

GCCSA Policy for Guidelines for Preparing and Administering SAS

For all GCCSA Staff that will be preparing, administering, and proctoring the Statewide Assessment System (SAS). Online training 'Test Administration', practice site, and other important information can be found at <https://nh.portal.cambiumast.com/index.html>. 'Test Administration' training must be completed in advance of preparing, administering, and proctoring the SAS. For further information, the online NH DOE Test Administrator Manual is available at https://nh.portal.cambiumast.com/-/media/project/client-portals/new-hampshire/pdf/nh_test-administration-manual_23-24.pdf

Preparing for and administering the SAS

Preparing for and administering the SAS test are critical steps for all GCCSA staff to ensure that students have the appropriate environment, accommodations, and access to testing. The following steps ensure that students' results are valid and fair: ensuring test security, preparing the testing environment, access to testing materials, and destruction of test materials.

Ensuring Test Security

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results. All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

Students must be actively monitored and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, iPods, cameras, and electronic translation devices.

Students must only have access to and use of those allowable resources identified by the NHED that are permitted for each specific test (or portion of a test.)

Staff cannot assist students with test questions or provide help in answering. Staff should encourage students to try their best and to encourage students that are distracted to return to test taking. Students are able to take breaks as needed and appropriate for up to 15 minutes, tests can be paused for 20 minutes or less.

Preparing the Testing Environment

The testing environment should be prepared so that students are able to complete their testing without disturbance or distraction. Students should have the ability to work without interference and should not have access to any materials that would provide answers to test questions.

Instructional materials: All instructional materials must be covered, including but not limited to information that might assist students in answering questions. These materials may not be displayed on bulletin boards, chalkboards, or dry-erase boards, or on any type of charts.

Seating: Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions.

Signage: If helpful, place a "TESTING–DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.

Quiet Environment: Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.

Use of Phones and Electronic Devices Policy: Students are not allowed to use, wear, or access any electronic devices during testing, including while on breaks during an active testing session. All student electronic devices should be collected upon entering the testing room. Devices should be powered off and stored away from the students.

Access to testing materials

Testing materials must remain secure and only be accessed by authorized staff to protect the validity of students' results. The following procedures must be followed to ensure that testing materials are secure and accessible for all students.

Access to assessments: Only students who are testing can view testing items. Non-authorized individuals (including students who are not testing and unauthorized staff) must not be in the room when testing is being administered. No staff shall actively review or analyze testing items.

Test Security: No form of answer key may be developed for testing items.

Student Interface: SAS testing must only be accessed through the Student Interface via a secure browser. Students may not log into another student's account or have access to other students' login credentials.

SAS Portal: Only authorized staff may log into the Test Administrator Interface with an authorized account. Staff must use their own name and password.

Access to responses and testing materials: No staff are permitted to review, retain, discuss, copy, record, or analyze student responses, testing materials, writing prompts, reading passages, etc. from the testing interface or students' notes on scratch paper. All printed materials must be kept in a securely locked room or cabinet that can be accessed only by authorized staff.

Destruction of Testing Materials Following Testing

To protect the security of the SAS proper destruction of testing materials must occur following each testing session. All Printed test items and materials and scratch paper must be collected by proctoring staff, inventoried at the end of each testing session by Business Operations Manager, and then immediately destroyed by the Business Operations Manager.

