Washington Office of Superintendent of
PUBLIC INSTRUCTION
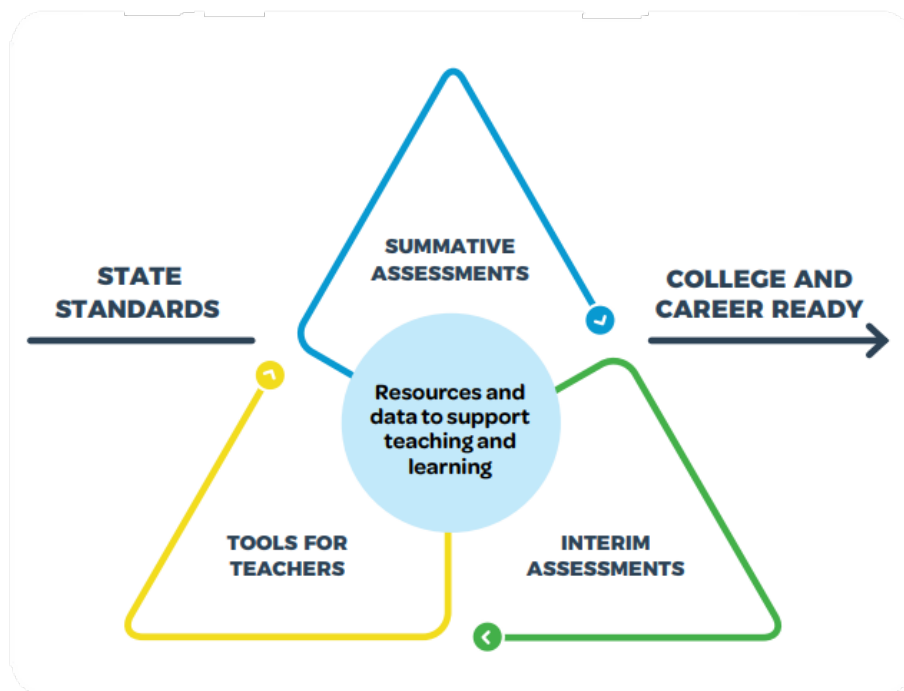Washington Comprehensive
Assessment Program

Interim Administration Manual

TA Script of Student Directions

Smarter Balanced Interims

English Language Arts and Math

This Administration Manual and TA Script is for use with INTERIMS only.

Do not use this document and script to administer the end-of-year summative tests.

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Interim Overview

Purpose

The purpose of this document is to provide information, resources, and recommendations for educator activities throughout administration of the Smarter Balanced ELA and math interims. Throughout the document are references to support materials in bold, italicized text. Links to these references will be provided in a **Suggested Reading** table at the end of the section.

Interims can be administered flexibly by teachers to best meet their instructional needs. The intent of this document is to inform a standardized interim administration, although Test Administrators may opt for a non-standardized administration. Some TAs may choose to utilize both administration options. This document also contains the *Student Directions for Interims* for the Smarter Balanced ELA and math interims.

To better support the range of possible uses, local educators may choose to establish interim specific schedules, administration policies, and scoring practices for the hand scoring resources. Please work with your school and district staff to get details on the interim use policies for your school and district.

It is highly recommended students have an opportunity to practice on an online Practice Test and/or Training Test prior to taking an interim. The Practice Tests and Training Tests can help students become familiar with the online testing system and the features and tools available while taking an interim or summative test. This will make navigating interims and the end-of-year summative test easier and more familiar.

Types of Interims

Interims are a component of the Smarter Balanced assessment system. They are designed to support teaching and learning throughout the year. Smarter Balanced offers different types of interims based on the specific content they assess.

Interim Comprehensive Assessments (ICAs) measure a similar range of content to the summative test. ICAs include questions similar to those on the Computer Adaptive Test (CAT) and the Performance Task (PT). However, the ICAs are not computer adaptive, so each student taking an ICA at a given grade level will receive the same questions.

Interim Assessment Blocks (IABs) can be used by educators to assess a smaller range of content than the summative test or ICA (3-8 targets per IAB). Each IAB includes many more questions per target than would appear on the summative test or ICA for those same targets.

Focused IABs (FIABs) assess 1-3 targets at a time. Like the IAB, FIABs include many more questions per target than would appear on the summative test.

Figure 1. Interim Assessments at a Glance
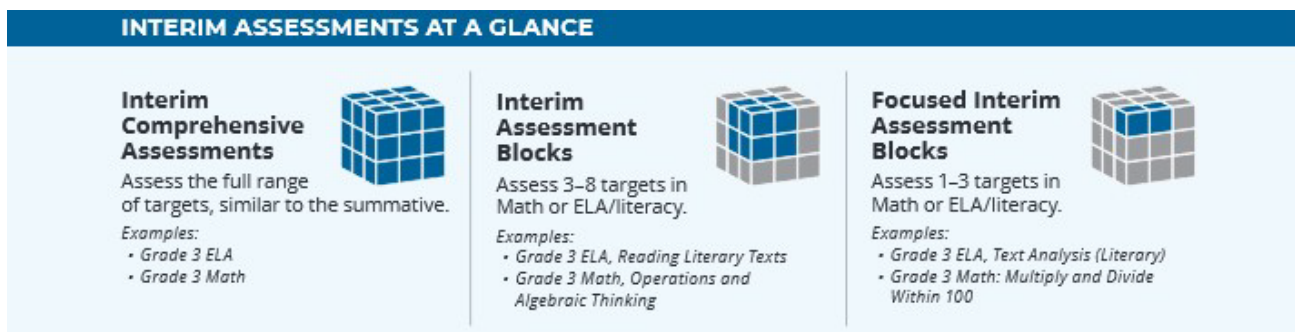
Accessibility, Manner of Administration, and Security Protocols

Security Protocols for Interims

Interims are visible to both students and teachers. This designation allows educators to access interim questions and student responses to questions. Because of this flexibility, the interims are **not** intended to be used for accountability purposes.

Interims are **not** for public use, display, or distribution. Any use, display, or distribution of the interims that results in access to individuals beyond authorized local education agency staff and students is prohibited. Interim questions must not be copied into third-party systems.

Interims are administered online and use the same delivery software as the summative tests. Interims include all the accessibility resources that are available in the summative test to provide accurate results for all students.

Educators have the flexibility to administer interims as best fits local needs. These decisions should be made locally as part of larger context that includes the purpose of the interims, how the interims will be scored, how the data from the interims will be used, and how teachers can interpret this data to understand students' learning and needs.

Standardized Administration for School/District Conversation

Standardized administration means that a student completes an interim individually, following procedures similar to, or the same as, the summative tests. Standardized administration of interims can inform students and teachers about the summative test experience, giving them the opportunity to encounter and practice features of the online summative test administration in a low-risk environment. See section *Select a Test Reason for the Interim* for when to choose the type of administration in the TA Interface.

Results from standardized administrations of interims are only one way to look at a student's understanding of the standards. Scores generated from a standardized administration of an interim can give educators and students a snapshot of how students might perform on some of the content assessed on the summative assessment. Thus, results from a standardized administration can be used for school-wide and/or district-wide conversations. If used to inform instruction, interim test scores should be interpreted with care and alongside multiple sources of information about student learning.

Non-Standardized Administration for Classroom Use

Educators can also administer interims flexibly in non-standardized ways, using student responses from these interims for conversations between the teacher and the student in their classroom. In a non-standardized administration, teachers and students can work together and educators can conduct instructional activities that are not consistent with a summative administration. During many non-standard administrations of the interim assessments, student scores will not be generated, or will be secondary to the instructional conversations that occur around particular interim test questions. Some non-standard options may include providing students with accessibility features that are not currently outlined in an IEP or 504 plan, students working in groups, class discussion time between interim questions, and reviewing interim questions as a class. See section *Select a Test Reason for the Interim* for when to choose the type of administration in the TA Interface.

Information that teachers are able to gather during a non-standardized administration of an interim, such as a student's reasoning during a math problem, can be used to inform instruction. If scores are generated from a non-standardized interim administration, these scores do not describe the performance of individual students in a comparable manner. More information on the standardized and non-standardized administrations of interims is available in the *Interpretive Guide for English Language Arts/Literacy and Mathematics Assessments*.

Accessibility

The interims also include all the accessibility resources that are available in the summative test to provide access for all students. For additional information on student accessibility, see the *Guidelines on Tools, Supports, and Accommodations*.

Tools for Teachers

Tools for Teachers contains instructional resources related to the ELA and math summative and interim test content. While OSPI recommends that curriculum and instruction be aligned to the standards, not to the state tests, teachers may find materials to use or adapt from Tools for Teachers. Access to Tools for Teachers is free for every public school district and

ESD employee, and educators can log in from the *Interim Assessments page of the WCAP Portal* using the same password you use to log in to the TA Interface and the other WCAP systems

Table 1. Suggested Reading for Accessibility, Administration Types and Security Protocols

Suggested Reading	
2023–24 Interim Assessments Overview	A Smarter Balanced publication which provides an overview of interims and lists the interims available for each grade level for ELA and math. Identifies which interims have at least one hand-scored question.
Interpretive Guide for English Language Arts/Literacy and Mathematics Assessments	A Smarter Balanced publication designed to help educators, parents, and other stakeholders interpret and explain Smarter Balanced interim and summative assessment results.
Guidelines on Tools, Supports, and Accommodations	The *Guidelines on Tools, Supports, and Accommodations* identifies the accessibility features available to students during state testing, consistent with students' use in classroom instructional settings.

