

VTCAP 2026 Office Hours April 8, 2026

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Slide 1

Bartlett, Heidi Jo 0:05

All right, welcome everybody. We are at our third office hours assessment for the VTCAP and MSAA mostly here today. It's April 8th. We're going to go ahead and get started. As we have there on the screen, please mute yourself and feel free to turn off your video, especially if you don't want to be on the recording that gets posted afterwards. So, let's go ahead and get started. This is a live presentation, so you should be able to navigate forward and back yourself as well.

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Bartlett, Heidi Jo 0:37

We're going to go through introductions again in case you haven't been able to join us for any of these office hours so far. Just a very few reminders, and then the majority of it, we will be spending on updates and questions from the field today.

We will be sharing the slides and the recording and a written transcript on our Help and Support site, the VTCAP Help and Support site. And then our last office hours will be in two weeks from today.

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So I'll start with the introductions. I'm actually third on the list. My name is Heidi Jo Bartlett. I am the ACCESS coordinator, and I'm also emceeding this presentation here today. And I'll pass it over to Mabika.

Mabika, Goma 1:25

My name is Mabika. I am the VTCAP coordinator, and I'll pass it to Amanda.

Hass, Amanda 1:31

Hi, everybody. My name is Amanda. I'm the Alternate Assessment or MSAA coordinator. I also do some work with accommodations and accessibility features, so you may see me doing that as well. I will pass it to Julie from Cognia.

Julie DiBona, Cognia 1:52

Good afternoon, everyone. My name is Julie DiBona. I'm Vice President of Program Management with Cognia, working closely with the program management team here in Cognia and with the AOE. And I'll have Lauren jump in.

Lauren Copp | Cognia 2:06

Good afternoon, everybody. My name is Lauren Copp, and I am a program manager at Cognia supporting the VTCAP assessment. And last but not least, I will pass it over to Stephanie.

Stephanie Ada 2:20

Hi everyone, this is Stephanie Ada. I am a project manager providing overall support to you all from the Pearson team.

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Bartlett, Heidi Jo 2:29

All right, thank you everybody for joining us today. Just a very few reminders.

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The FERPA one, remember this is being recorded, so please do not put any student information into the chat or talk about specific student

information out loud. If you do have questions during testing, please call the Vermont Service Center if you have student information to share because it's more secure than sending the student information in an email. Similar with MSAA and the phone numbers for both of those are provided here and then the email for MSAA is also provided.

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A reminder about the proctor groups for the VTCAP. When you are creating those proctor groups, please make sure that the correct school is selected because once they test underneath that proctor group, we cannot change their testing organization in ADAM, which causes some difficulties with accountability and reporting and score reports and everything down the line. So just, double-check that as you're going through.

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All right, some updates. I'm going to pass this over to Julie here to provide our updates. Thank you.

Julie DiBona, Cognia 3:39

Good afternoon, everyone. Thanks for the opportunity to come and chat today, and thanks for taking time out of your schedules. I know this time of year is incredibly busy. I want to start by just thanking everyone for reaching out with questions and comments and concerns. It allows us the opportunity to make sure that we're communicating clearly, that we're really putting all of our efforts into providing a high-quality program. And it means you guys are really thinking about the impact for your students, and that's really important.

What we wanted to do today is focus on some of the topics that we've been hearing, either through emails or Help Desk tickets or other methods of communication to help provide some clarity on the program, why it is the way it is, how it's structured. As we dive in, I think it's

important to note that the general structure of VTCAP has not changed. I think this is year four that we've been administering it together. We've had some changes this year to add an ELA session to offering ELA Text to Speech as a designated support. But the overall structure of the assessment has remained the same. So I want to start kind of with that confidence laying that we didn't introduce a whole lot of new changes that could be causing confusion this year. So if we go to the next slide.

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One of the first, and I think perhaps one of the most important topics that we've had some questions about is validity and equitability and making sure that through the different forms and accommodations that we're providing, that we have a test that is valid and that all students are receiving an equitable opportunity to demonstrate their knowledge on that assessment.

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So in doing that, I wanted to start with definitions for level settings, because I think that's always helpful, as sometimes we can use words differently. So for our conversation today, and looking at validity, we're talking about looking at the fact that the test is actually measuring what it's supposed to, and that the results are appropriate to use for decisions that they're intended to support.

And when we're talking about equitability, we're making sure that all students have a fair chance to show what they know and can do regardless of their background, language, disability status, or life circumstances.

