



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Washington Comprehensive
Assessment Program

Washington State Test Coordinators Manual

2023-2024

Revision Log

Changes to this document made after September X, 2023, will be noted in the table below.

Section	Page	Description of Revision	Revision Date

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General Overview

Purpose of This Manual

The *Test Coordinators Manual* (TCM) is intended to provide District Assessment Coordinators (DCs), District Administrators (DAs), School Test Coordinators (SCs), and other administrators with information on the processes for test administrations. This includes training, security, coding, and material-handling requirements at the district and school levels. **All who oversee state testing are responsible for reading and understanding the contents of this manual and the Professional Assessment Standards, Security, Appeals, and Reporting Guidelines.** Test administration policies and procedures must be followed so testing conditions are uniform statewide.

Additional resources called out in this manual will be hyperlinked the first time displayed. They also will be referenced in [Table 11](#), which provides a general overview of the resource and the location.

About the State Testing Program

The Washington Comprehensive Assessment Program (WCAP) encompasses the entire state testing program and is comprised of a set of standards-based assessments. The program's assessments were developed specifically to measure student progress toward meeting the state's learning standards.

The program is designed to:

- Report students' level of proficiency relative to the learning standards.
- Measure progress toward district and school improvement targets.
- Serve as Washington's accountability measure to meet federal requirements under Every Student Succeeds Act ([ESSA](#)).
- Be used as one of the available pathways for fulfilling graduation requirements.

The protocols for fair administration of state tests were developed to ensure valid and reliable score results that accurately represent what students know and can do.

Careful examination and interpretation of state test results, in conjunction with district- and classroom-based assessment results, can help identify areas of relative strength and weakness in student learning. Teachers and administrators can use this information in planning effective instruction in relation to the standards.

Although state tests provide high-quality information that is reliable and valid, they cannot give all the information that a district or school needs to know about students' achievement. Many factors contribute to student achievement. For these reasons, the district and school results from the state tests are best interpreted within the context of local quantitative and qualitative information.

Washington State practice and training tests, interim assessments, and summative assessments are outlined in [Appendix A: training tests, practice tests, and interim assessment](#) and [Appendix B: K-12 Assessments](#).

Test Administration Roles, Responsibilities, and Training

The WCAP uses a role-based system. Each user is assigned a specific role which provides access to the different systems or features.

Table 1 outlines the user role with a high-level description of the primary responsibilities for state assessments. Coordinators are also required to review the Duties and Responsibilities section in the *Professional Assessment Standards Guidelines* for a complete list of the user's responsibilities.

Table 1: User Roles and Responsibilities

Role	Primary Responsibilities
<i>District Assessment Coordinator (DC)</i>	<ul style="list-style-type: none"> Attend the Test Coordinator Training and review all required resources as they pertain to your role. General oversight of all test administration activities. Review and approve each school's Test Security and Building Plan (TSBP) and test schedules. Add users, order accommodated test forms, set testing windows (Spring Smarter and WCAS), and enter appeals in the test vendor system (e.g., TIDE, AMS). Ensure staff are appropriately trained in test administration and security policies and procedures. Coordinate with technology and school test coordinator to ensure testing devices are set up for students taking online tests. Monitor testing progress and ensure students participate in testing. Report information, as applicable, through the Assessment Reporting Management System (ARMS) located in EDS.
<i>District Administrator (DA)</i>	<ul style="list-style-type: none"> Attend the Test Coordinator Training and review all required resources as they pertain to your role. Support the DC with general oversight of test administration activities such as entering information in the test vendor system, reviewing test schedules and district procedures, and verifying staff training.
<i>School Test Coordinator (SC)</i>	<ul style="list-style-type: none"> Attend the Test Coordinator Training and review all required resources as they pertain to your role. General oversight of school level test administration activities. Coordinate with technology and district coordinator to ensure testing devices are set up for students taking online tests. Customize the school's TSBP with the principal and submit it for DC approval. Ensure TAs are trained for administering state tests and have access to the secure test delivery systems. Enter and/or verify student test settings and accessibility feature in the vendor test system, monitor student progress, and ensure all students receive and participate in testing with the appropriate supports. Submit the appropriate reporting documents to DC.
<i>Technology Coordinator</i>	<ul style="list-style-type: none"> Attend Basic Security Training and review all required resources as they pertain to your role. General oversight of technology needed for all online testing activities. Configure the devices, software, and networks used for online testing.

Role	Primary Responsibilities
	<ul style="list-style-type: none"> Ensure that all non-approved features and software are blocked. Assist in troubleshooting technical or infrastructure issues.
<i>Test Administrator (TA)</i>	<ul style="list-style-type: none"> Attend the required training courses and review all required resources as they pertain to your role. Review and follow the district approved testing schedule. Ensure each student receives their documented test and accessibility features by reviewing student information prior to testing Create a secure test environment by following the procedures outlined in the Test Administration Manuals (TAMs), and the test specific TA Script of Student Directions. Follow your school's TSBP for chain of custody of secure materials. Report all potential test and security incidents to the SC.

System Roles

[Table 2](#) provides an overview of user permissions and the hierarchy. For a detailed breakdown of which users can access specific features and tasks within each test vendor system, refer to the [TIDE User Guide](#) for Smarter Balanced and WCAS, and the [District and School Test Coordinator Manual](#) for WIDA ACCESS.

Table 2: System Roles, Permissions, and Hierarchy

Role	Permissions
<i>District Test Coordinator (DC)</i>	Oversees the administration of state assessments for the district. The highest user role for the district with access to all systems, features, tasks, and data.
<i>District Administrator (DA)</i>	Assists the DC. Virtually mirrors the DC role permissions in test vendor systems.
<i>School Test Coordinator (SC)</i>	Oversees the administration of state assessments for the school. The highest user role for a specific school.
<i>Technology Coordinator</i>	Provides technology support for districts. and/or schools for state assessments.
<i>Test Administrator (TA)</i>	Administers state tests to students.
<i>Information Specialist (IS)</i>	Generally used for Office of School and System Improvement (OSSI) coaches and other locally contracted district staff who need to access assessment data. This role cannot view program or demographic data for individual students. This user should not have any other role assigned to them in vendor systems.

Training Requirements

Annual training is required for all staff who participate in overseeing test administration activities or who administer or assist in administering a state test.

- Unfamiliar staff must complete the full state-created training applicable to their role and review all required training materials.
- Experienced staff with a clear and thorough knowledge and understanding of the test administration process and security protocols must be trained on the recent changes for the current test administration.
- Staff must complete training annually for the English language proficiency assessments (WIDA ACCESS,

WIDA Alt ACCESS, and WIDA Screener) in the WIDA Secure portal and pass the certification quizzes with a minimum of 80%.

District Coordinator and District Administrators and School Test Coordinators

- Review the state-created [Test Coordinator Training](#) and [TA Training](#) templates. When using state created templates, they should be modified for school district use.

Technology Coordinator

- Review the state-created [Basic Security Training](#) available on the WCAP portal.

TAs

- Must review or be trained with the state-created TA Training.
 - The Test Administrator Certification training is highly encouraged when administering the Smarter Balanced or WCAS. This training is located under the Smarter Balanced or WCAS pages on the WCAP portal.
 - For English language proficiency assessments (WIDA ACCESS, WIDA Alt ACCESS, and WIDA Screener) must complete training annually in the WIDA Secure portal and pass the certification quizzes with a minimum of 80%.

Staff Assisting Within Testing Locations

- Are required to be trained in TA support, monitoring, and test security protocols. A statecreated [Basic Security Training PowerPoint](#) is available on the WCAP portal.

Staff Handling Secure Materials

- Are required to be trained in secure handling and test security protocols and must be trained using the state created [Accommodated Test Administration Training](#).

Required Materials

Materials that are required to be reviewed prior to testing are outlined in [Appendix F: Documents and Websites](#) of this manual. Districts may have additional resources that are required, which may include the Test Administrator Certification training from the WCAP Portal for [Smarter Balanced](#) and [WCAS](#).

Policy and Test Security

To ensure validity of test results and proper handling of secure materials, requirements for DCs, DAs, SCs and Technology Coordinators are outlined in the *Professional Assessment Standards Guidelines*, as they pertain to each user role. Requirements for teachers, special services staff, and TAs, are outlined in the Test Administration Manual (TAM), as they pertain to each user role.

Who Can Proctor State Tests?

Washington state tests must be administered by trained staff members of a school district (e.g., teachers, Educational Support Assistants, Educational Assistants, substitute teachers). It is recommended that tests be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). However, non-certificated staff (such as paraeducators) may administer tests with all required training and under the general supervision of a certificated school district employee. A trained non-certified staff member may administer the assessments without a certified staff member in the testing location.

Student teachers, para-educators, and interns have a contractual relationship with the school district— even if they are not paid employees — and may assist in the administration of the assessments, including test administration.

Volunteers may not administer nor assist in the administration of any state tests, nor are they permitted to assist with handling secure test material. Volunteers may help supervise students who need a break or have completed testing and left the testing site.

General Test Administration Information

Test Administration Overview

This section provides important guidelines for administering state tests. DCs are responsible for ensuring staff in the district and schools are prepared to support the test administration in accordance with state policies and within guidelines referenced in the *Professional Assessment Standards Guidelines*.

Team Meetings

District and school staff planning meetings at the beginning of the school year may be beneficial for successful test administrations. In district level meetings you may want to consider including various stakeholders: The Superintendent, Technology Coordinator, and any other stakeholders, such as program or student service staff who work with scheduling and student supports. At the school level, the meeting could include the principal, assistant principal(s), SC, TAs, and special instructional personnel. Refer to the [Test Security and Building Plan Process Document](#) for support.