Steps for Administering SAS Test

1. Teacher/Proctor (TA) must create a test session no more than 30 minutes before the testing session.
 - a. The TE/TA accesses the TA Interface via the link at <https://nh.portal.cambiumast.com/teachers.html>. Select the Test Administration card. The TE/TA then enters his or her email address and password and clicks the Secure Login to log in to the TA Interface.
 - b. When a TE/TA logs in to the TA Interface, the Test Selection window opens automatically. To create a test session, select the particular test(s), grades, and content area to be administered in the test session.
 - c. After clicking on the assessment(s) to be administered during the test session, the TE/TA clicks on the [Start Live Session] button to begin the test session. For interim/modular assessments, be sure to select a test reason prior to starting the session. Once the session is started, the session ID that students use to join that test session is generated.
 - d. The system-generated session ID appears in the top-right corner of the screen. The TE/TA may also write the test session ID in a place where students can see it. Make sure students know that the test session ID must be entered exactly as it is written without extra spaces or characters. The TE/TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.
2. Ensure that all students have successfully entered their information.
 - a. The TE/TA should ensure that students use their legal first names, as they appear in TIDE, not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TE/TA can look up the correct information using the Student Lookup function on the TA Interface or TIDE. TEs/TAs may assist students with logging in if necessary.
 - b. Inform students of the test session in which they are participating. SAY: On the next screen, select the [INSERT NAME OF TEST (e.g., Summative ELA Grade 3)], and then click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.
3. After students have selected a test, the TE/TA verifies that each student selected the appropriate test before approving that student for testing. It is very important that the TE/TA pays close attention to the test name prior to approval to be sure it is the correct test to be administered at that time. On the TA Interface, the TE/TA will complete the following steps:
 - a. A new window opens that shows a list of students. The TE/TA should review the list to ensure that students are taking the correct test.
 - i. If a student selected a test other than the one the TE/TA plans to administer to that student that day (for example, a student selected mathematics instead of ELA), the TE/TA must deny the test session. You can deny a student by selecting [X]. The student may then log in again and select the correct test.
 - b. The TE/TA should also review the test settings assigned to each student to ensure that the settings are correct. To check a student's test settings and accommodations, click for that student. The student's information will appear.
 - i. If a student's settings are incorrect, do not approve that student to begin testing. The TE/TA will need to work directly with a SC or DC to correct the test settings in TIDE before approving the student to begin testing.

(Reminder: It may take up to 24 hours for changes to appear in the TA Interface.) Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later. Please see the TIDE User Guide for additional information on correcting student test settings.

- ii. When the correct test is selected and test settings are verified, the TE/TA clicks [] or [Approve All Students].

4. Monitor Student Progress

- a. **Monitoring Test Selection:** It is very important that TEs/TAs monitor student progress throughout the test session. This includes verifying that students are participating in the summative test, interim test or benchmark module in the appropriate content area (ELA, Mathematics, or Science). The TE/TA monitors the test each student is taking by referring to the Students in Your Test Session table in the TA Interface. In the event a student is taking an incorrect test, the TE/TA can pause the student's test. The TE/TA should then instruct the student to log out and log in again to select the correct test. In the event that a student starts a test unintentionally (for example, selected an interim assessment instead of a summative assessment, or selected mathematics instead of ELA), the test's expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in 30 days the SC or DC will need to submit an appeal via TIDE to reopen the test.
 - b. Once students have started their tests, the TE/TA should circulate through the room to ensure that all conditions of test security are maintained. If the TE/TA witnesses or suspects the possibility of a test security incident, the SC and DC should be contacted immediately in accordance with the security guidance provided in this manual. The TE/TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let the TE/TA see how many items have been delivered to each student (e.g., question 24/40). While the TA Interface is designed to automatically refresh every 20 seconds, the TE/TA can refresh it manually at any time by clicking the [refresh] button at the top right of the screen. As a security measure, TEs/TAs are automatically logged out of the TA Interface after 30 minutes of TE/TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TE/TA will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the TE/TA should give the students the new session ID so that they can log in and resume testing.
- #### 5. End the Test Session and Log Out of the Test Administrator Site
- a. When there are approximately 10 minutes left in the test session, read the following to the students: This test session is almost over. Please review any completed or marked items now. However, do not click submit unless you are completely finished with your test.
 - b. After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test. After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should click the number of the question they wish to review and then click [SUBMIT TEST] after they finish reviewing.
 - c. Once a student clicks [SUBMIT TEST], the student will not be able to review answers. The TE/TA should click [STOP] in the TA Interface to end the test

session and pause any student test in the session that is still in progress. When finished, the TE/TA can log out of the TA Interface by clicking the [Logout] button at the top right. The TE/TA should also collect any scratch paper and/or graph paper.

