



2019

Rhode Island Next Generation Science Assessment (RI NGSA) Test Coordinator Manual (TCM)

Grades 5, 8, and 11

Testing Schedule: April 22 – May 24, 2019

Help Desk: 866-757-9437 or rihelpdesk@air.org



RIDE Rhode Island
Department
of Education

Table of Contents

Rhode Island Resources and Help Desk Information	3
Test Administration Resources.....	4
Section II. General RI NGSA Information.....	6
Assessment Participation	6
Accessibility Features and Accommodations	6
Content and Item Types	7
Calculators	7
Technology and Online Systems.....	7
Testing Schedule	8
Test Timeout Due to Inactivity	9
Additional Information about Online Testing	9
Test Administration Roles and Responsibilities	10
Qualifications of Test Administrators & Proctors	12
Test Security.....	13
Section III. Prior to Test Administration	16
Establishing Appropriate Testing Conditions.....	16
Test Administrator Tasks Prior to Testing	16
School & District Test Coordinator Tasks Prior to Testing	17
Additional Information about Reviewing Student Information	18
Additional Information about Student Login Information (Testing Tickets).....	18
Section IV. During Test Administration	20
Directions for Test Administrators on the Day of Testing	20
Testing Irregularities	21
Appeals.....	21
Participation Reports	22
Section V. After Test Administration	23
Destruction of Printed Test Materials and Scratch Paper	23
Enter Data for Paper Tests and Return Materials	23
Score Reporting.....	23
Appendix A. Test Security Agreement.....	24
Appendix B. RI NGSA Test Irregularity Form.....	26
Appendix C. Instructions for Paper Tests	27
Verify Student Settings in TIDE	27

Enter Student Responses into the Data Entry Interface (DEI)	27
Return Materials	29
Appendix D. Troubleshooting the Secure Browser	30
Secure Browser Error Messages	30
Force-Quit Commands for Secure Browsers	30
Appendix E. Item Types	31
Selected Response Interactions	31
Machine Scored Constructed Response Interactions	32

Rhode Island Resources and Help Desk Information

For online Rhode Island Next Generation Science Assessment (RI NGSA) administration resources, please refer to the Rhode Island Next Generation Science Assessment Portal at <http://ri.portal.airast.org>.

RI NGSA Help Desk, open Monday-Friday 7:00am to 6:00pm

1-866-757-9437 | RIHelpDesk@air.org

The Help Desk may be contacted for situations and questions that include some of the following:

- Help is needed in preparing for online testing, such as downloading the Secure Browser.
- The online testing environment is down or unavailable.
- User accounts are not available or users are unable to administer tests.
- Student information or test session is incorrect or missing.
- Issues are present with loading student data or student settings into the Test Information Distribution Engine (TIDE).
- Support is needed for appeals functionality in TIDE.

When contacting the Help Desk, provide the following:

- Type of device being used within the system
- Any error message(s) that appeared (code and description)
- Operating system and browser information
- Network configuration information
- Your contact information, including email address and phone number
- Any relevant and authorized student and school information, including statewide student identifier (SSID/SASID) and grade level

Rhode Island Department of Education (RIDE) Contact Information	
State Policy & Test Administration Guidance	Accommodations Information
RIDE assessment@ride.ri.gov 401-222-8494	Heather Heineke heather.heineke@ride.ri.gov 401-222-8493

Section I. RI NGSA Resources

This *Test Coordinator Manual (TCM)* is intended for District Administrators and School Test Coordinators that manage administration of the RI NGSA. This manual provides procedural and policy guidance to administer the RI NGSA. The appendices of this manual contain important information that can be used as stand-alone materials and are easily extracted for printing or distribution.

Test Administration Resources

This manual is designed to complement a variety of other resources listed in the table below. All resources can be found on the RI NGSA Portal at <https://ri.portal.airast.org/>.

Resource	Description
<i>Accommodations Manual</i>	This document is intended for educators, particularly IEP teams, as they prepare for and administer the RI NGSA. The Accommodations Manual provides information on how to select and administer accessibility features and accommodations for students who need them.
<u>Test Information Distribution Engine (TIDE) User Guide</u>	TIDE is the system used to manage student information and user accounts for online testing as well as appeals and roster management. The <i>TIDE User Guide</i> is designed to help users navigate TIDE. Users can find information on managing user accounts information, managing student test settings, appeals, and rosters.
<i>Test Administration Manual (TAM)</i>	This manual provides information for Test Administrators administering the online RI NGSA. This manual provides procedural and policy guidance to prepare for and administer the RI NGSA. This manual also includes step-by-step test administration instructions.
<i>Test Administrator (TA) User Guide</i>	This user guide is designed to help users navigate the Test Delivery System (TDS) including the Student Interface and the Test Administration (TA) Interface and help support Test Administrators manage and administer testing for students participating in the RI NGSA.
<u>Secure Browser Installation Manual</u>	This manual provides instructions for downloading and installing the secure browser on supported operating systems.
<u>Technical Specifications Manual for Online Testing</u>	This manual provides technology staff with the technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, and the text-to-speech function.
<u>System Requirements for Online Testing</u>	This document outlines the basic technology requirements for administering an online assessment, including operating system requirements and supported web browsers.

Resource	Description
<u>Braille Requirements and Testing Manual</u>	This manual includes information about supported operating systems and required hardware and software for Braille testing. It provides information on how to configure JAWS, navigating an online test with JAWS, and how to administer a test to a student requiring Braille.
<u>Training Test User Guide</u>	This user guide provides an overview of the RI NGSA Training Test sites for test administrators, students, and guests.
<u>Student Training Test Brochure</u>	This brochure provides instructions to access and score the RI NGSA Training Test in AIR's TDS
<u>Test Administrator (TA) Certification Course</u>	The Test Administrator (TA) Certification Course is a self-paced, online course that trains users on how to set up and monitor sessions, and facilitate test settings. This course IS REQUIRED to administer the RI NGSA.

Section II. General RI NGSA Information

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with the format of the assessments, how to prepare and schedule for the assessments, and to review general rules for the RI NGSA assessments. Information about test pauses and restarting a paused test is also included in this section.