Preparing for an Interim

This section describes steps educators can take prior to, during, and after administering interims. These steps support both standardized and non-standardized administrations, as described above. Steps are marked as "Optional," "Required," or "Best Practice." "Optional" means this step may be of value to educators who are new to interims or who are using interims in non-standardized ways that do not generate student interim results in the Smarter Reporting System (SRS). "Required" means the step is necessary for when the teacher sets up an interim test session in the TA Interface and the student takes an interim test via the Secure Browser and will generate results in SRS. "Best Practice" describes steps that are not strictly required for administering interims, could be used for both non-standardized and standardized administrations of interims, or are a resource to support educators and students while working with interims and interim results.

Before Interim Administration Checklist

☐ Optional: Review the *2023–24 Interim Assessments Overview*. This document gives an overview of interims and provides lists of the specific interims available at each grade level for ELA and math.

☐ Optional: Review the *Interim Assessment Blueprints*. Educators can use these blueprints to plan how to integrate interims effectively within classroom instruction or to better understand student results.

☐ Optional: Review the interims through the Assessment Viewing Application (AVA), available on the Washington Comprehensive Assessment Program (WCAP) portal, or in the Interim Assessment Item Portal (IAIP), available within Tools for Teachers (TFT). In both systems, educators can see the exact questions on each interim. This will help you select which interims to administer and decide when it makes the most sense to administer specific interims throughout the year.
  - Use the *AVA User Guide* to support viewing interims.

☐ Required: If there is handscoring for the selected interims, download and review the *Teacher Assessment Scoring Center (TASC) Materials* from the General Resources dropdown menu in the Test Information Distribution Engine (TIDE).
  - All the math performance task interims require hand scoring, and many ELA interims require hand scoring. The *2023–24 Interim Assessments Overview* document identifies all interims that have hand scoring required.
  - All hand scoring for interims must be completed by local educators prior to results showing in SRS.

☐ Optional: Reach out to your School Test Coordinator (SC) if you need any of the following: student test settings updated in TIDE, assigning groups of students to you so you can see interim results in SRS, and troubleshooting any issues that might arise while students are taking an interim. If your SC needs help, they should reach out to your District Assessment Coordinator (DAC). The most recent contact information for the DACs is available on the Test Administration: Contact Information webpage.

☐ Required: Check students' test settings in TIDE. Also work with students to verify settings as there are several checks during the student log-in process for them to check these settings. If, after beginning an interim, the student settings need to be changed, pause the interim until the settings are changed.
  - Student test settings in TIDE include the grade level interims available to students. By default, a student has access to grade-level interims, e.g., a 5th grade student has default access to the 5th grade interims. To administer interims at a different grade level than the default, update the student's settings in TIDE under the Interim Testing Grade section.
  - See page 36 of the *TIDE User Guide* to support checking student settings.

☐ Required: Work with staff in your school, including counselors and special education leaders, to ensure student accessibility supports are correct and the non-embedded supports are available for students who need them. For students with an IEP or 504 plan, ensure the supports and accommodations in TIDE match their plan.

☐ Required: Schedule time for students to take an interim.
  - Interims are untimed; students should be allowed to work on interims as long as they are productively engaged.

- Interim Comprehensive Assessments (ICAs) are best scheduled over multiple class periods. This includes 1.5 to 2 hours for the non-performance task component of the ICA and 1 to 2 hours for the performance task component.
- Interim Assessment Blocks (IABs) are designed to be completed within a single class period.
- Focused Interim Assessment Blocks are also designed to be completed within a single class period.
- Actual time for individual students to complete an interim will vary.
- See section *Good Things to Know about Administering Interims* for information about pausing tests and other things to consider when scheduling an interim.

☐ Required: Obtain a list of SSIDs for each student taking an interim. SSIDs are required for the interim log-in process.

- Recommended: Print test tickets from TIDE, based on a roster or a student list. Test tickets include student names and SSIDs. Test tickets should be treated as secure material and should be collected from students at the end of every test session and securely stored until the next testing session if multiple sessions are used to complete an interim. Work with your SC if you need help.

☐ Best Practice: Print the *Student Directions for Interims* portion of this document and read through the directions.

During Interim Administration Checklist

☐ Best Practice: Consider following summative testing practices when administering interims. These include:
- Covering or removing instructional materials from where students are taking the interim
- Providing materials including pencils, scratch paper, or graph paper
- Providing designated supports and accommodations such as separate setting or read aloud
- Restricting access to non-approved devices (cell phones)
- Allowing students to continue working as long as they are productively engaged
- Allowing breaks, as needed
- Having a plan for students who complete an interim early

☐ Best Practice: You may use the script in this document when administering an interim. Read the directions from the *Student Directions for Interims* included in this manual. Some considerations for reading the directions include:
- Read using a natural tone and manner.
- The italicized text outside of the **SAY** boxes is information intended for you, not students.
- If you make a mistake in reading a direction, stop and say, "Listen again." Then read the direction again.
- You may paraphrase the interim directions if that helps student understanding.
- You may repeat any part of these directions as many times as needed.

After Interim Administration Checklist

☐ Required: Complete all hand scoring in TASC. Directions for using the TASC are included in this document.

☐ Best Practice: Review student results in SRS.
- Your DAC or SC will need to put students into groups within the SRS before TAs can access student results.
- Directions for accessing the SRS are included at the end of this document.
- Results are typically available in the SRS within 24 hours of completing all hand scoring.
- Results are available at a variety of levels including all the way to individual student responses to each question on the interim.
- Both CAT and PT must be completed for ICA results to show in SRS.
- See the *SRS Introduction* document and *TA View Interims (YouTube video)* for an introduction to the SRS.

Table 2. Suggested Reading for Preparing for an Interim

Suggested Reading	
2023–24 Interim Assessments Overview	This resource document provides an overview of interims and lists the interims available for each grade level for ELA and math. Identifies which interims have at least one hand scored question. Review and familiarize yourself with the hand scoring resources and processes.
Interim Assessment Blueprints	Educators can use these blueprints to plan how to integrate interims effectively within classroom instruction or to better understand student results.
AVA User Guide	AVA allows authorized users to review the Smarter Balanced Interim Comprehensive Assessments (ICA), the Interim Assessment Blocks (IAB), and the Focused Interim Assessment Blocks (FIAB) for administrative or instructional purposes. The AVA user guide walks users through logging in, accessing interims, and navigation of the system.
TASC Materials	These materials are downloaded from TIDE and include Training Guides, Exemplars, and Smarter Balanced rubrics to prepare for, and use when evaluating students' open-ended responses on interim questions.
TIDE User Guide	This user guide provides specific instruction for navigating TIDE and includes activities that support test preparation, test administration, and post-testing activities.
Smarter Annotated Response Tool	This tool helps educators understand how the ELA PT is scored. It allows educators to see scored student responses with access to the prompts, rubrics, and explanations of each score. It is not intended to be a model for classroom assessment since teachers will want to consider dimensions of student writing than are not attended to in ELA PT rubrics. In addition, the student responses are exemplars only for the SB test; classroom exemplars are produced with resources and conditions not allowable on the ELA PT (e.g., self-chosen topics and genres, conversations with peers and others, multiple drafts and revisions over time, and access to external sources that might inform the writing, etc.)

Good Things to Know about Administering Interims

Administering Interims Over Multiple Sessions/Days

Interim Assessment Blocks and Focused Interim Assessment Blocks (IABs and FIABs) are typically given in a single session, but students can take them over multiple sessions. The Interim Comprehensive Assessment (ICA) consists of a Performance Task (PT) portion and a non-PT portion. Students can take multiple sessions/days to complete either part of the ICA. To break an interim into more than one session, TAs will instruct students to pause the interim that they are working on.
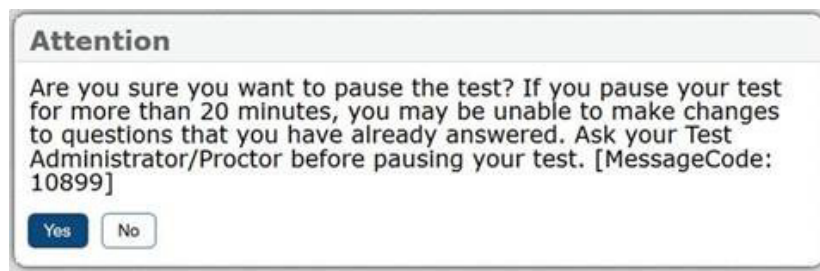
Pausing an Interim

TAs or students can click the **Pause** ⏸ button to pause an interim. When a student clicks the **Pause** button, they will see an **Attention** box telling them about the pause rule.

Figure 2. Are you sure you want to pause the test?

⚠
It is important TAs are thoroughly familiar with the pause rules for the interim being administered. Share these rules with students. The rules for pausing vary by interim type.

- The PT IABs and the PT component of the ICA do not have pause limits; students may pause those interims any number of times and for any duration and still go back to questions to review or change their answer.

📎
NOTE: The ELA PT has two parts: Part 1, Research and Part 2, Full Write. Once a student has completed Part 1 and has moved on to Part 2, they cannot return to Part 1 to see or change their answers.

