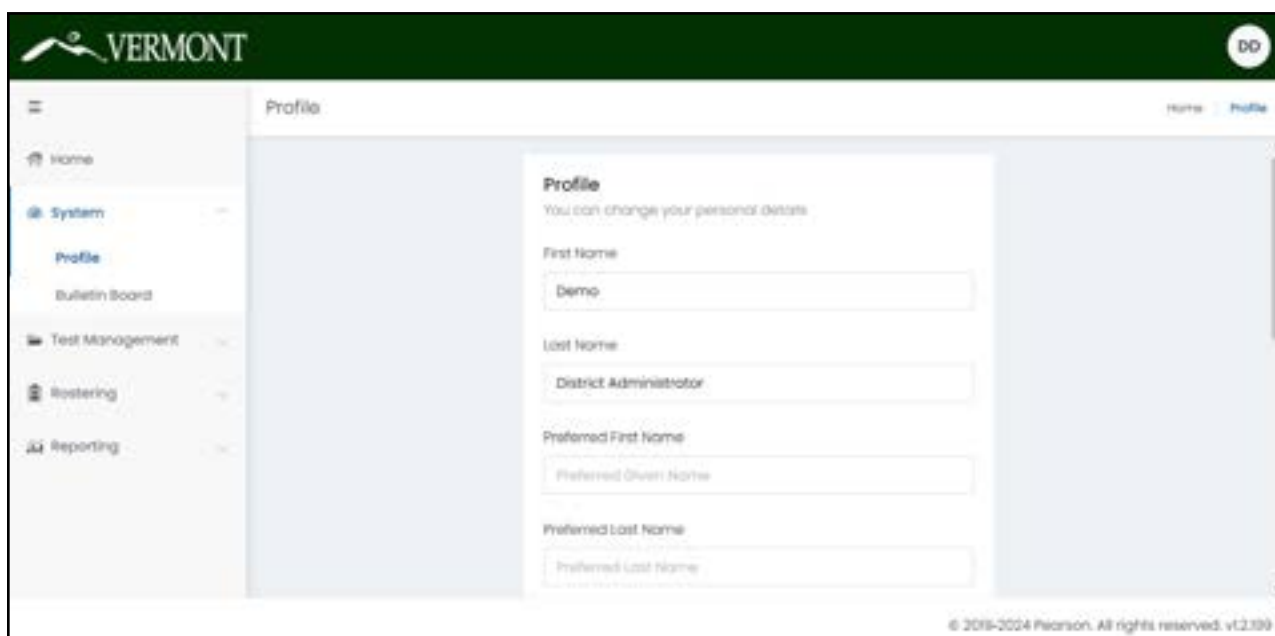
DAs, DCs, and SCs will have access to the ADAM platform for assessment management. If you do not have your account information, please contact your District Administrator. If you are a new DA, please contact AOE to have a new account created. As an option, teacher accounts can be created if classes are being utilized in ADAM. Teacher accounts are not required in ADAM.

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



The screenshot shows the login interface for the ADAM platform. At the top, there is a dark green header with the Vermont state logo and the word "VERMONT" in white. Below this, the page is split into two main sections. On the left, there is a light gray background with a repeating geometric pattern. It features the Vermont Agency of Education logo (a green mountain range) and the text "VERMONT AGENCY OF EDUCATION". Below the logo is a prominent green button labeled "Proctor Login". On the right, there is a white background with the heading "Administrator Login". Underneath, there are two sets of input fields: "Username" and "Password", each with a corresponding text input box. Below these fields is a dark green button labeled "Login". At the bottom right of the white section, there is a blue link labeled "Reset Password".

- Once logged in to ADAM, the main dashboard screen appears. From here, navigate to **System > Profile** to view your role.



- You can change your password by scrolling down and selecting **Set Password** within the Profile page.



ADAM User Roles

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

Role in ADAM	Edit/Add Student Accounts	Creating Educator Accounts	Add Accommodations	Proctor Test	Access Reports
DA	Y	Y	Y	Y	Y
DC	Y	Y	Y	Y	Y
SC	Y	Y	Y	Y	Y
Teachers*	N	N	N	Y	Y**
Proctors*	N	N	N	Y	N
IT Coordinators	Y	Y	Y	Y	N
Special Education Directors	Y	Y	Y	N	N
Superintendents	N	N	N	N	Y

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

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

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

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

Rostering > Users

The User Config page in ADAM contains the list of all users within your org(s). To access this screen click on the **Rostering > Users** link in the left menu. This will launch the User Config screen.



There are filters on the left side of the page to help you find users.

Filter Name	Directions
Name	Filter users by first name, last name; first [space] last name; or SSID.
Org	Filter users by district or school.
Role	Filter users by role.
Grade	Filter users by grade. This is a single select and is only visible when the role filter is set to "Students."
Course	Not applicable for VTCAP
Accommodation	Filter users by accommodations/supports. This is a multi-select filter.
User Status	Filter for users that are enabled or have been disabled.

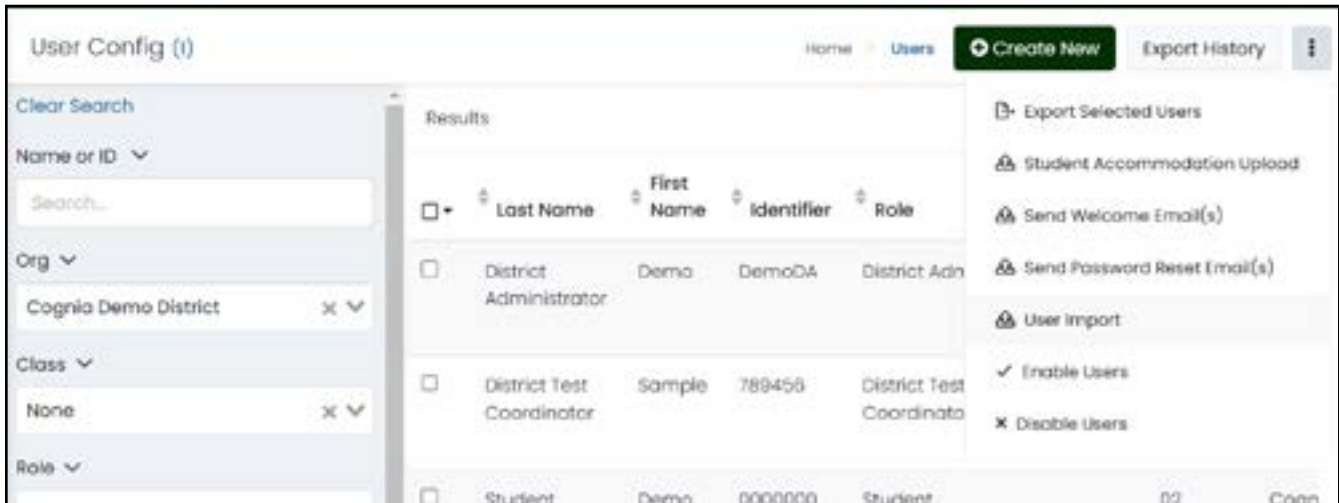
Actions possible from this page:

- View if/when users last logged into ADAM.
- Modify existing user records
- Add new users
- Update accommodations from a csv file using the "Student Accommodation Upload."
- Send new user welcome emails and password reset emails.
- Validate rosters. Consider these three questions:

Rostering > Quick User Upload

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

To use the Quick User Import tool, in the left hand menu, select **Rostering > Users**. This will load the User Config screen. Click the ellipsis button in top right corner to expand a drop down menu. Select the **“User Import”** link.



This will load the User Import screen. Follow the three-step process to import users.



Step 1: Select the role and org that you want to roster users into. This will generate the user upload file (in CSV format):

Click to download the CSV template.

Step 1:
Select the Role and Organization, then click the button to download the template file.

Select Role

Student x v

Select Org

Cognia Demo School x v

 Click to download template

The file download is named using the Org and Role (e.g., user_import_org_role_05_01_2023.csv)

Step 2: Fill out the CSV file with your roster data and save a copy to your computer. Be sure to save the file as a CSV. When uploading students, the identifier must be the student's 7-digit state assigned student ID.

	A	B	C	D	E	F	G	H	I
1	Identifier	FirstName	MiddleNar	LastName	UserName	Email	Grade	DOB	Gender
2									
3									
4									
5									
6									
7									

Step 3: On the User Import screen, in step 3, upload the CSV file back into ADAM.

Step 3: Upload the modified file into ADAM.