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Thinking about those two topics, we've had a couple of very specific questions. One being around the number of sessions that are in the

different administrations. As you can see here, we've got a couple of formats for science where the CAT or the computer adaptive test, that non-accommodated test largely, is 2 sessions, and the fixed form test, just that accommodated test, is 3 sessions. Math has two sessions for everything. ELA has three sessions for everything. What's important in this is that as we're designing test forms, our content teams and our psychometric teams work hand in hand to make sure that at the top of our checklist is validity and equitability. All forms for each grade and content are created to have the same test design, the same blueprint, and to average the same testing time.

As long as those things, that structure, the content coverage, scoring methods, and time limits are consistent, that is considered a valid test. So again, same structure for the last four years. And we do checks on the back end, right, to make sure that the data is coming out as it's expected, that none of the data is showing that anything wonky has gone on and every year we make sure to evaluate to make sure that that validity measure is appropriate and the same from year to year.

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This question has also come up in relation to the recent manual edit. We know that we did update the manual very recently to make sure that the directions for what to read and what warning screens were coming were as clear as they could be. Wanted to point out that the manual edit was limited to providing clarity on directions.

As a part of that process, we actually also went through every form to make sure there wasn't anything happening in the background that wasn't intended and can confirm that students are seeing the intended screens and that the edits made did not affect student item interaction. One thing I did want to note here as well is the update was not well communicated and some folks were not aware that had happened. So we have spent time reflecting on that. And if in the event there are future updates, which we are hoping and intending there will not be, there will

be widespread communication, including emails and posting that to the ADAM announcement page.

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Okay, and then there have been some questions about potential technical issues. And we're going to dive deeper a little bit into some of the tickets that we're seeing at the end of the presentation today. But wanted to just take a moment to touch on technical issues in relation to validity and just sharing that our top priority is to resolve technical concerns as quickly as possible and hope that they don't happen because we understand that the students are at the center of this work and they're the ones that really get frustrated when something doesn't go the way that's planned, especially in a stressful situation. As much as possible, we don't want to reset students. We don't want them taking that a second time; we do understand the impact.

That said, thinking about this from a platform and a validity perspective, platform issues that may occur do not impact the way the student interacts with an item.

It really is that platform issue. And resetting the test then allows the student a fair opportunity to demonstrate their knowledge. That's not to belittle the fact that that student is tired and that test, that test fatigue, sorry, I couldn't find my word, is real, but we do want to give them that opportunity to show their full knowledge.

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All right, next topic that we've had a lot of conversation about is the warning screens. You're right, they are different for different forms. So, what Lauren's going to do right now is really do a deep dive into what you're seeing in the manual and how that correlates to the student testing experience.

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Lauren Copp | Cognia 9:59

Thanks Julie, right, can we go to the next slide, OK.

So there are different warning screens throughout the assessment that your students will encounter. And as Julie said, the screens will differ based on the content and type of form assigned, and then in some cases, the grade, which we will look at in the slide presentation.

And this is by design. During the creations of these tests, the forms are reviewed by our content specialists. They're also reviewed by our psychometricians as well as AOE to ensure that the navigation screens align with platform functionality while providing the valid and equitable testing experience for all students. And I'll also just add that the same warning screens have been on the assessment for the past three years. So, these shouldn't look new, but if it is your first year assessing, then maybe they are new to you. So it is good to do this deep dive.

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All right, so first let's look at the adaptive CAT tests. So, when we talk about the adaptive tests, we have two categories. We have stage adaptive and we have item adaptive tests. So, the stage adaptive applies to the ELA CAT forms for all grades. So that's grades 3 through 9, as well as the math grade 9 form only, and then science for all grades 5, 8, and 11. So this means that the tests have item or passage sets within each session, and students progress to the next set once all items in that set have been completed. So again, they're stage adaptive.

Then we have item adaptive, which means that the students progress to the next item as each previous item is completed. So, this is only applicable in the CAT forms for math grades 3 through 8.

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Okay, so next we have the warning screen for the adaptive forms. So, that's that exclamation point in the triangle that you see here on screen. So, you will only see these on the CAT forms. And a version of this warning screen appears on adaptive CAT forms only.

So in math grades 3 through 8, you're not going to see those first two lines that are on this message. That's why I said a version of this appears. But this warning screen ensures that students understand that once they click that forward arrow, they can no longer navigate back.

So Heidi, if we click again, the text there at the bottom is really important. It says, once you click blue arrow, you cannot go back to past questions. When you are ready, click blue arrow to move forward in the test.

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Okay, so where are these messages shown? So, for math grades 3 through 8, it appears in the beginning of the session because these tests are item adaptive.

