South Dakota Science Alternate Assessment (SDSAA)

Test Administration Manual

Summative Assessment

2023-2024

Published February 2024

Table of Contents

List of Tables

1.0   South Dakota Science Alternate Assessment Resources and Technical Support

---

South Dakota Assessments Gateway

This website, https://sd.portal.cambiumast.com, is the
home page for all SDSAA administration information.

South Dakota Assessments Help Desk

855-838-8378 | SDHelpDesk@cambiumassessment.com
The Help Desk is open Monday – Friday 6:00 am to 6:00 pm Central Time.

Examples of topics related to the Test Delivery System:
- User accounts
- Accessing tests assigned to a student
- Incorrect or missing student information (contact your Assessment Coordinator and, if needed, the South Dakota Department of Education)
- Access to the Test Delivery System supporting resources

Examples of topics related to test administration:
- Scoring procedures for selected-response items
- Recording student responses into the Test Delivery System
- Clarifying requirements of various item types
- Locating necessary test administration documents
- Describing how to access assessment features or accommodations

When contacting the South Dakota Assessments Help Desk, please be prepared to provide as much detail as possible about the issue and the system on which it occurred. Include the following:
- Your contact information (name; administrative role, district, and school; e-mail address and phone number)
- Student name and Student Unique Identifier (SSID)
- Any error messages that appeared
- Operating system and browser information
- Information about network configuration

2.0   Overview of the Test Administration Manual

The purpose of the *South Dakota Science Alternate Assessment Test Administration Manual* (TAM) is to guide Teachers (TEs), Proctors (PRs), and Assessment/School Coordinators (ACs/SCs) to prepare for and administer the South Dakota Science Alternate Assessment (SDSAA) to eligible students with significant cognitive disabilities in their school or district.

The TAM contains the following sections:
- Overview of the Test Administration Manual
- Overview of the South Dakota Science Alternate Assessment
- Roles and Responsibilities
- Testing Integrity, Appropriate and Inappropriate Test Practices
- Appeals
- The Day of the Test
- After Testing
- Monitoring Test Progress in TIDE
- Scores and Reporting
- Appendices

Terms and Acronyms

Table 1 provides a summary of terms with the associated acronyms used frequently in the TAM and other documents needed for test administration.

Table 1. SDSAA Terms and Acronyms

Term	Acronym
Assessment Coordinator	AC
Assistive Technology	AT
Augmentative and Alternative Communication	AAC
Early Stopping Rule	ESR
Individualized Education Program	IEP
No Response	NR
Non-Disclosure Agreement	NDA
Proctor	PR
Teacher	TE
Student Unique Identifier	SSID

South Dakota Science Alternate Assessment	SDSAA
South Dakota Core Content Connectors	SD CCC
Range Achievement Level Descriptors	RALDs
School Coordinator	SC
Selected Response	SR
Test Administration Manual	TAM
Test Information Distribution Engine	TIDE

SDSAA Important Dates

Table 2 provides a summary of important dates associated with SDSAA.

Table 2. SDSAA Important Dates

Date	Activity
Posted to Gateway on/or before January 22, 2024	**Resources available**
February 27, 2024	**Alternate Assessment training webinar** A webinar and a recording will be available. The training provides an overview for Teachers/Proctors of the South Dakota Science Alternate Assessment (SDSAA). After viewing this training, you should be able to understand how to identify students who are eligible for SDSAA, start test sessions, monitor test sessions and understand how to use the Early Stopping Rule and Paper Response Cards. This training is for District and School users administering the SDSAA.
March 25, 2024 – May 3,2024	**Paper Response Card PDF Designated Support available** SDDOE provides PDFs with paper response cards for student use with this designated support. These must be printed prior to testing by the School or Assessment Coordinator.

| March 25, 2024 – May 3, 2024 | **Online test administration window**

Students may be assessed at any point during the test administration window. All tests must be administered through the Student Interface via the Secure Browser.