Cognia Demo School_Student_11_01_2024.csv Browse

Users: 1 Upload

A Confirm Upload dialog box will display. Confirm the role and organization are correct, then click Confirm.

Confirm Upload ✕

Please confirm you are updating user records with the following details:

Role : **Student**

Organization : **Cognia Demo School**

Cancel Confirm

Click the Upload History button in the upper right to see if your upload was successful. If the Status is Failed, download the file, correct the errors indicated, and reupload.

Upload History Close

File Name Search Refresh 1 to 2 (2) 1

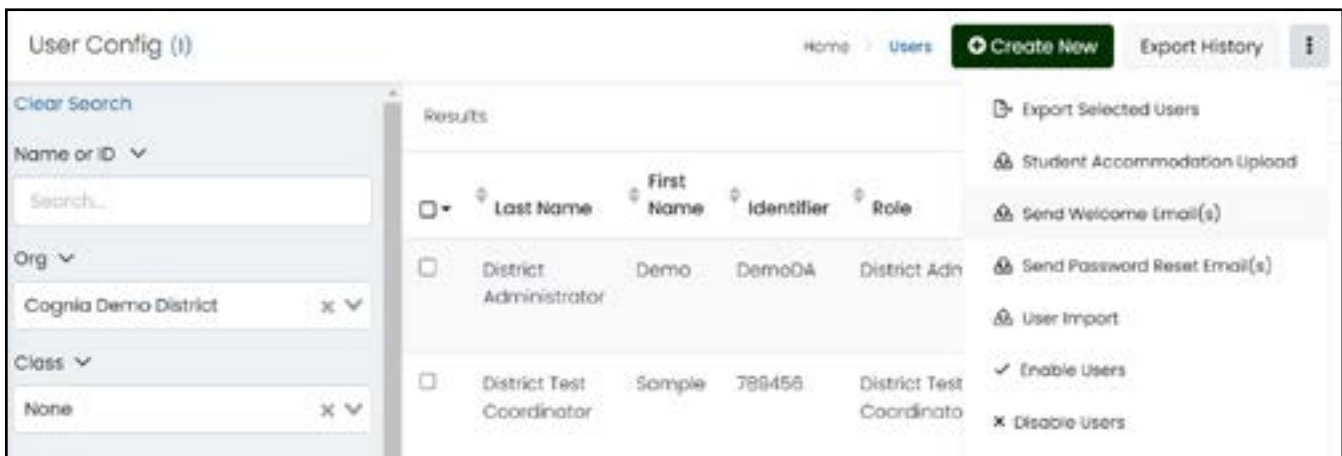
Name	No of Users	Status	Percentage	Created by	Created
Cognia Demo School_Student_11_01_2024.csv ↓	0	Failed	100	Hanson, Sara	2024-11-01 03:38:53 pm

Creating Additional User Accounts

Create Users

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

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



Creating Classes

Classes can be created in ADAM to assign students to a Teacher. If classes are created in ADAM, student results will be available to Teachers post-administration. District and school test coordinators can create classes either manually in ADAM or using the Quick Class Upload tool. Classes are not required.

Create Classes Manually

First navigate to the **Rostering > Classes** via the left menu. This will launch the Class Config screen where you will see a list of all the classes within your organization.

The screenshot shows the 'Class Config' interface. On the left, there are several filter sections: 'Name', 'School', 'Course', 'Academic Session', and 'Sourced ID'. The main area displays a table of class results. The table has columns for 'Title', 'School', 'Course', 'Class Code', 'Teacher', 'Students', 'Subjects', and 'Grades'. There are five rows of class data visible. At the bottom right, there is a copyright notice: '© 2019-2023 Pearson. All rights reserved. v1.2.104'.

Title	School	Course	Class Code	Teacher	Students	Subjects	Grades
08MAT-Track199-0203CLS	Track199-02SCH4	Track199-08MAT	CLS_CDE_08MAT-Track199-0203	Germaine Keebler	9	None	08
08SCI-Track209-0202CLS	Track209-02SCH4	Track209-08SCI	CLS_CDE_08SCI-Track209-0202	Tyler Witting	9	None	08
07SCI-Track47-0200CLS	Track47-02SCH4	Track47-07SCI	CLS_CDE_07SCI-Track47-0200	Coleen Stehr	9	None	07
08MAT-Track137-0203CLS	Track137-02SCH4	Track137-08MAT	CLS_CDE_08MAT-Track137-0203	Edwina Feest	9	None	08
08SCI-Track81-0200CLS	Track81-02SCH4	Track81-08SCI	CLS_CDE_08SCI-Track81-0200	Macie Swift	9	None	08
08MAT-Track219-	Track219-	Track219-	CLS_CDE_08MAT-	Meredith	9	None	08

Click the **Create New** button to launch the Class Setup form. Complete the form filling out the following fields: Title of your class, Class Code, Location, Class Type, School (select your school from the dropdown), Course (select from the dropdown), Academic Session (select the one Academic Session from the dropdown), a Class Sourced ID, Subject, Grade, and Period. The Title and Sourced ID should be unique for that specific class (ex: Smith Period 4 ELA, rather than Miss Smith). Add the Teacher for the class by clicking the + button next to Teachers. Teachers and students will be pulled into the form to select from, based on the school you selected.

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

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

Create Classes using Quick Class Upload

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

Quick Upload Class and Enrollments via CSV

This process requires a new upload for each combination of Course and school. Follow the instructions to upload new classes and enroll students into the classes.

Step 1:
Select the Grade, Course, Academic Session and School, then click the button to download the template file.

Select Grade:
05

Select Course:
Grade 05 Course

Select Academic Session:
AOE School Year 2024

Select School:
Cognia Demo School

[Click to download template](#)

The file download is named using the School Name, Course Name, and Date. (e.g., quick_class_Easton Elementary_5th Grade Science_05_01_2021.csv)

Step 2:

- Open the file using Sheets, Numbers, or Excel
- In the class_code column, assign students to a class which will be the name of the Priority Groups in the Administration. Class names must be unique per school.
- Save the modified file as a csv (comma separated values)

Step 3: Upload the modified file into ADMM.

Choose a file or drag it here. Browse

Step 1: Create the roster file CSV.

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

Step 1:
Select the Grade, Course, Academic Session and School, then click the button to download the template file.

Select Grade:
05

Select Course:
Grade 05 Course

Select Academic Session:
AOE School Year

Select School:
Cognia Demo School

[Click to download template](#)

The file download is named using the School Name, Course Name, and Date. (e.g., quick_class_Easton Elementary_5th Grade Science_05_01_2021.csv)

Step 2: Populate the roster file.

- Open the downloaded roster file (column A is the student SSID).
- For each row, add the Sourced ID of the class previously created to the class_code column. Note, if a student should be added to multiple classes, multiple rows for that student should be included in the file.
- Save the roster file (as a csv).

	A	B	C	D	E	F	G	H
1	user_sourced_id	first name	last name	identifier	course_sourced_id	school_sourced_id	academic_session_sourced_id	class_code
2	1111111	Student	Demob	1111111	8dc536dd-7346-4a35-91e7-276966c39fc-47a3-a220-2f5b22-23			
3								
4								
5								

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

Step 3: Upload the modified file into ADAM.

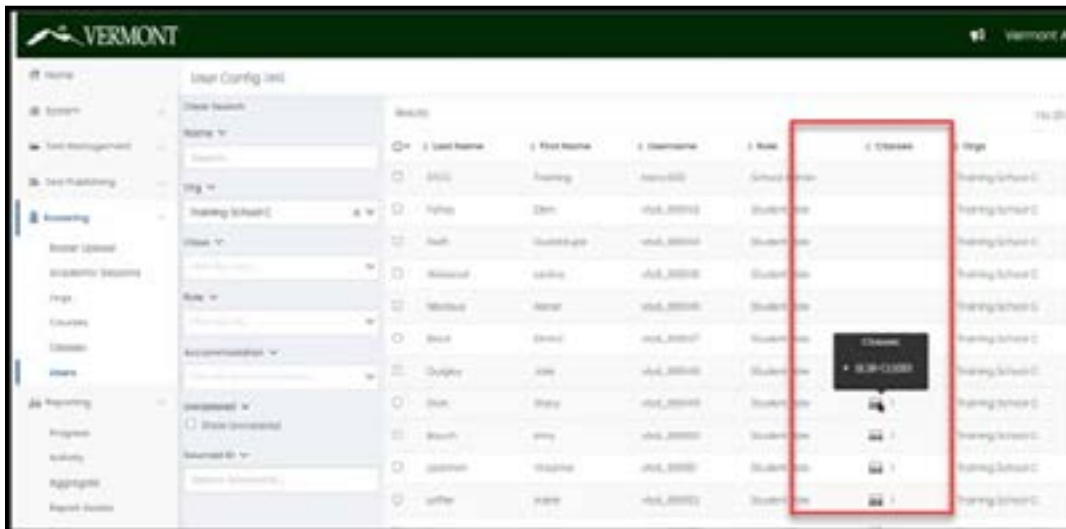
Choose a file or drop it here... Browse

Class Naming Conventions

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

Quick Class Upload Results

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



Test Management > Administrations

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

The administration card includes the following information:

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

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



Test Administration Card

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

The screenshot shows a card for a 'Demonstration Test'. At the top, it displays the test name and a date range of 03/10/25 - 05/02/25. A blue 'ACTIVE' button is visible. Below this, there are two sections: '3 STUDENTS' and 'PROCTOR GROUPS', each with a vertical ellipsis icon. A 'Sessions' section contains a large green button labeled 'Click to Load'. At the bottom, the test is identified as 'Vermont Demonstration Test' and the organization as 'Customer - Vermont'.