- Non-PT IABs and the non-PT component of the ICA have a 20-minute pause rule, just like the summative test. When an interim is paused for 20 minutes or longer, students will not be able to return to any previous question to review or change their answers.
    - This includes questions students marked for review or where they started typing something in the response box (even gibberish text).
    - If a student enters a response and then completely erases the response, they still may not be able to return to that question after pausing for 20 minutes or more.
    - Best practice is for the student to completely answer all questions on their screen, then click the **Pause** button, not click the **Next** button.
- Students can pause their interim for up to 20 minutes and still return to questions to see or change their answers.

📎
NOTE: Many grades 6–8 and high school math IABs and math ICAs have two segments, one that allows calculator use and the other that does not. Once a student has completed one of those segments and moved on to the other, they cannot return to the first segment to see or change their answers.

- TAs should give students clear directions on when to pause their interim.
  - If you intend to pause an interim for more than 20 minutes (including a 30-minute lunch break or on two different days), best practices for pausing an interim include:
    - Give students 10 minutes at the end of each session to go back and review questions they answered during the session.
    - Have students completely answer the question(s) on their screen then click the **Pause** button; students should not click the **Next** button.
- Certain events will cause the interim system to time out, pausing all interims.
  - If the TA Interface is closed while students are taking an interim, the session will remain open for 30 minutes. The TA can open the browser and navigate back to the TA Interface within that 30-minute window. The TA will need to enter the session ID. If the session ID was not retained, TAs will need to start a new session.
  - If this is done within 20 minutes, students can return to questions to see or change their answer as described earlier.
- Sessions are automatically logged out and closed after 30 minutes of TA and student inactivity such as during a power outage or when students are not engaging with the interim. If this happens, you will need to create a new session ID and students will need to log in to the new session to resume the interim.
  - In this case, the pause rules described earlier apply, and students taking a non-PT IABs or the non-PT component of the ICA will not be able to return to any previous question to review or change their answers.

TA Interface: Login and Interim Selection

Administering an interim requires two components: The TA Interface and the WA Secure Browser. TAs use the TA Interface to create and manage interim sessions. Students use the WA Secure Browser to take an interim. The TA Interface is available on the WCAP portal. The WA Secure Browser can be downloaded from the Secure Browser webpage on the WCAP portal.
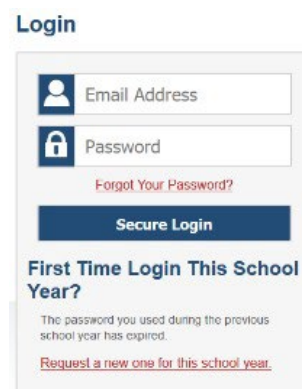
1. On the *WCAP Portal* homepage, select the **Interim Smarter Balanced ELA and Math Assessments** button.
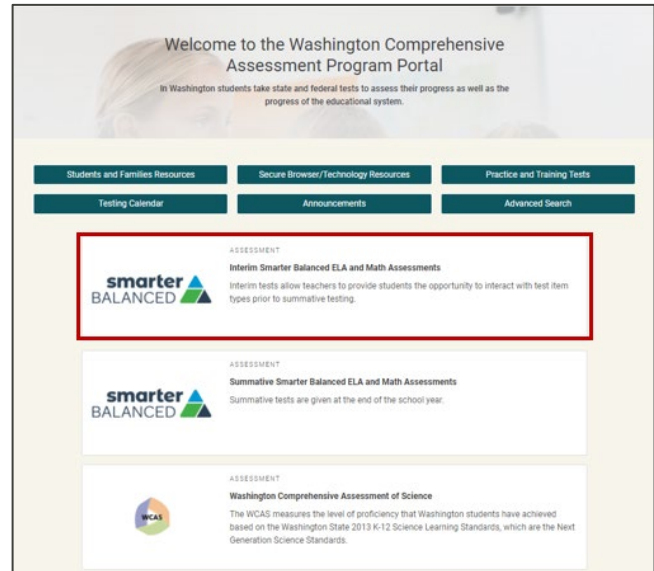
2. Under the **All Systems Used in Summative Testing – Administering Tests** section, select the **TA Interface** card.
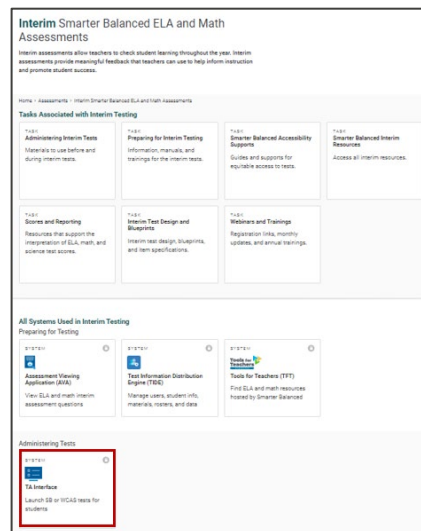
3. The **Login** page appears.
4. Enter your username and password.
5. Click the **Secure Login** button.
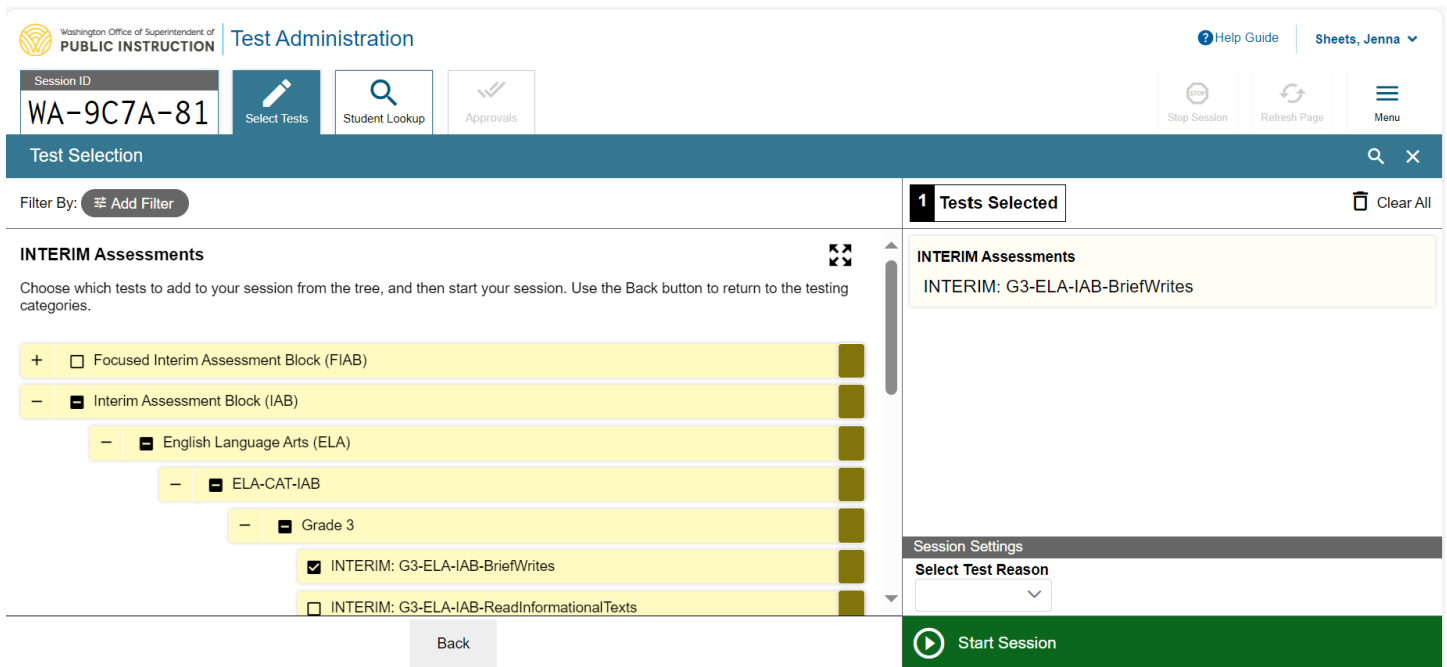
Creating an Interim Test Session

> 📢 An interim session should not be started more than 20 minutes prior to students logging in to take an interim.

When you are ready to begin an interim session, in the selection window, navigate to the label of the specific interim being proctored in this session, by clicking on the **Plus** sign. Do not check a box at this time.

> 📢 It is the TAs responsibility to administer the correct test. Do not select summative if you intend to administer an interim. It is highly recommended to select only the interim assessments being administered. If a TA accidentally selects a summative test instead of an interim assessment it is considered a breach in test security, and it must be investigated by the DC and reported to OSPI. It also eliminates the students summative testing opportunity for the school year.

Recommended: This example displays the appropriate time to check an interim label box. In this example the "**Interim: G3-ELA-ICA-PT**" for Smarter Balanced is selected and is listed in the right panel of the window.

Figure 3. Test Selection Window

> 🗒️ If you see the Important! pop-up message (see Figure 4) you have selected a summative test. To select an interim, click the Cancel button to close the window, unselect the summative test and click the Back button to get back to the main menu and select from the INTERIM list.

Figure 4. Alert Message

Select a Test Reason for the Interim

At the bottom of the right panel of the Test Selection window is a drop-down menu that defaults to "none selected." You need to select either "Classroom" or "School/District Conversation" from the menu.