Assessment Participation

All students in grades 5, 8, and 11 are expected to participate in the RI NGSA. Students qualifying for the alternate assessment will take the Dynamic Learning Maps (DLM) science assessment instead of RI NGSA.

Accessibility Features and Accommodations

The *Accommodations Manual* describes the accessibility features and accommodations available to students for the RI NGSA as well as information about how to designate accommodations in the Test Information Distribution Engine (TIDE) system prior to testing. This manual is available on the RI NGSA Portal under Test Administration Guidance at <https://ri.portal.airast.org/resources/test-administration-guidance/> and at www.ride.ri.gov/ngsa.

The RI NGSA and the RI NGSA Training Test contain embedded accessibility features and accommodations. Embedded resources are available to the student through the TDS, whereas non-embedded resources are provided to the student by the school. District Administrators and School Test Coordinators have the ability to set embedded and non-embedded accessibility features and accommodations. **Accommodations must be set in TIDE prior to starting a test session.** For information on updating student settings, refer to the *TIDE User Guide* also at the site above.

The following special test forms are available:

- Online braille, large print, and English/Spanish language versions of the RI NGSA are available. Students requiring an online braille, large print, or Spanish version of the RI NGSA should be assigned the embedded accommodation in TIDE.
- Paper tests are available in standard print, braille, and large print for students with these accommodations in their IEP or 504 plan. Orders for paper tests can be placed by District Administrators or School Test Coordinators in TIDE.

Content and Item Types

The RI NGSA consists of a variety of item types. Some items are organized in item clusters designed to engage the student in a grade-appropriate, meaningful scientific activity aligned to a specific NGSS performance expectation. Each item cluster begins with a real-world phenomenon and includes two or more items that require students to demonstrate science and engineering practices, disciplinary core ideas, and cross-cutting concepts described by the performance expectation. On average, each student will receive a total of 8 item clusters and 16 stand-alone items. Although the RI NGSA is not computer-adaptive, different students will receive different item clusters and stand-alone items. Item type tutorials are available on the RI NGSA Portal at <http://ri.portal.airast.org/item-type-tutorials/>. Item types are also described in [Appendix F](#).

Calculators

The testing platform provides all students online access to a Desmos calculator at each grade. Grade 8 and 11 students also have access to the periodic table in the online test environment. As the online embedded calculators may be different in appearance than handheld calculators to which students are accustomed, **schools may also choose to provide handheld calculators to students**. Any 5th grade student may use a five-function calculator and any 8th or 11th grade student may use a five-function, scientific, or graphing calculator.

Technology and Online Systems

All online testing systems used for RI NGSA administration are available on the RI NGSA Portal (<http://ri.portal.airast.org/>). The list of online systems includes the Secure Browser, Test Administrator (TA) Interface, and TIDE.

Prior to assessment administration, District Administrators and School Test Coordinators should meet with Technology Coordinators to review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the RI NGSA.

- The **AIR Secure Browser** is the software students need to take the RI NGSA; it is how they will access the Student Interface for testing. The Secure Browser is designed to ensure test security by prohibiting students from accessing any other programs or websites during testing and must be installed on all student testing devices prior to testing. Downloading information for Technology Coordinators is available on the RI NGSA Portal at <http://ri.portal.airast.org/secure-browsers.stml>.

- The **Test Information Distribution Engine (TIDE)** supports Test Coordinators and Test Administrators throughout the testing process, from test preparation to test administration and post-administration tasks. TIDE holds user and student data, allows users to monitor overall testing progress, and can be used to file appeals. Students requiring special test settings to receive accommodations must be set in TIDE by District or School Test Coordinators prior to testing. TIDE is accessed through the RI NGSA Portal and a *TIDE User Guide* is available in the resources at <https://ri.portal.airast.org/resources/test-administration-guidance/>.
- The **Test Delivery System (TDS)** includes the Test Administrator (TA) Interface and the Student Interface. Test Administrators use the TA Interface to begin sessions and monitor student progress during the assessment. The operational **TA Interface** and the **TA Training Site** can both be accessed through TIDE. TAs must complete the **TA Certification** course to access the TA Interface.

Testing Schedule

The testing window for the RI NGSA Field Test is **April 22 to May 24, 2019**.

The RI NGSA is comprised of two separate sessions. Students should be provided a minimum of 60 minutes for each session. This testing time is an estimate of how much time students will need to complete the assessment. This time does not include time to start computers, log in students, read test directions, or breaks. Test Administrators should plan 10 additional minutes for reading test directions to students. Test Administrators should work with School Test Coordinators to determine testing schedules. Schools may choose to administer the sessions on two separate days or on the same day.

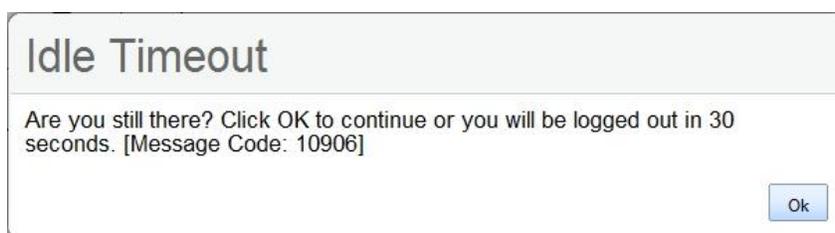
Each session contains two segments, which include two disciplines each (one is field test). For example, in session 1 a student would receive a life science segment and a physical science segment. In session 2, the student would receive an earth/space segment and an embedded field test physical science segment. The transitions *within* each session are invisible to the student. New this year, the test delivery system will require students to submit their answers after session 1, to clearly indicate they are completed with the first session. They will also submit answers after session 2.

When testing is resumed to begin session 2, the TA will need to start a new test session and provide a new session ID to students. When instructing the students to log in, the TA should read the script (SAY boxes) to the students from the *TAM*.

Test Timeout Due to Inactivity

As a security measure, students and Test Administrators are automatically logged out of the test after 30 minutes of inactivity. **Activity** includes 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). Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs someone out of the assessment, a warning message will be displayed on the screen. If **[Ok]** is not clicked within 30 seconds after this message appears, the user will be logged out. Clicking **[Ok]** will restart the 30-minute inactivity timer.