Students

Student Count

The number to the left of the Students label is the count of test-eligible students in your organization.

Student View

Click the vertical ellipsis next to Students, and select View from the drop-down menu to see a list of test-eligible students in your organization.

The screenshot shows a table titled 'Demonstration Test Students'. The table has a header row with columns: Display Name, Orgs, Testing School, Test Progress, Test Status, Form Type, Form, Auth Fields (Family Name, Identifier), Test Code, Accommodation, Code, and Actions. There are 6 rows of data, all with a 'NOT STARTED' status. The table includes filters for 'FORM TYPE' (6 ACCOMMODATED, 0 REGULAR) and a search bar.

Display Name	Orgs	Testing School	Test Progress	Test Status	Form Type	Form	Auth Fields (Family Name, Identifier)	Test Code	Accommodation	Code	Actions
Sample Student1	Pearson Elementary	None	0	NOT STARTED	Braille	Vermont Grade 3 ELA Test - 245235P561N001	Student1, 9999999				
Sample Student2	Pearson Elementary	None	0	NOT STARTED	SignLanguage American Sign language	Vermont Grade 3 ELA Test - 245235P561N003	Student2, 0000000				
Sample Student3	Pearson Elementary	None	0	NOT STARTED	Braille	Vermont Grade 3 ELA Test - 245235P561N001	Student3, 0000				
Sample Student4	Pearson Elementary	None	0	NOT STARTED	Braille	Vermont Grade 3 ELA Test - 245235P561N001	Student4, 2222222				
Sample Student5	Pearson Elementary	None	0	NOT STARTED	Braille	Vermont Grade 3 ELA Test - 245235P561N001	Student5, 4444444				

Student Export

Click the vertical ellipsis next to Students, and select Export from the drop-down menu to download the test-eligible students. This spreadsheet contains the identifier students need to log in to the test.

Organize the student export list by testing groups. On testing day, each proctor needs the Student Print Cards for the students they will proctor. This can be from either the Student Export file or Student Print Cards.

name	student first	student last	identifier	test status	accountability code	grades	organization	testing school	administration	proctor group	tests	test code	form type	username
Sample Student1	Sample	Student1	999999	NOT_STARTED		2	Peason Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 340 (00SP34EN00)	Braille		Student1
Sample Student2	Sample	Student2	888888	NOT_STARTED		2	Peason Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 340 (00SP34EN00)	Sign-Language- American Sign Language		Student2
Sample Student3	Sample	Student3	111111	NOT_STARTED		2	Peason Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 340 (00SP34EN00)	Braille		Student3
Sample Student4	Sample	Student4	222222	NOT_STARTED		2	Peason Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 340 (00SP34EN00)	Braille		Student4
Sample Student5	Sample	Student5	444444	NOT_STARTED		2	Peason Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 340 (00SP34EN00)	Braille		Student5
Student Sample7	Student	Sample7	333333	NOT_STARTED		2	Peason Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 340 (00SP34EN00)	Sign-Language- American Sign Language		Sample7

Student Print Cards

Click the vertical ellipsis next to Students, and select Print Cards from the drop-down menu to download a formatted card containing the proctor test code and proctor password. Print the pdf that contains a test card for each student with the last name and identifier students need to log in to the test.

Organize the student cards by testing group. On testing day, each proctor needs the list of students they will proctor.

Vermont Assessment System

Sample Student

Vermont Demonstration Test

Test Code **XXXXXX**

Last Name **Student**

Identifier **9999999**

Demonstration Test
Sample Proctor Group

Proctor Groups

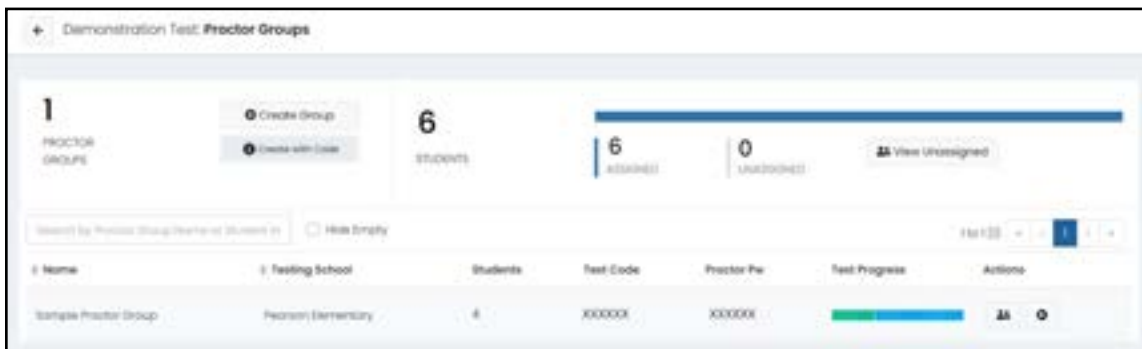
Proctor Count

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

Proctor View

Click the vertical ellipsis next to Proctor Groups, and select View from the drop-down menu to see each of the proctor groups set up for your organization. In the upper left, the number of proctor groups displays. There are also buttons for Create Group to create proctor groups in advance, or Create with Code to provide proctors the information to create their own proctor groups.

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



Proctor Export

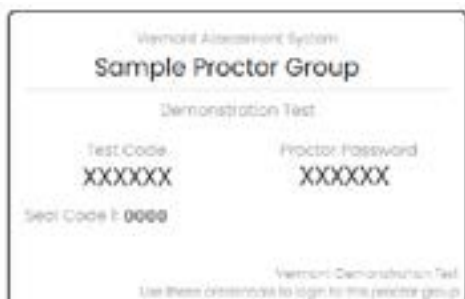
Click the vertical ellipsis next to Proctor Groups, and select Export from the drop-down menu to download a file containing information for all the proctor groups in your organization, including proctor group name, school, proctor first and last name, test code, proctor password, and seal codes needed for testing.

This export will not have any data in it until proctor groups are created.

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

Proctor Print Card

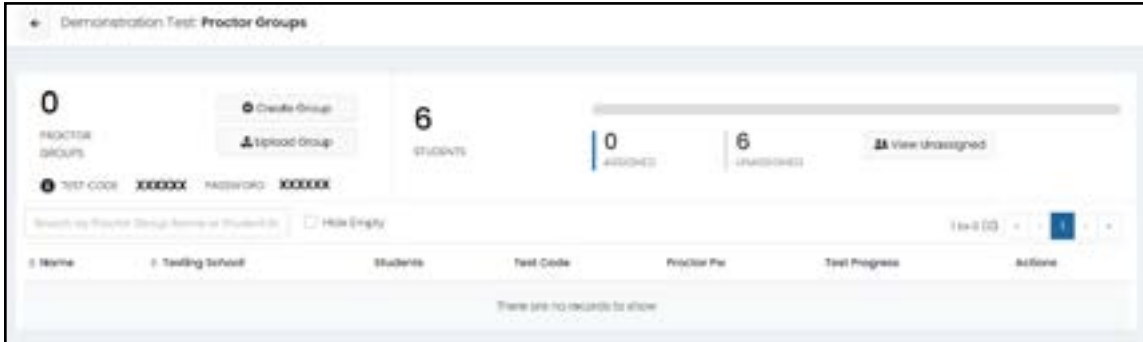
Click the vertical ellipsis next to Proctor Groups, and select Print Card from the drop-down menu to download a formatted card containing the proctor group name, test code, and proctor password. If you created proctor groups for your school or district, one card will print for each group. If proctors are responsible for creating their own proctor group, the unassigned Proctor Print Card will be provided to all proctors. The proctor card should be included in the Proctor Test Packet.



