RI Next Generation Science Assessment (RI NGSA)

Test Coordinator Training Workshop
January 2020
Workshop Agenda

1. RI NGSA Overview
2. Tasks to Complete *Before* Testing
3. Tasks to Complete *During* Testing
4. Tasks to Complete *After* Testing
5. RI NGSA Support Resources
RI Next Generation Science Assessment

Overview of the Assessment
What is the NGSA?

• The Rhode Island Next Generation Science Assessment (NGSA) is a high-quality assessment that fulfills federal requirements for assessing science at the elementary, middle, and high school levels (grades 5, 8, and 11)

• NGSA assesses students’ understanding of the Next Generation Science Standards (NGSS), measuring students’ science knowledge as well as their ability to think critically, analyze information, and solve complex problems
  • Science & Engineering Practices (SEP) were designed to set forth the knowledge and skills required for students to succeed in jobs and opportunities in science, technology, engineering, and mathematics
  • Disciplinary core ideas (DCI) are the fundamental ideas that are necessary for understanding a particular science discipline
  • Crosscutting concepts (CCC) are the concepts connect across different disciplines or situations that students can use to connect new learning to prior experience

• Rhode Island and Vermont partnered to develop this assessment, built with items developed by ten states
NGSA Test Configuration

• Grades 5, 8, and 11 tests assess students’ understanding of the NGSS across the corresponding grade band (3-5, 6-8, and high school)

• NGSS assessments at each grade include 6 item clusters and 12 stand-alone items
  • Item clusters include a stimulus and a series of questions that generally take students about 6-12 minutes to complete
  • Stand-alone items are shorter and generally take 1-3 minutes to complete

• All items ask students to use science and engineering practices and apply their understanding of disciplinary core ideas and crosscutting concepts to make sense out of real-world phenomena

• Test configuration for spring 2020 administration
  • 4 segments will create 2 distinct sessions of equal length:
    • Life Sciences
    • Physical Sciences
    • Earth/Space Sciences
    • Field Test
  • Segments, and the items within each segment, are assigned randomly

• Variety of item types including simulations and animations.

• On average, students will receive 8 standalones and 4 clusters per session.

• The two sessions will appear as separate tests in the Test Administrator (TA) Interface.
The Structure of the Clusters

• Each cluster begins with a **phenomenon**, which anchors the entire cluster. The interactions within the cluster all address the phenomenon.

• Each cluster engages the student in a grade-appropriate, meaningful **scientific activity** aligned to a specific standard.

• A **cluster task statement** comes at the end of the stimulus and an overview of the point of the cluster.

• Each interaction in the cluster **aligns** to at least two of the three dimensions (SEP, DCI, CCC) and if possible all three.
The Structure of the Clusters

Performance Expectation

Cluster

Stimulus

Interaction 1
Part A, B, etc.

Interaction 2
Part A, B, etc.

Interaction 3
Part A, B, etc.

Interaction 4
Part A, B, etc.

SEP
DCI
CCC

Task Demand 1
Task Demand 2
Task Demands 3 & 4
Task Demands 2 & 4
The Structure of the Clusters

When observed from Earth over the course of a month, the appearance of the moon changes.

In the questions that follow, you will develop and use a model to explain why the appearance of the moon changes over time.

Five observations illustrate the change in the moon's appearance over the course of a month. The observations were all made on clear nights around midnight in New York City. The moon's appearance on each of the five nights is shown in the diagram.

Appearance of Moon Over Time

1. Day 1 - No Moon
2. Day 16 - Full Moon
3. Day 8 - Half Moon
4. Day 23 - Half Moon
5. Day 30 - No Moon

July 2016

1  2  3  4  5  6  7  8  9
10 11 12 13 14 15 16 17 18 19
20 21 22 23 24 25 26 27 28 29 30
31

A virtual model of the Sun, Earth, and moon system is shown. Each dot on the moon's orbit represents one day in the moon's monthly journey around Earth. In this model, the moon moves counterclockwise around Earth. The moon is currently placed at Day 1. The moon will be in that same position on Day 30 of the cycle.

A. Click on a dot to select a day in the moon's orbit around Earth.

B. Place the correct moon phase in the blank box to predict how the moon would appear from Earth on the day you chose.
Stand Alone Items

- Allow more PEs to be assessed on a test
- Are 2 or 3 dimensional
- Can have multiple parts
- Computer Scored
Many different energy sources are used to produce electricity. The Amount of Carbon Dioxide Released graph shows the amount of carbon dioxide gas released by some energy sources, in grams per kilowatt hour (g/kWh).

Which change in energy sources would cause the greatest decrease in the amount of carbon dioxide released?

- replacing natural gas with coal
- replacing nuclear with natural gas
- increasing wind and reducing nuclear
- increasing hydroelectric and reducing coal
Item and Cluster Specifications

• Item and cluster specifications are documents that are designed to guide the work of item writers and reviewers.

• These specifications are intended to serve as a roadmap for writers to properly align items to the three-dimensions that comprise each Performance Expectation.

• Can also be used for developing local assessments

• Find them on the RIDE Science Assessment webpage

Test Design

- Elementary School Level Item Specifications
- Middle School Level Item Specifications
- High School Level Item Specifications
How will understanding the Test Item Specifications support science instruction and assessment?

• Districts and schools should ensure teachers are trained in understanding and developing three-dimensional NGSS assessments.

• Each grade level 3-11, should have common benchmark assessments that promote the application of content and practices rather than memorization of facts.

• Teachers can use the NGSA state assessment test design specs when developing local formative and summative assessments:
  • Application of expectations for each PE
  • Content limits
  • Essential vocabulary
  • Possible phenomena and task demands
  • Use as a backward design for their instruction
  • Create ongoing formative and summative embedded assessments

• Additionally, teachers and students should use the online practice tests and become fluent with the technical skills required for the computer-based assessment.
Understanding NGSA Results

• How can we access results for statewide assessments?
• How are results reported?
• What information is obtained through AIRWays?
• Key Considerations for LEAs’ Data Dig
Accessing results for RI NGSA?