Communication

The [Smarter Balanced Communications](#); [Graduation Pathways Toolkit](#); [Principal Letters](#); [Parents/Guardian Access to Tests](#) are available and can assist with communication to families.

Communication is extremely important for test administration activities. A communication plan between district, schools, students, and families must be outlined in the TSBP. Refer to the *Test Security and Building Plan Process Document* for support.

Building Plans

A district testing plan and plans for each school are required by OSPI and must be developed by the stakeholders involved. A TSBP template and *TSBP Process Document* are available on the WCAP Portal for district use, if desired. Building plans must be in place and communicated prior to administering any state tests. TSBPs must identify:

- Who will establish user accounts in the test vendor system and the timeline?
- Who will review and address technical requirements?
- Test schedules for each administration, by school. Test schedules must be established within the state window. They must be approved by the DC and set in TIDE for the Spring administration of Smarter Balanced and WCAS. This includes identifying extended time, small group, and makeup schedules.
- A communication plan that includes user contact information to support questions.
- Who will ensure that staff supporting district and school level test administration, materials handling, and test proctoring activities have attended the required training?
- Who will verify documented student test settings and accessibility feature settings are correctly entered in the test vendor system before the administration of a summative assessment?
- Who will ensure students using accessibility features have practice using the features within the secure browser via a practice or training test? The goal is to help students become familiar with the accessibility features prior to taking a summative assessment.
- Who will ensure all students participating in testing online complete the training test, practice test, or interim assessment by domain or subject at least once before sitting for a summative assessment?
- Who will ensure that all required documentation (e.g., training logs, security reports, building plans) is collected and retained for district, OSPI, and the State Auditor's Office use?

Online Testing General Rules

This section provides a brief overview of the general test administration rules for different portions of state tests. Detailed information specific to each test is in the TAM and the specific *TA Scripts of Student Directions*.

The Smarter Balanced ELA and mathematics Computer Adaptive Test (CAT) questions and Performance Tasks (PTs) are presented as separate tests. Within each ELA and mathematics test, there may be segments. As an example, for the spring 2023 administration of the ELA PT, it is segmented into two parts (PT1 and PT2). Once the student moves from one segment to the next, they will not be allowed to return to the previous segment.

The Washington Comprehensive Assessment of Science (WCAS) is presented as a single test that includes locking questions. Once the student completes a locking question and selects the button to move on, the student will not be permitted to modify their answer to that question or other previously completed locking questions.

WIDA ACCESS (grades 1-12 online), is presented as four domain (listening, reading, speaking, and writing) tests. Students must complete the listening and reading tests to generate a tier placement for their writing and speaking domain tests. In grades 1-3 students complete their writing test on paper. Students cannot revisit an item once they have answered it and proceeded to the next item.

WIDA Screener (grades 1-12) is presented as a single sign on assessment, meaning all domains are regenerated if there is a problem with administration. In grades 1-3 students complete their writing test on paper. Students cannot revisit an item once they have answered it and proceeded to the next item.

Pause, Time-Out, Expiration Rules

A 20-minute pause applies to each Smarter Balanced CAT and WCAS test. In many instances this may result in the student being **unable** to change or modify answers after a 20-minute pause.

If a test session is left inactive for more than 30 minutes by student or TA, the test will time-out and the student will have to log back in or the TA may need to start a new test session.

There are also different test expiration dates. After the student logs into the test, the ELA and mathematics CAT expires in 45 calendar days and the PT expires in 30 calendar days. The WCAS expiration date is set at the end of the state testing window.



All staff administering state tests should review the General Rules of Online Testing section of the TAM, available on the WCAP portal, for specific information on pause, time-out, and expiration rules.

WIDA assessments do allow for pausing. The WIDA ACCESS test allows for pausing in each domain. There is no time limit for pausing; however, listening and reading domain tests must be completed before writing or speaking tests can be started. If a WIDA ACCESS test is paused when the window closes, the test will be automatically submitted for scoring.

For WIDA Screener, paused tests will not be submitted until they are re-opened and submitted on June 30.

Establishing Appropriate Testing Conditions

For online testing, Technology Coordinators, DCs, and SCs 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. Testing students in classroom-sized groups may reduce anxiety for the students and help to facilitate monitoring by the TA.

At least one trained TA must be assigned to each testing location. Adding an additional TA or trained monitor,

even for a small group of students, allows any issues to be addressed while still maintaining test security. Students left unattended during a summative assessment are required to have their test results invalidated.

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

Testing locations should offer adequate writing surfaces, ample seating, appropriate lighting, comfortable temperatures, a quiet atmosphere, be free from distraction, and should include:

- A Testing—Do Not Disturb Sign (English, Spanish) posted to the door of the testing location.
- Enough space for students to be separated to ensure independent work and to prevent collaboration during testing.
- Enough space for TAs to move around and actively monitor students.

The chain of custody for secure test materials must include the procedure for collecting materials, a plan for giving students the correct materials before testing, and the accounting of all materials passed out to each student, prior to the release of the student from the testing environment. TAs must be instructed to inform students on the procedures for leaving the testing location without disrupting others and where they are expected to report. If students are expected to remain in the testing location until the end of the session, TAs will instruct them on what activities they may engage in after they finish the test. Access to unauthorized electronic devices is not allowed at any time during the test session. This includes but is not limited to cell phones, Bluetooth ear buds, smart watches and other wearables, personal laptops and tablets. See [Appendix G: Unauthorized Electronic Device Sign](#).

Reopening a Student's Online Test and/or Test Session

Reopening a completed Smarter Balanced or WCAS test or test session without a valid reason is a violation of test security that could result in invalidating the test. Valid reasons to reopen a student's test include:

- Break exceeded the 20-minute pause rule.
- TA or student inactivity beyond 30 minutes.
- Student illness
- Technology or System Issues (e.g., lost internet connection, lost power, computer crash)
- Emergency during testing
- Frequent breaks and extended time

During online testing, students should be directed to complete each test question to the best of their ability, even if the intention is to flag the question for a later return. This is especially important should a situation occur that limits a student's ability to return to the test question.

The *Professional Assessment Standards Guidelines* provides further details on appeals and the situations which would warrant them.

WIDA ACCESS tests can rarely be reopened as the assessment does not allow for students to revisit items they have already responded to, and they cannot submit a test without responding to all items, so reopening a test would not be useful. The test can be regenerated in some circumstances, but these circumstances are rare, and many can be resolved within the DRC system without regenerating the test. For example, if a student completes a domain on another student's SSID, the test can be moved by DRC to the correct SSID once it is completed.

WIDA Screener tests can be regenerated if needed, but this should be rare and typically is the result of technological issues. When a screener is regenerated, all four domains are reset, and the student must start from the beginning of the test.

Also, the WIDA Screener requires local scoring of the writing and speaking domains in DRC’s Screener Scoring System. Once a TA has submitted scores for a domain, the scoring cannot be unlocked for TA concerns about the scoring or to confirm accurate scoring. If a student received the scores of another student, the scoring can be unlocked, and the scores moved to the correct student.

Technology Infrastructure and Secure Browser

Prior to a Smarter Balanced or WCAS test administration, DCs, DAs, SCs, and Technology Coordinators must review the technology infrastructure at their schools to ensure it meets the vendor’s minimum requirements for administering online tests.

Technology Infrastructure Resources

The [Technology Guide](#) provides information about supported technology and requirements and can be used to confirm that your school meets the minimum requirements for online testing. The [Online Testing System Braille Requirements and testing Manual](#) provides information about supported hardware and software requirements for Braille testing and instructions for configuring JAWS. If an online test is administered without verification of the required technical specifications, schools are at risk of providing students test questions that cannot be manipulated (e.g., technology-enhanced questions), that do not display with associated artwork (e.g., tables, graphs, symbols), or that do not fit properly on the screen. It is considered a testing irregularity to provide a test on a device not appropriately configured for it.

Secure Browser

The vendor test secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment. Devices used for testing must be updated each year with the current browser, prior to testing. Technology Coordinators are responsible for ensuring that each device used for testing is properly secured by downloading and installing the most current secure browser and operating system. For Smarter Balanced and WCAS refer to the [Supported Browsers](#) page on the WCAP portal for a current list of operating systems and web browsers.

Employing Precautions for Online Testing

Close External User Applications

The vendor secure browser (student interface) automatically detects certain applications that are prohibited from running on a testing device while the browser is open. The browser will not allow a student to log in if the device detects that a prohibited application is running. A message will also display that lists the forbidden application(s) that need to be closed.

The devices used for online testing must be checked and applications closed, prior to beginning a test session. Contact your Technology Coordinator for more information.



For Smarter Balanced and WCAS if a forbidden application is launched while a student is testing, an alert message appears, and the student is logged out of the system. The prohibited application will need to be closed and the WA Secure Browser reopened before the student can continue testing.

Force-Quit Commands for Secure Browser

In the rare event that the WA Secure Browser or test becomes unresponsive and cannot be paused or exited while a student is taking the Smarter Balanced or WCAS test, users can “force quit” the browser. It is strongly advised against using the force-quit commands displayed below, as the browser treats this action as an abnormal termination, hiding features such as the Windows taskbar. The student will be logged out of the test. When the browser is opened again, the student will log in to resume the test.

These commands should only be used if the **Close Secure Browser** button does not work. This force-quit command will not work on Chromebooks while in Kiosk mode, and the computer must be powered off instead.



Windows: Ctrl + Shift + F10

Mac OS X: Ctrl + Alt + Shift = F10 Linux: Ctrl + Alt + Shift + Esc

Windows and Mac Users: Laptop or netbook users may also require pressing the FN key before pressing F10.