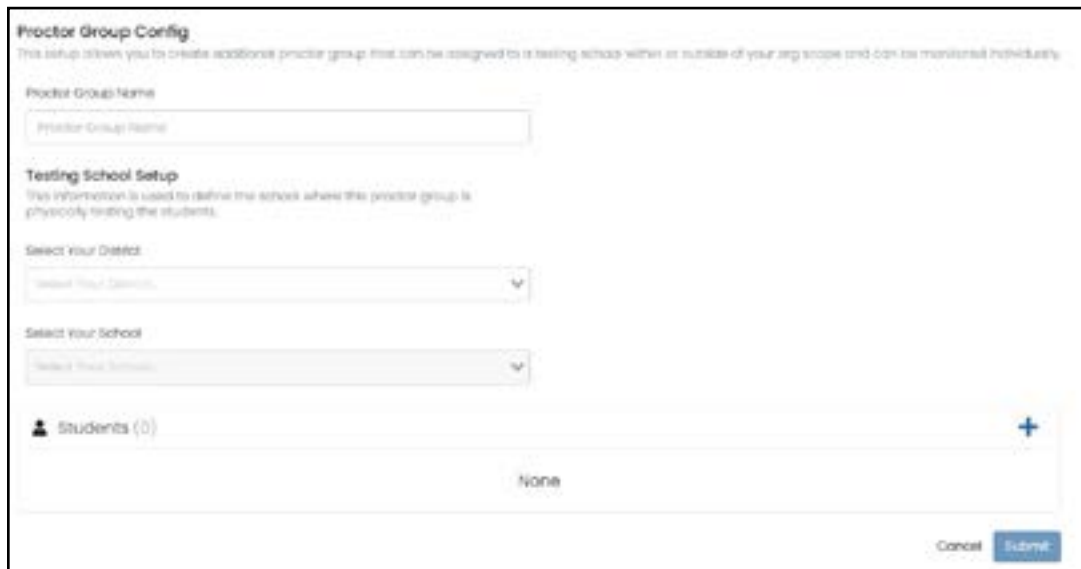
Creating Proctor Groups

The Teacher or Proctor can create their own proctor group, following the process outlined in the TAM. A school or district coordinator may also choose to create the proctor groups in advance.

1. From the Proctor View page, click the Create Group button.

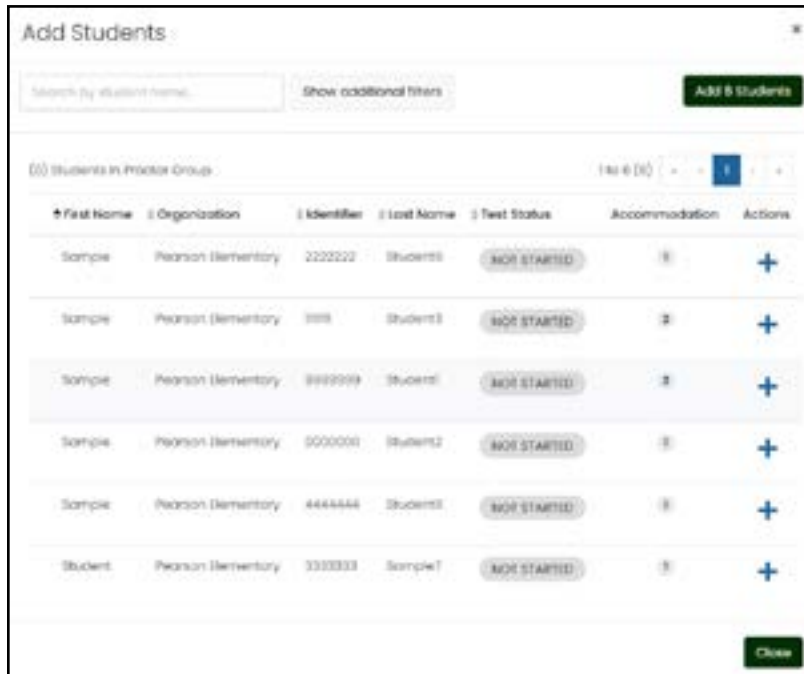


2. The Proctor Group Config screen will display. Complete all required fields.
 - a. Proctor Group Name: Choose a unique proctor group name, such as S. Hanlon Grade 4 Math Homeroom
 - b. Select your district from the drop-down menu.
 - c. Select the appropriate school from the drop-down menu.

A screenshot of the 'Proctor Group Config' form. The title is 'Proctor Group Config' with a subtitle: 'This setup allows you to create additional proctor groups that can be assigned to a testing school within or outside of your org scope and can be monitored individually.' The form includes:

- 'Proctor Group Name' text input field.
- 'Testing School Setup' section with a subtitle: 'This information is used to define the school where this proctor group is physically testing the students.'
- 'Select Your District' dropdown menu.
- 'Select Your School' dropdown menu.
- 'Students (0)' section with a list area containing 'None' and a '+' button to add more students.
- 'Cancel' and 'Submit' buttons at the bottom right.

3. Add students to the proctor group manually.
 - a. A list of students eligible for that administration will display.
 - b. Add students one by one by clicking the + sign next to their name or add all students from the list by clicking the Add Students button in the upper right.
 - c. Once you are done adding students to the proctor group, click Close.

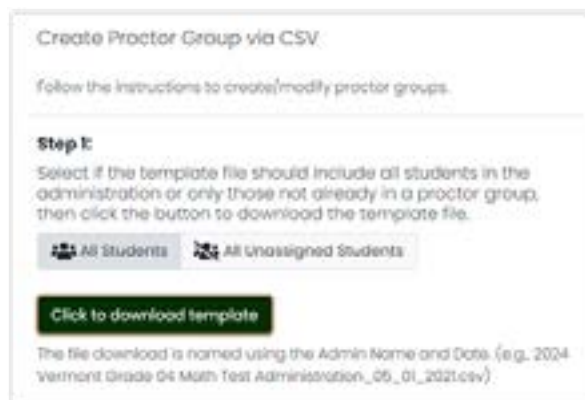


- d. Once all students have been added, click Submit to save the proctor group.
4. Add students to the proctor group via upload.

- a. From the Proctor Groups page, click the blue Upload Proctor Group button.



- b. The Upload Proctor Group page will display.



- c. Under Step 1, select whether the template should include all students or only unassigned students, then click the Click to download template button.

- d. Complete the template.
 - i. Columns A–G will be prepopulated with the student information.

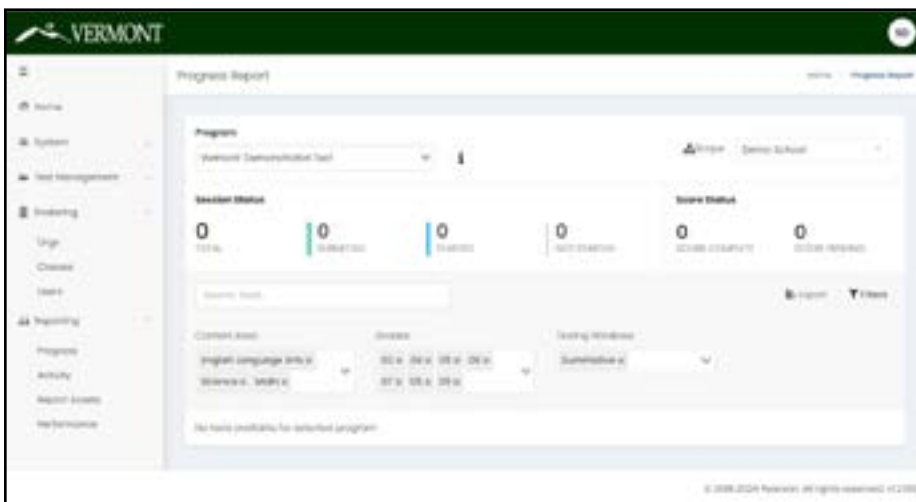
Session ID	Test Name	Test Items	Identifier	assessment org identifier	school name	grading proctor group name	testing org ID	new proctor group name
1	2024 Vermont Grade 04 Math Test Administration	Students	000000	000000	2024 Vermont Grade 04 Math Test Administration	2024 Vermont Grade 04 Math Test Administration Group 01		
2	2024 Vermont Grade 04 Math Test Administration	Students	000000	000000	2024 Vermont Grade 04 Math Test Administration	2024 Vermont Grade 04 Math Test Administration Group 02		
3	2024 Vermont Grade 04 Math Test Administration	Students	000000	000000	2024 Vermont Grade 04 Math Test Administration	2024 Vermont Grade 04 Math Test Administration Group 03		
4	2024 Vermont Grade 04 Math Test Administration	Students	000000	000000	2024 Vermont Grade 04 Math Test Administration	2024 Vermont Grade 04 Math Test Administration Group 04		
5	2024 Vermont Grade 04 Math Test Administration	Students	000000	000000	2024 Vermont Grade 04 Math Test Administration	2024 Vermont Grade 04 Math Test Administration Group 05		

- ii. Complete Column H with the student’s enrolled school ID. This should be the same as the data in Column E.
 - iii. Complete Column I with the name of the proctor group you would like the student assigned to.
 - iv. Save your file as a .csv.
- e. Upload the completed template in ADAM.
 - i. Under Step 3, click the Browse button and add your completed file.
 - ii. Click Upload.