Caution: As a security measure, the Test Administrator is automatically logged out after 30 minutes of user inactivity in the session. **This will result in the closing of the test session.** This includes inactivity by both the Test Administrator on the TA interface AND students within a test in the test session.



Note: It is important to take note of the Session ID in the TA Interface. Using the Session ID, Test Administrators will be able to log back in to the TA Interface and re-activate an idle test session.

Additional Information about Online Testing

- A student counts as a participant if, at minimum, the student answers one question in Session 1 **and** one question in Session 2 of the RI NGSА online assessment.
- Students do not need to answer every question on a page to move on to the next page. Students may mark items for review and use the **Questions** drop-down list to return to those items.
- If a student starts their test near the end of the testing window, the student must finish before the administration window officially closes. The assessment will end automatically on the last day of the scheduled administration window, even if the student has not finished.
- Prior to administering RI NGSА, the Test Administrator should check all computers that will be used and close all applications except those identified as necessary by the School Technology Coordinator, then open the secure browser on each computer. The secure

browser and Student Interface automatically detect prohibited applications from running on a computer while the secure browser is open. The secure browser will not allow a student to log in if the computer detects that a forbidden application is running. A message will also display that lists the forbidden application(s) that needs to be closed.



Note: If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message will be displayed. The student will have to close the forbidden application, reopen the secure browser, and log in to continue working on the assessment.

- Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen. Students should NOT take assessments on computers that are connected to more than one monitor except in extremely rare circumstances, such as when a Test Administrator is administering a test for a student who has a read-aloud non-embedded accommodation and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, it is required that the monitors be set up to “mirror” each other. Technology Coordinators can assist the Test Administrator in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors. In these cases, all security procedures must be followed and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or TA screens.

Test Administration Roles and Responsibilities

RI NGSА uses a role-based system in TIDE. Each user is assigned a specific role that grants him or her access to features within the various systems.

There are three user roles available to schools and districts for the RI NGSА.

User Roles	
DA	District Administrator
SC	School Test Coordinator
TE	Teacher/Test Administrator

The associated permissions for each of the user roles are described in the *User Role Permissions for Secure Online Systems* brochure and the *TIDE User Guide* found at <https://ri.portal.airast.org/resources/user-guides-and-manuals/>. For the purposes of this document, any school staff member administering an assessment, regardless of their specific user role, is referred to as a Test Administrator.

User Roles in the Online Testing System

TIDE User Role	Description
<p>District Administrator (DA)</p>	<p>The District Administrator is an individual at the district level responsible for overall coordination of test administration. The District Administrator has the following roles:</p> <ul style="list-style-type: none"> • Develops local policies and procedures based on RIDE’s guidelines and the directions to maintain test security. • Supervises and monitors principals to ensure that they fulfill their specific roles and responsibilities for the administration of the RI NGSA. • Ensures all personnel involved with testing receive training for the RI NGSA. • Investigates any breach of security reported by a School Test Coordinator. • Ensures that all student data submitted through the Enrollment Census, IEP Census, and LEP Census are up-to-date and accurate prior to student registration.
<p>School Test Coordinator (SC)</p>	<p>School Test Coordinators are responsible for the overall coordination, supervision, and administration of the RI NGSA at the school level. Responsibilities include:</p> <ul style="list-style-type: none"> • If not done at the district level, developing and coordinating the school’s test administration schedule, including the administration of make-up sessions. • Ensuring test security protocols are followed, including implementing an electronic devices plan. • Ensures that all school personnel are trained on test administration procedure and policies for the RI NGSA. • Reports any breach of security or irregularity to the District Administrator (DA). • Prior to testing, informing students and staff about the schedule, cell phone policy, and other important information. • Ensuring that all designated supports and accommodations are properly administered. • Receiving, inventorying, distributing, and ordering paper test materials as necessary. • Ensures all paper assessments are entered into the Data Entry Interface (DEI) on time.

TIDE User Role	Description
Teachers/Test Administrators (TEs)	<p>Teachers are responsible for administering the assessment according to RI NGSA policies and procedures:</p> <ul style="list-style-type: none"> • Attend any training sessions held by district or school. • Complete the RI NGSA TA Certification Course. • Read all test administration materials prior to testing. • Follow all test security procedures and protocols, including the cell phone policy. • Sign the Test Security Agreement and give to the School Test Coordinator. • Actively supervise the test administration at all times. • Understand and administer accommodations to students, as necessary. • Report all potential test security incidents to the SC.

Qualifications of Test Administrators & Proctors

The following individuals may serve as a **Test Administrator**:

- Individuals employed by the LEA as teachers.
- LEA and school-level administrators (e.g. principals, assistant principals, directors, assistant superintendents, superintendents) who hold certificates for their positions as administrators.
- Long-term substitute teachers holding a teaching certificate, or state equivalent credentials, employed by the LEA as teachers.
- School psychologists, school social workers, librarians, school guidance counselors, and speech pathologists who hold certificates for their positions.
- Teachers employed by the LEA who hold provisional certificates.

Proctors assist a Test Administrator in monitoring a test session. Proctors cannot administer any part of the assessment nor can they be left alone in the classroom with the students; the Test Administrator must be present at all times. The function of the proctor is to ensure that students are not violating any test security protocols and to answer basic questions on test administration. If class size is larger than 25 students, a proctor is recommended.

- Anyone serving as a proctor must be a school employee. Student teachers may not administer any test but they may serve as proctors.

Test Security

All RI NGSA items and test materials, including student testing tickets and used scratch paper, are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items and student information. Deviation in test administration must be reported as a test security incident, using the form in [Appendix B](#) to ensure the validity of the assessment results.

All Test Administrators must sign the Test Security Agreement in [Appendix A](#) prior to the administration of the RI NGSA.

[The table below](#) describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments must report this incident immediately to the District Administrator, who will contact RIDE.