Appeals/Invalidations window

School or Assessment Coordinators can request an invalidation of assessments in the Test Information Distribution Engine (TIDE) due to test security violations and errors in administration procedures during this window. Invalidations should be reported as soon as possible. |

3.0   Overview of the South Dakota Science Alternate Assessment

Background and Purpose

The SDSAA has been developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level South Dakota Core Content Connectors and Range Achievement Level Descriptors (RALDs). The SDSAA is one component of a system of curriculum, instruction, and professional development that allows students with the most significant cognitive disabilities to access grade-level content aligned to the South Dakota Core Content Connectors and RALDs.

The long-term goal is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school capable of pursuing postsecondary options. A well-designed summative assessment alone is insufficient to achieve this goal.

The SDSAA is designed to meet the requirements of the Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure student achievement on grade-level Core Content Connectors and RALDs.

For the purposes of this manual, the SDSAA will be referred to as "the Test." In addition, educators who will be administering the Test, will be referred to as Proctor (PR) unless there is a specific permission that requires the Teacher (TE) role as specified in TIDE.

Student Participation Criteria

The criteria for student participation in the Test reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. Table 3 shows the participation criteria and the descriptors used to determine eligibility for participation for each student.

The student is eligible to participate in the alternate assessment if the student meets all **three** of the criteria presented in the table.

Table 3. Participation Criteria

A student is eligible for the SDSAA if they meet all three criteria below:

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. * *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.*
2. The student is learning content linked to grade-level standards.	Goals and instructions listed in the IEP for this student are linked to the enrolled grade-level content standards and address knowledge and skills that are appropriate and challenging for this student.
3. The student requires extensive, direct individualized instruction and substantial support to achieve measurable gains in a grade- and age-appropriate curriculum.	The student (a) requires extensive, repeated, and individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Parent/Guardian Involvement

Parents/guardians are partners in Individualized Education Program (IEP) team meetings and are engaged in the assessment participation decisions. Thus, they need to receive accurate information about the SDSAA.

SDSAA Spring 2024 Administration Plan

What to expect on the Spring 2024 SDSAA test

- In Spring 2024, students in grades 5, 8, and 11 will take the SDSAA online.

- The SDSAA will include Science items aligned to the South Dakota Core Content Connectors and RALDs.

- SDSAA will include 10 field test items in grades 5. In grade 8, there will be 11 field test items . In grade 11, there will be 12 field test items. These items are newly developed and aligned to the South Dakota Core Content Connectors and RALDs. These items may become part of future assessments.
- The field test items are required but will not affect the student's score.
- Students for whom the Early Stopping Rule is applied will not be administered the field test items.
- Students who require the paper response card accommodation will receive a fixed form test with no field test items.
- Administration of the field test items should be similar to the way teachers administer SDSAA test items (i.e. one on one test administration). Students will have access to human audio voice recording which is embedded for each field test item.

Overview of the SDSAA

The test provides eligible students with significant cognitive disabilities in grades 5, 8, and 11 the opportunity to demonstrate what they know in Science. An overview of the Test is summarized in Table 4.

Table 4. SDSAA Overview

Topic	Description
Students Assessed	Eligible special education students with significant cognitive disabilities.
Grades Assessed	Grades 5, 8, and 11
Test Content Alignment	Aligned to South Dakota Content Standards and Core Content Connectors and RALDs.
Test Delivery Method	TEs/PRs provide a one-to-one test administration using the online test platform.
Security	All items, stimuli, paper response cards options and all associated test administration materials are secure.
Test Window	March 25, 2024 – May 3, 2024
Testing Time per Student	Testing time will vary for each student. Testing may be paused and resumed, based on the needs of the student.
Training	All educators administering the SDSAA should participate in state online trainings or webinars available on the South Dakota Gateway. It is also recommended that TEs/PRs complete the new Science Alternate Assessment Test Administrator Certification Course which is available on the Gateway.