Reporting > Progress

The Progress Report is used to monitor the progress of a specific test over time. Type a test name into the Search Tests field or click the Filters button to filter by Content Area, Grades, or Testing Windows. You can select multiple criteria in each field.



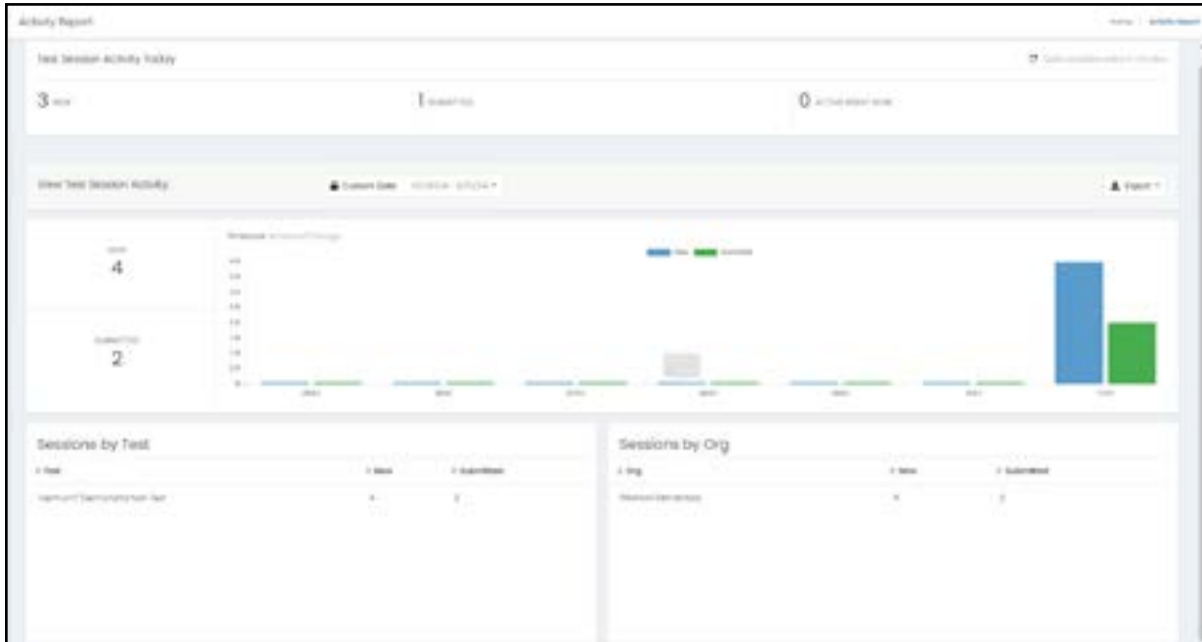
Click the Export button to export the selected tests. This .csv file will include a row for each selected test and information on the number and percentage of students who are submitted, started, and not started, and the total number of students assigned to that test for your organization.

	A	B	C	D	E	F	G	H	I	J
1	name	submitted	submitted	score_per	score_per	started	started_per	not_starte	not_starte	total
2	Grade 3 Math	0	0%	0	0	0	0%	32	100%	32
3	Grade 3 ELA	2	6%	1	1	30	94%	0	0%	32
4	Grade 4 Math	3	12%	0	0	22	75%	1	3%	28
5	Grade 4 ELA	0	0%	0	0	27	100%	0	0%	27
6										
7										
8										

Reporting > Activity

The Activity Report provides a view into testing activity.

- The top of the page displays Test Session Activity Today.
- In the View Test Session Activity section, use the date filters to view test activity within a certain window, if needed. This displays overall test activity, as well as Sessions by Test and Sessions by Org.



Before Testing

Test Scheduling

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

Roster Validation

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

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

If the answers to any of these questions is no, add or edit the student record following the steps outlined in this section.

View Roster Data

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

- Go to **Rostering > Users**.
- On the left side of the page, enter or select the appropriate filters. The search is dynamic, allowing different searches based on filtered fields.

ADAM Student Export

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

1. Navigate in ADAM to **Rostering > Users**.
2. Use the filters to display students for the export.
3. Select students for export by
 - a. placing a checkmark in front of the student OR

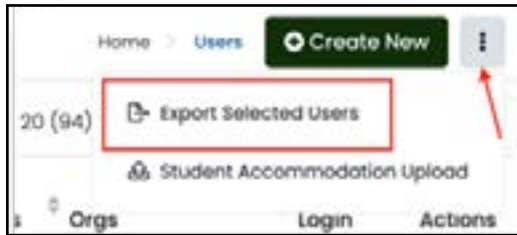


Results			
<input type="checkbox"/>	Last Name	First Name	Username
<input checked="" type="checkbox"/>	Chaplin	Kirk	stu-00mat-n
<input checked="" type="checkbox"/>	Muller	Angelina	stu-00mat-n
<input type="checkbox"/>	Auer	Marley	stu-00mat-n
<input checked="" type="checkbox"/>	Douglas	Isaiah	stu-00mat-n

- b. using the drop-down list to select entire sections of students under Select All or Select Page.



- After selecting the students, first select the vertical ellipses in the top right of the User Config page, then select Export Selected Users.



- The exported csv file becomes available as a download file named similar to 'users.export...' appended with today's date. Open the export file to view the students you've selected. The csv file opens in a program like Excel, Sheets, or Numbers.
- Use the data in the file to verify your internal roster of students matches with the students in the downloaded file.

Updating the Roster

Add a Student

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

1. Navigate in ADAM to **Rostering > Users**.
2. Click the **Create New** button (top right of the User Config page).
3. The information required when creating the users in ADAM varies by the type of user being created. These instructions are specific to creating students in ADAM. Complete the User Setup form based on the directions in the table below.

Field Name	Directions
First Name	Legal first name for the student (use ALL CAPS)
Last Name	Legal last name for the student (use ALL CAPS)
Preferred First Name	(optional) display first name for the student
Preferred Last Name	(optional) display last name for the student
Role	Set to Student
Identifier	7-digit numeric state assigned student ID
Grades	Set to the current testing grade
Org Scopes / Schools	Find their testing school from the drop-down list
Reporting Orgs	If the student is testing at an independent school, select the public sending district from the drop-down list.
Sourced ID	State student ID (same as Identifier)
Username	This field should be blank
User Email	This field should be blank

4. Select **Save**.

Note: If you get an error message indicating the identifier is already in use when trying to save the student record, please contact the Vermont Service Center. This usually means the student is already associated with another school and will need to be transferred.

Scroll to the top of the page to complete this student's setup through Demographics and Accommodations.



5. Select **Demographics** and set the student date of birth and gender.
6. Select **Accommodations** (optional) to select student accommodations and designated supports.
7. Select **Save** to finish adding the student.

Editing a Student Record

To edit a student record in ADAM:

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

Updating Accommodations

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

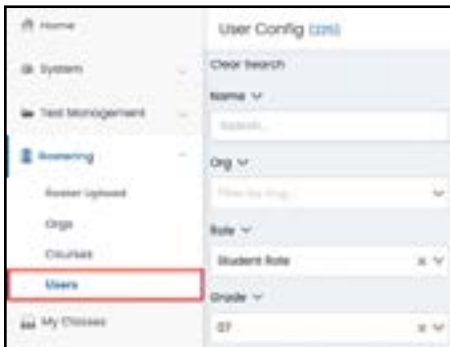
Uploading Accommodations in ADAM

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

Updating Accommodations Via Accommodation Upload

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

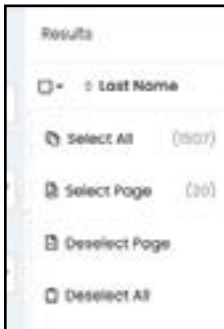
1. In the menu on the left side of the screen, go to **Rostering > Users**. Filter on the desired students.



