

VTCAP 2026 Office Hours Meeting Recording

Transcript for March 11, 2026

Total Length: 44m 48s

Slide 1

Bartlett, Heidi Jo 0:03

Thank you for attending today. I know it's a busy week as we finish up some tests in the middle of the NAEP and we're starting the VTCAP and the MSAA this week. So please check and see if you're muted on your end. Feel free to keep your camera off. You can turn it on if you'd like.

Slide 2

We are recording this so that we can post it for people to watch later if they aren't able to attend today. So today we're going to be doing a brief introduction of your support team that's here on the call with us, some reminders and updates, some questions that we've received from folks already, frequent questions. And then open it up to you all for questions that you currently have.

Slide 3

I'll start even though I'm third on this list. My name is Heidi Jo Bartlett. I am the ACCESS coordinator or the coordinator for English learners. I'm going to turn it over to Mabika.

Mabika, Goma 1:00

Hi everyone. My name is Mabika. I am the VTCAP coordinator. So VTCAP is a Vermont Comprehensive Assessment Program, and I'll pass it to Amanda.

Hass, Amanda 1:12

Everybody, I'm Amanda. I'm the MSAA coordinator, which is the alternate assessment for Vermont. I also do some work with accommodations and accessibility features for both the alternate assessment and the general assessment. So, please feel free to reach out if you have any questions with that as well and I'll pass it to Lauren.

Lauren Copp | Cognia 1:40

Hello everyone. My name is Lauren Copp and I work at Cognia as a program manager for the VTCAP and I will pass it to Julie.

Julie DiBona, Cognia 1:54

Good afternoon, everyone. My name is Julie DiBona and I am Vice President of Program Management here in Cognia. So I'm supporting your team and Lauren and the work that they're doing. And to finish us up, I'll pass it off to Stephanie.

Stephanie Ada 2:07

Hi everyone, I'm Stephanie Ada, a Senior Project Manager supporting you guys from the Pearson side.

Slide 4

Bartlett, Heidi Jo 2:14

Excellent. Thank you everybody for joining us today. We are going to have a couple of reminders to start off first.

Slide 5

So first and most important, a FERPA reminder, please do not put any student information in the chat or talk about specific student information. If you do have specific student questions, contact us after this, because again, this is being recorded, and we don't want any student information to go out there. If you have specific student information that you might need to share student IDs, things like that, please call the Vermont Service Center and on the screen is the phone number and they're open Monday through Friday from 7:00 to 5:00 and then the phone number and e-mail address for the MSAA if you have MSAA related questions.

Slide 6

Then since I can, I'm going to do a quick plug. The ACCESS testing is actually this Friday. Some of you might be involved in testing your English Learners for their

annual English language proficiency assessment. As you finish up, please verify that the student information is complete and correct in the WIDA AMS system, including the legal name for the student or the name that we have on file at the state level for the student, their date of birth, state ID, grade, school, gender, and instructional program code. If your site received paper materials, they have to be returned postmarked by next Tuesday. And if you have any folks at your sites that have questions, please reach out to me for those.

Great, next screen.

I'm going to pass it to Amanda.

Slide 7

Hass, Amanda 3:53

I'm also going to use this time to see if anyone is interested or if anyone knows of folks who might be interested in joining the MSAA Item Review Committee for Science items this year. We'd like to invite anyone to apply to be part of the review panel. The deadline to apply is April 1st and the link to apply is right here on the screen and you can actually click right on the screen to access that link, but we will also drop that link in the chat. If you would like more information or you're considering, but maybe decide later, take down my e-mail and feel free to e-mail me. I'm happy to discuss more or send you the link again if you decide to sign up later.

And I will pass it on.

Bartlett, Heidi Jo 4:56

And Lauren's going to talk about this slide.

Slide 8

Lauren Copp | Cognia 4:59

Yes. So similarly, while we're all together, a quick plug for the Cognia Summative Assessment IRC where there are two spots per group for Vermont representatives. That deadline is fast approaching, so the deadline to apply if you're interested to be a panelist is March 15th and again that link to apply is on screen so you can click that

there. I did put the committee meeting dates over on the right if the date would impact your availability to participate so, it does depend on which content or group you would be reviewing.

But if you click that link to apply, there's also a lot of information just after you click that link regarding stipend information and the schedule, the expectations for participating, and then about a week after the application window closes if you were chosen as a panelist, the Cognia Events team would reach out to you with registration information, but the first step would be to apply. So if you are interested, definitely click that link or please share out if you know others who may be interested. So, thank you.