- **RIDE’s Assessment Results page:** [www.ride.ri.gov/Assessment-Results](http://www.ride.ri.gov/Assessment-Results)
  - Links to the public and confidential data portals
  - Supplemental materials, reports, and archive for current/past statewide assessments

- **Public Rhode Island Assessment Data Portal (RI-ADP):**
  - Aggregate data downloads and dashboard visualizations
  - In-depth presentation of district, school, and student subgroup data for all Rhode Island state assessments starting with SY 2017-18

- **Confidential Educator Access through RIDEmap**
  - Access for district leaders, school leaders, and educators to student level data through links created between educators and students from course data submitted by districts
  - If you do not have a RIDEmap account, please register for a new account at [https://ridemap.ride.ri.gov](https://ridemap.ride.ri.gov) or contact your district data manager

- **AIRWays Reporting System:** [User Guide](#)
How are results reported?

• NGSA results are reported in a number of ways so that districts, schools, teachers, and parents can see how students performed on each assessment:
  o Scale Scores
  o Overall Achievement Levels
  o Performance Levels by Science Discipline

• Individual Student Reports (ISR) contain all the above information

* Remember that all assessment data, scale scores, proficiency levels, and item statistics, should be used in conjunction with other data sources – attendance, local achievement data, observations – when making instructional decisions.
NGSA results data be used for?

• Summative assessments are good for looking at the “big picture” through use of aggregate data
• Misalignment for gaps in scope and sequence or curriculum
• Assessing overall school and district performance in science
• Indicating areas of strength and areas for growth at the school and district level – by science discipline and overall performance
AIRWays Reporting System: Layout

Teacher Dashboard—all test results for all of the teacher’s students in two separate tables.

School & District Dashboard—all test results for all of the students in the school, or all schools in the district, in one table.
**AIRWays Reporting System**

The guide includes the following sections:

- How to Navigate Reports
- How to Set Up Your Reports So They Make Sense
- How to Export and Print Data

**Important** – the system defaults to display the students where they are as of the day you log in. For this reason, many of you will have to update the Reporting Time Period. Go to the upper right, <Settings> choose, <Change Reporting Time Period> enter a date when all students were registered such as June 1.
AIRWays: Results Page
AIRWays: Target Report and Measurement Sub-Columns
Some questions to consider when analyzing your data

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>How can you use the summative NGSA data?</td>
</tr>
<tr>
<td>What actions do we take for investigating an area of weakness?</td>
</tr>
<tr>
<td>What needs to be considered when elevating the K-12 science program?</td>
</tr>
<tr>
<td>How will understanding the Test Item Specifications support science instruction and assessment?</td>
</tr>
</tbody>
</table>
How can you use the summative NGSA Data?

1. Identify overall strengths and weaknesses for each domain performance expectation at each grade band.

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>School</th>
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<tbody>
<tr>
<td>Physical Science</td>
<td>Physical Science</td>
<td>Physical Science</td>
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<tr>
<td>Average Scale Score</td>
<td>Performance Distribution</td>
<td>Physical Science</td>
</tr>
<tr>
<td></td>
<td>PS1 Matter and Its Interactions</td>
<td>PS2 Motion and Stability: Forces and Interactions</td>
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<tr>
<td></td>
<td>Proficient?</td>
<td>Weak or Strong?</td>
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<td>58</td>
<td><img src="image.png" alt="Diagram" /></td>
<td><img src="image.png" alt="Diagram" /></td>
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</tbody>
</table>

**PRIMARY FOCUS**
Look into the instruction of this performance expectation.

**SECONDARY FOCUS**
There is room for improvements with this performance expectation.

**Celebrate success** and continue with existing instruction.
Actions to take for investigating an area of weakness?

• Use data to begin evidence-based discussions.
• What does the big picture tell us? What will we focus on first?
• Is the content being taught? (Review your scope and sequence)
• If content is missing, add, and update the scope and sequence.
• If it's taught, review curriculum materials and instructional effectiveness.
• Look for gaps among sub-groups.
Considerations for elevating the K-12 science program?

• Are the scope and sequence aligned?
• Are learning progressions appropriate?
• Are instructional methods accessible to all students?
• What is the fidelity of district implementation?
• How much time is spent on science at each grade level K-12?
• Are teachers trained to teach and assess the 3 dimensions of NGSS?
• Is teacher expertise capitalized for course placement 7-12?
• Is instruction consistent within a grade and across schools?
• Have the instructional materials been reviewed for 3D alignment?
Use the Test Item Specifications to support science instruction and assessment?

• Districts and schools should ensure teachers are trained in understanding and developing three-dimensional NGSS assessments.

• Each grade level 3-11, should have common benchmark assessments that promote the application of content and practices rather than memorization of facts.

• Teachers can use the NGSA state assessment test design specs when developing local formative and summative assessments:
  • Application of expectations for each PE
  • Content limits
  • Essential vocabulary
  • Possible phenomena and task demands
  • Use as a backward design for their instruction
  • Create ongoing formative and summative embedded assessments

• Additionally, teachers and students should use the online practice tests and become fluent with the technical skills required for the computer-based assessment.
Proven Strategies

• Professional learning for teachers and leaders
• **High quality instructional materials**
• Comprehensive assessment system
• Effective communication
• Collaboration within district
• Acting on student outcomes

Resource: [NGSS District Implementation Guide](#)
How to explain data to families

• Individual Student Reports
  o Go through full score report
  o Include details from curriculum (e.g., how covering topics/skills, how plan to address areas for growth)

• School and District Data
  o What you learned from analyzing data: what you found are areas of strength and areas for growth

• RIDE’s “Resources for Families” page: www.ride.ri.gov/Families
  o FAQs about content standards and assessments
  o Guidance and flyers explaining assessment concepts
  o Report shells in various languages for all assessments
Next Steps...

Schedule a leadership meeting with the Science & Technology Specialist and begin your NGSA results analysis and science improvement planning. Contact: erin.escher@ride.ri.gov

• As part of NGSA analysis, review data at district, school, and student level
• Identify areas for improvement – overall and by domain
• Review curriculum and current instructional practices
• Analyze to inform current instruction
• Calibrate expectations – both for educators & students
RI Next Generation Science Assessment

Tasks to Complete Before Testing
<table>
<thead>
<tr>
<th>Step Number</th>
<th>Task Overview</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Distribute manuals / test security requirements.</td>
<td>□</td>
</tr>
<tr>
<td>2</td>
<td>Train all school personnel authorized to have access to secure test materials in test security requirements.</td>
<td>□</td>
</tr>
<tr>
<td>3</td>
<td>Print out extra copies of the Administering the RI NGSA section of the TAM (and any updates to the script) to have on hand if needed.</td>
<td>□</td>
</tr>
<tr>
<td>4</td>
<td>Ask your district data manager to update eRIDE if students were added or removed from your school’s enrollment up to and throughout the testing window.</td>
<td>□</td>
</tr>
<tr>
<td>5</td>
<td>Prepare to provide accessibility features and accommodations for testing. Confirm that test administrators understand the specific accommodations they will be providing.</td>
<td>□</td>
</tr>
</tbody>
</table>