[Testing on Computers with Dual Monitors](#)

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 must not take online tests on devices that are connected to more than one monitor, except in extremely rare circumstances such as a TA administering a test via read-aloud. In this situation, two monitors allow the TA to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases it is required that the monitors be set up to “mirror” each other. Technology Coordinators should assist in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors. 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.

Testing Schedules

Schedule Overview

The uniform administration of state tests ensures that no one student has an unfair advantage over any other student. Standardized administration contributes to the validity and accuracy of individual student results and helps to ensure the security of the test content. OSPI relies on DCs to determine a formal, well-documented Test Security and Building Plan (TSBP), to train all personnel, and to monitor test sites. OSPI and the State Auditor's office require a plan to be in place.

Washington state tests are not timed, so appropriate time must be scheduled to allow students to complete all tasks. Students who remain actively and productively engaged in the test should be allowed time to finish their work. It may be necessary to alter schedules to meet the individual needs of students receiving services.

For high school students in the class of 2020 and beyond who choose the state test as a pathway to graduation, there will be one opportunity to retake the ELA and mathematics assessments each Spring.

Important Scheduling Information

- Review all local school and district schedules, religious and U.S. public holiday schedules (Fall, Spring), and the state testing [Timelines and Calendar](#) for conflicts. Conflicts should be resolved prior to submitting the test schedule plan for DC approval.
- Avoid scheduling test sessions on partial school days, such as late starts or early dismissals.
- Interruptions in testing, such as fire drills, should be avoided.
- Each school's testing schedule must be established within the state administration windows. **Online and paper Smarter Balanced and WCAS test windows are not the same.**
- Schedules for individual students requiring an accommodated paper test, as noted in the students' IEP or 504 plans, must be established within the paper test window.
- Non-enrolled students taking the test at your schools must be added to TIDE. Allow 48 hours (about 2 days) if an SSID must be issued to the student for the first time.
- Make-up test schedules should take place after the school's standard test administration.
- Testing in the last week of the state administration window may limit a student's ability to complete test sessions, should an unforeseen situation occur, or additional time be required. OSPI highly recommends only using the last week of the window for make-up testing.
- Each school schedule should include arrangements for students who may need additional time. Refer to section [Extended Testing Time](#).
- Unless otherwise noted in the TAM, only one Smarter Balanced or WCAS test may be administered to a student in a day.
- DCs must approve all school test schedules, and for the spring Smarter Balanced and WCAS administration, schedules must be entered in the Test Windows application of TIDE prior to the start of the state administration window.

Communicate test schedules early to staff, students, and families and provide contact information should a conflict occur.

Breaks

Breaks must be scheduled with the recognition that, for certain tests, students will be unable to return to questions after moving to a new segment or pausing the test for more than 20 minutes. The Scheduling Time for Testing section of the TAM provides suggestions on breaks for each test.

- Students may need to take additional breaks. Additional breaks should be based on the student's needs and TA judgment. Students should not miss their scheduled lunch.
- Students should remain in the room during the break. However, they may be permitted to leave the room if supervised.
- Students should be cautioned not to discuss questions on the test.
- Materials must be retained in the test location and may not be left unattended.
- Online tests are required to be paused during student breaks.
- Students are not allowed to use their electronic devices during breaks.

Extended Testing Time

If a student is actively and productively engaged in test taking and requires additional time, the school should arrange for that student to complete the test. Allowing a student additional time is based on the judgment of the TA and the SC. Extended testing time is available to all students who need it. When students need extended testing time, they must be monitored by a trained TA. If a student needs to move to a new location with a different TA, the student exits the test session they are currently working in and joins the test session of the new TA.

Modified Schedules

Testing may be conducted outside of routine school hours and offered in appropriate school district facilities, Educational Service District facilities, local colleges, universities, and other suitable locations, as determined locally and if approved by OSPI (see section [Alternate Test Site Registration](#)).

Requests are submitted in ARMS through the *Modified Testing Schedule* form. All requests will be reviewed by the Assessment Operations office and notification of results will be provided to the DC.

Modified schedules that are within the state administration window, during regular school hours and school facilities, but are outside of the district approved schedule, are approved by the DC.

Absenteeism and Make-up Testing

Make up testing should be scheduled for after the building or district's standard schedule concludes. It is best to consider the last week or two of testing as the make-up window for students who need to finish one or more tests.

Students who miss one or more tests, segments, or domains must be given an opportunity to complete their test opportunity. Testing must conclude within the state administration window.

Paper-Pencil Access and Scheduling Rules`

Paper-pencil accommodated testing is appropriate for a very small number of students. See the *Guidelines on Tools, Supports, and Accommodations (GTSA)* and the [WIDA Accessibility and Accommodations Manual](#) for a description of these accommodated test forms (which also may be a support for students with a medical condition, such as a concussion, or for students with primary language Spanish). All paper testing, including make-up testing, must occur within the state paper-pencil administration window.

Test Materials

Material Overview

Verifying Pre-Identification Information

Smarter Balanced and WCAS

The non-embedded accommodation panel in the Student Test Settings section of TIDE is used to pre-order an accommodated paper test booklet for an individual student. Braille, large print, Spanish, and standard print test booklet orders placed during this initial order window will arrive prior to the opening of the state paper pencil administration window. Otherwise, paper materials may be ordered through the TIDE Additional Order application. For additional orders refer to the [Additional Order Material Schedule](#) on the portal for order availability and estimated time of delivery.

Pre-Identification

Test and/or answer booklets must be pre-identified with student information. The SC checks accuracy of student information on tests (labels) and submits corrections for update to the school district's Student Information System.

WIDA Assessments

OSPI will pre-order WIDA ACCESS and WIDA Alternate ACCESS testing materials on behalf of districts. The initial order will include a 15% overage, where 7.5% goes to the school and 7.5% goes to the district. This order is determined in early December based on the data available at the time in CEDARS.

When additional WIDA ACCESS or WIDA Alt ACCESS materials are needed, districts will use WIDA AMS, under the Material Ordering Menu. A webinar will be available in January to provide specific details on the order process.

Accommodated Tests

This section provides an overview of the available accommodated tests.

Braille and Large Print (Smarter Balanced and WCAS)

The ELA, mathematics, and science tests are available in Braille and large print. Follow the *Braille and Large Print Administration Guidelines* for [ELA and Math](#) and [Science](#) on the WCAP portal.

Smarter Balanced ELA and Mathematics

Student responses from the ELA and mathematics large print and Braille tests will be transcribed by trained staff into a regular print answer booklet. The regular print answer booklet with transcription of student responses is returned to the vendor for scoring.

- For large print, students will have a test booklet and answer booklet. Students will respond to test questions by entering their responses into the large print answer booklet. Student responses must be transcribed by trained staff into a regular test booklet.
- For Braille, students may respond on separate paper, or directly to the scribe.

WCAS (Science)

Student responses from the science large print and Braille tests will be transcribed by trained staff into a regular print test booklet. The test booklet with transcription of student responses is returned to the vendor for scoring.

- For large print science, students will view questions and enter their responses directly into the large print test booklet. Student responses will be transcribed by trained staff into a regular test booklet.

- For Braille, students may respond on separate paper, or directly to the scribe.



Complete transcription by trained staff on or before the last day of the test window. Student responses in large print and Braille booklets will not be scored.

Paper Standard Form

ELA and mathematics tests include a test and answer booklet. The ELA test will also include a secure *ELA Listening Transcript* to be read aloud in session 1 to students.

Science tests include a test booklet and a secure *TA Script of Student Directions*. All student work is done within the test booklet.

WIDA Assessments

Large Print

If you need an annual English language proficiency assessment for students who are visually impaired and will be testing on a large print accommodated form, please contact ELPAssessments@k12.wa.us to order these.

Braille

If you need an annual English language proficiency assessment for students who are blind or will be testing on a Braille-accommodated form, please contact ELPAssessments@k12.wa.us to order these.

Spanish Translation (Smarter Balanced and WCAS)

Mathematics

- Paper and online tests are available with full translations in Spanish. Both tests are presented in a stacked format that includes both Spanish and English text.
- Students will respond to test questions by entering their responses into the paper Answer Booklet. Answer Booklets with student responses are returned to the vendor for scoring.

Science

- Paper and online tests are available with full translations in Spanish.
- Online tests are presented in a stacked format that includes both Spanish and English text.
- Paper tests are presented in Spanish only. Students do their work directly into the Spanish Test Booklet. Test booklets with student responses are returned to the vendor for scoring.



Students are permitted to respond to mathematics and science test questions in Spanish and/or English when taking the online or paper English and Spanish tests.

Accommodated Paper Test Material Kits

Accommodated paper tests are packaged as a kit. Included within the kit is an instruction sheet, the secure TA Script of Students Directions, when applicable, and the accommodated test and answer booklet.

Ancillary Materials

Before the test administration, the SC must ensure that only materials applicable to the test being administered have been organized for each testing group. Things to consider when inventorying materials include:

- Inventory of the materials outlined in Table 3. This ensures adequate quantities are available for use on a test. Refer to the GTSA and WIDA Accessibility and Accommodations Manual for use and restrictions.
- Districts must provide students headsets for applicable tests. Students may use their own personal ear buds

or headsets as long as they are approved.