Slide 9

Bartlett, Heidi Jo 6:16

Thanks, Lauren. All right, next we're going to go over a couple of key reminders about some of the processes that we go through for the VTCAP and Mabika's going to start with that.

Slide 10

Mabika, Goma 6:29

Thank you. Thank you everyone and welcome to week one of VTCAP and I hope that things are going well with those that have already started. So it's time to remind about the process for resetting the test.

So, you know there are circumstances where you feel like the student tested but we need to reset the test and there's a process which is you contact the VT service center by phone. I think we missed the phone but I'm going to send the phone through the chat, there's a phone that I'll send to the chat, but you contact them by phone and they reach out to us. So typically, when you submit the request by one p.m., we should process it the same day so that you know the student doesn't get stuck. But if we get the request after 1 p.m., then you should expect a response from Cognia the next day. So, you can also use the readiness tool to practice and get more familiar with the testing process.

Yeah, so next slide.

Slide 11

So the next slide, I don't know if, yeah. So the next slide is about student ID, state student ID. We've received a lot of questions about, you know, school personnel not being able to find in ADAM where to get their state ID for the students. So, if that's happening, the first thing you do is to check with your site data manager or the district administrator. And if they can't help or they don't have the information, then you can contact Glen Bouchard and Andrew McAvoy. The emails are on the screen there so that you can get help. So, thank you so much. I'll pass it back to Heidi Jo.

Slide 12

Bartlett, Heidi Jo 8:51

Thanks. So another issue that you might come across are test security incidents. We have a form coming up on slide 16 that you would fill out if this happens in your site, but this is if there are, for example, unapproved materials or devices, for example, if you find that a student used a phone or had access to their smartwatch or something they weren't supposed to. If secure materials were accessed or shared, sometimes people like to say, hey, we're testing and they take a picture, but then on the computer screens of the students, you can see the test materials, something along that line. Obviously cheating, plagiarism, student used AI tools during testing. Sometimes we find that students took an incorrect test. For instance, their grade might be in the system wrong, and you know they're supposed to be taking a fourth-grade test, and they took a fifth-grade test instead. Or again, some students have incorrect accommodations, either ones that they should have had and didn't or the opposite way, ones that were assigned to them and they shouldn't have had. So if any of these sorts of things come up while you're testing, you find out about them, complete the form. As I said, it's going to be coming up on slide 16. Some of these may require a test reset. Some of these are ones that we just note in case of issues going forward, kind of depending on what the circumstances are for it. All right, Amanda's going to talk about this next slide here.

Slide 13

Hass, Amanda 10:23

Moving to other sort of testing nuances, sometimes things happen with students medical emergency-wise. In this case there are some needs where a student might need an accommodation and they don't have an IEP or a 504 plan, and that's where temporary accommodations come in. Maybe a student broke their arm, broke their wrist. Maybe they got a concussion and after two weeks they were cleared to come back and there's still enough time in the testing window to take the assessment. These students can use temporary accommodations to still access the assessment, and there's a link. Slide 16 has it. It's a magical slide. It has every link you might need. That's where the link for this will be, and we'll make sure that gets into the chat as well, but there's a form that you'll fill out and then reviewing the form, we can approve that accommodation and we try to do that within three business days, but usually we keep a close eye on it because oftentimes these things happen over the weekend or on a game night of some sort and testing is the next day, so we try to keep an eye on it and get that approval back to you really quickly. And importantly, a temporary accommodation is approved for this test administration only. Moving forward to next year, the student would need an IEP or 504 to have a recurring accommodation or we hope not but if the student gets injured again and has to go through the process, but that is what temporary accommodations can do for this assessment season.

Slide 14

And we can go on to medical emergencies. So we have the temporary accommodation for situations in which students can still access the assessment. Then we have medical emergency exemption requests. And these, which this slide is addressing, are very much acute, unusual medical emergencies in which the student will not be able to take the assessment over the entire assessment window. So for example, students who are not in school during the whole window for medical reasons, there is a link which was just plopped into the chat where there's a form to fill out with different information and then a spot for justification and including any sort of useful documents that might help us make the decision. The approvals or

non-approvals will be processed after testing. So if you submit a request and don't hear back, likely it'll be sometime in May or June when that response will occur.