**Tasks to Complete One or Two Days Before Testing at Your School**

<table>
<thead>
<tr>
<th>Step Number</th>
<th>Task Overview</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verify that test administrators have covered or removed prohibited materials from the walls of all testing rooms.</td>
<td>□</td>
</tr>
<tr>
<td>2</td>
<td>Confirm with the technology coordinator that all devices have been prepared for testing and that all technology set-up and assignments have been completed.</td>
<td>□</td>
</tr>
<tr>
<td>3</td>
<td>Prepare materials for testing: student testing tickets, scratch paper and #2 pencils, accommodations materials (as needed), “do not disturb” signs for testing room doors, (grades 8 and 11 only) approved periodic table reference sheets.</td>
<td>□</td>
</tr>
<tr>
<td>4</td>
<td>Review the Administering the RI NGSA section of the TAM in case test administrators have questions.</td>
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</tr>
</tbody>
</table>

**Tasks to Complete DURING Test Administration**

<table>
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<th>Step Number</th>
<th>Task Overview</th>
<th>Completed?</th>
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<tbody>
<tr>
<td>1</td>
<td>Using your document tracking system, distribute materials needed for testing.</td>
<td>□</td>
</tr>
<tr>
<td>2</td>
<td>Monitor test administration.</td>
<td>□</td>
</tr>
<tr>
<td>3</td>
<td>Manage situations that may occur during testing.</td>
<td>□</td>
</tr>
<tr>
<td>4</td>
<td>Securely store materials for testing.</td>
<td>□</td>
</tr>
<tr>
<td>5</td>
<td>Maintain/update the record of test administrators and their students for each test session.</td>
<td>□</td>
</tr>
<tr>
<td>6</td>
<td>Collect lists of students who were absent/not tested from test administrators and schedule students for make-up testing. Confirm that all students participated.</td>
<td>□</td>
</tr>
<tr>
<td>7</td>
<td>When test sessions are completed, verify that all secure materials have been returned.</td>
<td>□</td>
</tr>
</tbody>
</table>

**Tasks to Complete AFTER Test Administration**

<table>
<thead>
<tr>
<th>Step Number</th>
<th>Task Overview</th>
<th>Completed?</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ask the district data manager to update eRIDE if students were added to or removed from</td>
<td>□</td>
</tr>
</tbody>
</table>
Tasks to Complete Before Testing

- **Plan your schedule**
  - Test schedule and sessions
  - Student participation

- **Student registration**
  - Ensure enrollment information is up to date
  - Enter accessibility features and accommodations

- **Assemble and train your team**
  - Educator participation
  - Roles and responsibilities
  - Process for assigning users
  - Test security and administration policies
  - Test Administrator Certification Course

- **Prepare technology**
  - RI NGSA Portal
  - Download secure browser for Test Delivery System
  - Create rosters in NGSA TIDE

- **Inventory materials**

- **Prepare students for testing**
  - Technology skills
  - Practice tests

- **One week before testing**
  - Verify student accommodations assignments
  - Gather and organize testing materials
  - Print testing tickets
  - Check testing environments meet requirements
NGSA Schedule & Sessions

• Grades 5, 8, and 11
• RI NGSA is comprised of two separate sessions: Session 1 should be administered before Session 2
• Assessment window: April 27 – May 29, 2020
  • Schedule testing time within the window to allow time for regular testing and make-up testing
  • Test sessions must be scheduled so all students taking the same test in the same school are tested at the same time or as close together as possible in order to maintain test security.
  • Testing occurs during regular school days. No test session may extend beyond the end of the regular school day, and any individual test session must be completed on the same day in which it begins.
• Students should be provided a minimum of 60 minutes for each session to complete the items
  • The test is untimed. This is a minimum recommendation for testing time.
  • Students may continue testing beyond the testing time as long as they are working productively.
• Schools are advised to administer the sessions on two separate days in case students need extended time – but may choose to administer tests on the same day. Schedule tests to avoid conflicts with recess or lunch.
• Consider space and staffing for students testing with accommodations or designated accessibility features such as separate location, small group, or specific time of day.
Student Participation in RI NGSA

• All eligible students in grades 5, 8, and 11 are expected to participate in RI NGSA testing:
  • All students will take their grade-specific test, both sessions
  • Students with assessment accommodations in an IEP or 504 plan may use those accommodations on RI NGSA
  • Students participating in the Dynamic Learning Maps (DLM) alternate assessment do not participate in RI NGSA
  • Student exemptions for medical condition or injury that prevents instruction and assessment must be approved by RIDE. The medical exemption process must be completed by June 5, 2020.
  • Public school students outplaced by RI districts are expected to take RI NGSA (including at out of state schools).
Medical Exemptions

• Students who experience a medical emergency or crisis during testing may be eligible for an exemption. There are two criteria:
  1. The student’s situation is so severe the student cannot receive instruction in any setting (such as home, school, or outplacement facility) and
  2. The student cannot participate in any assessments, even with adjustments or accommodations.

• Districts initiate the process (described below)

• Outplacement schools work with sending LEAs to process exemption requests for students in their schools.

OVERVIEW OF THE PROCESS FOR SUBMITTING A MEDICAL EXEMPTION

There are five steps for submitting an exemption to RIDE:

1. District: Complete Form 1 (District Assurances Form) and fax to 401-222-3605. Incomplete forms and forms submitted after the deadline will not be accepted.
2. School: Complete Forms 2 and 3 and retained by the District.
3. District: Submit request through the eRIDE Medical Exemption System.
4. RIDE: reviews Form 1 and verifies that the request has been logged through the eRIDE system. If needed, RIDE will contact the principal or the superintendent for clarification if the information submitted is insufficient.
5. RIDE: emails final decision to the superintendent.
Tasks to Complete Before Testing

- **Plan your schedule**
  - Test schedule and sessions
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  - Ensure enrollment information is up to date
  - Enter accessibility features and accommodations

- **Assemble and train your team**
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- **Inventory materials**

- **Prepare students for testing**
  - Technology skills
  - Practice tests

- **One week before testing**
  - Verify student accommodations assignments
  - Gather and organize testing materials
  - Print testing tickets
  - Check testing environments meet requirements
Student Registration

• Student demographic information is updated in NGSA TIDE via a nightly upload by the state.