6. Testing Over Multiples Sessions or Days
 - a. For some tests, students may best be served by sequential, uninterrupted time that may exceed the time in a student’s schedule. If the TE/TA intends to administer the test over the course of multiple days for a student or group of students, TEs/TAs may ask students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing freely through the test. In those cases, the TE/TA should give the students clear directions on when to pause. For example, TEs/TAs may designate a certain amount of time for testing. This guidance may be written in a place that students can easily see. Students will receive a notification when they reach the end of the section. When testing is resumed on a subsequent day, the TE/TA will need to start a new test session and provide a new session ID.
7. Reporting Testing Improprieties, Irregularities, and Breaches
 - a. Throughout testing, ensure that all test security incidents were reported in accordance with state and district policies (See Section I.II Ensuring Test Security). Any breaches in test security must be reported immediately to your SC and DC who will contact the New Hampshire Department of Education (NHED).

Test Improprieties, Irregularities, and Breaches

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the security of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. There are times when these situations may even require a retest of an individual or a group of students. Any breaches in test security must be reported immediately to your SC and DC who will contact the NHED. It is important for TEs/TAs to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See Section Security of the Test Environment for more detail.

| Type | Definition |
|---------------------|---|
| Breach | A test security incident that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. A breach incident must be reported to the DC immediately and entered in TIDE (should an appeal be required). Breaches require immediate attention and escalation to the state. Any breaches in test security must be reported immediately to your SC and DC who will contact the NHED. |
| Irregularity | A test security incident that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected by the district/school and submitted in the online appeals system for resolution, if necessary. An irregularity must be reported to the SC and DC immediately and entered into the appeals module of TIDE (should an appeal be required). |
| Impropriety | A test security incident that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. An impropriety should be reported to the DC and SC immediately and entered into the appeals module of TIDE (should an appeal be required). |

GCCSA Policy for Guidelines for Accessibility Features for SAS Testing

GCCSA staff should familiarize themselves with the available tools and features of the SAS Test as well as accessibility and accommodations as listed below.

IEP and 504 Accommodations

IEP and 504 accommodations (such as separate testing, read aloud, etc.) should be followed as outlined in each student's legal documentation. For questions regarding accommodations, staff should communicate with GCCSA administrators.

Paper Copies of Test Materials: For those students whose Individualized Education Program (IEP) or 504 Plan indicates a need for a paper copy of passages and/or items, permission for the students to receive the print-on-request non-embedded accommodation must be approved by the NHED. The NHED will set this accommodation in TIDE upon approval, prior to testing. Refer to the New Hampshire SAS Accommodations Quick Guide for information about requesting the print-on-request accommodation. Print requests must be approved and processed by the TE/TA in the TA Interface during test administration. The decision to allow students to use print-on-request must be made on an individual student basis and is available only for students with an IEP or 504 Plan. Please note that this function cannot be used to create a printed test booklet as the test is adaptive and students will need to answer one question before moving to the next. Once a student is approved to have the print-on-request accommodation, that student may send a print request to the TE/TA during testing by clicking the print icon on the screen. Before the TE/TA approves the student's request to print a test item/stimulus, the TE/TA must ensure that the printer is on and is monitored by properly trained staff. This request needs to be made for each individual item.

Read Aloud Protocol:

1. When using a test reader, the assessment should be taken in a separate setting so as not to disturb the other students taking the assessment.
2. Read each question exactly as written in a clear voice.
3. Read in a neutral tone and maintain neutral facial expressions.
4. Avoid gesturing, head movements, verbal or non-verbal emphasis on words that have not been emphasized in the text of the assessment.
5. Do not discuss the text with the student. You may repeat the item or words verbatim as needed.
6. Do not paraphrase, interpret, define or translate any items or words.
7. Adjust your reading speed and volume as requested by the student.
8. Read the passage in its entirety as punctuated. Do not verbalize punctuation marks.
9. The reader may re-read any part of the passage that the student asks to be re-read as many times as requested.
10. When words are printed in boldface, italics, or capital letters, make sure the student knows it. Emphasis is appropriate when italics, underlining, or bold is used in the prompt or question. However, test readers should use caution as not to emphasize words not already emphasized in print.
11. Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material.
12. Read all text as punctuated.