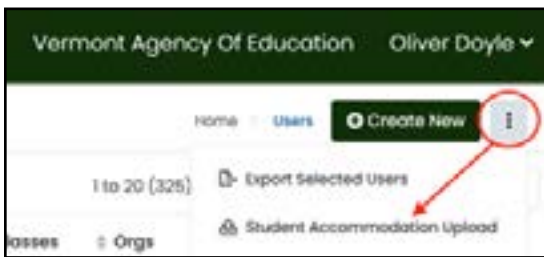
2a. Select one student at a time by activating the check box in front of the name.

<input type="checkbox"/>	Last Name	First Name	Username	Role
<input checked="" type="checkbox"/>	Carpenter	Mary	5300003	Student
<input type="checkbox"/>	Jones	Larry	7002333	Student
<input checked="" type="checkbox"/>	Oldaker	Marsha	moldaker	Student

2b. Select multiple students at a time by selecting one of the options in the drop-down list found at the top of the checkmark column.



3. Select the ellipses in the upper right and select **Student Accommodation Upload**.



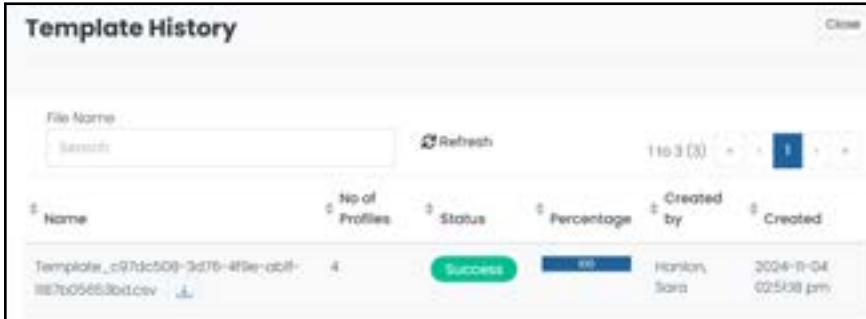
4. Review the instructions in the new window, and then download the template.



5. Click the Template History button in the upper right.



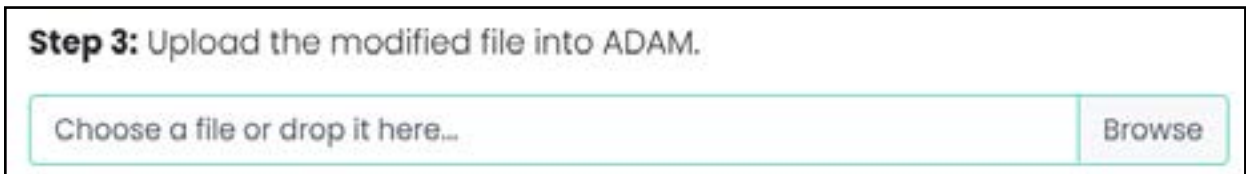
In the Template History, click the download button next to the file name to download the template.



Enter the necessary accommodations in the spreadsheet and save the file. There are two accommodation profiles: “Math/Science” for the mathematics and science assessments, and “ELA” for the English language arts assessments. Mark the student’s accommodations in each profile row depending on the assessments that student will take.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
1	sourceId	orgName	identifier	familyName	givenName	middleName	preferred	preferred	preferred	grades	profileName	100s	Number Table	Abacus	Alternate Response Options
2	69a102cf-c	Pearson Iv	8400017	PearStu25	Pearson-Student25						7 MATH/SCIENCE		1	1	
3	69a102cf-c	Pearson Iv	8400017	PearStu25	Pearson-Student25						7 ELA		1	1	
4	7bf778e0c-	Pearson Iv	8400020	PearStu29	Pearson-Student29						7 MATH/SCIENCE		1	1	
5	7bf778e0c-	Pearson Iv	8400020	PearStu29	Pearson-Student29						7 ELA		1		
6	bba5bb8f-	Demo Sch	9999905	student5	mod5						7 MATH/SCIENCE				1
7	bba5bb8f-	Demo Sch	9999905	student5	mod5						7 ELA				1
8	33b3ba3-	Demo Sch	9999937	student37	mod37						7 MATH/SCIENCE				1

- Upload the accommodations spreadsheet back into ADAM.



Updating Accommodations in the ADAM User Interface

For students added after the accommodations upload or for updates to a small number of students, accommodations may be edited for each student individually in ADAM.

1. Navigate in ADAM to **Rostering > Users**.
2. Search for the student you want to edit. Users are restricted to the organization they belong to. If you are an SC, you will only be able to search for users in your school.
3. Select the edit icon in the appropriate username row.
4. Select the Accommodations tab from the left user set-up navigation. Click the Edit toggle at the top of the screen to edit the accommodations.
5. Complete the form by selecting the checkbox next to the appropriate accommodations for the student, for each accommodation profile – “Math/Science” or “ELA.” If the student has the same accommodations for all content areas, you can select the accommodations in the Math/Science profile and then click the **Apply to All** arrow to apply them to the ELA profile.
6. Select Save.

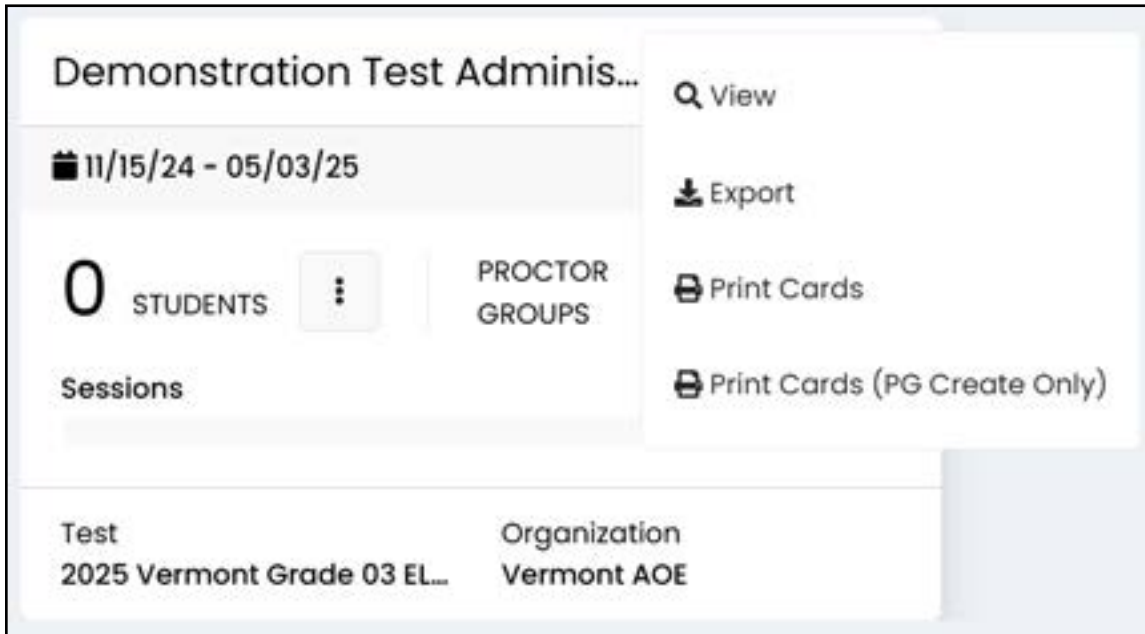
	MATH/SCIENCE	Apply to All	ELA
Text to Speech If checked the student's assessment will be analyzed for Text to Speech.	<input type="checkbox"/>	>	<input type="checkbox"/>
Form-Based			
Braille If checked the student will receive Braille assessment delivery.	<input type="checkbox"/>	>	<input type="checkbox"/>