• Changes made in the state eRIDE registration system will be reflected in NGSA TIDE the following day.

• Public schools must ensure that students in outplacement schools are properly coded in eRIDE enrollment census and the Special Education census in order for them to be tested.
  • Note: Homeschool students participating in RI NGSA must have a SASID in order to be registered, participate, and receive results. Please also ensure they are properly coded in the enrollment census.
All user accounts were rolled over and passwords reset on September 17, 2019.

- If you did not receive a password reset email, check your spam folder or use the “Request a new one for this school year” link on the TIDE log in page.

- If you log in on a new device or browser (or clear the cache on a previously-used browser) you must enter an emailed code after passing the initial login screen. This step does not occur when you activate your account.

- RI NGSA uses a Single Sign On System. This means that your user name and password for TIDE will also be used for all other systems (e.g., AIRWays, DEI).
TIDE: User Dashboard
# TIDE: User Roles

<table>
<thead>
<tr>
<th>Task</th>
<th>DA</th>
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<th>TE</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Managing Rosters</td>
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<td>Adding User Accounts at the same level</td>
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<tr>
<td>Creating Appeals</td>
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<td>Running Participation Reports</td>
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<td>Printing Test Tickets</td>
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</table>
TIDE: Forms and Uploads
TIDE: Viewing Student Information
### TIDE: Student Settings and Tools

#### Test Settings and Tools

<table>
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<tr>
<th>Test Settings and Tools</th>
<th>1470 Records</th>
<th>Page 1/30</th>
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<tr>
<td>All Test Tickets (1470)</td>
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<tr>
<td>My Selected Test Tickets (2)</td>
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| TESTRI_TEST | 04 | 02 | DEMO SCHOOL 1 (9999-9991) | DEMO DIST 9999 (9999) |
| TESTRI_TEST TESTRED | 05 | 03 | DEMO SCHOOL 1 (9999-9991) | DEMO DIST 9999 (9999) |

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<th>Science</th>
<th>Text-To-Speech Stimuli &amp; Items</th>
<th>Presentation: Spanish</th>
<th>Answer Masking: OFF</th>
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<td>Magnification: 1.75X</td>
<td>Permissive Mode: ON</td>
<td>Mouse Pointer: Extra Large Black</td>
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<td>Science</td>
<td>Braile Type: UEB Contracted with Nemeth Math</td>
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<tr>
<td>Science</td>
<td>Color Contrast: Reverse Contrast</td>
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</table>

#### RIDE
Rhode Island Department of Education
RI Next Generation Science Assessment

Accommodations and Accessibility Features
Planning for Accessibility

• You need these documents:
  1. *RISAP Accommodations and Accessibility Features Manual* and Excel sheet
  2. NGSA TIDE User Guide
  3. RI NGSA Assistive Technology Manual
  4. Bilingual Dictionaries and Glossaries for EL Students
Accommodations Refresher: State policy and guidelines for selecting accommodations

• Only students with a 504 Plan or IEP
• Any accommodation must be included in the 504 or IEP
• Test supports for EL students should be formally documented.
• Accommodations must address the diagnosed disability(ies) of the student
• Educators should be able to provide a rationale and evidence as to why the accommodations were selected and what challenges the accommodation is expected to address.
• Accommodations should be used during routine classroom instruction but not be selected as an attempt to replicate instructional practices/strategies.
## Types of Accommodations and Who Receives Them

<table>
<thead>
<tr>
<th>Accessibility Features</th>
<th>Accommodations</th>
<th>EL Supports</th>
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<tbody>
<tr>
<td>IEP or 504 Plan</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>EL Student</td>
<td>Yes</td>
<td><em>if also IEP or 504</em></td>
</tr>
<tr>
<td>Any student</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Accessibility Features

• **Embedded and Non-Embedded Accessibility Features** are supports and tools that are made available to *all* students.
  
  • **Embedded:**
    • Answer Masking
    • Color Contrast
    • Magnification
    • Mouse Pointer
    • Streamline Mode
  
  • **Non-embedded:**
    • Amplification/Audio Aids
    • Color Overlay
    • Magnification
    • Human read aloud (or sign) *selected words* on science, as requested by student
    • Test Administrator repeats/clarifies test directions
    • Test Administrator redirects student’s attention to test
Accommodations

• **Embedded Accommodations** are supports and tools that are available in TIDE. These need to be set in TIDE prior to testing.
  • Braille Edition
  • Print-on-Demand
  • Spanish Edition
  • Permissive Mode (used for Assistive Technology devices compatible with the test delivery platform)
  • Text-to-Speech (available in English and Spanish)

• **NOTES:**
  • *Available only to students with and IEP or 504 Plan who have a diagnosed disability that impacts their reading.*
  • The embedded test-to-speech software may (or may not) read the answer options in the drop-down boxes. Test Administrators need to monitor students closely to ensure the entire test is read aloud.
Accommodations: Non-Embedded/External

Non-Embedded/external accommodations are provided outside the test delivery platform.

<table>
<thead>
<tr>
<th>AT/AAC Devices (set Permissive Mode)</th>
<th>Human Read Aloud in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille Edition</td>
<td>Word Prediction*</td>
</tr>
<tr>
<td>Large Print Edition</td>
<td>Speech-to-Text*</td>
</tr>
<tr>
<td>Scribe</td>
<td>Sign Language Interpretation</td>
</tr>
<tr>
<td>Simplified Test Directions</td>
<td>Extended Time</td>
</tr>
</tbody>
</table>

**Accommodations for English Learners**

<table>
<thead>
<tr>
<th>Bilingual Word-to-Word Dictionary or Glossary</th>
<th>Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Read Aloud in English</td>
<td></td>
</tr>
<tr>
<td>Human Read Aloud in Spanish</td>
<td></td>
</tr>
</tbody>
</table>

*The NGSA is a multiple-choice (multiple-select) test and there are no open-ended, short answer, or essay questions so students may not require these accommodations during the science test.*
TIDE: Accommodation Settings

• In order to receive any embedded or non-embedded accommodation, the IDEA Indicator or 504 Plan field must be set to Yes.

• This information is transferred to TIDE in the nightly upload. Make sure eRIDE is up to date.