So once a student answers one question and clicks forward, they're not going to be able to go back to that question. It's item adaptive. So they're never able to go back as they progress through the test.

For ELA, math, grade 9, and science, again those are the stage adaptive forms, it appears at the end of each item set or passage set because these tests are stage adaptive. And so it's important to remember that for math grade 9, it's the only math CAT test that is stage adaptive. So again, math grade 9 is stage adaptive. 3 through 8 is item adaptive. So the students in the stage adaptive tests can navigate freely back and forth in between questions until they complete the item set, until they get to this warning and then click ahead. But once they get to this page, they can still go back to the items or passage within that item or passage set

and go back to previous questions. It's just once they click forward that they're kind of locked.

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All right, so next we'll look at the end of session screen. So this is for ELA, math, grade 9, and science CAT forms only. So again, these are the stage adaptive CAT forms. So, this picture is an example of the end of session screen for the stage adaptive CAT forms. So, at this screen, the only option for the student is for them to click submit, which will submit their session. But just before they get to this screen, they get that warning that pops up that says once you click forward, or it's, you know, once the student finishes the last question, and they click forward, they can't go back again. So, they do get that warning right before they get to the point of no return.

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All right, so now we'll look at the end of session screen for the item adaptive tests, which again, are math grades 3 through 8. So this is an example of the end of session screen. It looks similar to the last one we just saw. Again, at this screen, the only option for the student is for them to click submit, which will submit their session.

They will not see that exclamation point warning because they haven't seen it throughout their whole test, right? This is the item adaptive form. So they don't see that warning before they get to this part because they haven't been able to navigate back to any of the items throughout the whole test or session anyway. So this is by design.

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So then when you look at the end of the test or the last session screen, we'll call that end of test or last session screen. So, for ELA, math, grade 9, and science, so for our stage adaptive CAT forms, they will see an example of this picture on screen where it says, congratulations, you

have finished.

This picture is for ELA because there's three sessions, but for math and science, there's two sessions. So this would just say End of Session 2. So at this screen, again, the only option is for the student to click submit final answers, which will submit their session and thus submit their test.

But again, just before that screen, they're going to get that warning screen. So this is the big takeaway is the students really need to pause at this warning screen to decide, am I ready to move forward or do I need to look back at the item set or passage set that I just did or for ELA, the writing prompt that I just wrote. So again, they will see that warning screen before they come to that end of session or end of test screen. But once they get to that screen, they can't go backwards, so they can only submit.

All right, so then looking at the math grade 3 through 8, that last End of Session screen. So again, it's only two sessions. So, they will see a screen like this. And once they get to this screen, again, the only option is for them to click submit final answers, which will submit their test. And just a reminder that for math grades 3 through 8, they will not see that warning screen before they get to here because again, they haven't seen that screen throughout this whole test because it's the item adaptive version. So, if they didn't see that warning screen, that is by design.

I do see some questions in the chat. I think it's going to be great to get through all of the section and then I'll pause after this section and we can take some questions there.

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Julie DiBona, Cognia 18:47

And Lauren, I'll do my best to respond to some as replying to.

Note: Skips some transcription while the PowerPoint is brought back up on screen.

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Lauren Copp | Cognia 20:47

So this picture is an example of the End of Session review screen for fixed accommodated forms. So everything we just covered was for the adaptive forms. Now we're going to look at the fixed accommodated forms.

So at this screen, the students are still able to click back into previous questions within the session. So, it's a little small here on screen, but as it says, unanswered questions are marked with a dot. So they could see if there was a question that they need to go back to, or if they just wanted to look back, they can. So at this screen, they can click any of the questions and navigate back to any previous questions and then come back to the review screen.

And then reminder for the fixed accommodated forms, students are not going to see that exclamation point warning for any of the forms because again, they can navigate freely on the fixed forms.

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Now, once the student clicks submit on that review screen that we just saw, this screen will come up in front of them, which is the section exit warning. So, the purpose of this screen is to communicate to the student that once they leave this section, they will not be able to return to this session.

So it asks if they are sure they want to leave. So if the student clicks no, or if they click yes, they can move on to the next session start screen or to the submit final answer screen, depending on which session they're completing. If they click no, it's just going to bring them back to that session review screen where they can navigate back to previous questions. So that's kind of the fail-safe here is they click submit and it's saying, are you sure you want to leave? If they click yes, they move forward and now they can't go back. Or they click no and they can go back to previous questions if they want. And then again, students taking

the CAT adaptive form are not going to see this section exit warning screen. This screen is only for fixed accommodated forms.