New this year, there's guidance on medical emergency exemption requests. It's on the Vermont Help and Support site. There should be a link to that as well and I can find that and put it in the chat, but this new guidance document explains the purpose and sort of the thought process on when to go through the form with a nice helpful flow chart. Just a little bit more structure around who this exemption request is for and how to go about requesting it. And that wraps up medical emergencies.

Slide 15

Mabika, Goma 14:33

Thank you. I think it's me. It's my turn to talk about assurances, right? So assurances are things that we want to make sure that they are in place before, during and after testing for testing to happen. So they can either be the training or document that have to be in place. So in terms of training and before testing, AOE wants to make sure that they provide training to DAs and then DAs also train the school coordinators. School coordinator in turn, they train the proctors and proctors are required to attend the training before they can be in class and begin testing. And then also when the DA does the training, they also provide, you know, they also provide training logs that they keep on record so that we know who received the training and who did not. And the proctors also signed a non-disclosure agreement.

So during testing we just want to make sure that we report all the security incidents and that the security incidents are properly addressed and that testing is happening in a safe environment. So after testing there are some forms that need to be submitted so that testing is certified. One of them is by the district test coordinator, which is the appropriate assessment and accommodation certificate. It's the document where the DA certifies that assessment went well and that all measure were taken so that the validity of the test prevails. And the other one, by the school coordinator is the proper test administration certification. So the first one is mostly about accommodations, certifying that accommodations have been, each student who has been assigned accommodation, they use them appropriately and the second one is to certify that testing happens in the conditions required by our

policies and those.

Thank you so much. I'll give back the floor to Heidi Jo.

Slide 16

Bartlett, Heidi Jo 17:24

Thanks, Mabika. Here is the vaunted slide 16 with some of these forms that we were referencing. We did put most of them into the chat. I did not put these last two assurance ones into the chat because these are going to be at the end of testing. We'll see these again at some point. So we have the test reset request, the test security incidents, temporary accommodations, medical exemptions, and then that first link describes all the assurances and then those latter 2 links link directly to those certifications that are needed there.

I am passing it on over to Lauren to give some updates of the VTCAP system, the ADAM system and related.

Slide 17

Lauren Copp | Cognia 18:09

Thank you. So, you may all already be familiar with this. I know we have an announcement up on ADAM, but as you were preparing for the administration opening, we know that all of the administration cards had that error flagged. This was because of duplicate accounts that had been uploaded into ADAM. So, there was a setting configured in the back end that would no longer allow any more duplicate identifiers so we shouldn't see this issue persist moving forward, but that issue was resolved last Friday on the 6th. And so we did just want to take a minute to talk about next steps. So while we were cleaning up these duplicate accounts, our service center as well as AOE did put in efforts to reach out to the DAs of each of the duplicate student accounts to try to confirm which account was appropriate. In many cases, you know, one student may have transferred to another district or school, and so they were in their previous school as well as their new one. So we did do some clean-up efforts to try to get that confirmation, but we did need to set a deadline, which was last Friday at noon. So if we did not receive that confirmation by that time, any duplicate records that were there were deleted from the system in ADAM.

So, just to note that as your teachers and proctors are preparing, please make sure that you review your rosters and that all of the students that you should see are in ADAM. And then if any are missing, then you will want to reach out to your DA or DC to have that student added back. If it turns out that that student is still linked to their previous school or district, then they would just need to contact the service center to initiate that student transfer. And then again, if you have any students that have accommodations, we just ask that you double check because in some cases there might have been two student accounts and one account might have noted accommodations and the other did not. And one of them may have been deleted. So we just want to make sure that any of those student records that were deleted, that if there were accommodations associated with that student, that they're added back in that new student account. So just verify your roster, verify your accommodation, and make sure that they're populating in the expected proctor group.

Slide 18

And then a couple of other updates just for this year. ELA text to speech is now available as a designated support. It's still available as an accommodation, but previously only math and science had that setting as a designated support. So, now it is also available for ELA.

And the writing prompt used to be at the end of session 2, but now that will be happening in its own session 3, so just wanted to call that update out as well.

Slide 19

And lastly, there was an update for the word prediction tool. Co:Writer is no longer available to be used in TestNAV and that change is due to the vendor retiring that tool. There is no additional setup that's required for this change. So students will still be able to use word prediction. They will just be doing it through the Read&Write web extension and that will automatically be implemented when you click the enable extensions accommodation in their profile.