Security Requirements of the Test Environment

Before Testing	
Instructional materials	Instructional materials must be removed or covered, including information that might assist students in answering questions. This includes materials that may be displayed on bulletin boards, chalkboards, dry-erase boards, or charts.
Student seating	Students must be seated with enough space between them to minimize opportunities to look at one another's work, or they may be provided with table-top partitions.
Signage	Place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic to promote optimum testing conditions.
During Testing	
Testing through the Secure Browser	Administration of the RI NGSA is possible only through the Student Interface via the Secure Browser. Students may not access any other programs or websites during testing.
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or compromise the testing situation.

Active proctoring	Monitor the testing process by circulating around the room frequently, maintaining a clear view of students and keeping attention focused on them.
Access to assessments	<p>Only students actively testing can view test items. Students not testing during the session and unauthorized staff must not be in the room where a test is being administered.</p> <p>School Test Coordinators, Technology Coordinators, and Test Administrators may have limited exposure to test items in the course of properly administering the assessments. Test Administrators may not actively review or analyze any test items, except as needed to appropriately administer accommodations to students.</p>
No unauthorized log in to the Online Testing System	<p>Only students may log in to the Student Interface. Students may not use another student’s login credentials.</p> <p>Only adults with an authorized account may log in to the Test Administrator Interface (TA Interface). An adult may not use another person’s login credentials.</p>
No access to digital, electronic, or manual devices	<p>Students must not have access to cell phones or other personal electronic devices during the testing sessions. Test Administrators may have cell phones with them only for the purpose of communicating about assessment administration, if needed.</p> <p>No digital, electronic, or manual device may be used to record or retain test items. Similarly, secure materials must not be discussed with or released to anyone via any media, including fax, email, and social media websites.</p>
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test items or stimuli may be made or otherwise retained.
No access to responses	Test Administrators are not permitted to review student responses in the testing interface or students’ notes on scratch paper, except as needed to appropriately administer accommodations to students.
After Testing	
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, and simulations must not be retained, discussed, or released to anyone.

<p>No test materials used for instructional purpose</p>	<p>Test Administrators must not make any copies, or descriptions, of test items, stimuli, and simulations to retain for instructional purposes.</p>
<p>Destroy secure test materials</p>	<p>All secure materials, including scratch paper, testing tickets, and materials from the print-on-demand accommodation must be destroyed after testing.</p>

Section III. Prior to Test Administration

Establishing Appropriate Testing Conditions

The test administration should be conducted in a secure environment as described in the table above. School Test Coordinators and Test Administrators will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test.

Each school should establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others.

- After students finish testing for the session, they may sit or read quietly until the test session is completed. If all students are completed testing, the TA may stop the testing session.
- At the end of the session time, individual students who need more time may be transitioned to continue working in a secure environment. School Test Coordinators must provide guidance to TAs about transitioning students for additional time.

Test Administrator Tasks Prior to Testing

Prior to administering a test, each **Test Administrator** is expected to:

- Read this manual;
- Attend any district/school test administration training;
- Sign the Test Security Agreement form;
- Receive and activate a TIDE account;
- Complete the TA Certification course at <https://ta-cert.airast.org/rhodeisland/>;
- Check to ensure the secure browser is available on each student testing device;
- Provide students opportunities to practice and prepare, including the Training Test and Item Type Tutorials;
- Review student information with the School Testing Coordinator to ensure each applicable student receives the proper test with the appropriate supports;
- Receive necessary materials for students, including scratch paper, testing tickets, and any applicable accommodations materials from the School Test Coordinator;
- Immediately before testing, provide students with necessary login information including first name, SSID (SASID), and the test session ID to log into a test;

- Immediately before testing, provide students with scratch paper and any other necessary materials, including handheld calculators, if providing;
- Prior, during, and after testing, adhere to test security policy and school procedures, including establishing appropriate testing conditions; and
- Prior, during, and after testing, report all potential test security incidents to the School Test Coordinator in a manner consistent with state and district policies.

School & District Test Coordinator Tasks Prior to Testing

Prior to test administration, each **Test Coordinator** is expected to:

- Understand testing policies and procedures by reading this manual and other resources available on the RI NGSА Portal at <https://ri.portal.airast.org/> and the RIDE website www.ride.ri.gov/ngsa;
- Receive and activate a TIDE account and ensure all Test Administrators have accounts in TIDE (the TIDE login is also their login for the TA Interface);
- Train Test Administrators and ensure TAs have completed the TA Certification course at <https://ta-cert.airast.org/rhodeisland/>;
- Work with Technology Coordinators to review technology infrastructure and to ensure the secure browser is available on each student testing device;
- Provide students opportunities to practice and prepare, including the Training Test;
- Verify student demographic (school and grade) information and contact District Test Coordinators and Data Managers as needed for updates;
- Assign student test settings for accessibility features and accommodations in accordance with the guidance in the *Accommodations Manual* to ensure each applicable student receives the proper test with the appropriate supports;
- Provide Test Administrators with necessary materials for students, including scratch paper; testing tickets; handheld calculators, if providing; and any applicable accommodations materials;
- Establish procedures for storing and tracking secure test materials, including test tickets, used scratch paper, and any paper testing materials, and ensuring all secure materials are returned to the School Test Coordinator each day;
- Decide if the school will be assigning students to rosters and creating rosters as needed;
- Monitor testing participation throughout the testing window;
- Prior, during, and after testing, adhere to test security policy and school procedures, including establishing appropriate testing conditions; and

- Prior, during, and after testing, report all test security incidents to the District Test Coordinator or RIDE in a manner consistent with state and district policies

Additional Information about Reviewing Student Information

Each Test Coordinator should verify student demographic information and test settings prior to testing.

- Each student must be correctly assigned to his or her district, school, and grade in TIDE. This information loads automatically overnight from the school or district Student Information System (such as Aspen or Skyward).
- In addition to the correct school and grade, School Test Coordinators and Test Administrators should verify that all students have accurate test settings in TIDE, including accessibility features and accommodations (embedded and non-embedded) prior to testing. The test settings are uploaded in TIDE (refer to the *TIDE User Guide* at <https://ri.portal.airast.org/resources/test-administration-guidance/>). District Administrators and School Test Coordinators can add, delete, or change embedded and non-embedded accessibility features and accommodations in TIDE for students who require them. Test Administrators may view student information; however, Test Administrators cannot add, upload, or modify test settings in TIDE. Within the TA Interface, a Test Administrator can turn off certain accessibility features prior to the start of the test.