• All paper tests will need to be entered into the system through the Data Entry Interface (DEI) after testing is completed.
TIDE: Ordering Paper Materials

- Braille, Large Print, and Standard paper tests available
  - Reminder: confirm that the student has the non-embedded accommodation set properly in NGSA TIDE
- Users can search for orders by District or School
- Enter the quantity needed for each of the materials needed.
- If contact information is not uploaded for your school or district, you will not be able to proceed with an order.
TIDE: Ordering Paper Materials (continued)

• District administrators (DA role in NGSA TIDE) can check (and edit) shipping information for their district, and schools within their district.

• View order history:
  • Tracking reports are available by selecting the truck icon.
  • Packing lists, manifests, and security checklists are available by selecting the report icon.
  • The Order Details form includes:
    • Material Description
    • Expected Shipment Quantity
    • Approved Quantity
    • Awaiting Approval Quantity
    • Approval Status
      (this information is also available on the Order Quantity Reports)
Paper Test Accommodations

• When will regular paper test materials be shipped?
  • Paper tests should be shipped to participating districts by April 15, 2020.
  • District or school test coordinators are responsible for distributing them to the appropriate school.
  • Note: emergency paper materials are printed by the test coordinator

• When do paper test materials need to be returned?
  • Paper tests should be returned to Measurement Incorporated (MI) no later than June 6, 2020 (three business days after testing is complete).
  • The Test Coordinator is responsible for arranging the test materials pickup with FedEx and should keep the receipt tabs for reference.
  • Student responses for all paper tests need to be input into the DEI before paper test materials are returned
Emergency Accommodations: Paper Test Requests

If a student becomes injured and cannot take the test on the computer (concussion, for example) you can request a paper test.

1. Contact RIDE (Kamlyn Keith or Heather Heineke) as soon as you know you will need an emergency accommodation paper test form.

2. Once you have confirmed with RIDE, please place an order for the paper test booklet in NGSA TIDE and contact the RI NGSA Help Desk.

3. The RI NGSA Help Desk will work with the RI Program Team to set the non-embedded paper test accommodation for the student in NGSA TIDE. The student must have the non-embedded paper test accommodation set in NGSA TIDE to be eligible for the paper test.

• Note: All student responses will need to be entered into the Data Entry Interface (DEI) by school staff prior to the end of testing.
Tasks to Complete Before Testing

- **Plan your schedule**
  - Test schedule and sessions
  - Student participation

- **Student registration**
  - Ensure enrollment information is up to date
  - Enter accessibility features and accommodations

- **Assemble and train your team**
  - Educator participation
  - Roles and responsibilities
  - Test security and administration policies
  - Test Administrator Certification Course

- **Prepare technology**
  - RI NGSA Portal
  - Download secure browser for Test Delivery System
  - Create rosters in NGSA TIDE

- **Inventory materials**

- **Prepare students for testing**
  - Technology skills
  - Practice tests

- **One week before testing**
  - Verify student accommodations assignments
  - Gather and organize testing materials
  - Print testing tickets
  - Check testing environments meet requirements
Educator Participation in RI NGSA

• **Test Coordinators** are responsible for the overall coordination, supervision, and administration of a specific test. All **Test Coordinators** must be a certified education professional (e.g. principal, teacher, counselor)

• **Test Administrators** are responsible for administering the assessment according to the policies and procedures for that assessment. All **Test Administrators** must be a certified education professional employed by the local education agency
  • Can be a long-term substitute
  • Can be certified staff such as social worker, counselor, librarian

• **Proctors** assist a Test Administrator in monitoring the test session. **Proctors** do **not** need to be a certified education professional; however, proctors **do** need to be a school employee and:
  • Must only be allowed to **monitor** a testing session under the supervision of a Test Administrator
  • Can be a student teacher
Important Roles of the Test Coordinator

A **Test Coordinator** is an individual who is responsible for the overall coordination of test administration. Responsibilities include:

- Developing a test schedule
  - *Remember*: Timing guidance, test window dates, and make-up testing

- Developing a security plan
  - *Remember*: Materials distribution, tracking, collection, and storage after each day of testing; How will students who need extra time transition; Policies for breaks, bathroom

- Developing a logistics plan
  - *Remember*: Reserve computer lab for testing; Ensure all testing devices are properly configured; Complete infrastructure trial prior to first day of testing

- Developing a training plan
  - *Remember*: Thoroughly train test administrators/teachers on test administration, test security, and key functions in NGSA TIDE and the Test Administrator Interface of the TDS; Ensure students are comfortable with the Student Interface of the TDS

- Providing guidance and support during testing
Roles: Test Administrator

A **Test Administrator** administers the assessment to students. Responsibilities include:

- Completing training necessary to understand RINGSA policies and procedures
- Preparing testing room before testing (e.g. remove/cover up materials/resources that may unfairly help student answer a test item)
- Starting test sessions and resuming student tests
- Helping students log in to the Student Interface of the TDS
- Focusing full attention on students and testing environment during testing
- Following chain-of-custody procedures for all test materials, including scratch paper and reference sheets (if applicable)
- Administering accommodations (if applicable) appropriately
- Following all security policies and test administration protocols
Roles: Technology Coordinator

A Technology Coordinator sets up devices for computer-based testing. The Test Coordinator must designate someone who will be on-site to serve as the Technology Coordinator during testing.

Responsibilities include:

- Ensuring testing devices meet technical requirements
- Installing the secure browser
- Removing (or disabling) any software that would allow secure test material on testing devices to be viewed on another device during testing
- Providing technical support during testing
Test Administration Training Materials

- [www.ride.ri.gov/Assessment-Manuals](http://www.ride.ri.gov/Assessment-Manuals): test security information and test administration policies and procedures
  - Test Administrator tab: Test Administrator Manual
  - Test Coordinator tab: Test Coordinator Manual
- RI NGSA Portal: online systems for preparing and delivering testing
  - Additional reference materials (including the NGSA TIDE User Guide and the Student Interface Guide to the TDS)
  - Test Administrator Certification Course
  - Test Delivery System (TDS) / Secure Browser
  - NGSA TIDE
Test Administrator Certification Course

• The TA Certification Course is an online course that walks users through:
  • Navigating the TA Interface
  • Approving students to test
  • Pausing and stopping a test session
  • Logging into the test as a student
• The TA Certification Course is *one part* of test administrator training:
  • This course is strictly for the TDS *only* – it does not comprise all aspects of test administrator training as detailed in the Test Coordinator Manual and Test Administrator Manual
  • Test administrators must be trained on test administration, test security, and accommodations (see the TCM and TAM)
Test Administrator Certification Course (continued)

• Components:
  • Contains step-by-step instructions for Test Administrators on using the TDS
  • Contains interactive portion
  • Contains quiz questions
  • Multiple viewing opportunities
  • Certificate of completion

• Audience:
  • All Test Administrators (TAs) **must** complete the course before proctoring a test.
  • The course takes about 30 minutes to complete.
Sample Training Materials

- All individuals involved in test administration must participate in training and sign-in to acknowledge training participation, receipt of Test Administration Manual if applicable, and agreement to the Test Security Agreement.