Table 3: Ancillary Materials

Materials Available	User	District Provided	Vendor Provided	Available on WCAP Portal
Calculator (non-embedded)	Student	Yes	No	No
Calculator and Electronic Device Policy	TA	Yes	No	Yes
Dictionary (English)	Student	Yes	No	No
Do Not Disturb Sign English , Spanish	DC, SC, TA	Yes	No	Yes
Glossary (state-approved)	Student	No	Yes	No
Graph Paper	Student	Yes	No	No
Headsets WCAS/SBA , WIDA	Student	Yes	No	No
Pencil Sign Color , Gray Scale	DC, SC, TA	Yes	No	Yes
Pencils	Student	Yes	No	No
Scratch Paper	Student	Yes	No	No
ELA Listening Transcript (Secure)*	TA	No	Yes	No
Smarter Balanced Online TA Script of Student Directions	TA	Yes	No	Yes
WCAS Online TA Script of Student Directions	TA	Yes	No	Yes
WCAS Accommodated TA Script of Student Directions*	TA	No	Yes	No
WCAS Periodic Table (non-embedded)	Student	No	Yes	No
Test Administration Manual (TAM)	TA	Yes	No	Yes
Test Coordinators Manual	DC, DA, SC	Yes	No	Yes
Thesaurus (non-embedded)	Student	Yes	No	No
Whiteboard	Student	Yes	No	No

* If additional Secure Scripts are needed for administration, they can be ordered through the Additional Order window in TIDE.

Key Dates for Paper-Pencil Testing Activities

Table 4 provides paper-pencil testing activities, such as the tentative timeline for placing initial and additional orders of paper test materials, the state administration windows, and the dates that materials are returned to the scoring vendor. Orders placed during the initial order window will be packaged in individual kits, with student Pre-ID labels, and arrive in the district before the test window opens. Early ordering allows additional time for internal processing of materials, while using the entire paper-pencil window for testing.

If you have missed the initial order window, materials can be ordered through the additional order (AO) window, which opens the day after testing begins. Materials ordered during the AO window will arrive 5-7 business days after the order has been placed.

Table 4: Tentative Key Dates for Paper-Pencil Test Administrations

Administration	Systems	Initial Order Window	Materials Due in District	Additional Order Window	Administration Window	Return Materials
WIDA ACCESS	CEDARS/AMS	<i>Pulled from CEDARS on Dec. 8</i>	<i>January 18</i>	<i>Order through AMS Jan. 19- March 15</i>	<i>Jan. 29-March 22</i>	<i>By April 4</i>
WIDA Alt. ACCESS	WAMS/AMS	<i>Requires action in WAMS Oct. 5 - Dec. 8</i>	<i>January 18</i>	<i>Order through AMS Jan. 19- March 15</i>	<i>Jan. 29-March 22</i>	<i>By April 4</i>
Smarter Balanced WCAS	TIDE	<i>Closes in TIDE Jan. 30</i>	<i>March 25</i>	<i>March 26- May 3</i>	<i>April 8-May 17</i>	<i>By May 24</i>

Refer to the [Accommodated Test Administration Training](#) for detailed instruction on administration and processing of accommodated materials.

Refer to section [Day After Testing](#) for test material return instructions and school requests for extensions due to a hardship.

Student Pre-Identification and Participation

Pre-Identification

The following section outlines the student pre-identification process.

Smarter Balanced and WCAS (ELA, math, and science) pre-identification will occur automatically based on student enrollment records in CEDARS. Any students that are currently being reported in CEDARS in grades 2-12 will be loaded to TIDE and will be eligible to take the appropriate tests for that grade level. 2nd grade is added for interim access only.

WIDA ACCESS Pre-identification

WIDA ACCESS pre-ID begins with an initial student file tentatively pulled from CEDARS in December to identify students as expected to test. This file will also generate initial hard copy materials for shipment to districts. After the initial pre-ID, districts add any additional student records for testing and order additional paper materials in WIDA AMS.

WIDA Alternate ACCESS Pre-identification

WIDA Alternate ACCESS pre-ID requires district action in **EDS>WAMS.>Pre-ID>Spring Alternate Assessment Registration**. The application will be open October 5 through December 8, 2023. Materials for students identified after the initial pre-ID will be ordered through WIDA AMS in the additional order window open January 19 through March 15, 2024.

The EDS, WAMS Pre-ID tab includes additional data resources to track WIDA pre-ID records, but districts are responsible for adding new and moved students to WIDA AMS after the initial pre-ID and through the end of the testing window.

Smarter Balanced and WCAS: Orders are placed by identifying the student as an accommodated test taker in TIDE in the **View/Edit/Export Student, Student Settings, Non-Embedded Accommodations** panel. Accommodated materials needed after the close of the initial pre-ID window are ordered in TIDE through the Additional Order application.

WA-AIM: Students who take the Washington Access to Instruction and Measurement (WA-AIM) are identified in the **EDS>WAMS.>Pre-ID>Spring Alternate Assessment Registration** application.

Nightly Files

OSPI performs nightly uploads from CEDARS into TIDE. Student lists in TIDE will be updated daily based on most current CEDARS enrollment data. A list of students loaded to TIDE each night can be found under the **EDS>WAMS>Pre-ID** tab. The complete list of students can also be extracted from TIDE. However, testing assignments are not included in the TIDE extract. For additional information see the [Student Records Management for Assessment Accountability User Guide](#).

Creating Individual Records in TIDE

WAMS contains an application called "Nightly File Extracts". Users can "Send Students to TIDE" and search for the student by SSID. From this screen, if the record is returned for the student, indicate the school where the student will take the test and the grade level of the student. A record will be sent overnight to TIDE to create a record associated with that school. The record appears in TIDE the following morning.

The only pre-requisite to using this application is that students must have a valid SSID. For students that are new to the state, details about the SSID issuance process can be found in the [SSID User Guide and Policy](#).

The SSID Issuance Search application in **EDS> WAMS>Pre-ID** is designed to show you when a student record was last entered. For additional information see the [Student Records Management for Assessment Accountability](#)



Non-enrolled students who will take the test at your schools (fully remote or primarily homebased students, etc.) will need to be added to TIDE through the same mechanism as all other students. Districts can require students/families to register at least 24 hours in advance (48 hours (about 2 days) if an SSID must be issued to the student for the first time).

Participation

All students, including students with disabilities, multilingual learners (MLs), and MLs with disabilities, should have equal opportunity and access to participate in state assessments. The OSPI [Guidelines for Statewide Accountability Assessments](#) document should be used to aid in assessment-related decisions for students with disabilities. The following information provides the criteria for generating a score.

Smarter Balanced ELA and Math

For spring, students must log in to both the CAT and PT portion of the ELA and/or math test and respond to at least one question on both parts of the test. Students who only log into one portion of the ELA and/or math test will display with a test status of “partial” in the Smarter Reporting System.

Science

Students must give a response to at least two questions (regardless of the number of interactions a question might have).

WIDA

For the WIDA assessments, refer to <https://sea.wida.us/documents/access-attemptedness-criteria> for participation attempt status by domain, test mode, and grade.

Testing and Special Education

Consistent with the IEP or 504 Plan, a student receiving special education services may count as a participant in the state assessment system by taking:

- the Smarter Balanced or WCAS with or without accessibility features, or
- the WA-AIM.

For use and restrictions on accessibility features, refer to the GTSA.

Multilingual Learners

Students who qualify for English Language Development (ELD) services must participate in state assessments, with or without accommodations. For more information, see [Recently Arrived English Learners](#).

WIDA ACCESS and WIDA Alt ACCESS

- Washington uses the WIDA Screener from the WIDA consortium to measure the English language proficiency of multilingual learners (MLs) and determine initial eligibility for ELD services.
- The WIDA ACCESS for MLs and WIDA Alternate ACCESS for MLs are used to measure the language skills of students already receiving services.

WIDA Alternate ACCESS

The WIDA Alternate ACCESS is used to measure the English language proficiency skills of students identified as MLs with the most significant cognitive disabilities. A student’s IEP team determines which annual ELP test the student will participate in.

J-1 VISA Students

Students on J-1 Visas are in a program that exchanges a student from the US with a student from another country. As a result, foreign exchange students are regarded as regular students and generate apportionment for the district like any other resident student. J-1 Visa students are considered public school students and are expected to test just like all other public-school students on assessments required for state and federal accountability. J-1 Visa students will be included in all aggregate score reporting.

Home-Based, Private School, and F-1 VISA

F-1 Visa foreign students; students receiving home-based instruction as described in [RCW 28A.200](http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.200), <http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.200.010>; and private school students <https://apps.leg.wa.gov/RCW/default.aspx?cite=28A.195.010> are exempt from mandatory participation in state assessments. Under certain conditions the state allows home-based and private school students to participate in state assessments within the public-school setting. These students are required to follow the same standard procedures and guidelines as public-school students. Although the scores for these students will not be included in any aggregate reporting, students will receive Individual Score Reports (ISRs). The ISRs will be sent to the district where the student is tested. The district is responsible for delivering the ISR to the parent or legal guardian.

To ensure that these students are exempted and not included in aggregate reporting, it is important to meet the requirements set forth in the *Comprehensive Education Data and Research System (CEDARS) Data Manual* by setting the flag:

- "1" or "2" in element B22 (Private School Student) or element B23 (Home-based Student) if the student is attending on a part time basis for educational services.
- "F" in element B24 (F-1 Visa Student)

Private Schools Administering State Assessments

Unlike public school students, private school students are not required to take the state assessments. However, private schools may choose to participate in the administration of the Smarter Balanced and WCAS assessments. Private schools will receive a letter of invitation to participate in state testing, including pricing information, from Cambium in mid to late fall. If an invitation is not received, contact Julia Rosenthal at: julia.rosenthal@cambiumassessment.com or the Washington WCAP Help Desk at 1-844-560-7366 or email wahelpdesk@cambiumassessment.com.