Figure 5. Session Settings
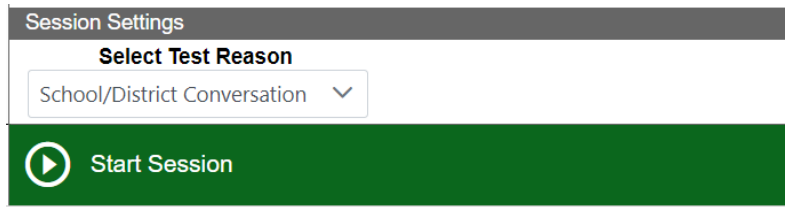
Your choice will display with the student results in the Smarter Reporting System (SRS). This is a way to communicate to school and district staff (including SCs, DAs, and the DC) whether you administered the interim in a standardized or non-standardized manner as defined on page 6.

- Choose "Classroom" if you gave the interim in a non-standardized manner (like allowing students to work together on the questions or having a class discussion while looking at the questions.) This will communicate that the student responses and/or scores are for teacher use only.
- Choose "School/District Conversation" if you gave the interim in a standardized manner (following the same procedures as you would during the summative test.) This will communicate that the scores were produced under standardized conditions similar to those required by the summative test.

Starting an Interim Session

When the appropriate interim and test reason have been selected, click on the **Start Session** button. The selection window closes, and a session ID is created. The system-generated session ID (see example below "**WA-FF5E-72**") appears in the top-right corner of the screen. The session ID will need to be shared with students. TAs may write it on a board. It is recommended TAs write down the session ID for their own records, in case of session inactivity or a technology or system error which closes the session. Having the session ID will allow the TA to immediately resume the session without creating a new one.

Figure 6. System Generated Session ID
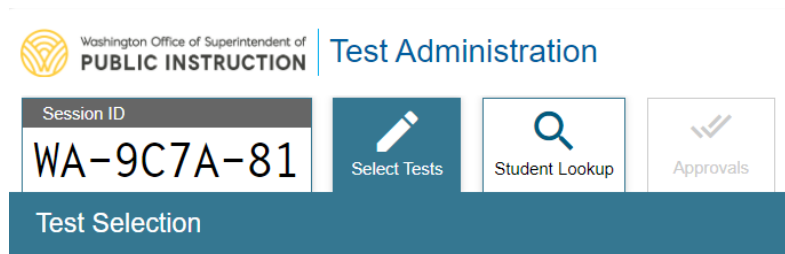
Instructions for Approving Students' Interim

When students select their interim, the **Approvals** box in the upper-right corner of the TA Interface will be displayed. Click the **Approvals** button to view the list of students awaiting approval. If a student selected an incorrect interim, deny access by clicking the red **X** button. Verify a student's settings by clicking the **Eye** button in the student's row. If the settings are incorrect and you are giving the interim in a standardized manner, deny access and notify your school or district staff to update the student's settings.

When information is verified:

- Click the **Check Mark** button to approve an individual student; or
- To approve all students in the list for an interim, click the **Approve All Students** tab in the top of the **Approvals** window.

Figure 7. Approvals Window

Students in your Session

Students' interim statuses appear in the **Students in Your Test Session** table. Statuses include approved, started, in-progress, review, completed, submitted, and paused.

Monitoring Interim Progress

Once students have started their interim, TAs should circulate through the room to support students while taking an interim. The TA Interface is used to view student progress in the interim. This site will not show interim questions or scores but will let the TA see student progress while taking an interim. The TA Interface automatically refreshes every minute. The TA can also refresh it manually by clicking the **Refresh** button at the top right of the page. **Do not** click the web browser's refresh button.

ELA Performance Task Progress

For the ELA Performance Task (PT), there are a few considerations of which TAs should be aware.

- Part 1 of the PT component of the ICA has only one question, to align with the summative test blueprint.
- Part 1 of the IAB PT often has more than 1 question. This is to provide more evidence on which to base the IAB score.
- TA approval through the TA Interface is required for students to move from Part 1 of the PT to Part 2 of the PT (the Full Write). This is approval is done in the same way as initially approving students to start the interim.
- TA approval for students to move from Part 1 of the PT to Part 2 of the PT (the Full Write) is required on both the PT component of the ICA as well as the IAB PT.

If Part 1 of the ELA PT is to be completed in a different session or on a different day that Part 2 of the ELA PT (the Full Write), TAs can follow these steps for ending Part 1 of the PT and starting Part 2 of the PT.

To End Part 1:
- When students complete Part 1 of the PT, have them review their answers for Part 1 and click the **Next** button. This will take student to the **Review** page where they can review one more time.
- On the **Review** page, have students click the **Next** button and answer Yes to the Are you Sure? prompt. Students will then see a message to wait for approval.
- TAs should Deny these requests for approval. This will log the students out of the Performance Task and take them back to the log-in screen.

To Start Part 2:
- Follow the directions for logging into an interim after a Pause, as described in Continuing an Interim after a Pause.
- TAs will need to approve students a first time when the students select to Resume the PT.
- TAs will need to approve students a second time after students click the **Begin Test Now** button on the **You Are**

Almost Ready to Begin Your Test screen. This approval is most easily done using the **Approve All** button in the TA Interface.

– Students will then be able to start Part 2 of the PT.

Supplemental Student Interim Directions for a Standardized Administration

If a student asks for assistance with technology, TAs may assist the student as needed, including but not limited to:

- Re-reading student directions in English or the student's home language.
- Acknowledging the student has used the system correctly.
- Redirecting the student to tutorial videos provided for each question on how to properly use the technology.
- Directing the student to the keyboard or toolbar; however, TA assistance should not include identifying correct tools.
- Advancing computer screens or turning pages for print-on-demand papers.

To maintain the reliability of student's interim results for a Standardized Administration, educators are discouraged from assisting students with answers to interim questions. If desired, educators may support students while taking an interim with these or other statements:

- "You may read the question again and think about what the question is asking you to do."
- "Try working the problem out on paper."
- "Try your best and choose the answer that makes the most sense to you."
- "You can mark the question for review and move on to the next question. You can come back to this question later."
- "If you are unsure about how a question works, select Tutorial from the context menu to view a short video."
- "I cannot help you check your work."

Headphones for ELA Interims vs. End-of-year Summative Testing

Headphones are necessary for ELA ICAs and for ELA Listening IABs as these interims include listening questions.

Some interims have an audio check as part of the log-in process, such as ELA interims without listening questions. This audio check can be done without the use of headphones so that headphones would not be necessary for ELA interims that do not have listening questions.

All students will need headphones when taking the end-of-year ELA summative test as the ELA summative CAT for all students include listening questions.

Text-to-Speech: Headphones are necessary for students who have text-to-speech enabled for math and/or ELA interims or end-of-year summative tests.

Student Directions for Non-Standardized Administration of Interims

For a non-standardized administration, educators can skim through the steps in the next section (Student Directions for Standardized Administration of Interims) for helping students start the WA Secure Browser and get through the login steps. You can use the student **SAY** directions as is, or you can summarize or expand them based on the needs of your students.

Student Directions for Standardized Administration of Interims

Do not use this Interim TA Script of Student Directions for administration of end-of-year summative tests.

Before beginning administration of an interim, ensure students are provided all non-embedded supports and accommodations, as documented in the student's IEP or 504 plan. Verify you have all necessary materials to support the session, such as:

- graph paper (math)
- headphones (for ELA ICAs, ELA Listening IABs, and for students using text-to-speech)
- scratch paper
- two sharpened pencils with erasers per student
- list of students' SSIDs

Student Interim Directions

Read the student **SAY** *directions to the students. Each* **SAY** *box has a label to the left specifying whether the instructions should be read for all interims or only read for certain interims.*

ALL	SAY:	If you have a bag, cell phone, or any other electronic device, raise your hand and I will show you where to put it before the interim begins.

Pause. Show students where to place their electronics and bags.

ALL	SAY:	I am now going to pass out your interim materials.

Pass out scratch paper, pencils, and headphones (for students **taking ELA ICAs, ELA Listening IABs, and/or using text-to-speech**). *Graph paper should be passed out to students taking a grade 6, 7, 8, and high school math interim and made available to students taking the grades 3–5 math interims.*

ALL	SAY:	Print your name on each piece of paper. You can use the paper during the test, but answers on paper will not be scored. Enter anything you want scored into the online test. I will collect all papers at the end of the test session.

Pause. Allow students time to write their names on the paper. Show students where additional scratch or graph paper is available if needed. Students will click on the WA secure browser icon *on their screens to launch the student test interface.*

ALL	SAY:	Find the secure browser icon on the computer screen. If you need help, raise your hand.

Pause. Assist students as needed. Once students double-click this icon, they will see the **Please Sign In** *page.*

Figure 8. Please Sign In Page
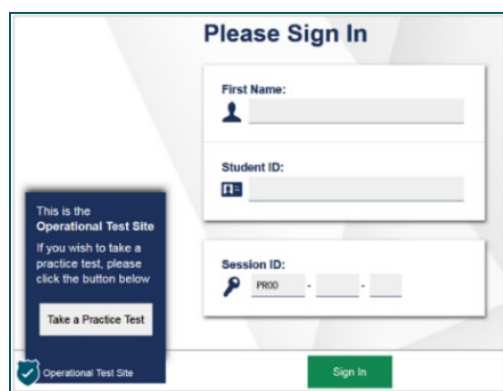
| ALL | SAY: | Open the secure browser. You will see the **Please Sign In** page. If you need help, raise your hand. |

Pause. Assist students as needed.

| ALL | SAY: | Type your first name into the "First Name" space. |

Pause.

| ALL | SAY: | Type in your SSID number into the "Student ID" space. |

Pause. Assist students who do not know their SSID. If you have not already done so, write the interim session ID on the board now.

| ALL | SAY: | Type the session ID into the "Session ID" space. If you need help, raise your hand. |

Pause. Ensure all students successfully entered their information as it displays.

| ALL | SAY: | Now click **Sign In**. |

If a student is unable to log in, a message appears with the reason (an invalid SSID, for example). If a student receives this message, verify the student has correctly entered their name, SSID, and session ID. If the student is still unable to log in, notify your School Test Coordinator (SC).