- This is a sample form from the TCM that combines all agreements. Test Coordinators may also create their own forms.

<table>
<thead>
<tr>
<th>Date of Training</th>
<th>Time</th>
<th>Printed Name of Individual</th>
<th>Individual's Role (e.g., Test Administrator, Test Coordinator, Hallway Monitor)</th>
<th>Signature of Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Testing Irregularities and Security Breaches

Any actions that compromise test security or score validity:

• Electronic Devices
  • Using a cell phone or other prohibited device while secure test materials are distributed, while students are testing, or during a break. Exception: test coordinators, technology coordinators, and test administrators are permitted to use a cell phone in the testing environment only in cases of emergency.

• Test Supervision
  • Coaching students during testing, including giving students verbal or nonverbal cues to reconsider answers or write more
  • Leaving students unattended for any period of time while testing or allowing students to talk with each other during testing

• Test Materials
  • Losing a student testing ticket, test booklet, or answer document
  • Students using unapproved reference materials
  • Students testing without correct accommodation (usually related to TTS), requiring parent contact
Testing Irregularities

Non-standard test administration that can compromise test security or score validity:

• Examples of test irregularities which may need an appeal:
  • A hardware malfunction
  • Incorrect accommodation
  • Missing accommodation
  • A test was submitted incorrectly

• If a test irregularity occurs:
  • Correct and contain the incident at the district/school level
  • Enter into the Appeals module of TIDE (if appropriate)
  • District Test Coordinator must notify RIDE
# Testing Irregularities: Appeals

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reset a Test</td>
<td>Removes the test and scores from the system</td>
</tr>
<tr>
<td></td>
<td>Enables student to start a new test</td>
</tr>
<tr>
<td>Re-open a Test</td>
<td>Allows for a test that has already been submitted in error or has expired to be re-opened</td>
</tr>
<tr>
<td>Grace Period Extension</td>
<td>Granted if a test session is unexpectedly interrupted</td>
</tr>
<tr>
<td></td>
<td>Allows access to all previous responses</td>
</tr>
<tr>
<td>Restore a Test That Has Been Reset</td>
<td>Returns a test from the Reset status to its prior status</td>
</tr>
<tr>
<td></td>
<td>Only allowed on tests that have been reset</td>
</tr>
<tr>
<td></td>
<td>A test can be restored if it was reset in error</td>
</tr>
<tr>
<td>Invalidate a Test</td>
<td>Rarely Used</td>
</tr>
<tr>
<td></td>
<td>Eliminates the test</td>
</tr>
<tr>
<td></td>
<td>Student does not receive a score</td>
</tr>
</tbody>
</table>
TIDE: Appeals

• The Create Appeals page is located in the Administering Tests column in TIDE.
  • Users select the appeal type and search for the student who’s test you need to reset by SSID, Result ID or Session ID.

• Definitions for each of the appeal is available in the TIDE User Guide.
  • In addition to appeals, there are various functions that can be performed to restore, reset, merge, tests so always call the help desk.
Secure Test Materials

• Test content and student responses
  • Content on-screen for computer-based testing (CBT)
  • Test & answer booklets for paper-based testing (PBT)
• Student testing tickets for computer-based testing (CBT)
• Any reference sheets with student writing
• Used scratch paper
• Secure materials should be stored in a secure, locked central location each day. Materials must be tracked using internal tracking forms and independent counts of testing materials and should not be left unattended.
Tasks to Complete Before Testing

- Plan your schedule
  - Test schedule and sessions
  - Student participation
- Student registration
  - Ensure enrollment information is up to date
  - Enter accessibility features and accommodations
- Assemble and train your team
  - Educator participation
  - Roles and responsibilities
  - Test security and administration policies
  - Test Administrator Certification Course
- Prepare technology
  - RI NGSA Portal
  - Download secure browser for Test Delivery System
  - Create rosters in NGSA TIDE
- Inventory materials
- Prepare students for testing
  - Technology skills
  - Practice tests
- One week before testing
  - Verify student accommodations assignments
  - Gather and organize testing materials
  - Print testing tickets
  - Check testing environments meet requirements
RI NGSA Portal

- Access point for all online systems
- Find testing resources, help desk information, testing announcements, and FAQs
Secure Browser Information

• Designed to ensure test security by prohibiting students from accessing any other programs or websites during testing

• Download the latest secure browser from the portal to all devices that will be used for testing
  • The secure browser from 2018-19 RI NGSA administration will no longer work.
  • Before taking the test, all applications must be closed or the browser will not launch.

• Students must use the secure browser to log in to the Student Interface of the TDS
Setting up student rosters in TIDE

- Rosters are composed of groups of students associated with a teacher in a school.
- Students do NOT need to be in a roster for testing.
- Rosters typically represent entire classrooms in lower grades or individual classroom periods in upper grades.
- Rosters must to be created so users with the Teacher (TE) role can view student scores and data in AIRWays Reporting.
- Can also be created in AIRWays Reporting
- Can create rosters for school year 2018-19 or 2019-20
Tasks to Complete Before Testing

- **Plan your schedule**
  - Test schedule and sessions
  - Student participation

- **Student registration**
  - Ensure enrollment information is up to date
  - Enter accessibility features and accommodations

- **Assemble and train your team**
  - Educator participation
  - Roles and responsibilities
  - Test security and administration policies
  - Test Administrator Certification Course

- **Prepare technology**
  - RI NGSA Portal
  - Download secure browser for Test Delivery System
  - Create rosters in NGSA TIDE

- **Inventory materials**

- **Prepare students for testing**
  - Technology skills
  - Practice tests

- **One week before testing**
  - Verify student accommodations assignments
  - Gather and organize testing materials
  - Print testing tickets
  - Check testing environments meet requirements
Inventory Materials

• If you have students with accommodations for paper-based testing, you need to inventory the materials you received.