Individually, families of students attending private schools may ask their resident school district to test their student. Private schools are required to contract directly with CAI to administer state tests.

Private school score information is not part of the Washington State score files. If high school students move from a private school to a public school, the state assessment scores they earned while testing at the private school are valid and can count toward their graduation pathway, as detailed in their High School and Beyond Plan. For score inclusion in state databases, DCs must contact OSPI Assessment Analysts at assessmentanalysts@k12.wa.us or 360-725-6018.

For WIDA Assessments, private schools will have access to WIDA resources and assessments if they have opted into Title III and completed the Federal Programs application. Private schools that have met these criteria can access the WIDA Secure Portal for professional development and test results in WIDA AMS.

Online School Programs

An online school program is defined as a school or program that offers a sequential set of online courses or grade-level course work. [WAC 392-121-182](http://www.wa.gov/wac/392-121-182) defines the assessment requirements of students enrolled in online

schools. For specific details, refer to the [Online Learning Guide](#).

The enrolling district is responsible for assuring that students have access to state assessments. The [Interlocal Agreement Template for Assessments](#) must address all issues, notification, fees, partial enrollment, etc. regarding when and where students will participate for testing. The agreement must be prepared and signed on a schedule that is acceptable to both organizations. The testing district receives funding from the enrolling district(s) based on an agreed upon fee schedule. The following is an estimated fee schedule that may be revised and approved by both entities.

- \$25 per student, per content area (ELA, math, and/or science) where no special support or accommodations are required.
- \$50 per student, per content area (ELA, math, and/or science) where some support or standard accommodations (administered by TAs) are required.
- District cost per student, per content area (ELA, math, and/or science) where unique support and/or accommodations (reader, transcriber) are required.

Alternative (Home-Link) Learning Experience

Alternative Learning Experience (ALE) is public education where some or all instruction is delivered outside of a regular classroom schedule. ALE follows all public education requirements as well as [Chapter 392-121-182 WAC](#).

Students participating in Alternative Learning Experience (ALE) programs are full-time public school students and are therefore subject to the same state requirements, including participation in state testing.

Institutions, Juvenile Detention Centers, and Adult Facilities

Students in all institutions and unaffiliated schools, including facilities that may be partially administered by a local district (e.g., juvenile rehabilitation and Department of Corrections facilities, chemical dependency treatment centers, etc.) must be given the opportunity to participate in state tests. This includes students who are receiving services out-of-state.

Institutions and unaffiliated schools must work with the local facility, district, or Educational Service District (ESD) to establish which entity will train staff, handle materials, and administer tests. An institution may want to have district personnel administer the assessment on its behalf.

Persons in adult institutions, under 21 years of age, may be offered access to state assessments.

The DC of the resident district must submit an *ARMS Modified Testing Schedule* request to OSPI for review and approval.

Contact the Assessment Operations office at Assessment@k12.wa.us for additional information.

Students Who Enter or Withdraw During the Test Window

Districts and schools are encouraged to administer state tests to all partially enrolled students, per professional judgment. As an example, testing the first day a student arrives in a district would not generally be recommended, but schools may be able to administer a test or segment (e.g., math CAT) to a late-enrolling student. Score reports from these tests could help inform instructional decisions. See the *Student Record Management for Assessment Accountability User Guide (SRMAAG)* for details on students withdrawing or entering during the test window and the participation codes that apply.

Data Review

The Testing Progress Dashboard application under the **EDS>WAMS>Data Review** tab supports districts in:

- Checking student lists and student information.

- Checking that students who are expected to take the test have tested.
- Addressing issues such as duplicate primary or no primary school.
- Flagging students with Reason Not Tested Codes indicating Recently Arrived English Learners (RAEL) for students with disrupted enrollment that meet the specific criteria.

No student updates are made in this application. When identified, changes to student identifiers, enrollment, program, and demographic information are made by submitting updated data to CEDARS.

Exemptions

Recently Arrived English Learners

The Recently Arrived English Learners ([RAEL](#)) exemption applies to an English learner student during the first year attending a US school. This applies to a student born in the US and born outside the US. The only conditions are that the student is an identified English learner (i.e., hold LEP status), has less than twelve months of education in the US (fifty states plus DC; does not include territories or protectorates). Students who meet these criteria can skip one administration of ELA, and while they must take any required math and science assessments, all results generated by students during their first year can be excluded from state accountability metrics. RAEL approved students will count as:

- Exempted in ELA if they do not participate,
- A participant in math and science if they test,
- A non-participant in math and science if they do not take the test.

OSPI calculates a student's RAEL status using data in CEDARS (Element B32 - first date enrolled in US school combined with English learner status).

As an example: if a school's first day to administer Smarter Balanced was 3/19/2023, a Multilingual learner with a first date in a US school between 3/20/2023 and 3/19/2024 would qualify for the RAEL exemption, if it was not used in 2023..

Medical Emergency Exemption

This policy allows students unable to participate in state tests due to a significant medical emergency to be exempted from state testing. It is important to note that a student's disability cannot be used as the justification for a medical exemption (not an option for chronic medical conditions). Valid requests must include:

- A physician's note acknowledging.
 - the adverse impact testing would have upon the student, and
 - that the request is for the entire state administration window (outlining dates on the letter).
- Supporting documentation from the school on attendance.



The physician and parent must be informed that this exemption is for district and school accountability and is not an exemption from the student's graduation pathway requirements.

The DC will submit a *Medical Emergency Exemption* request through ARMS for OPSI's review. Requests must be submitted prior to testing unless a medical emergency occurs during the test window (the deadline for reports to be submitted to OSPI is within two weeks after the close of the state administration window). Only upon approval from OSPI will the student be exempted from participation in testing.

OSPI will apply approved medical exemptions to the student score file. DCs should review the **EDS, WAMS, Data Review, Testing Progress Dashboard**, to verify status of student records.

Questions, with student identifiable information removed, should be directed to the Assessment Operations office at Assessment@K12.wa.us.

Parent (Family) Refusals

OSPI does not collect information from school districts about students or families who choose to refuse state assessments. Therefore, school districts should adopt their own policy when deciding if, or in what manner, refusals should be tracked.

However, because the number of students meeting, exceeding, or failing to meet the standards is based upon enrollment, the proficiency for schools and districts are impacted by refusals.

[Ready Washington](#) provides valuable resources about the value of assessments. Please visit the Ready WA [Opt In for Student Success](#) web page for resources to promote understanding and student engagement with the assessment. The *Washington Educational Research Association* (WERA) provides districts with guidance on protocol and a form for parent/student refusal of participation in state testing. Please visit the [WERA](#) site for more information.

Graduation Pathway Option: State Assessment

Students' high school assessments can be used to fulfill Graduation Pathways requirements in ELA and math. View the [Graduation](#) page for more information.

Student Preparation and Accessibility

Preparing Students for Testing

The educational community is sometimes uncertain as to what practices legitimately contribute to the opportunity to learn as opposed to the narrower concept of teaching to the test. The former is a positive endeavor meant to help students learn desired skills and competencies, whereas the latter activity is a negative approach that provides students instruction only on questions that mirror or clone questions on the assessment.

Students who will be taking a state test must be provided with an opportunity to take the training or practice test, or interim assessment by domain or subject. This allows students to practice taking the tests with their unique test settings and, to learn how to use the tools to see if they are helpful to them, and if the tools are working correctly. This also can help to minimize anxiety and test incidents. There are no restrictions on accessing the training and practice tests, and they may be used outside of school for review by families and the local community. These tests also provide an opportunity for students and families to review the tools, supports, and accommodations, and how they function. TAs should reference the [Interim, training, and practice test](#) resources.

As students engage with the assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students if they have not accessed a training or practice test.

If the student cannot or does not understand the assessment format or the tools available in the tests, it is likely that the results will not accurately reflect what the student knows and can do.

Use of a variety of tools and manipulatives by teachers during instruction can be beneficial for students to build a concrete understanding of mathematical content and procedures. However, some tools and manipulatives are not appropriate for use on state assessments because many performance expectations and standards require students to demonstrate understanding at the symbolic notation, fluency, and application levels. Districts may submit a *Non-Standard Accommodation and Designated Support Request* form in ARMS, to seek approval for use of tools or manipulatives not listed in the GTSA.

Student Accessibility

The Guidelines on Tools, Supports, and Accommodations (GTSA) and the [WIDA Accessibility and Accommodations Manual](#) provide information for classroom teachers, English development educators, special education teachers, and related services personnel to make decisions about accessibility consistent with the needs of the student and in keeping with the intent of the assessment's measurement constructs. The Guidelines should be viewed as supplemental information, used in support of local decision-making processes, to determine a student's accessibility needs specific to daily classroom interactions, as well as unique testing situations with the intent to retain the greatest continuity across both classroom instruction and testing.

The Guidelines are also intended for assessment staff and administrators who oversee test administration and accessibility decisions with the variety of computer-based applications and systems that support state and district testing. They also apply to all students, even though many students may not need accessibility supports to access assessments. The emphasis is on the individualized nature of instruction and assessment for students who have diverse needs. However, there are distinctions between what accessibility decisions are permissible during instruction and what are permissible during testing.

A variety of embedded universal tools, designated supports, and accommodations are available for use in the online summative assessments, interim assessments, and the practice and training tests.

For Smarter Balanced and WCAS, DCs, DAs, and SCs can set embedded and non-embedded accessibility features in the TIDE. Accessibility features must be set in TIDE prior to starting a test session. TAs need to check

to make sure students have all the necessary accessibility features before starting a test session. If a student begins a test without the correct accessibility features, SCs must determine if the student's settings can be changed in TIDE, or if a reset appeal will be necessary.