Computer Adaptive Test Pause Rule Scenarios If the test is paused for less than 20 minutes, the student can return to previous test pages and change the response to any item he or she has already answered within a segment. If the test is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page. Example: A page contains items 9–11 and a student answer all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11. A student who is taking the writing test may continue working on their answer even if the test has been paused for more than 20 minutes.

Preparation for Testing

Practice Test: Verify that students are provided the opportunity to practice on the Training Test and Practice Test prior to testing. It is highly recommended that ALL students be provided the opportunity to practice on the Training Test and Practice Test prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.

Familiarity with Testing Tools: Verify that students are familiar with all item types that may appear on the online tests. It is highly recommended that ALL students be provided with the opportunity to view the Item Type Tutorials on the New Hampshire Statewide Assessment System Portal (<https://nh.portal.cambiumast.com/resources/general-information/item-type-tutorials>).

Secure Web Browser: Ensure the secure browser is available on each device to be used for testing. The secure browser is required for testing. Consult the Quick Guide for Setting up Your Online Technology for more information.

Student demographic and school information: Verify student demographic information and test settings. Each student must be correctly assigned to his or her district, school, and grade in TIDE. District personnel will not be able to add or delete students or make changes to student demographic information directly in TIDE. All changes to enrollment status (this includes students who move during testing) and student demographic information must be made in the i4See system. In addition to the correct school and grade, SCs and TEs/TAs should verify that all students have accurate test settings in TIDE, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing. The test settings are uploaded by the districts in TIDE (refer to the TIDE User Guide). DCs, and SCs can add, delete, or change embedded and non-embedded designated supports and accommodations in TIDE for students who require them. TEs/TAs may view student information; however, TEs/TAs cannot add, upload, or modify test settings in TIDE. Within the TA Interface, a TE/TA can change the default font size and turn off universal tools prior to the start of the test. Refer to the NH SAS Accommodations, Designated Supports and Universal Tools

Guide for guidance regarding turning off universal tools.

Student Identification and Login Information: Provide student with necessary login information (First Name, SSID, and Test Session ID). Students will log in to the test delivery system using their first name and SSID as they appear in TIDE. Students will also need the test session ID to log in to a test. This information must be provided to each student to complete the login process. The SSID and the student's first name may be printed and distributed to each student just prior to testing to help him or her type it into the computer accurately. For information on printing student test tickets with students' login information, consult the TIDE User Guide. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session. When a TE/TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to Section IV.I Test Session Administration that details creating the session ID.

Basic Online Testing Parameters

Test Segments: Within each test there may be segments. For example, some mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. A student may not return to a segment once it has been completed and submitted. Students must enter an answer for all test items on a page before going to the next page. Some pages contain multiple test items. Students may need to use the vertical scroll bar to view all items on a page. Students may mark test items for review and use the Questions drop-down list to return to those items within a segment.

Pause Rules: Students may pause their test at any time. Once a test has been paused, the student is required to log back in to the Student Interface. Once logged back in, the student will be presented with the page containing the item(s) he or she was working on when the test was paused (if the page contains at least one unanswered item) OR with the next page (if all items on the previous page were answered. If the test has been paused for more than twenty minutes, the student is NOT permitted to review or change any previously answered items, even if they were marked for review (with the exception of items on a page that contains at least one item that was not yet answered) The twenty-minute pause rule does NOT apply to the Writing test. Students may pause as long as necessary before returning to the test and continuing their writing. Any highlighted text will remain as long as the student logs back in to the test using the same operating system. Any notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused. In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Test Timeout (Due to Inactivity): As a security measure, students and the TE/TA are automatically logged out of the test after 20 minutes of inactivity. Activity is defined as selecting an answer or navigation option in the assessment (e.g., clicking [Next] or [Back] or using the Questions drop-down list to navigate to another item). Before the system logs the student out of the assessment, a warning message will be displayed on the screen. If the student does not click [Ok] within 30 seconds after this message appears, he or she will be logged out. Clicking [Ok] will restart the minute inactivity timer.