IMPORTANT: Any additions, modifications, or deletions of students and changes to student test settings must be completed **before the student can test**. The update, once made, may take **up to 24 hours to appear in the TA interface**. Failure to correct test settings before testing could result in the student not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity and may result in the need for a test reset appeal.

Additional Information about Student Login Information (Testing Tickets)

The following information must be provided to each student before they can log into TIDE:

- Student first name as it appears in TIDE
- Student Statewide Student Identifier/SSID (SASID)
- The test session ID to log into a test

The student first name and SSID (SASID) information can be printed on a testing ticket and distributed to each student prior to testing to ensure they enter it exactly as it appears in TIDE.

Test Administrators or Test Coordinators can print testing tickets by using the **Print Testing Tickets** feature in the **Administering Tests** section of TIDE. For information on printing student testing tickets with student login information, consult the *TIDE User Guide* at <https://ri.portal.airast.org/resources/test-administration-guidance/>).

When a Test Administrator 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 Starting a Test Session in the *Test Administration Manual (TAM)* or the *TA User Guide* for details about creating the session ID.



“SSID” is used as the designation in all AIR systems for “SASID,” the State Assigned Student Identifier. These two acronyms—SSID and SASID—refer to the same 10-digit unique student identification number.



Note: When a Test Examiner 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 the [Test Administrator \(TA\) User Guide](#) located on the RI NGSAT Portal for detailed information on how to generate session IDs

Section IV. During Test Administration

Directions for Test Administrators on the Day of Testing

- On the day of testing, the Test Administrator must create a test session before students can log in to the TDS, but no more than 30 minutes prior to test administration (or the system will time out due to a lack of activity). When a Test Administrator creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down.
- The Test Administrator will start a grade 5, grade 8, or grade 11 session and read the directions aloud to students. To ensure that all students are tested under the same conditions, the Test Administrator should adhere strictly to the script for administering the test. In the *TAM*, the test directions to read aloud are shown in boxes with blue backgrounds and indicated by the word “SAY”.
- Test Administrators are responsible for monitoring student progress and tracking the time for the RI NGSAT. The test session *will not* automatically end after 60 minutes. Sixty minutes is the minimum time that must be provided for each session. Students may be given additional time if needed, as long as students are working productively.
- When asked, the Test Administrator should answer questions raised by students but should never help the class or individual students with specific test items.
- No full test items can be read to any student unless the student requires an accommodation as described in the *Accommodations Manual*. Test administrators may read aloud selected words as requested by a student as an accessibility feature.

The *TAM* provides the Test Administrator with the following steps to administer a test:

1. Log in to the TA Interface
2. Start the test session
3. Provide students with test session ID and login information
4. View and approve students
5. Monitor student progress
6. Stop the test session and log out of the TA Interface



The Test Administrator should verify the security of the testing environment prior to beginning a test session. Test Administrators must ensure that students do not have access to digital, electronic, or manual devices during testing, unless otherwise needed to support approved accessibility features.



Note: It is important for anyone with access to student information to remember that student personal information, including the SSID/SASID, is confidential. If materials containing student personal information and/or SSID/SASIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or destroyed.

Testing Irregularities

Test security incidents are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. The District Administrator or School Test Coordinator should contact RIDE to report the test irregularity using the form in [Appendix B](#) and to receive instructions for resolving the issue.

Definitions for Test Security Incidents

TYPE	DEFINITION
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 and contained at the local level and submitted in the online Appeals system for resolution. An irregularity must be reported to the School Test Coordinator and District Administrator, entered into the Appeals module of TIDE if an appeal is required, and a RIDE Test Irregularity form submitted.
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. These circumstances have external implications and must be reported to the District Test Coordinator and RIDE immediately and entered into the Appeals module of TIDE if an appeal is required.

Appeals

In the normal flow of test opportunities, students take tests in the TDS and then submit them. Appeals are a way of interrupting this normal flow due to unexpected circumstances or test security incidents. There are several types of appeals:

- Invalidating a test eliminates the test opportunity, and students have no further opportunities for the test.
- Resetting a test allows students to restart a test opportunity (removing all responses on the test) or allows the data entry operator to restart the data entry process.

- Re-opening a test allows students to return to their assessment, modify their answers, and resubmit the test.
- Restoring a test that was reset reverses a reset, restoring students' responses to what they were before the reset was processed.

Only District Administrators and School Test Coordinators may create appeals in TIDE. If a Test Administrator feels an appeal is needed, they should work with their School Test Coordinator to submit relevant appeals in TIDE. **All appeals require approval from the Rhode Island Department of Education** and will be reviewed as soon as possible after the appeal is received. For more information on creating, viewing, and managing Appeals, please see the [TIDE User Guide](http://ri.portal.airast.org/resources/test-administration-guidance/) on the RI NGSA Portal at <http://ri.portal.airast.org/resources/test-administration-guidance/>.

Participation Reports

Test Administrators, School Test Coordinators, and District Administrators can see how many students have completed the RI NGSA in a given school using the **Monitoring Test Progress** function in TIDE. To access participation reports, select [**Plan and Manage Testing**] from the **Monitoring Test Progress** menu under **Administering Tests**.

Additional information about monitoring participation can be found in the [TIDE User Guide](http://ri.portal.airast.org/resources/test-administration-guidance/) on the RI NGSA Portal at <http://ri.portal.airast.org/resources/test-administration-guidance/> and in the *TAM*.

Section V. After Test Administration

Destruction of Printed Test Materials and Scratch Paper

Secure printed and paper test materials must be securely destroyed (shredded) immediately by the School Test Coordinator following test sessions and may not be retained from one test session to the next. This includes test tickets, used scratch paper, and accommodations materials (including printed test items, embossed braille printouts, etc.).

If a student is assigned the print-on-demand accommodation, print requests must be approved and processed by the Test Administrator in the TA Interface during test administration. The Test Administrator must ensure that the printer is monitored for each item, and materials for each item must be securely destroyed after the student has completed the test session. Do not keep printed test items or scratch paper for future test sessions.



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then destroyed.