Accessibility in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of a testing accommodation may occur just prior to testing or during the day of the assessment. For example, a student may have a broken arm and need their responses transcribed into the test.

When considering how to meet a student's needs in an emergency, encouraging student independence should be a priority.

If a student's need can be met with an allowable procedure, material, or accessibility feature, it should be made available to the student during testing.

Paper Administrations of Online Assessments

Accommodated (paper) test kits are available when a student's IEP or 504 plan indicates paper testing. During the test administration, students may have access to, and use of accessibility supports as outlined in the GTSA and *WIDA Accessibility and Accommodations Manual*. Materials not listed in the GTSA should **not** be allowed unless a *Non-standard Accommodation and Designated Support Request* form has been submitted through ARMS and approved by the OSPI. This terminology is in keeping with the GTSA.

Day Prior to Testing, During Testing, and After Testing

Overview of Activities

This section provides an overview of the high-level activities on the day prior to testing, the testing day, and the day after testing.

Day Prior to Testing

Movement of Students Between Schools and Districts

For students only taking online tests, the student's test vendor record does not have to reside in the new school to participate in testing.

For students taking paper-pencil tests, a pre-ID adhesive label must be generated from the test vendor system and applied to the students test and/or answer booklets. The student must have an active record in the new district. Refer to the SRMAAG for creating records in TIDE between routine CEDARS submissions. When required, a pre-ID (used or unused) paper test booklet may be securely delivered to any school or district for student use.

Sending District

When a student leaves your district, and you already have accommodated materials for them, you can send those to the student's new district, if it is within the state. You will need to do this as soon as possible. You should document the name of the school or district the student is going to, the student's name and SSID, and the test booklet security barcode number. The security barcode numbers are assigned to your district, and this is not a problem when the scoring vendor receives the booklet back. If the booklet is not returned, OSPI will contact the sending district, which is responsible for providing documentation that the booklet was signed for by the receiving district. Ship the secure pre-ID test booklet via signature-required delivery to the DC of the new district. Do not send test booklets with the student.

Preparation of the Test Environment

The test environment refers to all aspects of the site where students are taking state tests. This includes what a student can see, hear, or access (including technology).

Before each testing session, TAs and administrators must inspect the testing location. Remove or cover any aids or prompts that might help students answer any state assessment questions. See the *Test Administration Manual* (TAM) for further details. Student access to non-permitted material is one of the leading causes for invalidation appeals to be set in TIDE.

Security, Incidents, and Appeals

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results. All summative test content (questions and test materials) is secure and must be appropriately handled.

Any individuals who have witnessed, been informed of, or suspect the possibility of a test incident that could potentially affect the validity of student test results, the integrity of the test, or the data must follow the steps outlined in the *Professional Assessment Standards Guidelines*.

Student Questions About Test Items and Tasks

TAs should be reminded to **not** answer students' questions regarding test questions or tasks. All trained TAs in the room during administration are required to respond to questions with the text provided in the *TA Scripts of Student Directions*. Deviating from the approved script or not using the correct script is considered a test incident that must be reported in ARMS.

Day During Testing

Monitoring Test Sessions

It is critical that monitoring must be maintained throughout testing. All staff involved in overseeing or administering state tests must adhere to these policies as outlined in the *Professional Assessment Standards Guidelines*. TAs must follow the steps described in the *TA Script of Student Directions*.

Student Responses or Students Actions That Cause Concern

Throughout the test administration process, student safety is always the primary consideration. During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others (threats of violence, suicide, neglect, etc.) In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety. Complete details are available in the Concerning Test Responses section of the *Professional Assessment Standards Guidelines*.

Typographical Errors or Ambiguities

If a student notes a typographical error or ambiguity in a test question or task, SCs must securely gather the appropriate information from the TA and submit a *Test Question Ambiguity Report* to the DC. A description of the situation or comment along with the test, student grade, SSID, School, Session ID (online testers), and test question number(s) are required when the DC submits the report to OSPI through ARMS.



Never send secure test content or student information electronically through email.

Day After Testing

Test Material Inventory and Processing

All used and unused secure materials (e.g., Spanish, Braille, large print, standard print test booklets, secure paper-pencil WCAS and ELA TA Scripts of Student Directions that arrive in your material shipment) must be inventoried and accounted for, as outlined in the test vendor material shipment document, in the *Professional Assessment Standards Guidelines*, and in your TSBP.

The security number on each returned test document is electronically verified and the number of late returned or missing materials in each school and district is reported to the Assessment Operations office. The DC will be notified by OSPI to investigate the missing test materials and report findings. Materials identified as missing or returned late bring into question the test security and validity of student score results. Missing materials require a *Test Material Variance Form* to be submitted to OSPI through ARMS.

The DC is required to pre-arrange all test material pickup dates with the identified courier. Return shipment is due after completion of each school's test administration, and no later than 5 business days from the close of the paper-pencil administration window. Materials must be prepared for pickup by 8:00 AM.

Under limited situations, the state may approve a modified test material return schedule for a school that has experienced a hardship. The DC will submit a request through email to the Assessment Operations office at Assessment@K12.wa.us.

Data Cleanup

After testing has completed, there may be instances in which a student's test information must be updated in the test vendor system to accurately display in the reporting system and score files. Cleaning up test records may include setting an invalidation flag.

Reason Not Tested: When a student is not tested, a participation code may be assigned within the test vendor system or WAMS, so that the situation is correctly documented. Setting participation codes is for district use only.

- Medical exemption requests are submitted by the DC through ARMS, reviewed by OSPI, and flagged in the reporting data when approved.
- RAEL status is identified by OSPI using CEDARS.

Discrepancy Resolution: Once paper tests are returned for scoring, the system checks for a variety of discrepancies such as unidentifiable student information, ineligible or out-of-grade testing, and duplicate tests submitted for an individual student. Refer to the TIDE User Guide for instructions on resolving discrepancies.

[Reporting Schedule for Test Results and Documentation](#)

The information in [Table 5](#) provides a **tentative schedule** of the timelines for score reporting.

Table 5: Reporting Schedule for Student Results

Test Results	Reporting System	Paper Reports
Smarter Balanced	May 2024 (SRS)	Smarter Reporting System paper reports tentatively available mid-April.
WA-AIM (fall)	January 16, 2024 (INSIGHT)	Not applicable
WA-AIM (spring)	August 31, 2024 (INSIGHT)	TBD
WCAS	August 2024 (SRS)	Smarter Reporting System paper reports tentatively available mid-August.
WIDA ACCESS and WIDA Alt ACCESS	May 20, 2024 (WIDA AMS)	June 10, 2024

In accordance with districts and local government retention schedules, it is required that districts retain and have available the documentation outlined in [Table 6](#), for OSPI or federal audit (through the State Auditor’s Office). Reports filed in ARMS are retained for two years and do not have to be downloaded or printed by the district for retention.

Table 6: Reporting Documentation Retained at School District

Report	Overview	Due
Test Security and Building Plan	Communicates test schedules, training, security, and communication plans to school personnel.	Before Training occurs
Test Security Staff Assurance Reports	Documents training procedures (prior to testing) and test security protocols (after testing) were followed.	Prior to testing section must be signed before test administration occurs. After testing section is due on the last day of testing.
School Site Administration and Security Report	Documents and summarizes all Test Security Staff Assurance Reports received by each school.	5 days after the close of the administration window.
Test Incidents, Test Material Variances, Modified Test Schedules, and Non-Standard Accommodation Requests	Documents incidents, materials discrepancies, testing outside of helpdesk support hours, and student accommodations.	As needed prior to and through the close of the administration window.

Table 7 provides an overview of the reporting documentation that is required to be submitted to OSPI through the Assessment Reporting Management System (ARMS).

Table 7: Reporting Documentation Submitted to OSPI

Report	Overview	Due
<i>Test Material Variance (as needed)</i>	<i>Use to report perceived anomalies</i>	<i>When reported by schools</i>
<i>Medical Exemption (as needed)</i>	<i>Exempts student from testing</i>	<i>Prior to testing or when reported</i>
<i>Modified Test Schedule (as needed)</i>	<i>Use to request a test schedule outside of help desk support hours.</i>	<i>Prior to testing</i>
<i>Test Incidents (as needed)</i>	<i>Refer to the Professional Assessment Standards Guidelines for requirements</i>	<i>As soon as possible</i>
<i>District Security Reports (mandatory)</i>	<i>Documents and summarizes all School Site Security Reports received by the district.</i>	<i>July 15,2024</i>

Retention Schedule

Current Local Government: The School Districts and Educational Service Districts Records Retention Schedule and Local Government Common Records Retention Schedule (CORE) are located at:

- [Managing School and Educational Service Districts Records Retention Schedule](#)

The state retention schedule for scored paper test results available for Request to View for ELA, math, and science tests is one year.

Appendix A: Training Tests, Practice Tests, and Interim Assessments

Teachers are encouraged to conduct a class or group walk-through of the training test or practice test to promote familiarity for themselves and their students with the testing format, basic test rules, and to allow for free and open communication on the testing process and/or content. This provides an opportunity for teachers to describe the limitations to the support they will be able to provide during summative testing. Students will become familiar with the pause rules, mark for review, leaving a segment, and ending a test session. Students will also be able to practice using test settings and accessibility features that may be assigned to them during testing.

Select [Interim, Training, and Practice Test](#) (Smarter Balanced/WCAS) and select [WIDA ACCESS Test Practice and Sample Items](#) (Online/Paper) for resources to familiarize users with each test and the scoring process.