Slide 20

And then this slide here just has some important links that are all available to download from the Vermont Help and Support sites. You have the FAQ doc, which is a document that we will update throughout the year. This has questions that have been asked throughout previous administrations as well as during the test administration training. So, a lot of questions that have been asked frequently, we'll have more information and answers on that document. So it really is a great resource. The Test Administration Manual, or the TAM, that's going to be where teachers and proctors find their administration directions. The Test Coordinator manual is really for district administrators, school coordinators, anyone that's really supporting the VTCAP. It's going to have processes and procedures noted. The accessibility and accommodations guidelines that's going to provide information on the universal tools that are available as well as designated supports and the accommodations as well.

And then let that last link there is if you need to order any additional paper materials if you missed the initial material order window. You would use that link to put in that request for those additional paper materials. But overall, the Vermont Help and Support site would be a great site for you to bookmark and check out frequently. We put announcements on that homepage and all of the administration training, the PowerPoints and recordings are available there as well as a lot of the other resources that Heidi Jo and Mabika and team have already put into the chat today.

Slide 21

Bartlett, Heidi Jo 24:17

All right. Thanks, Lauren. I'm going to take a few slides here and go over some of our current frequently asked questions that we've received or received last year.

Slide 22

One is for students attending independent schools, who has to test. All publicly funded students in our tested grades, so that's in Vermont, that's grades 3 through 9 and then grade 11 for science. They are required to participate in state assessments. And then in Vermont, the independent schools are responsible for the testing. They're publicly funded students and then sharing those results with the sending

district and with the families. However, the scores are then reported publicly with the sending district. If you're an Independent School, if you folks don't know your sending district, again, you can e-mail Glenn or Andrew at those emails there and we will help you figure out exactly who your sending districts are.

Slide 23

Some participation nuances: If you have a homeschooled student, they are not required to test, but they are allowed. Similarly, exchange students, who are different than your multilingual students, they are also not required to test, but they are allowed. Out-of-state placements. If you have any students in an out-of-state placement, they are not required to test because really there's no way to facilitate that. However, your homeschool student, exchange students, if they're tested, their results will be in ADAM, but they will be excluded from public reporting, such as our annual snapshot.

Slide 24

A little bit more with the participation. If you have any students that are part of the Virtual Learning Co-op, again, it comes down to if the student is publicly tuitioned or not. If they are, then the student is required to test. The sending school is the official school of enrollment and again is responsible for testing and the data would be reported with that sending school.

Slide 25

There might be a few reasons where you have a student that might not take one or more of the sessions for the VTCAP, and there are a couple of codes that can be put into ADAM that, but they're really for tracking purposes. And so then the question that comes, how does our team, how does the assessment team know why a student doesn't have a score for the VTCAP? These could happen because there is a medical emergency, if you are a first year English learner, the students are exempt from taking the ELA portion of it, and you might have some students that are taking the MSAA instead. So, we would look to see if they had the MSAA score, which is why

they wouldn't have a VTCAP score. Again, the codes in ADAM are for tracking purposes, but that's not our source of truth for why that student didn't take the test.

Slide 26

Last one here is on roster transfer requests. Again, if you have students that should be transferred between districts or between sites, the district administrator should call the VT Service Center with that student information in order to facilitate that transfer. If you have a student that won't be testing because of that transfer, you can mark their grade as "Other" in order so that you won't see them as having to test in ADAM.

Slide 27

All right. We'd like to open the floor up to anybody that has questions. Feel free to raise their hand or to type in the chat your question and we will see what we can get answered. And if we need to, we might take some back and add them to the frequently asked questions afterwards.

Hass, Amanda 28:05

There's a few in the chat, I think. There's one. The first one I see is a wondering about having the special education director sign off on the appropriate accommodations form instead of the DA.

Bartlett, Heidi Jo 28:28

I don't believe we've considered that, but that's a great suggestion. We will look into that. I think, correct me if I'm wrong, is special education director a newer role in ADAM maybe, but thanks Crystal, we'll take that.

Looks like Vicki's questions got answered.

Hass, Amanda 28:52

For students placed in out of district independent schools, is there an expectation that the sending district reach out to those schools and remind them that they should administer the assessment?

Bartlett, Heidi Jo 29:08

It probably wouldn't be a bad idea.

Mabika, Goma 29:11

If they are publicly funded, if they are publicly funded, then they are required. If not, yeah, they don't have to test.