*On the next screen, students will confirm their information is correct, then click the **Yes** button. If corrections are required, contact your SC to make the corrections in the Test Information Distribution Engine (TIDE) before the student logs into the interim.*

Figure 9. Is This You Screen

| ALL | SAY: | You will see the **Is This You?** page. Make sure your name, grade, and SSID are correct. |

Pause. Assist students as needed.

| ALL | SAY: | If everything on the page is correct, click the **Yes** button. If the information is not correct, raise your hand. |

*Pause. Assist students as needed. On the next screen, students will choose the test that you are administering. In the next SAY box you will instruct students to select the correct test. Make sure that all students have logged in and are at the **Your Tests** screen.*

| ALL | SAY: | Now click Start **INTERIM:** _____. |

> ⚠
>
> **If multiple interims were selected by the TA, students will have the ability to select any of the interims, including the one intended to be administered in this session. TAs are responsible to verify each student asks to join the correct interim, prior to providing approval. If only an incorrect interim is displayed for students, deny all students entry into the interim. Add the correct interim to the test session and have students repeat the login process to access the correct interim.**

Figure 10. Your Tests Screen

Your Tests
Choose the test your TA tells you to take.

INTERIM Assessments

➡ Start INTERIM: G5-ELA-IAB-BriefWrit

Pause. Assist students as needed.

If students began an interim on a previous day "Resume" will display instead of "Start."

Resuming an interim	**SAY:**	If you previously started this interim but did not finish it, the word **Resume** is next to the interim name. Click **Resume**.

The TA will need to approve students in the TA interface to resume this interim.

ALL	**SAY:**	You will see the **Waiting for Approval** page. Please wait for me to approve you to take the interim.

The TA will need to approve students in the TA Interface for this interim.

If students are taking an ELA listening interim and/or using text-to-speech and/or speech-to-text, they will see the **Audio Playback Check**. *For this situation, you will read the next* **SAY** *box.*

ELA or Using Headphones	**SAY:**	The **Audio Playback Check** page helps you know if the sound on your computer is working. Put your headphones on and click the speaker button. If you did not hear the sound, click **I did not hear the sound** and raise your hand. If you hear the sound, click **I heard the sound**.

Pause. Assist students as needed to adjust the features of the audio so it is acceptable to the student.

Students who have the text-to-speech designated support or the speech-to-text accommodation will have functions to check on this screen. Assist students individually to follow the directions on the screen for each device check, then proceed to the next **SAY** *box for all students. Contact your SC if you need assistance.*

> ⚠
>
> **If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not selected, and the volume setting is turned up. You may need to have the student log out and close the Secure Browser to make these changes. If the student is still experiencing issues, contact your school Technology Coordinator or the WA Help Desk toll-free at 1-844-560-7366 or** wahelpdesk@cambiumassessment.com

Figure 11: Audio/Video Checks

Audio/Video Checks

Audio Playback Check
Make sure audio playback is working.

🔊 To play the sample sound, press the speaker button.

Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

| I heard the sound | I did not hear the sound |

| Continue | Back |

ALL	SAY:	You will see the **You Are Almost Ready to Begin Your Test** page. Click **View Test Settings** to make sure your interim settings are correct. If your test settings are correct, click OK. If your interim settings are not correct, raise your hand.

Figure 12. You Are Almost Ready to Begin Your Test Screen
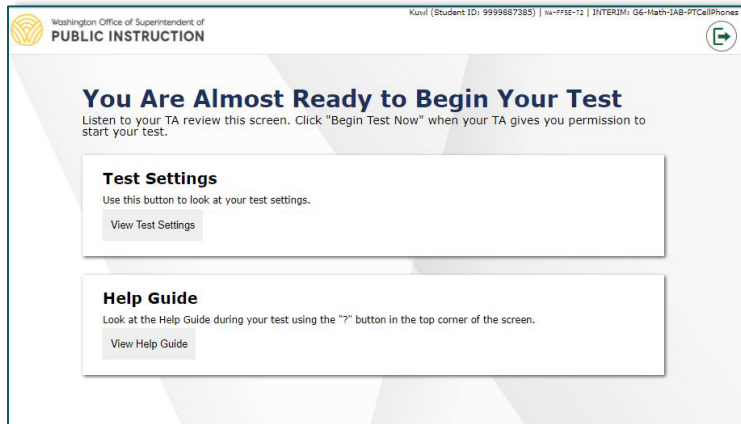
Pause. Assist students as needed. If settings are not correct, do not allow the student to begin the interim. Pause the student's interim and contact your SC to change the settings in TIDE.

ALL	SAY:	Now click **View Help Guide.**

Pause. Assist students as needed and make sure all students see the help guide.

ALL	SAY:	Please read the Help Guide carefully. It has information about moving through the interim questions and pausing the interim. The Help Guide also contains information about the test tools.

Pause. Allow students time to review the online interim directions.

ALL	SAY:	You can see the Help Guide any time during the interims by clicking on the question mark icon on the top right corner of the screen. If you have any questions, raise your hand.

Pause. Answer any questions the students might have.

ALL	SAY:	Click **Back** to close the Help Guide.

Pause.

ALL	SAY:	During the interim, you must answer each question on the screen before moving on to the next screen. It is important to give your best answer to each question. Some questions have more than one part. You can scroll down the screen to see all the parts of a question.

Pause. Answer any questions the students might have.

ELA and Math non-PT IABs and non-PT ICA component	SAY:	If you pause your interim for more than 20 minutes, **you will not be able to go back and change your answers, even for questions you marked for review**. If you need to pause your test and take a break, raise your hand.

Pause. Answer any questions the students might have.

ELA PT IAB and PT ICA component and Math IABs grades 6-HS	**SAY:**	The interim is divided into two parts. When you get to the end of the first part, you will be prompted to review your answers before moving on to the second part. Once you move on to the second part, **you will not be able to go back and change your answers in the first part.**

Pause. When you are sure students understand the directions, continue.

*If you anticipate completing the interim in 1 session, read the next two **SAY** boxes on the next page: the first **SAY** box is for any math interim, ELA non-PT IABs, and ELA non-PT ICA component; the second **SAY** box is for the ELA Performance Task (PT) component of the ICA or ELA IAB PT.*

1 session ELA non-PT IABs and non-PT ICA component and all Math	**SAY:**	You will finish the_____interim today. When you finish, please check your work and make sure you answered all the questions. Raise your hand when you are done. If you have any questions, raise your hand.

Pause to answer student questions.

1 session ELA PT IABs and ICA component	**SAY:**	You will finish both Part 1 and Part 2 of the Performance Task today. When you finish Part 1 of the Performance Task, please check your work and make sure there are no unanswered questions. When you finish checking your work, click the **Next** button on the **Review** page to start Part 2. You will see a message requiring approval to start Part 2. Please sit quietly and wait for me to approve you to start Part 2. If you have any questions, raise your hand.

*If the interim will be completed over multiple sessions or days, read the next three **SAY** boxes, the first **SAY** box is for any math interim, ELA non-PT IABs, and ELA non-PT ICA component; the second **SAY** box is for the ELA Performance Task (PT) component of the ICA or ELA IAB PT: the third **SAY** box is for the non-PT IABs and the non-PT ICA component.*

Multiple sessions ELA non-PT IABs and non-PT ICA component and all Math	**SAY:**	We will take _____ days to complete the _____ interim. For this session, we will stop after working for _____ minutes. Then you will have 10 minutes to check your answers. If you have any questions, raise your hand.

Pause to answer student questions.

Multiple sessions ELA PT IABs and ICA component	**SAY:**	We will take_____ days to complete the Performance Task. Today you will take only Part 1 of the Performance Task. When you finish Part 1 of the Performance Task, please check your work and make sure there are no unanswered questions. After you have checked your work, click the **Next** button on the **Review** Page. Please sit quietly and wait for me to log you out of the Performance Task. If you have any questions, raise your hand.

Pause to answer student questions.

Multiple sessions non-PT IABs and the non-PT ICA component	**SAY:**	When you return to your interim [tomorrow **OR** on a subsequent day], **you will not be able to go back and change your answers.** If you have any questions, raise your hand.

Pause to answer questions.

ALL	**SAY:**	When you reach the **Attention** box that says you have answered all the questions, stop and raise your hand and I will help you.

Pause.

ALL	**SAY:**	When you are ready to begin, click **Begin Test Now**.

Monitoring Interims

As students are taking the interim, you should circulate through the room to ensure students are engaged with the interim and working independently. Refer to the [Monitoring Interim Progress](#) section for more details. When a student is off task or asks for assistance, refer to the [Supplemental Student Test Directions](#) for statements you can read to students.