Topic	Description
Embedded Accessibility Features	▪ Color Contrast ▪ Highlighter ▪ Language/Presentation (English Only) ▪ Line Reader Tool ▪ Mark for Review ▪ Masking ▪ Permissive Mode ▪ Print-on-Demand ▪ Print Size/Zoom ▪ Strikethrough ▪ Volume Control ▪ Human Voice Recording also known as HVR***** *HVR can be invoked by selecting the icon.
Non-Embedded Accessibility Features	▪ Assistive Technology (AT) for viewing, responding, or interacting with test items ▪ Augmentative and Alternative Communication Device ▪ Read Aloud ▪ Scribe ▪ American Sign Language ▪ Paper Response Cards

Pausing and Resuming Administration of the Test

If a student exhibits frustration, lack of engagement, refusal to participate, or becomes sick during the administration of the Test, pause the Test by clicking on the **Pause** button at the top of the Student Interface in the Test Delivery System, and take a break. A break may consist of a few minutes to a few days, depending on the student's needs. Student responses will automatically be saved. Resume administration of the Test at an appropriate time for the student. The TE/PR may pause and resume the administration of the Test as often as necessary during the test window, based on a student's needs.

⚠️ The TE/PR **MAY NOT** submit or end a test because the student shows frustration, displays behavior concerns, or is not engaged in the Test.

Refer to *Test Delivery System User Guide* for directions to pause and resume a test. The user guide is available on the South Dakota Assessments Gateway.

Description of SDSAA Item Types

Selected Response:

Selected-response (SR) items (multiple-choice) are presented to students in a standard format. Every item is presented in the following order:

- Item stimulus, which may include text, pictures, graphics, or other illustrations (if applicable)
- Item question
- Answer options presented in stacked or horizontal formation, which may include text, pictures, graphics, or other illustrations. Items may have 2, 3, or 4 answer response options. Students may be asked to select a single response or multiple responses.
- Stimuli, item questions, and answer options contain HVR so the student can listen to each component.

Students select a response from the options and may do so in a variety of ways (e.g., using the computer mouse, verbalizing, gesturing, using eye gaze or communication devices, assistive technology, etc.). TEs/PRs or the student enters responses into the Test Delivery System. If the student is using a scribe, the scribe enters the student-selected response on behalf of the student.

SDSAA Sample Test

TEs/PRs and students will have access to sample items for science prior to the beginning of the test window. The items allow the TE/PR and student to engage with and become familiar with the online item presentation and test any assistive technology required.

Sample Tests are located on the South Dakota Assessments Gateway (https://sd.portal.cambiumast.com/families.htmltors/sample-items).

Documents Needed for Test Administration

Documents listed in Table 5 can be found in the Assessment Resources section of the South Dakota Assessments Gateway.

Table 5. SDSAA Resources

Documents	Purpose	User
South Dakota Science Alternate Assessment System Training	Provides an overview on how to prepare and administer the SDSAA Test. This will be presented as a webinar along with slide notes.	PRs, TEs, SCs, ACs, and DAs
Test Delivery System Quick Guide: SDSAA Practice Test	Provides an overview of accessing the SDSAA practice test as a guest.	PRs, TEs, SCs, ACs, and DAs
Test Information Distribution Engine (TIDE) User Guide	Provides an overview of TIDE. Topics such as managing user accounts, managing student test settings, creating rosters that are required for TEs to view test data in the Reporting system and managing data like non-participation codes are covered in this manual.	PRs, TEs, SCs, ACs, and DAs
Test Delivery System (TDS) User Guide	Provides an overview of the TDS for Teachers/proctors. Topics such as starting an online session, pausing, and stopping a test session, viewing/editing student accommodations, and monitoring students during the session will be covered in this manual.	PRs, TEs, SCs, ACs, and DAs
Reporting System User Guide	Provides an overview of the Reporting system. Topics such as navigating the reporting system to view the summative assessment performance report will be covered in this manual.	TEs, SCs, ACs, and DAs
Assistive Technology Manual	This manual provides an overview of the embedded and non-embedded assistive technology tools that can be used to help students with special accessibility needs complete online tests. It includes lists of supported devices and applications for each type of assistive technology that students may need, as well as setup instructions for the assistive technologies that require additional configuration to work with TDS.	Technology Coordinators

Documents	Purpose	User
[Science Alternate Assessment Test Administrator Certification Course](#) (if required)	Provides an online certification course for TEs/PRs administering the SDSAA. The course covers topics on how to start, stop, and monitor an online test. This training also includes an interactive quiz. This is available on the South Dakota Gateway.	PRs, TEs, SCs, ACs, and DAs

4.0   Roles and Responsibilities

Before beginning the SDSAA, each DA, AC, SC, TE, and PR should review this manual to become familiar with the responsibilities of all testing.