Enter Data for Paper Tests and Return Materials

Upon completion of paper tests, Test Administrators are required to submit student responses to standard paper, large print, and braille paper tests in the Data Entry Interface (DEI). Instructions for using the DEI and returning materials are available in [Appendix D](#).

Score Reporting

In 2019, the RI NGSATest is an operational test. Standards for four achievement levels will be set in summer 2019 by a committee of Rhode Island and Vermont educators. Results for RI NGSATest will be reported in the fall of 2019.

Appendix A. Test Security Agreement

**RIDE** Rhode Island
Department
of Education

2019 RI Next Generation Science Assessment (RI NGSА) Test Security Agreement

RI NGSА items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items and student information.

Sign and submit this form to your School Test Coordinator. This signed agreement must be maintained by the school at least three years.

For School Test Coordinators

- I will establish and carry out a security plan.
- I will provide training in test security, administration policies, and procedures to all individuals involved in test administration.
- I will establish a system for documenting the chain-of-custody of secure materials, and I will keep all secure test materials locked in a secure storage area with limited access when they are **not** in use.
- I will follow all security policies and test administration protocols described in the *Test Coordinator Manual (TCM)* and the *Rhode Island 2019 Test Coordinator Handbook*.

For all Staff Involved in Assessment Administration (School Test Coordinators, Technology Coordinators, TA, Proctors)

- I will not view test content or student responses except if necessary to administer certain accommodations.
- I will not reproduce test content or student responses in any way (including photographing, copying by hand, typing, texting, photocopying).
- I will not reveal or discuss test content or student responses before, during, or after testing.
- I will not engage in any activity that adversely affects the validity, security, or fairness or the test.
- I will promptly report any testing irregularities or concerns.
- I will follow the procedures as specified in the *TCM*, *Test Administrator Manual (TAM)*, and *Accommodations Manual* regarding the disposition of all test materials.

For Test Administrators and Proctors

- I will complete training necessary to understand test security and administration policies and procedures, including the TA Certification Course.
- I will keep test materials under my supervision at all times and not leave them unattended.



- I will prepare the testing room so that no student can view another student’s test materials or computer screen, and so that inappropriate visual aids are removed or covered before testing.
- I will supervise the students at all times and focus my full attention on the testing environment, and
 - Not allow students to talk, pass notes, or communicate with each other in any way during testing.
 - Not allow students to access cell phones or other unapproved electronic devices during testing.
 - Not allow students to access notes, books, or any instructional materials during testing.
 - Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.
 - Not coach students in any way or do anything to enhance, alter, or interfere with their responses.
- I will follow the chain-of-custody procedures for all secure test materials, including scratch paper and testing tickets, as specified by my School Test Coordinator.
- Some testing accommodations require a Test Administrator to view, read, or transcribe test content or student responses. If I am administering such an accommodation, I will not disclose any test content that I view in the course of providing the accommodation.
- I will follow all security policies and procedures as described in the *TAM*.

Role: School Test Coordinator Technology Coordinator Test Administrator
 Proctor Other

First Name: _____ **Last Name:** _____

Signature: _____ **Date:** _____



Appendix B. RI NGSА Test Irregularity Form



RIDE Rhode Island Department of Education

2019 RI NGSА State Assessment Form to Report a Testing Irregularity or Security Breach

Instructions for the School Test Coordinator or LEA Test Coordinator:

1. Call to report a testing irregularity or security breach immediately. A School Test Coordinator must call their LEA Test Coordinator. The LEA Test Coordinator then contacts RIDE.
2. Complete this form, if instructed to do so by your LEA Test Coordinator or RIDE contact.
3. The School Test Coordinator must submit this form to the LEA Test Coordinator within five school days. The LEA Test Coordinator then submits the form to RIDE. **Please fax to RIDE at 401-222-3605.**
4. Maintain a copy (electronic or physical) of the submitted form for your school files for three years.

LEA/District Name:
School Name:
Contact Name:
Role:
Contact Phone and Extension:

Test Administration Grade:	Content Area: Science
Date of Incident:	
Test Administrator’s Name:	
Student Name:	
Student ID Number:	Date of Birth:
Detailed Description of Incident, Investigation Steps Taken, and Actions Taken by Staff to Resolve:	

Appendix C. Instructions for Paper Tests

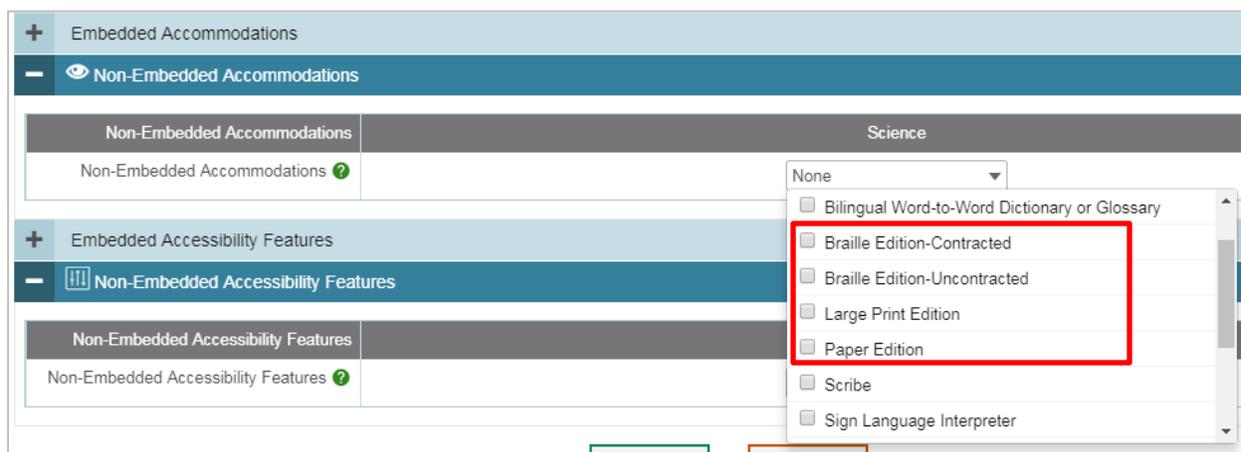
These instructions are applicable ONLY for paper tests (standard paper, braille, or large print). RI NGA paper tests are available only to students with paper test accommodations in their IEP or Section 504 plan.