Test Expiration: A student's test remains active until the student completes and submits the test or until it expires after 30 calendar days after the student began the test, whichever occurs sooner. However, it is recommended that students complete the test within five days of starting each content area.

Required Testing Equipment:

- ELA: Headphones and scratch paper are required for all students.
- Mathematics: Headphones and scratch paper are required for all students. An embedded calculator and graph paper are required for grade 6 and higher.
- Science: Headphones and scratch paper are required for all students.

GCCSA Procedure for Maintaining Security of SAS Testing Materials and Locations

GCCSA staff will abide by the following steps to ensure that all SAS testing materials are maintained and secure throughout the duration of SAS testing. Questions pertaining to the following steps shall be directed to the administration team.

1. All GCCSA staff that will participate in SAS test administration and proctoring will complete all mandatory training, certifications, and review applicable policies and procedures prior to testing, to include the following:
 - a. Prior to testing all GCCSA staff who handle and have access to secure test materials must read and understand the *Testing Security Expectations* and sign the *Affirmation of Test Security*.
 - b. Prior to testing all GCCSA staff assigned a role for the SAS testing are expected to read and follow the test administration and security procedures provided by the NHDOE.
 - c. Online training *Test Administrator Certification Course*.
 - d. Attend the in-person PD training for SAS testing.
 - e. Read, understand and implement the *Use of Phones and Electronic Devices Policy*.
2. GCCSA staff (teachers, educational assistants, and support staff) will secure testing locations in accordance with the *GCCSA Policy for Guidelines for Preparing and Administering SAS* with attention to the following areas.
 - a. Instructional materials: All instructional materials must be covered, including but not limited to information that might assist students in answering questions. These materials may not be displayed on bulletin boards, chalkboards, or dry-erase boards, or on any type of charts.
 - b. Seating: Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions.
 - c. Signage: If helpful, place a "TESTING–DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
 - d. Quiet Environment: Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
3. GCCSA staff (teachers, educational assistants, and support staff) will follow the steps as outlined in the *GCCSA Policy for Guidelines for Preparing and Administering SAS: Steps for Administering SAS Test*.
4. GCCSA Administration will observe testing locations to ensure that the following requirements are met and will complete an observation checklist.
 - a. Test location.
 - b. Proctor Name.
 - c. Instructional materials are removed or covered.
 - d. Students are seated at appropriate spacings.
 - e. Students' work areas are clear of materials that are not needed for testing.
 - f. Proctors are actively monitoring students' progress by walking around the room during testing.
 - g. Assessment.
 - h. Date of observation.
 - i. Time of observation.

- j. Person completing checklist.
 - k. Signature.
5. Testing materials will be stored in a securely locked cabinet in the Front Office, keys will be held by the administration team. All testing materials will be distributed directly to the staff administering the SAS test directly before the testing session begins.
Non-authorized staff will not have access to locked testing materials at any time.
 6. Testing materials, including scratch paper and students' identifying information, will be collected and accounted for by the staff administering the SAS test directly following the close of each testing session and then returned to the administration team. The administration team will conduct proper destruction of testing materials following each testing session. All printed test items and materials and scratch paper must be collected and inventoried at the end of each testing session, and then immediately destroyed.
 7. For any instances of any of the following issues, GCCSA staff will communicate with administration for resolution.
 - a. For technical difficulties with logins, hardware, and SAS test tools report to GCCSA Technical Support.
 - b. For assistance with accommodations, re-opens, resets, invalidations, and reporting test incidents on the i4see system report to the Business Operations Manager.
 - c. For concerns regarding procedure and policy, testing incidents (irregularity, test security violation, etc.), support for test administrators/proctors report to the Director.