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All right, the end of test or last session screen, again, we're on the fixed accommodated forms. This picture is an example of the End of Session screen for ELA or science because those two have three sessions. Math would have two. And again, at this screen, the student is still able to navigate back to previous questions.

And then once they click submit final answers, following that same cadence, a pop-up will appear. But since it's the last session, it's the test submit warning. So the purpose of this screen is to ask the student if they are sure that they want to submit their final answers and lets them know that they will not be able to return to the test.

If they select no, cancel, they're going to go back to that end of session review screen where they can click back into questions if they need to. But if they click yes, submit final answers, then they're going to submit the test and they can no longer navigate back. So that is the fail safe here.

So all of this to say that these warning signs haven't changed. These are the same warning signs that we've seen the last three administrations and now four. But if you think that your student is taking one of these tests and you think they're supposed to see a screen that they didn't see and you're certain, please reach out to the Service Center anytime you have a question like that. The safest bet is to just close out of the test until maybe it's clicked too far. Because we do investigate all of any inquiries that we get, especially where it says, you know, the student said that their test submitted by itself or they didn't click forward. We're able to have Pearson look at logs and they can see on the backend the student activity. So, we always want to check those out and we can only investigate ones that come sent to us. So, reach out to the Service Center anytime you have a question or if you're confused because we

do look into each and every one of those tickets and it's helpful to track as we look into those.

All right, so I will open up my chat box here.

Julie DiBona, Cognia 25:33

Yeah, I think we've got some great recommendations for things to consider for future enhancements. So, thank you for those as well.

Lauren, I wanted to ask specific, just double check specifically on one question. Can you confirm that if a student did not have Text to Speech entered prior to the test and then it was added, do they have to do a full test reset to see the accommodation?

Lauren Copp | Cognia 25:45

They will, yes, because that setting that in ADAM is what makes that toolbar appear. So if you start, so we do see a lot of those test resets where students started testing with the wrong accommodation or without accommodation. So, we would have to reset. So, the earlier you can identify that and stop the test and let us know we have to reset the better. But of course, we understand there's a lot of folks you're managing. But that is true.

Danielle Drogalis - FWSU 26:27

I'd like to jump in there because that's how I assumed it would happen. And that's what I was told. But interestingly enough because some of these kids, it just made more sense that they just continue. They agreed that they would just continue without it. But when I turned it on in between their sessions, it worked.

So we had students report that it did work for them, which wasn't as I had anticipated it would go. So I just wanted to reflect that back.

Lauren Copp | Cognia 26:45

Oh! And, and it was in between sessions, itself?

Danielle Drogalis - FWSU 27:04

Yeah. Well, because, and I know that the last office hours addressed this, but I feel like, and I, we do appreciate everything you guys are doing, but when we got the designated support versus accommodation for text-to-speech ELA. I know it was printed in manuals in a couple different places, but I really didn't know about it and that I had to click both buttons. I thought I would confuse the system if I clicked both buttons. And I would argue perhaps other people, it wasn't.

I just wish it was a blasted communication. Hey, when you put in these accommodations this year, you need to check two boxes. So, I didn't address that last time, but since we're talking about it here, that would have been really helpful because I feel responsible for affecting 13 students that day because I had no idea.

Lauren Copp | Cognia 27:45

Yeah, that's good feedback. And I think any big, big changes like that, we can certainly do mass communications. And I will note we did put the language in the actual screen where you have to click the button and had a prompt that comes up.

Danielle Drogalis - FWSU 28:01

Yeah, and I can own when I didn't read it, it was a lot of text, and I felt confident that I knew what I was doing. And so, yeah.

Lauren Copp | Cognia 28:06

Yeah, I'm guilty of that myself, so I understand.
Yeah, but thank you. It is helpful feedback.

Julie DiBona, Cognia 28:15

As we wrap up warning screens, I know this is, it's a lot to take in the different screens for those of you managing all of this, right? Because there's different screens for different things. Students fortunately just see

what they need, which is helpful. But before we move on, are there any questions specific to the warning screens? I know we've got some recommendations to not have as many at the End of Session 3 where it's just that one item and how that can be treated. So I've noted that as well.

Danielle Drogalis - FWSU 28:44

I'm trying to raise my hand, but I can't tell that it turned on.

Julie DiBona, Cognia 28:45

Hard to see whose hand is up. Sorry, I can't see everybody's names. I see it coming up, but I can't see the name. Go ahead, Danielle.