When there are approximately ten minutes left in the interim session, the TA should give students a brief warning.

ALL	**SAY:**	You have 10 minutes left to test. Finish the question(s) you are working on. Then check your answers to all questions you answered. When you are done, raise your hand.

*If students are taking an ELA interim, also read the next **SAY** box.*

ELA interims	**SAY:**	If you are working on a test page with questions for a reading passage, please finish all the questions on the page.

If students are completing and submitting their interim today, go to the [Ending Students Interim Session](#) section. If students will be continuing their interim on subsequent days, go on to the [Pausing Interims for Multiple Sessions](#) section.

Pausing Interims for Multiple Sessions

The Test Delivery System (TDS) considers each interim, including the PT component of the ICA and the non-PT component of the ICA, to be separate interims. Students may take interims over multiple sessions and refer to them as "test sessions." These test sessions can be within the same day (one before lunch, one after lunch) or on different days. This section contains specific student directions for how to pause an interim to break it into multiple sessions.

*Remember, when a non-PT IAB or the non-PT component of the ICA is paused for more than 20 minutes, the student will not be able to access any questions on previous pages when they resume the interim later that day or on a subsequent day. This includes questions they marked for review or where they started typing something in the response box (even gibberish text). Students should be sure their answers are complete before pausing. Use the **SAY** boxes on this page to prepare for any pause longer than 20 minutes (e.g., lunch).*

*The following **SAY** boxes have some options in [brackets] separated by a bold **OR**. Say the appropriate phrase for your interim situation while filling in the blank to fit the interim schedule.*

Pausing ELA IABs and non-PT ICA and Math non-PT ICA component	**SAY:**	You will have more time to finish the interim [later today **OR** tomorrow **OR** on _____day]. When you return to your interim, you will not be able to go back and change your answers. If you need more time to check your answers, raise your hand. When you are done, click **Pause**. An **Attention** box will ask if you are sure. Click **Yes** to pause your interim.

When all students have paused their interim, stop the interim session in the TA interface and log out of the system. Collect all graph paper, scratch paper, and headphones. Store materials in a secure location until the interim is resumed.

Pausing ELA and Math PT IAB and PT ICA component	**SAY:**	You will have more time to finish the interim [later today **OR** tomorrow **OR** on _____ day]. If you need more time to check your answers, raise your hand. When you are done, click **Pause**. An **Attention** box will ask if you are sure. Click **Yes** to pause your interim.

When all students have paused their interim, stop the interim session in the TA interface and log out of the system. Collect all graph paper, scratch paper, and headphones. Store materials in a secure location until the interim is resumed.

Ending Student Interims

When there are approximately five minutes left in the last interim session, the TA should give students a brief warning.

ALL	SAY:	When you click **Next** it will take you to the review screen to review your answers. When you are done reviewing your answers click the End Test button. You will see an attention box that says "You are about to end your test. If you are ready to end your test, check the box next to "I agree" and then select the Yes button. If you are not ready to end you test, click on the No button." Do not click the **Yes** button until I tell you to do so. If you need help with these steps, raise your hand.

Figure 13. Steps for Completing an Interim Test

Pause. If needed, help students navigate to the **Review Test** *page.*

ALL	SAY:	If you have not finished your interim and need more time, click **Pause** and raise your hand.

Pause.

ALL	SAY:	When you have finished all the questions and checked your answers, click **End Test.** Then click **Submit Test.** A warning box will appear that says **Are you sure you want to submit the test?** If you are finished, click **Yes.** If you need more time, click **No** and raise your hand.

Pause.

ALL	SAY:	You should now see the **Your Test Summary** screen. This page tells you your interim is finished. Please wait while I collect your test materials.

*When the **Your Results** page appears for students, click on the **Stop** button at the top of the TA Interface to end the session and automatically pause any in-progress interims in your session (in-progress interims may include students who have extended time written in their plan).*

*Click the **Log Out** button to exit the TA Interface.*

Final Steps for Interim Testing

1. If students are allowed to leave the room when they finish an interim, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. Prior to releasing students who have completed their interim, collect and account for all materials provided to students. If students are expected to remain in the room until the end of the interim session, instruct them on what activities they may engage in when finished taking an interim.

2. It is recommended only TAs should handle interim materials. (e.g., scratch/graph paper). Best practice is to treat these materials as secure. This includes taking materials from one testing location to another when students move testing locations, keeping materials secure between interim test sessions, and securely destroying materials when a student has completed an interim.

3. Students who need more time may remain in the same room or move to another location to finish the interim.
   - For students remaining in the same room, redistribute materials and instruct students to continue with the interim.
   - For students moving to a new location, go to the new location and then redistribute materials and instruct students to continue with the interim.

Overview of the Teacher Assessment Scoring Center (TASC)

TASC allows educators to score student responses from the Interim Comprehensive Assessment (ICA), Interim Assessment Block (IAB) and Focused Interim Assessment Block (FIAB) tests that require human scoring. When students complete an Interim Assessment, the hand-scored questions and responses are sent to TASC where educators can view students' responses to each question and enter scores or condition codes.

Student scores for the ICA will be available in the Smarter Reporting System (SRS) after all hand-scored test questions on both the Computer Adaptive Test (CAT) and Performance Task (PT) portions of the assessment are assigned a score and submitted for processing using TASC. While not all IABs and FIABs include hand-scored questions, student responses within the blocks that do require hand-scoring must be assigned a score and submitted using TASC before the students' scores for that interim are available in SRS.

TASC User Roles

TASC allows users with the Test Administrator (**TA) role** to enter scores for items completed by students in their Test Information Distribution Engine (TIDE) rosters and items completed by students who have tested in their test sessions during the current school year.

Users with the School Test Coordinator (**SC) and** Information Specialist **(IS) roles** can see all the interim tests that need to be scored for students in their school. If needed, the SC or IS user can enter scores for items completed by students in their school.

Users with the District Assessment Coordinator (**DC) and** District Administrator **(DA) roles** can see all the interim tests that need to be scored for students in their district. If needed, the DC or DA user can enter scores for items completed by students in their district.

Prepare to Score

Before scoring student responses, it is important for educators to practice scoring responses using the *TASC Materials*. The full set of these materials are available in TIDE (located under General Resources). They can be accessed at any time and can also be reviewed before students take the interim assessment.

Each grade level zip folder contains files for each question that must be hand scored. The file includes the **Training Guide** and **Exemplar** documents. These materials are considered the "scorer training materials" and should be used with fidelity if educators intend to align the scoring of the interim assessments with the scoring of the summative assessments. The **Training Guide** and **Exemplar** documents are also available within TASC when you are viewing individual student responses.

Additional information about how ELA PT student responses are scored can be found in the *Smarter Annotated Response Tool*. This tool allows educators to see scored student responses with access to the prompts, rubrics, and explanations of each score. It is not intended to be a model for classroom assessment since teachers will want to consider dimensions of student writing than are not attended to in ELA PT rubrics. In addition, the student responses are exemplars only for the Smarter Balanced test; classroom exemplars are produced with resources and conditions not allowable on the ELA PT (e.g., self-chosen topics and genres, conversations with peers and others, multiple drafts and revisions over time, and access to external sources that might inform the writing, etc.)

Accessing the Teacher Assessment Scoring Center (TASC)

This section contains information about how to log in to TASC.

Logging in to TASC

To access TASC, you must have an authorized username and password. This is the same password you use to log in to the TA Interface and the other WCAP systems.

To log in to TASC:

1. Navigate to *Interim Smarter Balanced ELA and Math Assessments (wa.portal.cambiumast.com)* on the WCAP portal.
2. Scroll down to the All Systems Used in Interim Testing-After Testing section.
3. Select the Teacher Assessment Scoring Center (TASC) card. The **Login** page appears.

Figure 14. Card for TASC
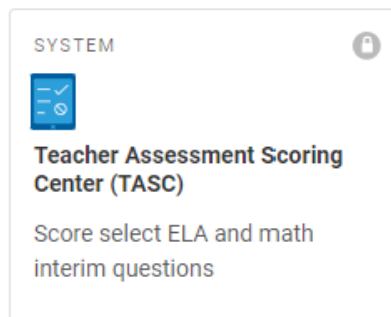
4. On the login page, enter your email address and password.
5. Click the **Secure Login** button.

   a. If the **Enter Code** page appears, an authentication code will be emailed to you. You must enter this code in the *Enter Emailed Code* field and click the **Submit** button within 15 minutes. If the code expires, click the **Resend Code** button to request a new one.

   b. If the **Terms and Conditions** page appears, you should review the terms on this page and click the **Accept** button to proceed.

   c. If the **Select School** page appears, select the school whose student responses you need to score. You can also change your selected school after logging in.

   d. The **Dashboard** page appears (see Figure 16).

Changing the Selected School

TASC allows you to score the item responses for only one school's test opportunities at a time. If you are associated with multiple schools, you may change the selected school in order to score the test opportunities from other schools.

1. To change the selected school, click the **Change School** button in the top-right corner of the **Dashboard** *page* (see Figure 16). The **Select School** page appears.

📎

Note: If the school's name is grayed out in the Teacher drop-down (such as Demo inst 9999 is grayed out in Figure 2 below) there are no unscored items in TASC for this school.

Figure 15. Select School Page

Select School

Please select the School you wish to use.