GCCSA Procedure for Providing Test Accommodations and Supports for Students

GCCSA staff will provide accommodations and supports for students as dictated in their Individualized Education Plans (IEPs), 504s, and Behavior Support Plans (BSPs). Ensuring that all accommodations and supports are tracked, and implemented, the following steps shall be followed.

1. The following GCCSA Administration Staff will confirm all accommodations and supports and compile a master list to be distributed to all teachers and staff that are administering and proctoring the SAS testing.
 - a. GCCSA Business Operations Manager will be responsible for testing accommodations and supports listed in applicable students' IEPs.
 - b. GCCSA Guidance Counselor will be responsible for testing accommodations and supports listed in applicable students' 504s.
 - c. GCCSA Dean of Students will be responsible for testing accommodations and supports listed in applicable BSPs.
2. All GCCSA staff who will be responsible for preparing for, administering, and proctoring the SAS testing will review and implement accommodations and supports. Questions regarding accommodations and supports should be directed to GCCSA administration team.
3. GCCSA Director and Business Operations Manager shall be responsible for tracking and ensuring that accommodations and supports are implemented appropriately.
4. GCCSA Business Operations Manager will be responsible for entering accommodations and designated supports into the TIDE system or other applicable portal.

Teacher/Proctor Activities

- 1. Review the Test Administration Manual (TAM).
- 2. Review the training modules and attend school or district training sessions.
- 3. Use the Training Test and/or Practice Test with students to familiarize them with navigation of the system and tools.
- 4. Perform an equipment needs check based on individual student requirements.
 - Work with the SC to identify students who will need specialized equipment for accommodations.

Note: Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.
- 5. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule.
 - Make sure your students' test administration schedule includes allowable breaks.
- 6. Confirm that you have received your TIDE login information. You will also use this username and password for any other CAI-provided systems.

Note: If you have not received this information, please check your spam/junk email folder to see if it was mistakenly routed there. If not, check with your SC.
- 7. Work with your SC to ensure that each student appears into TIDE.
- 8. Verify that student test settings have been uploaded into TIDE.
- 9. Confirm each student's test settings for designated supports and accommodations in TIDE against their IEP or other relevant documentation as appropriate.
- 10. Ensure that the correct secure browser has been downloaded to any computer(s) on which students will be testing.
- 11. Communicate to students the need for headsets in order to take the ELA Listening portions of the assessment.
 - a. Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing.
 - b. Also have extra headsets on hand for students who may forget to bring their headsets.
 - c. Send reminders several days before and the day prior to testing to ensure students remember to bring headsets.

Note: Administration of the ELA assessment will contain a listening portion. Students will need ear buds or headsets. Make sure your school has extras available for students who may need them on the day of testing.

GCCSA Policy for Guidelines on Testing Times and Durations

GCCSA staff should refer to the following chart for grade-appropriate testing times and durations. Times are estimates of test length for most students. The New Hampshire Statewide Assessment Systems assessments are designed as untimed tests; some students may need and should be afforded more time, and others may need less time than shown in this table. GCCSA staff should also follow any IEP and 504 accommodations for individual students.

Estimated Testing Times

| Content Area | Grades | Test Type | Total |
|---------------------------------|---------------|------------------|--------------------------|
| English Language Arts - Reading | 3-8 | Interim | 60 minutes |
| English Language Arts – Writing | 3-8 | Interim | 60 minutes |
| English Language Arts | 3-8 | Benchmark | 30 minutes per benchmark |
| English Language Arts - Reading | 3-8 | Summative | 2 hours, 15 minutes |
| English Language Arts - Writing | 3-8 | Summative | 2 hours |
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| Mathematics | 3-8 | Interim | 60 minutes |
| Mathematics | 3-8 | Benchmark | 30 minutes per benchmark |
| Mathematics | 3-8 | Summative | 2 hours. 15 minutes |
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| Science | 5, 8, and 11 | Benchmark | 30 minutes per benchmark |
| Science | 5, 8, and 11 | Summative | 2 hours |