The Summative Assessments are official accountability tests that generate a state score for students. For interims and summative tests, administering the wrong test could result in invalidation.

Table 8: Overview of Training, Practice, and Interim Assessments

Resource	Description
Training Test	The purpose of the Smarter Balanced and WCAS training tests are to help students, teachers, and families become familiar with the various question types, tools, and navigation used in the online testing system. Students learn how to log into a test, navigate tool buttons, and how to complete different question types. This resource has approximately six to nine questions per grade band. Available for ELA and math (grade band 3-5, 6-8, HS), and science (grade 5, 8, 11).
Practice Test	The practice test allows teachers, students, and families to experience a Smarter Balanced or WIDA ACCESS Online and Paper test. Smarter Balanced practice tests are similar in format and structure to the actual test and include about 30 questions. Students' responses are not scored or saved. Practice tests are available for Smarter Balanced ELA and mathematics and WIDA ACCESS listening, reading, writing, and speaking.
Interim Assessment	Interim Smarter Balanced assessments allow teachers to check student progress and provide information to improve classroom instruction. Interim assessments may be administered as a comprehensive test (ICA) that mirrors the summative, or in blocks (IAB) that focus on specific sections of the test. The Smarter Balanced Interim Assessments Overview provides more information on interims. See Interim Administration Manual and TA Script of Student Directions to inform administration of the interims. Students should also have access to the accessibility supports that they will use on the summative assessments during the interim assessments. Some interim assessment responses are hand scored. A benefit of hand scoring is that it allows teachers to interpret strengths and weaknesses for their students in the skills being assessed.

Appendix B: K-12 Assessments

Summative Testing

The Smarter Balanced, WCAS, and WIDA ACCESS summative assessments are used for reporting student score results to school districts and families and for state and federal accountability. WIDA ACCESS and WIDA Kindergarten ACCESS are for students receiving ELD services. WA-AIM and WIDA Alternate ACCESS serve as alternate tests for students with severe cognitive disabilities that may be used for federal accountability.

Table 9: Summative Tests

Summative Tests	K	1	2	3	4	5	6	7	8	9	10	11	12
WIDA ACCESS Annual <i>Read, Write, Speak, Listen</i>		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
WIDA Kindergarten ACCESS <i>Read, Write, Speak, Listen</i>	Yes												
WIDA Alternate ACCESS <i>Read, Write, Speak, Listen</i>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Smarter Balanced <i>ELA and Math</i>				Yes	Yes	Yes	Yes	Yes	Yes		Yes		
WA-AIM <i>ELA*, Math**, and Science***</i>				Yes	Yes	Yes	Yes	Yes	Yes		Yes */**	Yes ***	
WaKIDS	Yes												
WCAS <i>Science</i>						Yes			Yes			Yes	

OSPI Developed Classroom-Based Performance Assessments

The state develops Classroom-Based Performance Assessments (CBPAs) based on the state's learning standards. State curriculum specialists create tasks and questions and provide them to districts.

ARTS *Dance, Music Theatre, Visual Arts*

Social Studies (Civics RCW requirements)

Health and Physical Education

Educational Technology *ARTS, ELA, Health, Math, Science*

NAEP

NAEP is a national assessment that allows educational achievement to be compared across states. Washington is required to give the NAEP in reading and math at grades 4 and 8 every two years. School districts must participate in these assessments, when selected.

Second Grade Reading Assessment

The Second Grade Reading Law (RCW.28A.300.320) mandates that every student in the state of Washington be assessed at the beginning of the second grade using a grade-level equivalent oral reading passage.

Appendix C: WCAP Testing Checklists

The Washington Comprehensive Assessment Program school district user checklists are based on information found in the Duties and Responsibilities section of the *Professional Assessment Standards Guidelines*. Information in the checklists is not exhaustive and should be used as a supplemental document for reminders on test administration activities. District Assessment Coordinator customization of the checklists is permitted and should be based on how roles are assigned in your school district.

The checklists are available on the WCAP Portal for the following users.

[District Assessment Coordinator](#) (list may be modified to support District Administrators [DAs])

[Principals](#)

[Technology Coordinators School Test Coordinators](#) (SCs)

[Special Services Staff](#)

[Teachers](#)

[Test Administrators](#) (TAs)

Chronological WCAP Checklists — District Assessment Coordinators					
<p>The Washington Comprehensive Assessment Program District Assessment Coordinator (DAC) checklists are based on information found in the Duties and Responsibilities section of the <i>Professional Standards and Security, Incident, and Reporting Guidelines</i>. These should be used as supplemental documents for reminders on test administration activities, keeping in mind this information is not exhaustive. Customization of these lists is permitted and should be based on how roles are assigned in your school district. Refer to the PIRG and to the Finding Help section for additional support.</p>					
TABLE 1: BEFORE TESTING					
Item #	Pre-Summative Testing Activities and Resources	Assigned to Lead DAC	Start Date	End Date	Completed Date
<input type="checkbox"/> 1	Participate in state training opportunities. Become familiar with test administration policy by reviewing the 2019-20 administration materials. Note: New DACs should first read the OSPI Quick Start Guide and review the new DAC Training PPTX .				
<input type="checkbox"/> 2	Implement the plan for reporting student score results from the previous administration to school district staff and parents.				
<input type="checkbox"/> 3	Confirm or create DA, SC, TA, and IS user accounts in TIDE. The state creates new DC accounts. Remove user accounts for staff no longer supporting test administration activities.				

Figure 1: Example of the DC Checklist

Appendix D: Training and Communication Resources

Test administration and communication resources are provided in the sections below.

Test Administration Training

Coordinator Training

The Coordinator and Administrator Training is designed to help prepare for state testing. The material in *Spring Test Coordinator Training* and *Basic Security Training* PowerPoints supports the annual training of staff and should be augmented as needed and appropriate for your school district.

TA Training

The *Test Administrator (TA) Training* PowerPoint is designed to assist in preparation for state testing. The material in this PowerPoint supports the annual training of staff who will administer or assist with administering state assessments and for staff who will be handling secure materials. This training should be augmented as needed and appropriate for your school district.

New DC and DA Training

The material provided in the Q&A and the *New DC and DA* and *All DC Training* PowerPoints supports staff who are newly entering the roles of District Assessment Coordinator (DC) and District Administrator (DA). This is a high-level look at the assessment system with an overview of available resources.

Assessment Reporting Management System

This training module provides instructions on accessing and managing forms and reports in the electronic ARMS application within EDS.

Assessment Update Webcasts

OSPI's Assessment and Student Information, Education Technology, Elementary Education, and Secondary Education divisions collaborate and present during the monthly webcast. During each webcast OSPI collects and answers questions from the attendees and posts the PowerPoint and Q&As to the WCAP Portal. This information can be useful in helping to answer questions you have regarding current and upcoming events.

Definitions and Acronyms

Refer to the [Glossary](#) page for a list of frequently used terms and their definitions.

Communication

Washington Assessment Weekly (WAW) Newsletter

The WAW newsletter provides updated information about all state assessments. It includes information about test administration dates, new or updated documents posted to the portal, and any actions that might be required of you as well as known technical issues or clarification of assessment information. The articles in the newsletter can answer many of your assessment questions.

The WAW is distributed through e-mail to users with the DC and DA role. DC and DAs may forward articles to other key staff within the school and district. If you have a staff that you want to have access to the newsletter, you make the update in the Profile section the of [EDS](#), [WAMS](#). Only those with the DC and DA (Designee) roles in WAMS Profile will receive the WAW directly.

Washington Assessment Management System (WAMS)

The Washington Assessment Management System is an OSPI system within the Education Data System (EDS)

that collects district level user contact information, provides access to pre-ID and reporting data, and training materials that are not ADA compliant.

The **Profile** tab is where you provide district level contact information for OSPI assessment communications and delivery of secure and confidential materials. OSPI receives automatic email notification of any change made on this page and email lists are updated accordingly.

The **Pre-ID** tab allows you to identify students for WA-AIM and WIDA Alternate ACCESS, check the Nightly File extracts, and Move Students to TS Gold.

The **File Downloads** tab is used to communicate pre-ID files, score results, secure training materials, PPTX audio files and materials that are not ADA compliant.

The **Data Review, Testing Progress Dashboard** tab is used to review student data and to document students who were not tested.

Administrative access to WAMS is granted at the district level by each district's EDS Security Manager. District Data Security Managers can provide usernames and passwords to DCs.

Appendix E: Customer Support

For **Smarter Balanced** and **WCAS**, contact the Washington Comprehensive Assessment Program Washington Help Desk Toll-Free Phone: 1-844-560-7366 or: wahelpdesk@cambiumassessment.com Monday-Friday from 6:00 a.m. to 6:00 p.m. PT (except holidays or as otherwise indicated on the WCAP Portal).

For **WIDA** customer service contact help@wida.us

SCs refer to this manual. If additional support is needed, contact your DC.

TAs refer to the TAM. If additional support is needed, contact your SC.

TAs and SCs must also alert the DC and Technology Coordinators of issues.