Bartlett, Heidi Jo 29:20

For the expectation about the "reminding them" of testing expectations. Again, we're not going to mandate that you do that at the state level, but if you know that you have publicly-funded students that you're the sending district of, it's probably not a bad idea to reach out to the folks.

Bartlett, Heidi Jo 29:39

If you need help connecting with independent schools, sending schools, e-mail addresses, or things like that, reach out to us. We can help get that for you.

Yes, for Parker, for the Virtual Learning Co-op, if again, if it's a publicly funded student, and you're the sending district of that student, you are responsible for verifying that they have tested. If they are closer to a different school, you might consider reaching out to that school to see if they could be tested with students at a site that's more local to them. They don't have to test at your site, but they do have to be tested if they're publicly funded.

Hass, Amanda 30:40

If wireless headphones are allowed.

Bartlett, Heidi Jo 30:44

Wireless headphones. Do you mean like for the text to speech or for? Kristie, can you clarify a little bit?

Kristie Henderson (WSESU) 30:57

Yeah, so there's the listening comprehension that's up for all students. So is it

allowed for that and, or for being able to the text to speech for any of the other sections or is it wired? Are all required?

Bartlett, Heidi Jo 31:00

Great question. I don't know. I think most sites use wired just because it's, you know, it connects there. You don't have to worry about a Bluetooth connection or worry about, you know, one student's headsets getting mixed up with another person's computer. But I don't know that we have any specific guidelines on that. We'll look into that a little bit Kristie and we'll.

Kristie Henderson (WSESU) 31:38

It just requires ordering then for you know 300 plus students. So it's just a cost thing if necessary. So, if we want to have kids bring their own so but if it has to be only wired that might be more of a challenge. I'm just trying to plan accordingly and purchase if necessary.

Hass, Amanda 31:56

It may be a system requirement too. Like maybe Stephanie from Pearson can weigh in. Like it is it, you know, does it have to be wired or does that matter?

Stephanie Ada 32:11

Yeah, TestNAV should be able to function properly with both wired and wireless, so it's really up to whatever guidance you want to give to the schools.

Bartlett, Heidi Jo 32:21

And you had meant wireless headphones, not wireless phones, right?

Kristie Henderson (WSESU) 32:25

Yeah, I typed a little too quickly and press entered. Yes, no phones, headphones, headphones.

Bartlett, Heidi Jo 32:26

Yeah. Not a problem, just checking.

We do have some students that might need to have a phone on them for something like a medical reason, but in general, phones not allowed during testing. Headphones - sounds like it's OK. Let's see here.

Process code if homeschool students appear on our roster. What was that already? Checked. I'm not sure if there's a specific code for the homeschool students. I think we see based on what their ID is and how they're coded in our state data system. We'll write that one down and double check if there's a specific code for homeschool students.

Publicly funded students, Crystal, yes, are reported under their sending districts, yes.

Looks like Lauren answered Holly's question about where to find practice tests.

For the state placement from out-of-state. Anda, let's look specifically, let's try, let's contact after this for a specific student situation with the IEPs and looks like that's going to be a little bit more complicated situation there.

Faculty and staff cell phones. I would look at see what your internal guidance is for testing and for teachers. We want to make sure it's a secure testing situation, so obviously nobody should be taking pictures during testing, that sort of thing. I guess in case of an emergency situation, you might want to have a faculty person with a cell phone, but I would defer to what your local guidance is during a standardized testing

Multilingual students. The support is to use a paper dictionary. We have provided some exceptions for students that need to use an electronic translator, but usually these students then need to test in a one-on-one. The dictionary has to be one that only provides words in the dictionaries, not sentences, and the student has to be monitored so that only the dictionary is used.

Mabika, can you speak more to Lauren's question about how long a training log for the school coordinators or the proctors should be kept for folks? You're muted if you're answering.

Mabika, Goma 36:13

I was trying to get back to the mic. So, I have to double check, but it seems like it has to be kept at the school for three years. I think I responded to on my e-mail, but yeah, I think it's three years, but I would have to confirm.

Hass, Amanda 36:35

Do we catch Holly's question? What is the test management to training administrators to infrastructure trial? Still don't understand what this is for. The word "trial" is throwing me off.

Bartlett, Heidi Jo 36:50

Yeah, I think Lauren had answered that about the practice test, but then Holly had.