Upon completion of paper tests, Test Administrators are required to submit student responses to standard paper, large print, and braille paper tests in the Data Entry Interface (DEI). The DEI is a secure system that will display an online version of the test. Test Administrators must accurately transcribe all student responses into the DEI and submit the test on behalf of the student.

The following procedures are necessary to successfully administer a paper assessment.

Verify Student Settings in TIDE

Ensure that all students requiring standard, large print, and braille materials have been correctly marked in the student settings section in TIDE. Students who are taking the print version of standard, braille, and large print need to have the proper non-embedded accommodation selected in TIDE to be eligible for the DEI test.



Enter Student Responses into the Data Entry Interface (DEI)

For all standard, large print, and braille paper tests, the Test Administrator should verify that the student's name, SSID/SASID, Test Administrator name, school, and district are written on the cover of the booklet. Students must answer all questions directly in their test booklet. For responses requiring more space than available in the test booklet, students may answer on a piece of paper with their name, SSID/SASID, and question number(s) clearly marked; this paper must be inserted into their test booklets.

Upon completion of the test, the Test Administrator will collect all test booklets and record all student responses into the DEI. The DEI displays the appropriate paper test in an online format for each student. All items that were presented to the student in the paper test booklet will be populated in the DEI. All student responses must be entered into the DEI to be captured for scoring.

1. From the RI NGSAT Portal, navigate to the **Test Administration Guidance**. Select the **Data Entry Interface** card to log in to the DEI.



2. Enter and confirm student information as it appears in TIDE.
3. Select the assessment for which student data needs to be entered.
4. Enter the student's data exactly as it appears on the student's paper test form.

The following guidelines must be followed to ensure accurate and fair transcription of student responses:

- All test materials and student responses are to be considered secure and confidential.
- Only persons who know braille should enter braille responses into the DEI.
- Transcribers should be impartial and have no vested interest in student scores.
- Transcriptions of student responses must be identical to what the student provides, including grammar, punctuation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.

The Test Administrator must provide written affirmation to the Test Coordinator that student responses have been completed on the student's test booklet and entered into the DEI with fidelity. Under no circumstances should a student's answer be altered or edited; to do so is a direct violation of test security.

For more detailed information concerning the DEI, consult the *How to Access the Data Entry Interface (DEI)* brochure available on the RI NGSAT Portal (<http://ri.portal.airast.org/>).

Return Materials

After testing is complete and responses are entered into the DEI, assemble all paper test materials. Secure test materials should be shipped back promptly; there is no need to wait for the end of the test window to ship materials.

- Verify that all test booklets have been collected from the Test Administrators after test administration.
- Verify materials against the Packing List provided in the shipment to ensure that all **secure** test booklets are included for return. **Non-secure** test materials should not be returned.
- Place all test booklets in the return box that was included in the initial shipment.
- Pack boxes for shipping using newspaper or other packing materials to minimize shifting and seal each box using reinforced tape.
- All materials are returned via FedEx. FedEx return kits and instructions were provided in the original shipment of test materials. Please contact the RI NGSА Help Desk with questions about returning test materials.

The District Administrator and School Test Coordinator maintain final responsibility for ensuring that all secure materials are packaged and ready for return.

Appendix D. Troubleshooting the Secure Browser

Secure Browser Error Messages

Possible error messages displayed by the secure browser are shown below.

MESSAGE	DESCRIPTION
Secure Browser Not Detected	The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a non-secure browser.
Unable to Establish a Connection with the Test Delivery System	If a computer fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Force-Quit Commands for Secure Browsers

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users have the ability to “force-quit” the secure browser.



Using keyboard commands to force-quit the secure browser will log the student out of the test that he or she is taking. When the secure browser is opened again, the student will have to log back in and regain Test Examiner approval to enter the test session in order to resume testing.



You are strongly advised against using the force-quit keyboard commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly. These commands should be used only if the [**Close Secure Browser**] button does not work.

To force the browser to close, use the following keyboard commands indicated below.

- Windows: [Ctrl] + [Alt] + [Shift] + [F10]
- Mac OS X: [Ctrl] + [Alt] + [Shift] + [F10]
- Linux: [Ctrl] + [Alt] + [Shift] + [Esc]
- Note for Windows and Mac Users: If you are using a laptop or netbook, you may also need to press the [FN] key before pressing [F10].

Appendix E. Item Types

The NGSS standards are three dimensional standards that require assessment items that examine students’ performance of scientific and engineering practice in the context of core ideas (science concepts) and crosscutting concepts (broad concepts that apply to science and engineering). To adequately cover the three dimensions, the RI NGA includes a variety of item types with a range of technology-enhanced interactions. Students will experience the item types shown below as part of a cluster* or as standalones†.

Selected Response Interactions

Selected Response Interactions provide response options and the student selects the response(s).

Table Match

Table Match Item Example

Students use a large yellow ball and a small green ball to model the sun and Earth. They use the balls to explain the cause of day and night, to model the length of a year, and to explain the cause of the seasons.

Select **each** box to identify which movements of the balls are needed to explain each phenomenon.

- You can select more than one box for each statement.

	 <p>Large yellow ball is stationary, while small green ball spins.</p>	 <p>Large yellow ball is stationary, while small green ball is tilted.</p>	 <p>Large yellow ball is stationary, while small green ball moves around it.</p>
The cause of day and night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The length of a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cause of the seasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Clusters are phenomenon/scenario-based stimuli with a set of interrelated items divided into parts requiring multiple interactions.

† Standalones are stimuli with a limited number of items and interactions



Editing Task Choice

Editing Task Choice Example

Editing Task Choice (ETC) Example

Click on each blank box and select the words or phrases to complete the sentence describing Earth's movement in space.

Earth is tilted on its and revolves around . This movement takes one and causes .

Click on each blank box and select the words or phrases to complete the sentence describing Earth's movement in space.

Earth is tilted on its and revolves around . This movement takes one and causes .