Prepare Proctor Packet

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

Proctor Credentials

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



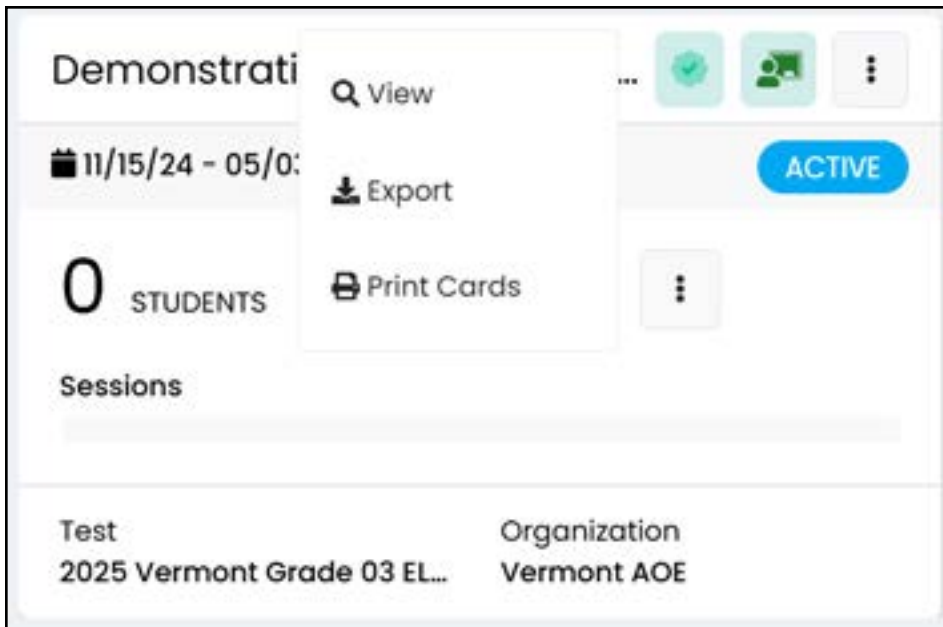
Follow these steps to print proctor cards:

1. Log in to ADAM and navigate to **Test Management > Administrations**.
2. Find the administration card for the specific test.
3. Click the vertical ellipsis next to Proctor Groups, and select Print Card from the drop-down menu. This creates a card for each proctor group created for your organization.
4. If you did not create proctor groups, create a copy of the unassigned Proctor Print Card for each proctor participating in the administration.

Student Credentials

To log in to a test, a student needs the test code for their proctor group, their last name, and their identifier (SSID), all of which should be provided to the proctor in the Proctor Test Packet.

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

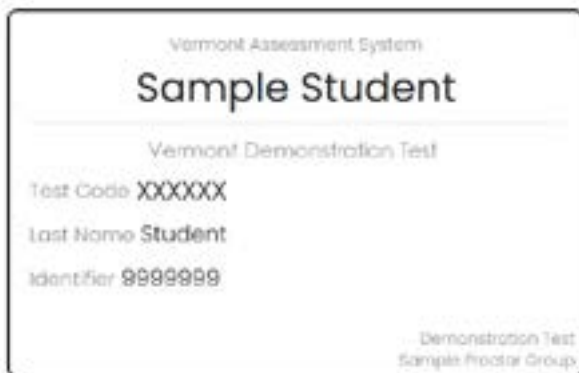


Follow these steps to print student test cards:

1. Log in to ADAM and navigate to **Test Management > Administrations**.
2. Find the administration card for the specific test.
3. Click the vertical ellipsis next to Students, and find a drop-down menu with three options: View, Export, and Print Cards.
 - a. Select **Export** to create a file of student records.

name	student first	student last	identifier	test status	accountability code	grades	organization	testing school	administration	proctor group	test	test code	form type	Priority/Status
Sample Student1	Sample	Student1	999999 NOT_SCHEDULED				1 Pearson Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 242.005P5(2)N001	242.005P5(2)N001	Braille	Student1
Sample Student2	Sample	Student2	888888 NOT_SCHEDULED				1 Pearson Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 242.005P5(2)N001	242.005P5(2)N001	SignLanguage- American Sign Language	Student2
Sample Student3	Sample	Student3	111111 NOT_SCHEDULED				1 Pearson Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 242.005P5(2)N001	242.005P5(2)N001	Braille	Student3
Sample Student4	Sample	Student4	222222 NOT_SCHEDULED				1 Pearson Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 242.005P5(2)N001	242.005P5(2)N001	Braille	Student4
Sample Student5	Sample	Student5	444444 NOT_SCHEDULED				1 Pearson Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 242.005P5(2)N001	242.005P5(2)N001	Braille	Student5
Student Sample7	Student	Sample7	333333 NOT_SCHEDULED				1 Pearson Elementary		Demonstration Test		Vermont Grade 3 ELA Test - 242.005P5(2)N001	242.005P5(2)N001	SignLanguage- American Sign Language	Sample7

- b. Select **Print Cards** to create the printable pdf of Student Print Cards.



Accommodations and Designated Supports

Overview and Policies

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

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

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

Universal Tools, Designated Supports, and Accommodations

A complete list of accessibility features and accommodations with details are posted 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.

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
- Speech-to-text (ELA and science)

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
- Speech-to-text (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

During Testing

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

- Minimally, there must be one proctor in each testing room at all times.
- Proctors must remain attentive in the room during the entire testing session. They should circulate throughout the room during the testing session. They are **not** to read, grade papers, or do other work.
- The use of cellphones or any electronic device during a testing session is strictly prohibited.
- Identifying and pointing out test questions students did not complete either during or after the test session is **not** allowed. Proctors should remind students as part of the general instructions to complete all test questions and to check to be sure they have completed each session.
- The DC or the SC must train all teachers and proctors.

Reopening a Submitted Computer-Based Test

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

For Paper-Based Testing

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

Test Security

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

Administering the Large-Print Version

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

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

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

Administering the Braille Paper-Based Version

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

Note: Braille files must be ordered through Cognia and will be provided as BRF files for the school or district to print locally.

Please consider the following when administering the braille test:

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

Administering the Human-Reader Version

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

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

Paper-Based Testing Online Entry of Student Responses

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

After Testing

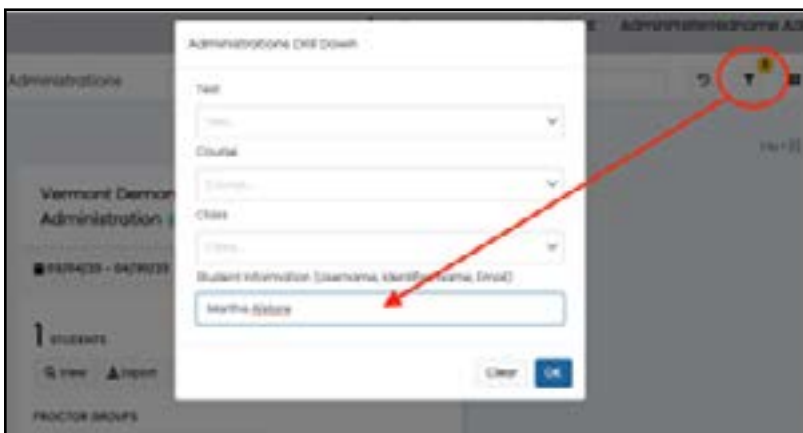
Applying Accountability Codes

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

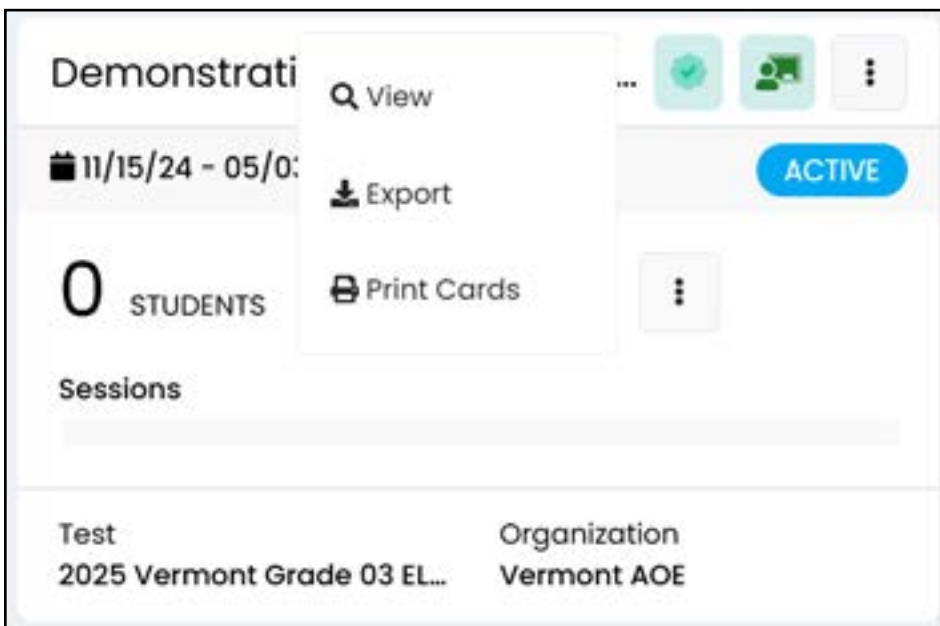
- 01 – First Year EL (for ELA only)
- 02 – Medical Exemption
- 03 – Alternate Assessment