Teacher :   Role Name @ Entity: Entity Name ▼

Role Name @ Entity: Entity Name
TA @ School: Demo inst 9998
TA @ School: Demo inst 9997
TA @ School: Demo inst 9999

2. From the **Teacher** drop-down, select the school whose student responses you wish to score.

3. Click the **Continue** button. The ***Dashboard*** page (see Figure 16) appears, displaying the tests available for the selected school.
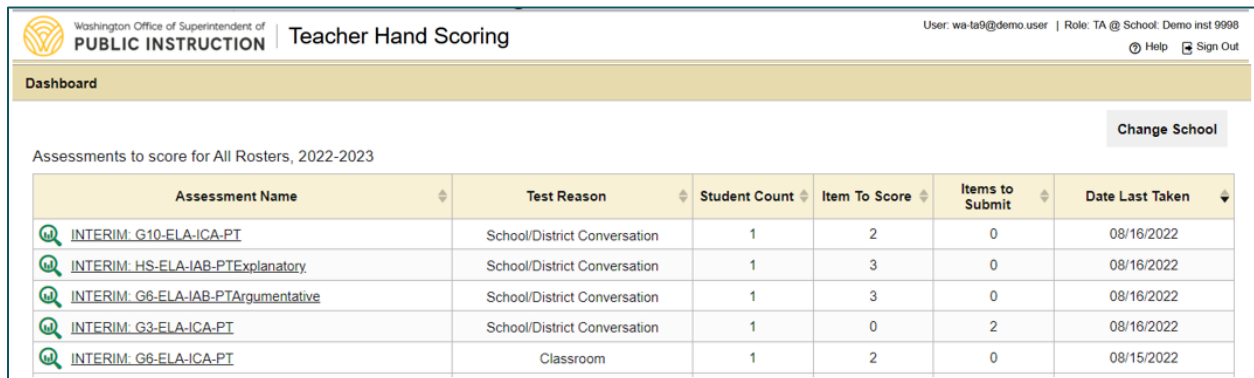
Using the Teacher Assessment Scoring Center (TASC)

This section explains how to use TASC to enter scores for responses, mark responses as complete. To access this TASC user guide at any time, click **Help** in the banner. The user guide will open in a new tab.

Overview of the Dashboard

The TASC **Dashboard** (Figure 16) displays a table of assessments with hand-scored item responses that you still need to score or submit. For TAs, this table only includes assessments completed by students in your TIDE rosters or students in your test sessions.

Figure 16. TASC Dashboard

For each assessment, this table displays the test reason, the number of your students whose answers need to be scored, the number of item responses you need to score, the number of item responses you have scored that are ready for submission, and the most recent date on which a student of yours completed the test. You can click any column header to sort the table by that column.

You can select an assessment name from the **Dashboard** table to begin entering scores for its item responses. After entering scores for each item response in a particular student's test, you need to submit the scores so that they can be sent on to the Smarter Reporting System (SRS).

Response Status

TASC allows you to enter or modify scores for two types of test questions:

Unscored Questions: All mathematics questions and most English Language Arts (ELA) questions are displayed as **Score** on the Test Scoring page. The section *Entering Scores for "Not Scored" Responses* explains how to score these questions

English language arts (ELA) full write:

- Most ELA full write (PT part 2) will display with a score in the **Test Scoring** page (see Figure 17), because they have an automated score *suggested* by the machine-scoring system. Any response with a machine generated score has not been read by a human reader. The suggested scores should be reviewed by local educators. Educators will not need to make any changes if they agree with the suggested scores, but they can modify the suggested scores if needed. The section *Entering Scores for ELA Performance Tasks* explains how to review and modify scores for these questions.
- New ELA full writes (PT part 2) may not display with a suggested score in the **Test Scoring** page. Follow the directions in *Entering Scores for ELA Performance Tasks* to score these questions.

Entering Scores for "Not Scored" Responses

This section explains how to enter scores and condition codes for responses.

1. On the **Dashboard** page (see Figure 16), click the name of the test you wish to score. The **Test Scoring** page appears (see Figure 17), displaying a list of students and items awaiting scoring for the selected test.

Figure 17. Test Scoring Page

2. To enter scores for an item response, click the **Score** link for the required item in the required student's row. The scoring window opens to the **Item & Score** tab.

3. Click on the **Rubric & Resources** tab to access the Exemplar and Training Guide documents to score the student's response (see Figure 18). Additional Details about the interim question as well as an abbreviated Rubric are also provided on this tab.

Educators should use the Exemplar and Training Guide documents provided on this tab to score student responses. (These are the same documents found in TIDE under General Resources.) The abbreviated Rubric on this tab does not represent all the nuances of scoring interim questions and should not be used by itself to score student responses.

Figure 18. Item View: Rubric & Resources Tab

4. Review the student's entered response on the **Item & Score** tab (see *Figure 19*). This may require scrolling down the page to see the entire student response. Then do one of the following:

   – If the student's response is scorable, click the edit button 🖉 in the Points Earned column in the table at the top of the window and select the appropriate score from the drop-down.

   – If the student's response cannot be scored for any reason, click the edit button 🖉 in the Points Earned column in the table at the top of the window and select "Condition Code Selected." Then select the appropriate condition code from the drop-down in the Condition Code column. For more information about condition codes, see *Condition Codes*.

Figure 19. Scoring Window: Item & Score Tab
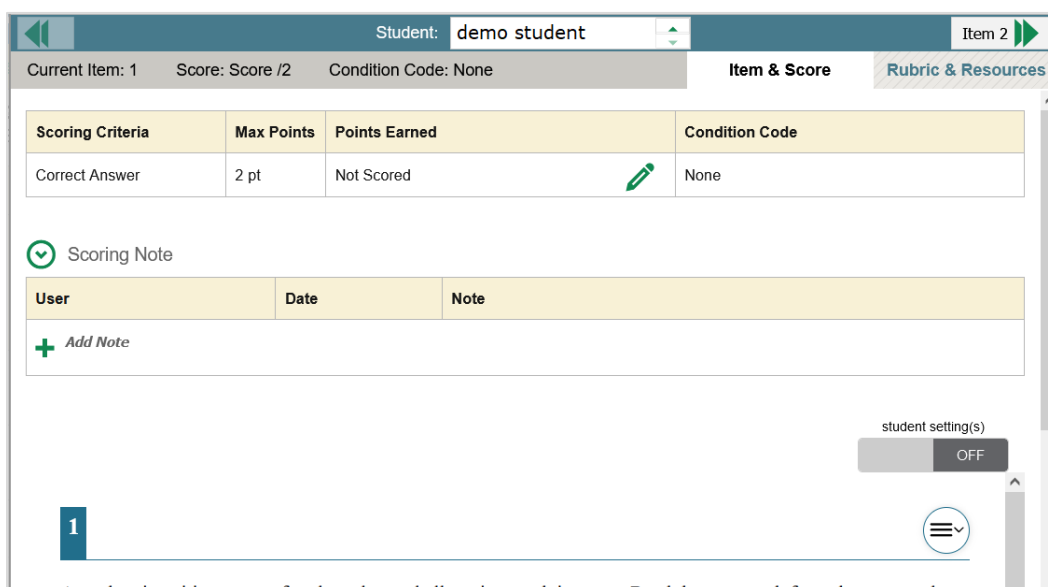
5. Click the **Save** button. The score(s) and/or condition code(s) should show in the table at the of the window (see Figure 20).

Figure 20: Scoring Window with Score/Condition Code Saved

Scoring Criteria	Max Points	Points Earned		Condition Code
Correct Answer	1 pt	1	✏	None

6. *Optional*: If you wish to provide an explanation for why you chose the given score or condition code, click on **Add Note** in the *Scoring Note* section, then enter your comment and click the **Save** button.

📎

Note: Scoring notes are only viewable in TASC and will be deleted when the score is submitted to SRS.

7. To continue scoring items, do one of the following:
   - To view another unscored item for the same student, use the buttons ◀ ▶ labeled with the previous and next item numbers at the upper corners of the scoring window.
   - To view the same unscored item for another student, click the up or down arrows on the right side of the **Student** field Demo Student at the top of the window.
   - To return to the **Scoring Mode** window and select another item manually, close the **Item View** window.

8. Repeat steps 3–8 until you have entered scores for all the unscored items for the test.

9. If you need to change the score you entered for an item response, you can select the score link for that item on the **Test Scoring** page and repeat steps 3–8.

Once you have entered scores for all the unscored items in a test opportunity, you must submit the scores. This step is required so results can be sent on to the SRS. See section *Completing Scoring* for details.

Entering Scores for ELA Performance Tasks

This section explains how to review and modify scores and condition codes for ELA full write responses. Most of these responses have an automated score *suggested* by the machine-scoring system. Any student response with a machine-generated score has not been read by a human reader. Users can adjust any machine-generated score and apply their

own score after reading the student response. Note that new ELA full write responses may not have *suggested* scores provided.

To review responses:

1. On the **Dashboard** page (see Figure 16), click the name of the ELA Performance Task you wish to score. The **Test Scoring** page appears (see Figure 17), displaying a list of students and items awaiting scoring for the selected test.

2. To review scores for a student's full write response, click the **Score** link for the full write question in the student's row. The full write is the question that is marked as "6 pt." (The *suggested* scores have a number with an exclamation mark next to it like: $\underline{0}$ [!].) The scoring window opens to the **Item & Score** tab.