Proctor (PR)/Teacher (TE) Responsibilities

The PR or TE participating in the administration of the Test have assigned responsibilities (see Table 6).

Who Can Be a PR/TE?

- A certified and licensed educator familiar with the student, typically the student's teacher, can administer the Test if they have signed the Non-Disclosure Agreement (NDA) in TIDE, completed the Science Alternate Assessment Test Administrator Certification Course (recommended, but may be required by your district) as well as any other state/district system trainings. This user should be given the TE role in TIDE, so they can view the student's results in the Reporting System.

- If a student's teacher has a long-term substitute who is a certified and licensed educator, they can administer the Test if they have signed the Non-Disclosure Agreement (NDA) in TIDE, completed the Science Alternate Assessment Test Administrator Certification Course (recommended, but may be required by your district) as well as any other state/district system trainings. This user should be given the PR role in TIDE and will not be able to see test results in the Reporting System.

Table 6. Responsibilities for Teachers/Proctors Administering Tests

Before Test Administration
All PRs/TEs must sign the NDA in TIDE, available on the South Dakota Assessments Gateway. This is required and you will not be able to administer tests in TDS until this has been signed. After logging into TIDE, the NDA can be accessed from the General Resources menu on the navigation toolbar.   General Resources ▲   Non-disclosure Agreement
Complete the Science Alternate Assessment Test Administrator Certification Course available on the South Dakota Assessments gateway (if required by your district).
Access the SDSAA Practice & Training Tests to familiarize students with the Test Delivery System, accessibility features, and confirm compatibility of assistive technology and AAC devices.
Review sections Testing Conditions and SDSAA Accessibility Features of the TAM, to make appropriate testing arrangements for students.

Ensure that the student is taking the Science Alternate grade-level test. Students must be eligible for the ALT Tester flag in TIDE, which is pulled from the **Participates in the Alt Assessment** flag in Infinite Campus.
If the student is eligible for the use of paper response cards, obtain a PDF of the paper response card options from the State.
During Test Administration
Complete test administration by **May 3, 2024**.
Provide Optimal Testing Conditions including embedded and non-embedded SDSAA Accessibility Features as needed. Update test settings in TDS as needed, see section The Day of the Test. This assessment should be administered in a one-on-one session with the TE/PR and student.
Report technology concerns throughout the window to the AC/SC or the South Dakota Assessments Help Desk.
Maintain test security by ensuring all test materials are in a secure and locked location when not testing.
Report any inappropriate test practices or test irregularities to the AC/SC.
After Test Administration
Report any inappropriate test practices and irregularities to the AC/SC.
Remove any secure materials from computers and assistive technology.
Follow all district guidelines to destroy any printed copies of the TAM, scratch paper, response card options, student login information, etc.

Contact the SDDOE Assessment Office or South Dakota Assessments Help Desk as needed.

SDSAA Test Administration Training Requirements for All Teachers/Proctors

To ensure that the Test is administered in a standardized manner, TEs/PRs should participate in any in-person trainings, webinars, and complete the Science Alternate Assessment Test Administrator Certification Course (if required by your district), which is available on the South Dakota Assessments Gateway. TEs/PRs must also refer to this *Test Administration Manual* (TAM) and other materials listed in Table 5.