• Additional materials printed out (e.g., student testing tickets, periodic table reference sheets for grades 8 and 11) should also be inventoried.
Tasks to Complete Before Testing

- Plan your schedule
  - Test schedule and sessions
  - Student participation

- Student registration
  - Ensure enrollment information is up to date
  - Enter accessibility features and accommodations

- Assemble and train your team
  - Educator participation
  - Roles and responsibilities
  - Test security and administration policies
  - Test Administrator Certification Course

- Prepare technology
  - RI NGSA Portal
  - Download secure browser for Test Delivery System
  - Create rosters in NGSA TIDE

- Inventory materials

- Prepare students for testing
  - Practice tests
  - TDS Overview: TA Interface, Student Interface

- One week before testing
  - Verify student accommodations assignments
  - Gather and organize testing materials
  - Print testing tickets
  - Check testing environments meet requirements
What are Practice Tests?

• Allows administrators, students, and guest users to become familiar with the online testing environment.
• Provides a preview of question types that may appear on the operational assessment.
• Refreshed this year to include a new item type.
• Provides students with the opportunity to test accessibility tools and assistive technology devices with the Test Delivery System (TDS).
• Note: Practice Tests can be accessed using a Guest User and/or a Guest Session.
Portal: Accessing Practice Tests

Welcome to the Rhode Island Next Generation Science Assessment Portal. This site provides access to resources for the Rhode Island Next Generation Science Assessment (RIGSA).

Practice Tests

About the Practice Tests

The purpose of the practice tests is to become familiar with the system, functionality, and item types; the tests are not intended to guide classroom instruction. Some students may have difficulty with some of the content aligned to higher grades within the grade level/subject range of each training test; nevertheless, this should not interfere with students’ ability to interact with an item for its intended training purpose. If an item appears to be too difficult, encourage students to experiment with the tools, choose the best answer and move on to the next item.

The practice tests combine sample items for different grade levels and subject areas. These tests are for students to practice using the tools and features available within the online system. The following tests are available:

- NGSS Science
  - Grade 5 Science
  - Grade 8 Science
  - Grade 11 Science
Portal: Accessing Practice Tests

Please Sign In

- Guest User
  - Toggle to sign in as yourself

- Guest Session
  - Toggle to join an active session

Sign In

Please Sign In

- Guest User
  - Toggle to sign in as yourself

First Name:
- DEMO

Student ID:
- 123456789

Guest Session
- Toggle to join an active session

Session ID:
- PT - TEST - 1

Sign In
Portal: Practice Test – New Item Type

• This item type will only be found in the practice test – *NOT* in the operational test

• Students have the opportunity to try out an external copy interaction item in the practice test *only*
TDS: Overview

• The Test Delivery System (TDS) can only be accessed through the secure browser

• TDS has two interfaces:
  • Test Administrator
  • Student

• Two sites:
  • Practice Test
  • Operational
TDS: TA Interface

Access through the RI NGSA Portal using this card:

Selecting and starting a test session:

![Screenshot of test selection interface]

- Choose the tests to add to your session, and then start your session.
- Options include RI NGSA, Grade 5, Session 1, Session 2, Grade 8, and Grade 11.
TDS: TA Interface

Accessing student test settings:

Monitoring a test session:
TDS: Student Interface – Logging in

Login to site:

Confirm identity:
TDS: Student Interface – Starting to Test

Select the test and click the arrow:

Test administrator then needs to confirm:
TDS: Student Interface – Reviewing Test Settings

1) Audio/video check:

2) Instruction and help page:

3) Accommodations and accessibility:
TDS: Student Interface – Features while Testing

Spanish language toggle (for students with that accommodation):

Item review feature:

Progress indicator:
TDS: Student Interface – Finishing the Test

**Review answers page:**

Congratulations, you reached the end of the test!

If you need to review your answers, select the question number you wish to review. A flag icon appears for any questions that you marked for review.

You have marked questions. Review these questions before submitting your test.

<table>
<thead>
<tr>
<th>Questions:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Step:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When you are done reviewing your answers, select Submit Test. You cannot change your answers after you submit the test.

**Submission confirmation page:**

Your test was submitted. You can review the test details below.

Log Out

Scores are not shown for this test. You have finished the test. You may now log out.

Next Step:

To log out of the test, select Log Out.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.
Tasks to Complete Before Testing

- Plan your schedule
  - Test schedule and sessions
  - Student participation
- Student registration
  - Ensure enrollment information is up to date
  - Enter accessibility features and accommodations
- Assemble and train your team
  - Educator participation
  - Roles and responsibilities
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  - Practice tests
  - TDS Overview: TA Interface, Student Interface
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  - Verify student accommodations assignments
  - Gather and organize testing materials
  - Print testing tickets
  - Check testing environments meet requirements
Verify Student Accommodations Assignments

• Login to NGSA TIDE and double-check that all students with 504 or IEPs are assigned the correct accommodations
  • Test format
  • Embedded or non-embedded accommodations
  • Embedded or non-embedded accessibility features

• Make sure that students are not assigned incorrect accommodations or that students without 504 or IEPs are not assigned accommodations

• Ensure that any non-embedded accommodations or accessibility features are ready to provide to the students for whom those are assigned

• Student accommodations for online testing should be set in TIDE a minimum of three days prior to testing to ensure accuracy in the nightly file process
Gather and Organize Testing Materials

• Ensure all Test Administrators and any school personnel (e.g., proctors) who will have access to secure material have:
  • Participated in Test Administrator Training for RI NGSA
  • Received the TAM (or test security requirements packet, as applicable), and
  • Completed the TA Certification Course (required for access to the TDS)

• If grade 8 or grade 11 students will be using the printed periodic table from the RI NGSA Portal, download and print those sheets

• Scratch paper and writing instruments as required for tests (see list in TAM)

• Optional: print rosters for your test administrators as an additional reference when beginning or completing testing

• Print student testing tickets (see NGSA TIDE User Guide)
What’s in the manuals?