Danielle Drogalis - FWSU 28:48

It's Danielle again. Yeah. I, in a separate conversation I had with Renaissance earlier, they told me from their prior experience in the classroom that when they use secure browser in their school to launch STAR, and it was a touch screen, that when a kid is swiping, if they go a little bit diagonal, it tells the device we're advancing to the next screen. And so they encouraged me to bring that to your attention because the way Renaissance fixed it was to impact the coding of the secure browser. It doesn't sound like it's something we could manage in the settings of our devices, but the secure browser, at least in another company, was able to manage that. So, because I think that's why some of our kids felt like, I was just scrolling through the passage and all of a sudden I was on the submit screen. And the moment you have an angle in that swipe, you're telling the device to go forward. And so my product enhancement, if what I'm saying has any merit, because I don't know what I'm saying, right, but perhaps, if there is something in the secure browser that turns off that swipe screen forward feature in a touchscreen device. That would really help. I'm pretty confident, at least for our district, we're going to have a trending in the wrong direction for writing prompts that aren't scored, and I predict the state is going to see more

writing prompts not scored compared to the declining trend we were part of.

And I feel like removing the restriction of navigation for ELA session 3 will take care of part of it. And if we're unwilling to move that warning sign and restriction of navigation, I think we need to look at the secure browser to eliminate the functionality of touchscreen devices to swipe ahead.

Julie DiBona, Cognia 30:34

I think that's an excellent point, Danielle. Please know we do take them all really seriously. We can't always implement them all, and I can't make promises, but I think that's a really valid point, and I do have that noted.

Lauren Copp | Cognia 30:48

And especially, especially now that session is the writing prompts in its own session too, so it's a very great point.

Danielle Drogalis - FWSU 30:53

Yeah, I know I don't see a risk of security there. Thank you.

Lauren Copp | Cognia 30:59

Thank you.

Julie DiBona, Cognia 30:59

Great. Other questions on warning screens?

Julie DiBona, Cognia 31:05

Noting as well, we see the request to just reset session three. That is something we are already investigating.

Lauren Copp | Cognia 31:11

We are crossing our fingers and working on it.

Julie DiBona, Cognia 31:16

All right, so let's move forward.

Danielle Drogalis - FWSU 31:17

Can I add one more thing?. Well, going back to, I appreciate the effort to try to communicate about fixed form and CAT relative to science. And I had put out a communication that was strongly worded about how that's not equitable, right? And one of the things the slides don't address is just from a logistical standpoint, once you have a student who needs the accommodation of a translated assessment because they're in the MLL demographic and they're a 5th, 8th, or 11th grader, and now they have three sessions of science and no longer two, they no longer fit in the classroom. Because it requires a whole different environment and it's isolating. So, there's a cost-benefit to, I can give you this accommodation at the expense of you being part of the group. And so that's really one of the equity drivers there that I still feel like there's work to be done and resources to be invested in improving the equitable access for our students who need translations.

Julie DiBona, Cognia 32:31

Yeah, thanks, Danielle. It's a good point.

Danielle Drogalis - FWSU 32:33

You bet. I'll be done now.

Julie DiBona, Cognia 32:35

You're fine. Please don't be done. Come off mute when you need to. Eric, to address the question, I know Lauren did in the chat, can we make a change mid-administration? We cannot for several reasons, but first and foremost, implementing major code change to the testing platform in the middle of administration is extremely risky. And we try really hard to never do that.

Lauren Copp | Cognia 33:00

And the bigger piece of it is, it's still being, it's still being worked on in development, so that's, but as Julie said, if it was, it would be too risky to do mid-administration.

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Julie DiBona, Cognia 33:13

All right, so let's go ahead and talk a little bit more about manuals. I think we covered a lot of what we're hearing in the warning screen, but wanted to also make note that there are so many different ways that we can structure manuals.

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Some states organize them by content, some organize them by form.

When we

first put together the TAMs here in Vermont, the decision was made collectively to organize them by test mode, whether that's computer or paper, and then by session, with the CBT session, including adaptive and fixed form instructions. Agreed, it may not be the best way to do it. I think everyone can argue pros and cons of all the different ways. But the most important thing is making sure we have the information clearly in there for you. The way it is set up now, each set of session direction starts with the general information and then script for the various forms.

As we think about looking through our lens of continuous improvement, which we do every year, this doesn't have to be how it's done next year. We've heard your feedback and really would like to consider continue taking that in.

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One thing we want to make sure we're doing, kind of in our off season, is involving you all in that conversation. That may be in the form of surveys or focus groups where we pull folks together and say, what makes more sense? How can we organize this in a way that best serves you moving forward? So not wanting, as we've said already, to make drastic changes to the manual in the middle of the administration, but wanting to make sure that we're doing, that we're providing information to you in a way that makes the most sense. So much more to come there on manuals.