Lauren Copp | Cognia 36:57

Yeah, I think that was a two-part question now that I'm looking back. So Stephanie, I don't know if you want to speak more to that infrastructure trial. I believe that's for escalations to Pearson, is that right?

Stephanie Ada 37:11

Yeah, it was a tool that was set up. It's in a training admin set up in case a school or district needed more like one-on-one support with the customer teams so that they could walk through the steps that you would normally take in an admin, like setting up proctor groups, even starting a test and walking through a form.

The form that's connected to that is just a simple three-page form that you can navigate through, but it is available to all the schools and districts in Vermont. If you wanted to use it yourself, you could follow the same steps that you would follow for the operational admins, including logging into a test and submitting. Nothing that you do in there would affect any data that we pull for scoring and reporting for the operational admins.

Hass, Amanda 37:57

Holly says, "So she can ignore it?"

Stephanie Ada 38:00

You can ignore it. It's not required.

Hass, Amanda 38:03

There you go. Just take that off your list of things to think about, Holly.

Stephanie Ada 38:03

Yeah, it's just for practice if you need it for an admin.

Bartlett, Heidi Jo 38:15

Checking to see if I missed any questions, let us know.

Or, as I said, feel free to raise your hand as well if you'd rather say a question.

(long pause)

Hass, Amanda 39:22

Thank you, Danielle, for helping with Karen.

Bartlett, Heidi Jo 39:52.

Jennifer, I have to double check what the scribing protocols are. Let me grab that and I'll throw that in the chat for the reference.

Hass, Amanda 40:11

Danielle is on it for us as well. She says they cannot. Thank you.

Slide 28

Bartlett, Heidi Jo 40:27

All right, I'm going to go to our last slide. Oh, is that a hand raise there or a high five? Sometimes the icons come through a little bit different in the chat. All right, I'm going to go to our last slide here: Looking Ahead, but if there are additional questions, feel free to come up with them yet. So our next office hours is going to be in two weeks on March 25th from 2:00 until 3:00. If you have any questions in the meantime, you can e-mail our assessment team at

aoe.statewideassessment@vermont.gov. You can also contact the Vermont Service Center and there's your phone number and e-mail or the MSAA Help Center Service Center again with their phone and e-mail as well. We'll stay on a bit in case folks have other questions, feel free to reach out. We want to help you with any questions that you have to make this go as smoothly as we can make it go this year.

Jennifer O'Neill 41:42

I thought of another question that - can I - great. Thank you. And I jumped on late, so I apologize if this was already answered. So I had this question come up.

Bartlett, Heidi Jo 41:43

It's OK.

Jennifer O'Neill 41:57

For example, the proctor can see the students did not answer question 10 and can the proctor say "I can see you did not answer question 10. Are you sure you want to submit without answering" or is that prompting?

And this came up because I had a teacher who asked students previous years who would say you can't submit. Please do not hit submit until you raise your hand and. We're OK for you to submit it. So the teacher would come over and before the child submitted the test. Is that something that's allowed or is that considered prompting?

Bartlett, Heidi Jo 42:47

Stephanie or Lauren, can we verify do you students have to answer every question before they can advance to the next section or will it allow them to submit it without answering all questions?

Stephanie Ada 43:03

For the adaptive tests, those are set up as they have to answer before moving forward.

Bartlett, Heidi Jo 43:09

I know math is adaptive, are the ELA and science adaptive as well?

Stephanie Ada 43:16

Yes, if there's no accommodations, Yep.

Bartlett, Heidi Jo 43:18

OK.

Stephanie Ada 43:21

The other the fixed forms though it's not set up that way.

Julie DiBona, Cogna 43:29

The difference, Heidi Jo, in the ELA, especially in the math, is the math is going to be item adaptive, so one item at a time. In ELA it's going to be more like clusters and passage sets. They can move around in that set, but they have to answer them all in that set before they move to the next set.

Bartlett, Heidi Jo 43:35

Perfect. OK, so Jennifer, then it looks like it would have to be watched maybe a little bit more carefully during a fixed form test, cause then it's possible a student might skip one by accident versus the adaptive, the other ones, the computer adaptive tests, that most students take, they won't let them submit.

Jennifer O'Neill 44:06

Okay, thank you.

Bartlett, Heidi Jo 44:10

And we hope everybody enjoys the rest of their Wednesday. And again, reach out by e-mail if there's any questions that we can help with. Thanks.