Both manuals have been updated for 2020 RI NGSA

• Test Administrator Manual (TAM)
  • Contains policies and procedures for test administration
  • Includes
    • Test security
    • Directions for test administration
    • Script used during test administration
    • Step-by-step instructions, with screenshots, for administrating RI NGSA
    • A translated Spanish test administration script

• Test Coordinator Manual (TCM)
  • Provides policies and procedures for district and school test coordinators to be followed prior to, during, and after test administration
  • Includes information about
    • Scheduling testing
    • Test administration roles and responsibilities
    • Test administrator and proctor qualifications
    • Test security
    • Tasks that take place before, during, and after testing
RI Next Generation Science Assessment

Tasks to Complete *During* Testing
Tasks to Complete *During* Testing

- Track all secure materials
- Monitor test administration
- Maintain a list of students requiring make-up tests and schedule their make-up tests
- Be available to test administrators and proctors
- Continue to check and update students’ information
- Investigate security breaches and testing irregularities
Track All Secure Materials

• Track the following secure materials using the form in the TCM:
  • testing materials received for paper-based administration
  • emergency printing of paper-based tests
  • student testing tickets

• Make sure that all used scratch paper is accounted for and securely destroyed (e.g., shredded) at the end of testing

• Securely destroy (e.g., shredding) any manuals or pages from manuals on which secure information (e.g., logins, student information) was written
Monitor Test Administration

- Enforce test security requirements
- Ensure that your school’s document tracking system is used each time secure test materials are moved
- Continue to update user roles for test administrators throughout the testing window as needed
- Manage situations that may occur during testing (e.g., technology-related, testing irregularities and security breaches, make-up testing)
- Manage Appeals through NGSA TIDE (if needed)
- Review Participation Reports and other reports through NGSA TIDE
TIDE: Participation Reports

- May be generated at the district or school level, depending on your user role
- Report should be generated for each test to obtain an accurate picture that reflects the testing status of all students for all tests in the school or district.
- Updated nightly at 5:00am

- **Test Completion Rates Report**: High-level reports used to summarize the number and percentage of students who have started or completed a test.
- **Test Status Code Report**: Specific report used to view each student’s test status and all special codes for each of the tests the student is eligible.
TIDE: Other Reports

• Session level reports for District and School Users
  • Session ID
  • Results ID
  • Test expiration date

• New Test Session Status Report
  • Includes cumulative counts of the number of tests started, paused, and completed in a session or school
Process for Reporting Irregularities

This process and the form can be found in the RI State Assessment Program Test Coordinator Handbook at www.ride.ri.gov/TC

Follow these steps to report a test irregularity:

1. All test irregularities must be reported by the test administrator to the school test coordinator.
2. The school test coordinator must collect any information and/or documentation and inform the LEA or district test coordinator.
3. The LEA or district test coordinator must contact RIDE.
4. The Office of Instruction, Assessment, and Curriculum will inform the local LEA/district if it is required to submit a formal investigation report of the irregularity to RIDE.
State Monitoring Visits

Information about this process can be found in the RI State Assessment Program Test Coordinator Handbook at www.ride.ri.gov/TC

RIDE conducts test administration monitoring visits to ensure that testing procedures are followed and to obtain feedback for improvement.

• Selection can be based on:
  • Random selection
  • Prior year irregularities
  • LEA or school requests

• Preparation for the visit includes a conference call using the questions in the handbook.

• Visit includes at least two regular classrooms and one accommodation session, if possible.

• Concludes with debrief with principal and/or test coordinator.
RI Next Generation Science Assessment

Tasks to Complete After Testing
Tasks to Complete *After* Testing

- After each day of testing:
  - Collect and document all secure materials
  - Schedule make-up sessions as needed

- After all testing is completed:
  - Update eRIDE enrollment census
  - Ensure all test sessions have been stopped
  - Destroy/shred secure computer-based testing materials (used scratch paper, reference sheets, student testing tickets)
  - Recycle unused *non-secure* test materials
  - Schedule materials pick-up for any paper-based tests and enter student responses into the DEI
  - Complete the PCPA
  - Keep all records on file for 3 years
After Each Day of Testing

• Ensure that all secure materials are collected and documented
• Ensure all test sessions have been stopped
• All students and test administrators are signed out of the TDS and all devices are powered down and properly stored
• Review students who did not test and schedule make-up session(s) accordingly
After All Testing is Completed

• Ask the district Data Manager to update eRIDE enrollment census if students were added to or removed from your school’s enrollment during the testing window (this will significantly streamline reporting)

• Complete the Principal Certification of Proper Test Administration found in Appendix A of the TCM within two weeks

• Review participation reports in NGSA TIDE

• Keep all records noted in the TCM on file in your school for 3 years:
After All Testing is Completed – Materials

• Enter all student responses from paper-based tests into the Data Entry Interface (DEI)
• Schedule materials pick-up for any paper-based tests
• Securely destroy (e.g., by shredding) secure computer-based testing materials (used scratch paper, reference sheets that were written on, student testing tickets)
• Recycle unused non-secure test materials
What is the Data Entry Interface (DEI)?

• Accessed through the RI NGSA Portal
• For students completing paper assessments, the teacher must enter the student responses into the DEI.
• 3 forms of paper tests will be available:
  • UEB Braille
  • Large Print
  • Standard Print
• This applies to paper tests ordered directly through TIDE. Contact the RI NGSA Help Desk with questions about submitting responses to emergency paper tests.
RI NGSA Support Resources
If you need support...

<table>
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<tr>
<th>Contact your LEA Test Coordinator or RIDE with questions about:</th>
<th>Contact the RI NGSA Help Desk with questions about:</th>
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<tbody>
<tr>
<td>• Testing schedule</td>
<td>• NGSA TIDE</td>
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<tr>
<td>• Testing accommodations</td>
<td>• Secure Browser</td>
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<tr>
<td>• Questions about general testing policies or protocols</td>
<td>• TDS – Student Interface or TA Interface</td>
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<td>• School emergencies that affect testing</td>
<td>• Setting up rosters</td>
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<td>• Unusual circumstances on test days</td>
<td>• Managing student data</td>
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<td>• Violations of test security</td>
<td>• Managing user accounts and passwords</td>
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<td>• Reporting irregularities</td>
<td>• Submitting additional materials orders</td>
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<tr>
<td>• Anytime a test will be voided</td>
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</tbody>
</table>
Contact Information

Help Desk Contact Information can be found in Appendix D of both the TCM and the TAM.

- RI NGSA Portal: https://ri.portal.airast.org/
- RI NGSA Help Desk: 1.866.757.9437 or rihelpdesk@air.org

- RIDE:
  - General questions: assessment@ride.ri.gov
  - State policy, administration questions: Kamlyn.Keith@ride.ri.gov or 401-222-8413
  - Accommodations questions: Heather.Heineke@ride.ri.gov or 401-222-8493
  - Content questions: Erin.Escher@ride.ri.gov or 401-222-8168

Register for email updates through the RI NGSA Portal and make sure you are on RIDE’s Test Coordinator Listserv to receive Test Coordinator Memos – www.ride.ri.gov/TC
RI Next Generation Science Assessment

Thank you!