Taking a pause just to read the comment that just went in the chat. Sorry, Melissa, I'm trying to read carefully so I can respond to you. So give me just a minute.

Yeah, in looking at this too, Melissa, first of all, I want to confirm that anytime there's been an issue that you've contacted the service desk to make sure we have a record of that, I can do a full investigation.

Melissa Strong 35:36

Yes, we have.

Julie DiBona, Cognia 35:39

Great. And it's not to say that it's not frustrating and your students are not exhausted. Absolutely understood with everything that you're putting in here. Yep, absolutely agreed.

Melissa Strong 35:45

Right. Yeah, and I'm sorry it's so long. I'm trying to take feedback from my IT director and my superintendent and just make sure I get everybody's concerns out there.

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Julie DiBona, Cognia 35:51

No, you're good. Yeah, and you know, we've got we're keeping copies of everything in the chat too, but your points there are well made and lead

us kind of nicely into the next section of taking a look at technical concerns, because we know that there have been some issues with things, mostly like you're putting in the chat, with the accidental submissions, with things that are going on in the platform. So, I wanted to first start looking at a technical session by giving you the big picture of what it looks like from the service desk perspective right now because it's extremely frustrating when you're dealing with it in your school. And, also wanted to give you the vision of kind of statewide what we're seeing. All the data we're looking at today is from last Friday afternoon, because that was when I had time to really look and analyze. So, there may be a few more things since then, but we should be relatively close to on par.

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As of that time, we have had 501 support requests from the start of testing through Friday, which is very typical for an administration and on line with what we've seen in the past. As we looked at those, student roster changes and test resets were the most common reason that schools were needing help. And those test resets are primarily driven by the accidental submission that we've been chatting a little bit today, and we'll go into more detail.

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So really big picture as of last night, there are about 95, almost 96,000 tests scheduled in Vermont. Almost 50,000 of those have been submitted and another 17,000 started. And you can see approximate completion rates based on expected tests for ELA, math and science there. There's a lot of testing that you guys have been doing. Nice job! Those are some pretty big numbers.

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Starting with kind of that big picture, then wanted to just give you, and I know this text is really small, it's hard to fit everything you want on one screen. Wanted to kind of give you the big picture of what we're seeing in those tickets, starting with student enrollment and transfer and those test resets you can see at the top. And then you've got kind of the different categories of questions there with how many tickets have come in and what they are related to.

Right, so thinking about those tickets in relation to the big picture of tests; it's not a large percentage. Again, not minimizing the frustration when you are the one submitting that ticket, but giving that global big picture view. Taking those total number of tickets and thinking specifically about the platform.

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The next screen will kind of show you some of the platform questions that have come in around error codes, as were mentioned there in the chat as well, proctor dashboard, things freezing. So you can see the tickets that are coming in there as well.

Anytime these tickets come in just for your understanding of process, they come into the service desk. They're then evaluated by the team there. In some cases, that team can handle it really quickly. In some cases, we escalate those up to Pearson, so Stephanie and her team can really dig in. And that's when you'll get all the questions about your computer system and all sorts of things so that we can really look at click history and all of the things going on in the background to identify what it is that's going on.

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So the biggest thing we're hearing and we've talked about today is that accidental submission. And this is mainly impacting that ELA session 3 writing prompt that we're seeing, where students are clicking through the

session before completing their writing. Now, before I proceed, Danielle, your note about the accidental swipe to move forward is something I had not thought about in putting these together. So I really appreciate that lens into this.

Lauren Copp | Cognia 39:51

I would second that as well before we dive in.

Julie DiBona, Cognia 39:52

Yeah, this is really written to students who are clicking, not students who are submitting. So anytime you think that you're not being heard, please know that you are, because I would redesign this slide right now, or these next slides.

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But if we're talking about our students that are clicking using a mouse or a mouse pad, wanted to just take a moment to share kind of what it means to accidentally submit. We've got the writing prompt. On the CAT form, the adaptive form, there is a requirement, as you know, that students must answer a question before they proceed. So, before a student can move past the writing prompt, they have to at least hit a key on the keyboard and enter something. If they try to submit without doing that, they get that attention warning that you see there, that they have to answer the question.

Once they click to proceed through that, they're going to get that warning screen that says, are you sure? Once you click next, you can't go back. They can still go back at this point. And then finally, they will, if they click the forward screen from there, they get to the end of session three. To the point earlier, maybe this is too much. And now I'm really curious to go back, Stephanie, we might be able to do some data mining and see, of the ones that we've received, do we know how many of those are touchscreen versus click? Because that would be an interesting research project.