Follow these steps to add accountability codes in ADAM:

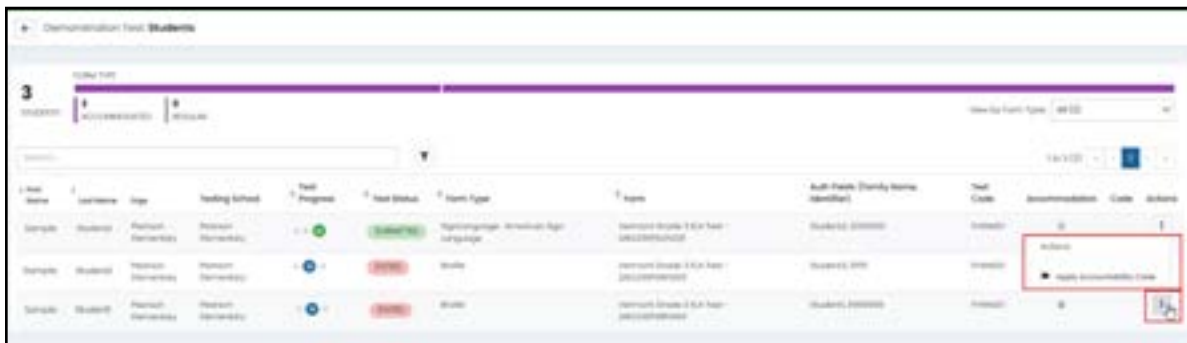
1. Navigate in ADAM to **Test Management > Administrations**.
2. Use the administration filter to find the administrations associated with the student.



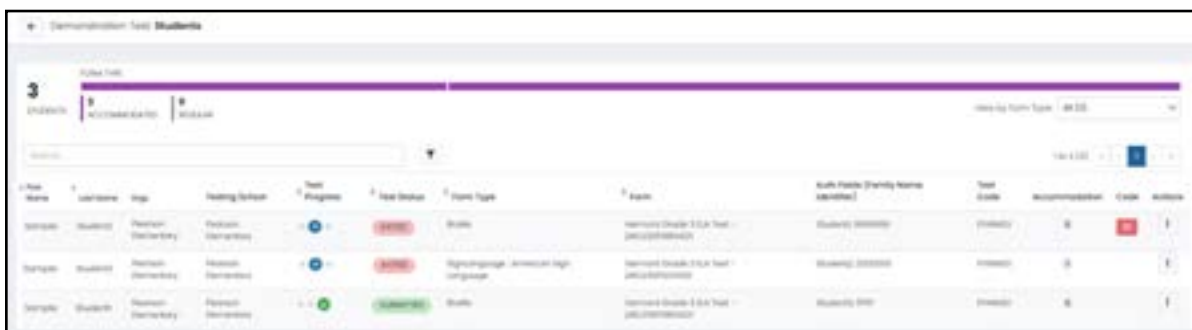
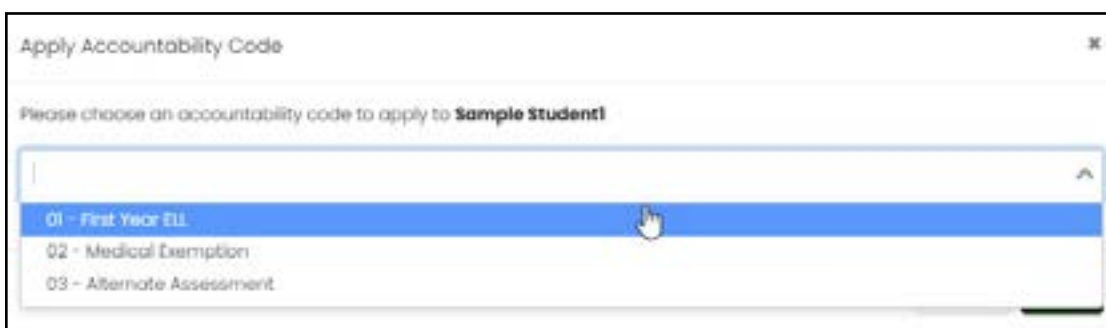
3. On the correct Administration Card, click the vertical ellipsis next to Students, and select View from the drop-down menu to see the list of students who have started the test.



Find the student who did not complete the test in the session list and click in the Code column to open the accountability select list. The options will be either the word "Apply," when no accountability codes are applied, or the accountability code when a code is already on the student session.



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



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

Invalidating Tests

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

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

The teacher or proctor should consult with the SC/DC to resolve questions about whether a test should be invalidated. Requests for invalidation of individual student tests require AOE approval, and should be submitted via phone to the Vermont Service Center.

Voiding Paper-Based Tests

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

Dispose of Physical Test Materials

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

Final Reminders

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

Appendix A: District Test Coordinator Checklist

DISTRICT TEST COORDINATOR ACTIVITIES	
DIRECT RESPONSIBILITIES	
	Notify schools when training materials are available.
	Notify schools when administration manuals are available.
	Review all AOE policy and test administration documents.
	Review scheduling and testing requirements with SCs.
	Plan all training for SCs; retrain as needed.
	Schedule training session for SCs.
	Review security procedures with SCs.
	Work with technology coordinators to ensure timely computer setup. <ul style="list-style-type: none"> • Conduct network diagnostics. • Download the secure browser. • Verify that schools meet the minimum technology requirements.
	Work with SCs to review the ADAM student enrollment information.
	Perform an equipment-needs assessment based on individual student requirements. <ul style="list-style-type: none"> • Work with the SC to identify students who will need specialized equipment for accommodations. • Communicate with SCs and teachers to identify the number of headsets needed to take the listening portions of the ELA assessment. Place an order for the number of headsets needed plus extra.
MONITOR TEST ADMINISTRATION ACTIVITIES	
	Investigate all test security incidents reported by SCs, teachers, or proctors.
	Develop a plan to document all test security incidents.
OVERSIGHT RESPONSIBILITIES	
	Monitor with the technology coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.
	Ensure that SCs, teachers, and proctors in the district are appropriately trained and aware of policies and procedures, especially related to test security.
	Review school test administration schedules for adequate time and resource planning.
	Verify that SCs and teachers have reviewed student information in ADAM and are verifying student settings for designated supports and accommodations in ADAM.
	Be available during testing for questions and problem solving or assign a designee if unavailable.
	Communicate regularly with SCs any emerging trends or issues.

Appendix B: School Test Coordinator Checklist

SCHOOL TEST COORDINATOR ACTIVITIES	
DIRECT RESPONSIBILITIES	
	Attend trainings your district offers and review all AOE policy and test administration documents.
	Ensure that all teachers and proctors attend your school's or district's training.
	Work with technology personnel to ensure timely computer setup. <ul style="list-style-type: none"> • Conduct network diagnostics. • Download the secure browser. • Verify that your school has met the minimum technology requirements. • Ensure that other technical issues are resolved before and during testing.
	Communicate with teachers and proctors to identify the number of headsets needed for each testing site and ensure that the needed number is available prior to the testing window. <ul style="list-style-type: none"> • Headsets are required for the listening portions of the ELA assessment and for students who require text to speech. • Communicate with the DC to identify the number of headsets needed. <p>Note: Students are permitted and encouraged to use their own earbuds or headsets, but districts and schools should also plan on having some available.</p>
	Perform an equipment-needs check based on individual student requirements. <ul style="list-style-type: none"> • Work with teachers and proctors to identify students who will need specialized equipment for accommodations.
	Based on the test administration windows, work with DCs, teachers, and proctors to establish a testing schedule.
	Review student information in ADAM before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.
	Establish a place to test those students who need a separate test setting.
	Work with teachers and proctors to plan a quiet activity for each test session for students who finish early. <p>Note: The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.</p>
	Ensure proper handling of all printed test materials and scratch paper. Develop a plan for collecting and securing all test materials after each test session.
	Ensure adherence of all staff to all test security policies.
	Document any test security incidents and report to the DC immediately after learning of the incident.
MONITOR TEST ADMINISTRATION ACTIVITIES	
	Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.
	Raise any technical issues with the technology coordinator for resolution
	Review, investigate, and report to the DC on all potential test security incidents reported by teachers and proctors. Mitigate incidents when appropriate.