Table 10: OSPI Contacts for DC/DC Support

OSPI Office	Support Available	Phone	Email
Assessment Development	Smarter Balanced Summative and Interim Assessments and Digital Library Content		Director: toni.wheeler@k12.wa.us ELA: maja.wilson@k12.wa.us Math: serena.oneill@k12.wa.us Science: science@k12.wa.us
Assessment Operations	Test Administration Questions, WCAP Portal, TIDE, TDS, ORS, EDS WAMS Profile, and Request to Views, Administration policy, security, TIDE appeals, ARMS: test incident, modified schedule, ambiguity, medical exemption	800-725-4311 opt 3 or 360-725-6348	assessment@k12.wa.us
Data and Student Information	Student Pre-ID, TIDE Data Flow, WAMS QUERY, and Report Card Questions	360-725-6109	assessmentanalysts@k12.wa.us
Graduation Pathways	Graduation pathways and assessment waivers	564-999-0148	graduation.pathways@k12.wa.us CIA and Waivers
Guidelines on Tools, Supports, and Accommodations	Questions pertaining to the GTSA or the Non-Standard Accommodations and Designated Support Request form		GTSA@k12.wa.us
Migrant and Bilingual Education	Policy issues to support English learners. Technical assistance with English learner identification, standards, instruction, and program accountability.	360-764-6201	virginia.morales@k12.wa.us
OSPI Customer Support	CEDARS and EDS questions. For EDS permissions, contact your district security manager.	800-725-4311	customersupport@k12.wa.us
OSPI Developed Assessments	Reporting Instruction and Assessment in Social Studies, The Arts, Health, Physical Education, and Educational		The Arts: TheArts@k12.wa.us Social Studies: socialstudies@k12.wa.us

OSPI Office	Support Available	Phone	Email
	Technology		Health and Physical Ed: ken.turner@k12.wa.us Educational Technology: OSPIEdTechDept@k12.wa.us
Special Education	State and federal laws: provisions of special education services, including IDEA	360-725-6075	speced@k12.wa.us
Student Growth Percentile (SGP)	Student Growth Percentiles and related data	360-725-6110	studentgrowth@k12.wa.us
Tableau Secure Data Portal	Secure achievement data portal	360-725-0421	achievementData@k12.wa.us
Transcripts			studentinformation@k12.wa.us
WA_AIM	Alternate Assessment for students with significant cognitive challenges	360-725-6089	wa.aim@k12.wa.us
WaKIDS	Washington Kindergarten Inventory of Developing Skills policy issues	360-725-6180	wakids@k12.wa.us
WIDA	Assessment policy and administration	360-725-6338	ELPAssessment@k12.wa.us
	Test operations irregularities, security, scoring alerts	360-725-6348	Assessment@k12.wa.us
Webinar and K20 Support	Webinar support and K-20 technical support	360-725-6381	tony.brownell@K12.wa.us

Appendix F: Test Administration Resources

The table below identifies the test administration support materials available and user role that should review.

Table 11. Test Administration Resources and Locations

User role	Resource
DC, DA, SC, TA	<p>Accommodated Test Administration Training – Information on administration, processing, and packaging of paper materials.</p> <p>WCAP Home > Resources > Accommodated Test Administration Training</p>
DC, DA	<p>Additional Order Material Schedule – Provides the initial material shipment timeline and the schedule for order and delivery of additional materials.</p> <p>WCAP Home > Resources > Additional Order Schedule</p>
DC, DA, SC, TA, Principal	<p>Administration Training for Coordinators and TAs – OSPI templates provide an overview of procedures, policy matters, test security processes, with a high-level overview of Cambium Assessments systems.</p> <p>WCAP Home > Resources > Spring Test Coordinator Training WCAP Home > Resources > Spring TA Training</p>
DC, DA, SC	<p>Assessment Reporting Management System (ARMS) Module Overview – for accessing, submitting, and responding within the electronic reporting system.</p> <p>WCAP Home > Resources > ARMS Training Module</p>
Technology Coordinator	<p>Online Braille Administration Manual – For information on supported hardware and software for Braille testing and for configuring JAWS.</p> <p>WCAP Home > Resources > Online Braille Administration Manual</p>
Technology Coordinator	<p>Braille Training Module for Technology Coordinators – For information on supported hardware and software for Braille testing and for configuring JAWS.</p> <p>WCAP Home > Resources > Braille Training Module for Technology Coordinators</p>
TA	<p>Braille Training Module for Test Administrators – For information to support TAs in administering tests to students using Braille.</p> <p>WCAP Home > Resources > Braille Training Module for Test Administrators</p>
Technology Coordinator	<p>Bring Your Own Device Guidance – Acceptable use policy and guidelines.</p> <p>WCAP Home > Resources > BYOD Guidance</p>
DC, DA, SC, TA	<p>Calculator and Electronic Device Policy – Information on specific calculators and devices that are allowed and prohibited.</p> <p>WCAP Home > Resources > Calculator and Electronic Device Policy</p>
DC, DA, SC, TA, Technology, Multilingual, and Special Services Coordinators, Principal,	<p>Checklist for WCAP Test Administration – These checklists should be used as supplemental documents for reminders on test administration activities.</p> <p>WCAP portal Home > Resources > Checklists for WCAP Test Administration</p>
Principal	<p>Graduation Pathways Guide – Is a resource to help educators and families understand state graduation requirements.</p> <p>Location: OSPI Website, Student Success, Graduation, Graduation Pathways page</p>

User role	Resource
DC, DA, SC, TA, Multilingual, and Special Services Coordinators	GTSA Training Series – Overview of GTSA, universal tools, designated supports, accommodations, multilingual learners, and students with disabilities. WCAP Home > Resources > GTSA Training
DC, DA, SC, TA, Multilingual, and Special Services Coordinators	Guidelines on Tools Supports and Accommodations (GTSA) – Guides decisions associated with student access to state tests. WCAP Home > Resources > Guidelines on Tools Supports and Accommodations for State Assessments
New DC, DA	New DC and DA Training – Overview of the assessment cycle, systems, applications, forms, reporting, OSPI website and WCAP Portal resources. WCAP Home > Resources > New DC Training
DC, DA, SC, TA, Multilingual, and Special Services Coordinators	Non-Standard Accommodation and Designated Support Request Form – Available to request the use of an accessibility support not listed in the GTSA. OSPI> Educational Data System >Assessment Reporting Management System
All	Practice Tests —Student – Provides teachers, students, and families an opportunity to experience a Smarter test. WCAP portal> Student Practice Test
All	Practice Tests — TA Interface – Provides TAs an opportunity to become familiar with the TA interface. WCAP Home> TA Interface Practice Test
DC, DA	Quick Start Guide – Overview of users, responsibilities, test administration activities, and access to OSPI and vendor systems. WCAP portal Home > Resources > Quick Start Guide
DC, DA, SC, TA	Reporting Documents on WCAP Portal – <i>School Site Security Report, Test Materials Variance Form, Test Security and Building Plan Templates, Test Security Staff Assurance Report, and Test Question Ambiguity Form</i> WCAP Home > Resources > Forms and Reports
DC, DA	Request to View Guidelines – For guidance on assessment viewing sessions by parents or legal guardians and advocates. OSPI Home > Student Success > Testing > State Testing > State Testing Scores and Reports > Request to View Your Student’s Test
DC, DA, SC, TA, Technology, Multilingual, and Special Services Coordinators, student	Secure Browser for Student Online Testing Module – Is designed to help students understand the interface they will use to take the online test. WCAP Home > Resources > Secure Browser for Student Online Testing Module
DC, DA, SC, TA, Multilingual, and Special Services Coordinators	Student Record Management for Assessment Accountability User Guide (SRMAAUG) – Overview of data extracted from CEDARS for upload to TIDE and student Pre-ID. WCAP Home > Resources > SRMAAUG — Student Record Management for Assessment Accountability User Guide

User role	Resource
DC, DA, SC, TA, Technology, Multilingual, and Special Services Coordinators Student	TA Interface for Online Testing Module – Navigate the TA Interface, student log in, select a test, and functionality of the test tools. WCAP Home > Resources > Test Administrator Interface for Online Testing Module
DC, DA, SC, TA	TA Interface User Guide – Overview of TDS, administration of tests and student interface. WCAP Home > Resources > TA User Guide
Technology Coordinator	Technology Guide – System-specific guides for hardware, software, and network configurations. WCAP Home > Resources > Supported Browsers
DC, DA, SC, TA	Test Administration Manual (TAM) – Provides procedural and policy guidance to implement state tests. WCAP Home > Resources > Test Administration Manual TAM
DC, DA, SC, TA, Technology, Multilingual, and Special Services Coordinators	Test Administrator Certification Course – Navigating TDS, new features, system updates. WCAP portal>Smarter Balanced or WCAS> Test Administrator Certification tile
DC, DA, SC, Principal	Test Coordinators Manual (TCM) – Overview of test administration activities and security of state testing. WCAP Home > Resources > Test Coordinator’s Manual (TCM)
DC, DA, SC, TA, and Technology Coordinators	Test Information Distribution Engine User Guide – Details include managing users and students, test materials, setting test windows, rostering, and appeals. Also available is the TIDE Module. WCAP Home > Resources > TIDE—Test Information Distribution Engine
DC, DA, SC, Principal	Test Security and Building Plan Template and Process Document – Security and building plan for state testing. WCAP Home > Resources > Test Security and Building Plan Template
DC, DA, SC, TA	Testing—Do Not Disturb Sign: This sign is available in Spanish and English for use outside the testing location to alert others of the test session. WCAP Home > Resources > Do Not Disturb Sign English
DC, DA, Multilingual Coordinator	WIDA Assessment Management System AMS User Guide: Familiarizes users with the Assessment Management System WIDA Portal Login
DC, DA, Multilingual Coordinator	WIDA Quick Start Guide (OSPI): Overview of users, responsibilities, test administration activities for WIDA. OSPI Home > Student Success > Testing > State Testing > English Language Proficiency Assessments

**Unauthorized
electronic devices
may not be used or
within reach at any
time during the
testing session.**



Cell phones and
Bluetooth
earbuds



Smart watches
and other
wearables



Personal
laptops and
tablets

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