Stephanie Ada 41:10

OK.

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Julie DiBona, Cognia 41:10

But that's what students are seeing when they click through in the CAT form. In the fixed form, it's very similar with one less check because there isn't that requirement to put something. Students can navigate freely back and forth. So, a student *could* not enter anything, press next or proceed, and then they'll see that End of Session 3 screen, where they can then navigate back to the item. If they, from there, select submit final answers, they're going to get to that test submit warning, where they can still go back one more time if they want to before they submit their final answers. So just wanted to give you that visual of what the students are seeing when they accidentally submit something.

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What can we do proactively? This is a lot with reminding students during that session. You've got those instructions that are in the TAM. You are welcome to repeat those during Session Three to remind folks that they have to finish before they move on.

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Looking at the next screen, what are we doing right now? We have reviewed all of the forms to make sure that functionality is expected. And also working closely with Stephanie and the team at Pearson to investigate all of this, to investigate the tickets that come in saying that students are really being directed to that submit screen.

At this time, all of those reports have shown that it's as expected the student clicked through or swiped through. But also want you to know

that, want to reiterate that if you experience any unexpected behavior, contact the Service Desk. That is what we're here for.

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And then as we've talked about today, really thinking about the future, your feedback is really important. We're gathering all of that, evaluating those enhancements. We're going to look at those progress screens to make sure they're being effective, or if they're too much and see what that looks like. And again, review those potential platform enhancements.

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And my final technical note was creating a graphic. Just to remind folks, if anything goes wrong, please contact us because if we don't know what's happening, we can help you fix it. And we'd really like to reduce the frustration for you as much as we can.

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On that note, Lauren, is there anything in the chat that we want to call out? Because I wasn't watching when I was talking.

Lauren Copp | Cogna 43:30

I did, Walter did make a good note about how the number of tickets made, especially when it comes to test resets, might not be accurate because some people will send in a ticket with like 6 students that need their test reset. So I just let him know that we do keep, program management keeps a tracker. I'm actually the one resetting the test. So that ticket gets escalated to me. I read the cause. And then, you know, we have pre-approved cases, which all of them so far this year have fallen into where it's they've clicked ahead, they've skipped through. And so if there's six students on a ticket, we have a tracker where we're listing out each and every student the tests that

was reassigned, whether it was ELA grade 3, grade 4, if it was science, the reason why. So that way we can look at trends at the end of the year. And then that tracker is available to AOE. And then I see, "I would just add that currently we didn't feel that's the best option to make all the students retake the exam. I would imagine our district is not unique in that approach. So the total number that should be reset would still have a caveat from my perspective."

Yeah, and absolutely. We're not privy to know who doesn't reach out to have a test reset and decides to just leave it as is. But again, if that would be helpful feedback, you could, we have had some people send in tickets talking about that a test was skipped ahead or the student submitted on accident, and then the agent will reach out and say, you know, we're so sorry, or we'll have Pearson make sure that the functionality worked for that test. And then we ultimately ask, would you like that student's test reset?

And sometimes, they'll come back and say they don't want it reset. Most of the time, the people that reach out do want to reset. But I would encourage you, if you do have a group of students where their test might be reset, but you decided to not go that way, it could still be helpful feedback to provide to us just for tracking purposes. So yeah, I would definitely agree with that, Walter.

And then Danielle did notice, she had noted that. One student was on a warning screen and the system only allowed them to go forward. They couldn't go back and it was for the ELA session three. So I just asked what grade it was because that would be something we would definitely want to look into.

Danielle just thought it was in middle school. Okay, well I can take a look at grades 6 through 8, and just double check. I have checked most of these tests now. As you can imagine, I have to go through test now just like the students and click through all the answers, so it does take a

minute to confirm, but I can follow up with you, Danielle, on that. I'll check out grades 6 through 8 for ELA.

Danielle Drogalis - FWSU 46:37

Thank you so much.

Lauren Copp | Cognia 46:38

Yeah, no problem.

Danielle Drogalis - FWSU 46:41

A lot happened in the chat. Do you have my 2:45 one?

I have some school coordinators hoping there could be a fix and the kids wouldn't actually have to submit their unfinished writing prompt. And so, they haven't submitted. They just had them log out. But am I hearing there's no fix coming? I should just tell them to log in to submit.

Lauren Copp | Cognia 47:07

Do you know if they're CAT forms or fixed forms?