   Click on the **Rubric & Resources** tab to access the Exemplar and Training Guide documents to score the student's response (see Figure 18). Additional Details about the interim question as well as an abbreviated Rubric are also provided on this tab. Educators should use the Exemplar and Training Guide documents provided on this tab to score student responses. (These are the same documents found in TIDE under General Resources.) The abbreviated Rubric on this tab does not represent all the nuances of scoring interim questions and should not be used by itself to score student responses.

4. On the **Item & Score** tab (see Figure 21), the scores or condition code *suggested* by the machine-scoring system appear in the Points Earned and Condition Code columns.

Figure 21. Scoring Window: Item & Score Tab

5. Review the student's entered response. This may require scrolling down the page to see the entire student response. If you agree with the score or condition code *suggested,* then no further action is needed and you can leave the *suggested* score as-is.

   If you would like to modify the score, apply or modify a condition code, or change a condition code to a score then do one of the following:

   − To enter or modify the score for the response, click the edit button ✎ in the table and select the appropriate score from the drop-down in the Points Earned column.

   − To modify or assign a condition code to the response, click the edit button ✎ in the table and select "Condition Code Selected" in the Points Earned column. Then select the appropriate option from the Condition Code drop-down list. For more information about condition codes, see *Condition Codes*.

   − If the machine score is a condition code and you want to assign Points Earned, click the edit button ✎ in the Scoring Criteria table and select the appropriate score from the drop-down in the Points Earned column.

📎

Note: If the response is not scorable because it is Off Purpose, assign the condition code of Off Purpose to the Evidence/Elaboration row and the Organization/Purpose row. You should then assign a numeric score of 0, 1, or 2 for the Conventions row. If the response is not scorable for any other condition code, apply the same condition code to all three rows.

While TASC allows users to assign a numeric score for Conventions independent of the other two rows, Smarter Balanced scoring rules only allow numeric Conventions scores to be paired with the Off Purpose condition code.

6. Repeat step 5 for each scoring criteria.

7. Click the **Save** button.

8. *Optional*: If you wish to provide an explanation for why you chose the given score or condition code, click on **Add Note** in the *Scoring Note* section, then enter your comment and click the **Save** button.

📎
Note: Scoring notes are only viewable in TASC and will be deleted when the score is submitted to SRS.

9. To continue scoring items, do one of the following:

   – To view another unscored item for the same student, use the buttons ◀ ▶ labeled with the previous and next item numbers at the upper corners of the scoring window.

   – To view the same unscored item for another student, click the up or down arrows on the right side of the *Student* field Demo Student ⬍ at the top of the window.

   – To return to the **Scoring Mode** window and select another item manually, close the **Item View** window.
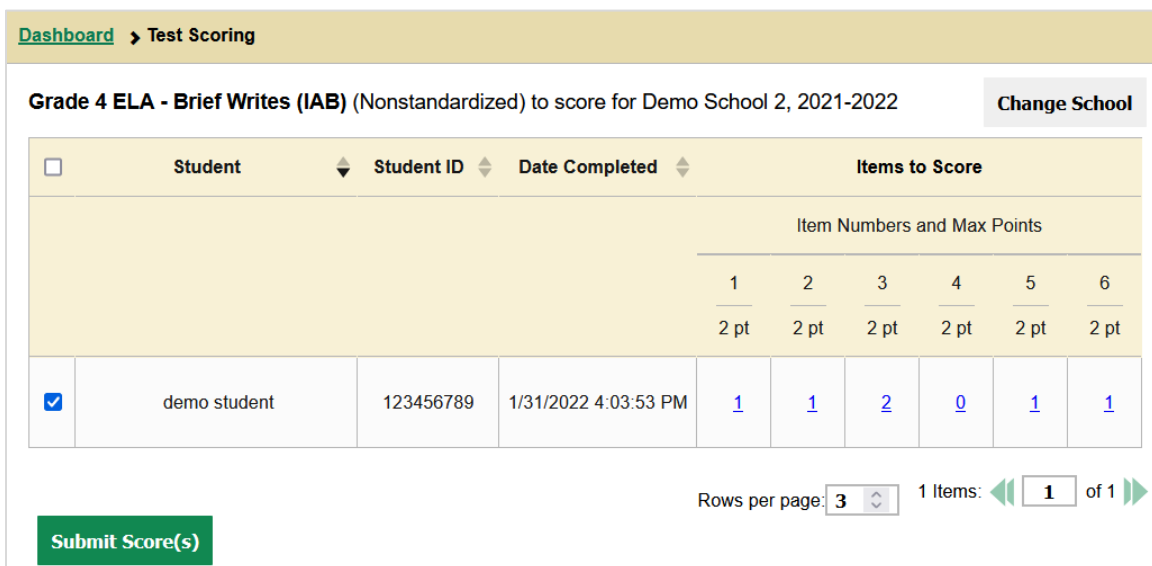
Once you have entered scores for all the items in a test opportunity, you must submit the scores. This step is required so results can be sent on to the SRS. See section *Completing Scoring* for details.

Completing Scoring

For a test opportunity's scores to be sent on to SRS, you will need to submit those scores on the **Test Scoring** page. You may only submit an opportunity once you have entered scores or condition codes for every hand-scored item on the test.

1. To submit scored opportunities for processing, navigate to the **Test Scoring** page (see Figure 22) and mark the checkbox for each opportunity you wish to submit.

   – You can mark the checkbox in the top-left corner to select all fully scored opportunities at once.

Figure 22. Test Scoring Page: Submitting an Opportunity

2. Click the **Submit Score(s)** button in the bottom-left corner of the page.

3. In the **Score Submit Alert** window that pops up, click the **Continue** button to submit these scores to SRS. The selected opportunities will be submitted to SRS for viewing and removed from TASC.

Condition Codes

Condition code information is also available for ELA Full Write interim questions in the *TASC Materials* available in TIDE.

Table 3. Condition Codes

Condition Code	Code Description	Details	Condition Codes for:
B	Blank	Student did not enter a response. **See conventions note***	Math Responses, ELA Reading, Brief Writes, Research Responses, and ELA Full Writes
I	Insufficient	A. Student has not provided a meaningful response Some examples: Random keystrokes Undecipherable text "I hate this test" "I like pizza!" (in response to a reading passage about helicopters) Response consists entirely of profanity B. For **ELA Full Writes**, use the "Insufficient" code for responses described above and also for the following situations: Student's original work is insufficient to make a determination whether he or she is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics. Response is too brief to make a determination regarding whether it is on purpose or on topic. **See conventions note***	Math Responses, ELA Reading, Brief Writes, Research Responses, and ELA Full Writes
L	Non-Scorable Language	**ELA/literacy**: Language other than English **Mathematics**: Language other than English or Spanish **See conventions note***	Math Responses, ELA Reading, Brief Writes, Research Responses, and ELA Full Writes
	Non-Specific	This condition code is assigned to machine-scored responses when TDS identifies that the response requires a condition code but cannot determine which specific code it requires. An educator must change this score to another code or numerical value before the score can be submitted. **See conventions note***	
T	Off Topic	A writing sample will be judged off topic when the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources (especially for informational/explanatory and opinion/argumentative) Off topic responses are generally substantial responses. **See conventions note***	ELA Full Writes

Condition Code	Code Description	Details	Condition Codes for:
M	Off Purpose	A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task. An off-purpose response addresses the topic of the task but not the purpose of the task. Off purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose. Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose. Off Purpose responses will still be able to earn a numeric score for conventions.	ELA Full Writes

*Conventions note: While TASC allows users to assign a numeric score for the Conventions dimension for any response that earns a condition code, Smarter Balanced scoring rules only allow Conventions to receive a numeric score while also assigning the Off Purpose condition code to the Organization/Purpose and Evidence/Elaboration dimensions. Do not assign a Conventions numeric score for responses receiving condition codes other than Off Purpose.

Accessing the Smarter Reporting System (SRS)

This section contains information about how to log in to SRS. This is where you will find final scores and other data about how your students performed on the interim. Once you are logged in, refer to pages 11 and 12 in the *SRS Introduction* document for steps to take to see student test results.

Logging in to SRS

To access SRS, you must have an authorized username and password. This is the same password you use to log in to the TA Interface, Teacher Assessment Scoring Center (TASC) and the other Washington Comprehensive Assessment Program (WCAP) systems.

To log in to SRS:

1. Navigate to *Interim Smarter Balanced ELA and Math Assessments (cambiumast.com)* on the WCAP portal.

2. In the section **Tasks Associated with Interim Testing**, select the task **Scores and Reporting**.

3. Select the **Smarter Reporting System (SRS)** card. The **Login** page appears.

4. Enter your email address and password.

5. Click the **Secure Login** button. The **Home** page appears.

Figure 23. Card for SRS
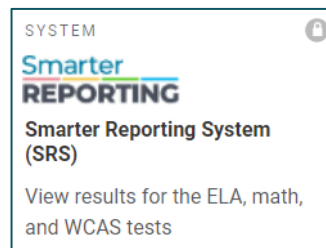
More SRS Resources

When on the *Interim Scores and Reporting* task page (the screen you are on when you do step 3 above), scroll down to the Associated Resources section. Select the *Trainings* tab. The "SRS – TAs and Interim Scores" is a 29-minute video demonstrating how TAs access interim scores in the SRS. This video is recommended viewing for anyone using SRS to view interim results.