Mars
 the moon
 the sun

Machine Scored Constructed Response Interactions

Machine Scored Constructed Response Interactions require scoring logic or a machine rubric within the interaction.

Equation Editor

Equation Editor Example

Directions: Read the question and enter your answer in the box.
 You are investigating the density of two samples of liquids.

Sample A

Sample B

How much more liquid, in milliliters, is in Sample B than in Sample A?
 • Use the keypad to type your answer in the space provided.

Milliliters

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

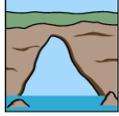
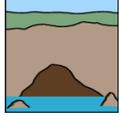
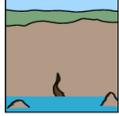
←	→	↶	↷	✖		
1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	$\frac{\square}{\square}$			
0	.	$\frac{\square}{\square}$				
						$\frac{\square}{\square}$

Table Input

Table Input Item Example

The table shows how weathering and erosion change a location on Earth's surface.

Enter numbers 1–4 into the table to show the order in which the changes occurred. Use 1 for the change that occurred first and use 4 for the change that occurred last.

Images	Order
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Grid Interaction

Grid Interaction Example

A class investigates whether heavier objects fall faster than lighter objects.

A basketball with a mass 600 g and a baseball with a mass 145 g are set up to be released at the same time from the same height as shown in the "Before Release" diagram.

The balls are released at the same time and fall partway to the ground as shown in the "After Release" diagram.

A. Place the baseball on the gray dashed line to show where it would be in relation to the basketball.

B. Place the correct label in the "Type of Force" box to identify the force that the students are testing.

145 g

gravitational

magnetic

electric

Delete

600 g

Before Release

145 g

After Release

Type of Force

?

Grid Interaction Connect Line Example

☰

moon

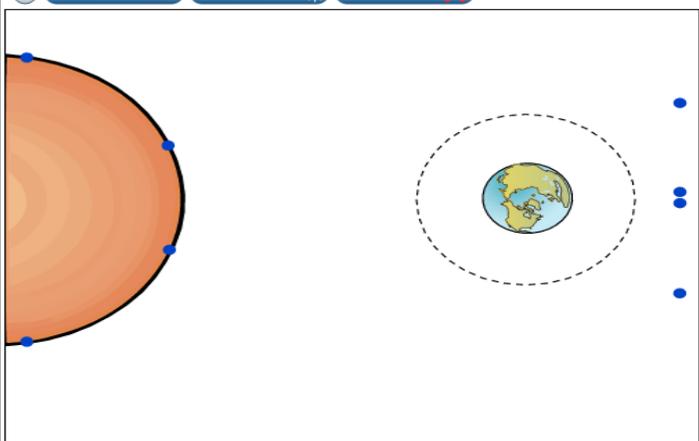
Delete
Add Point
Connect Line

Earth, the sun, and the orbital path of the moon are shown.

A. Using the “Connect Line” tool, draw two lines between blue dots that show where Earth’s shadow can cause a total **lunar** eclipse (an eclipse of the moon).

B. Place the moon at a position in its orbit where a total **lunar** eclipse can be seen from Earth.

- The lines should begin at the blue dots around the sun and end at the blue dots on the right side of Earth.
- Only **one** line should be drawn from a particular point.
- Not all of the blue dots need to have lines between them.

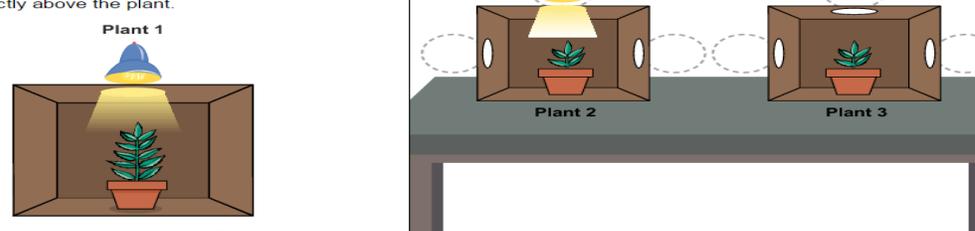


Grid Interaction Click Up/Add Arrow Example

☰

Delete
Add Arrow

Students investigate how the direction of light affects plant growth. They grow three plants in individual cardboard boxes using light from lamps. The picture shows the growth of Plant 1 with light coming from directly above the plant.



The students want to set up Plant 2 and Plant 3 with a light source to complete the investigation.

A. Click on one blank circle for Plant 2 and one blank circle for Plant 3 to show the direction of the light source for each plant to complete the investigation.

B. Use the Add Arrow button to draw an arrow showing the predicted growth of Plant 2 and Plant 3 based on the light source on each plant.

- Draw only **one** arrow for Plant 2.
- Draw only **one** arrow for Plant 3.
- There may be more than one correct answer.

Simulation

Simulation Non-Scoring Example

12

Students are studying different kinds of plants and the conditions that they grow in. They have planted four kinds of young plants.

Design and run an experiment that will show the effects of different amounts of sunlight and water on the plants.

Amount of Water

Amount of Light



Amount of Water	Amount of Light	Agave	Moss	Rose	Fern

13

Which of the plants would grow *best* in a desert environment?

- A Agave
- B Fern
- C Moss
- D Rose

14

Which two kinds of plants could grow in the same environment based on the data from the experiment?

- A Agave and fern
- B Fern and moss
- C Moss and rose
- D Rose and agave

15

A student records some notes in a notebook during the experiment. Some of the notes are observations and some are inferences.

Select a box to identify whether each note is an observation or an inference.

	Observation	Inference
Agave is a desert plant.	<input type="checkbox"/>	<input type="checkbox"/>
No type of fern can survive in direct sun.	<input type="checkbox"/>	<input type="checkbox"/>
The rose did not grow taller in the shade.	<input type="checkbox"/>	<input type="checkbox"/>
The fern turned brown when there was little water.	<input type="checkbox"/>	<input type="checkbox"/>

Simulation Scoring Example

16

Students conducted a variety of experiments to understand how electricity flows to create light.

Design and run experiments to identify the effect of Mystery Component 4 on the other circuit components.

Circuit Component

Mystery Component

Circuit Component	Mystery Component	Observations