Danielle Drogalis - FWSU 47:10

We prioritize CAT everywhere except where we can't, which is translations.

Lauren Copp | Cognia 47:16

Yeah, if they're already past the point.

So they've already clicked forward past that, they're at the submit button. Yeah, unfortunately, yeah, we can't, we don't have a fix yet. And Pearson is working on it. It's not that they have it. And you know, we're, like we said, it's always risky to roll something out in administration, but they're also still working on it. So, it's not even finalized.

But we do hear you and we do hear you and we think, you know, hopefully it will be finalized for next year. And even if it's not, you know,

as we talked about, there might be other creative solutions like getting rid of the constraint on session 3 for ELA.

Danielle Drogalis - FWSU 47:57

Okay, that sounds good. They were just being extra hopeful, but I want clear completion counts. So, I got what I needed to tell them that I need them to submit. Thank you.

Lauren Copp | Cognia 48:09

Yeah, thank you.

Alright, if we missed anything else.

Julie DiBona, Cognia 48:15

I'm taking a pause if folks want to come off mute and ask any other questions.

If not, Amanda or Heidi Jo or Mabika will turn it back over to you.

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Bartlett, Heidi Jo 48:31

Hello? All right. Yeah, sorry. There were storms that went through here and it just threw off the internet for like a minute. And so, anyways, technology.

Julie DiBona, Cognia 48:47

Grand.

Bartlett, Heidi Jo 48:48

Yes. And so just a couple of announcements. We sent out a message to the listserv yesterday, just saying like, hey, reminder that there's a meeting like this meeting that we're having. If you know of anybody that you work with or, you know, that you have communications with that would like to be added to that listserv, you can click there and add that person or you can email our general AOE mailbox email address, and if you give us the person's name and their email and we can add them as

well to that. We don't send out very many updates and announcements, but occasionally we do.
And then our last....

Mabika, Goma 49:28

Have we responded to Melissa's question? I don't know if she had had a response.

Bartlett, Heidi Jo 49:36

I'm sorry, when was that, Mabika?

Mabika, Goma 49:39

I know, I was just going back to the question, but there was a question from Melissa Strong. I'm not sure if she was, she received an answer for that.

Bartlett, Heidi Jo 49:49

What time was that at? Sorry.

Mabika, Goma 49:52

2:33, no, 2:36, yeah.

Bartlett, Heidi Jo 49:59

I think that's when mine glitched and so I don't know. Oh, oh, there I see it, Melissa.

Julie DiBona, Cognia 50:08

I know we did address it and most of you had an opportunity to talk as we talked about your frustration being really valid. I think there's a question there at the end that the AOE and Cognia will have to take back to around considering a possibility of reopening or resetting things in the future.

Melissa Strong 50:27

Yeah, and there was that question. There was a question about if there's a bug within Google that's affecting the testing platform. If this is a known issue, then how come it wasn't widely communicated?

Julie DiBona, Cognia 50:54

Sorry, Melissa, I think we paused to read. Let me take that back and we'll get back to you. I'm not sure the specific bug that's referencing just reading this, so I want to circle back with this.

Lauren Copp | Cognia 51:03

Yeah.

Melissa Strong 51:03

Okay, that came from Pearson Tech Support just this afternoon. They were told that a lot of our issues are because of a Google bug. That's all we were able to get. So, if that's the case, then it probably should have been more widely communicated, and I feel like that should probably be taken into consideration when talking about the validity of the test results.

Stephanie Ada 51:28

Alright, I'll take that back as well.

Melissa Strong 51:30

Thank you.

Lauren Copp | Cognia 51:32

And Stephanie, I did see a question about if there was a word count limit for grade 7 writing prompt. I don't know if you know that offhand. If not, can we look into that to see?

Stephanie Ada 51:45

Yeah, I know if there's not a limit set at the item level, I think the standard is 10,000 characters in TestNav, unless we opt to change that,

but I know that it's probably the same limit as there was last year in TestNav, so I can confirm.

Lauren Copp | Cognia 52:04

Okay.

Bartlett, Heidi Jo 52:21

I think that covers the questions that have been asked in the chat. Just looking ahead, we're going to have our last office hour in two weeks. And in the meantime, we have our email address and then the email address of the Vermont Service Center and for the MSAA questions that you might have as well.

We really do thank you for attending today and asking questions. And if any issues come up, please do reach out to the service center site because if we don't know that something's happening, then we can't do anything to see if we can do anything to fix it. So again, thank you all for joining us and again, reach out if future questions come up.

Lauren Copp | Cognia 53:06

Thank you all. Bye bye.