District and School Coordinator Responsibilities

In addition to the AC, the DA provides oversight of the SDSAA at the district level supporting the AC. The Assessment Coordinator (AC) provides oversight of the Test at the district level. The School Coordinator (SC) works within the school building to ensure that the Test is administered as intended and that TEs/PRs and students have the support needed for a successful administration. In some schools and districts, the AC and the SC may share the duties or even be the same person.

Regardless of the number of individuals who perform the duties, the responsibilities of each role must be completed. Essential tasks that are required before, during, and after administration of the Test are outlined in Table 7.

Table 7. Responsibilities for Assessment/School Coordinators

Before Test Administration
Ensure that TEs/PRs can access the online SDSAA Test Delivery System with the username and password they have created.
Ensure that TEs/PRs have received the required system trainings or taken the Science Alternate Assessment Test Administrator Certification Course (if required by your district). ACs receive training from the state and should provide all necessary trainings to TEs/PRs administering assessments.
Communicate all information received about the Test from the SDDOE to TEs/PRs.
Ensure that technological capacity is met. Work with district/school IT personnel to ensure that the online SDSAA Test Delivery System is accessible and functioning on every computer that is used for testing.
Support TEs/PRs to develop a testing schedule so that all tests will be submitted within the test window.
During Test Administration
Monitor to ensure implementation of appropriate test practices and appropriate student participation so that test administration is completed by May 3, 2024.
Ensure that students and TEs/PRs have the materials and resources needed to administer the Test.
Maintain test security by ensuring all test materials are in a secure and locked location when not testing.
Report inappropriate test practices and test irregularities in accordance with SDDOE's policy immediately.
After Test Administration
Investigate and report any inappropriate test practices and suspected irregularities to the SDDOE (Appendix A).
Follow all district guidelines to destroy any printed copies of the TAM, scratch paper, response card options, student login information, etc.

Contact the SDDOE or South Dakota Assessments Help Desk as needed.

Administration Training Requirements

To ensure that the Test is administered in a standardized manner, TEs/PRs should participate in any in-person trainings, webinars, and complete the Science Alternate Assessment Test Administrator Certification Course (if required by your district), which is currently available on the South Dakota Assessments Gateway. TEs/PRs must also refer to this *Test Administration Manual* (TAM) and other materials listed in Table 5.

Testing Conditions

TEs/PRs must provide each student an appropriate testing environment during every testing session. TEs/PRs can ensure an appropriate testing environment by providing the following:

1. Optimal testing conditions for the student;

2. Accessibility features that are appropriate for individual students; and

3. Accommodations defined in the student's IEP that are consistent with testing policies.

Optimal testing conditions, appropriate accessibility features, the accommodations defined in student's IEP that are consistent with SDSAA policies, and using supports allow student access to the Test so that they may demonstrate their knowledge. Each of these is discussed in detail below. Implementation of these practices must be planned for prior to testing the student.

Optimal Testing Conditions

Optimal testing conditions must be provided for every student before and during the test administration as outlined in Table 8.

Table 8. Optimal Testing Conditions

Before Test Administration
Document that the student has an observable way to communicate his or her response to the items. The student response check for ALT Science is the same procedure as the MSAA.
Review the accessibility features and prepare for use as appropriate for individual students.
Identify the accommodations defined in the student's IEP that are consistent with SDDOE policies and prepare for implementation during testing.
Make sure that the computer, any AAC, and/or assistive technology device a student may use to interact with the test items meet the minimum requirements, located in the *Test Delivery System User Guide,* and are in working order, are available for testing, and are compatible with the Test Delivery System.
Log on to the Test Delivery System before testing to ensure that the computer, login information, and the accessibility features are working as intended.
Review the Alternate Assessment sample items in the Test Delivery System practice test with the student and practice using appropriate accessibility features and accommodations defined in the student's IEP that are consistent with SDDOE policies.
Arrange to administer the Test in a familiar setting that is free of noise and distractions.
Develop a schedule to administer the Test during the best time of day for the student; consider time needed for breaks for the student.

During Test Administration
The test is administered one-on-one with the student by familiar, certified staff
Manage testing materials and the assistive technology required by the student.
Provide scratch paper for the student to make notes or solve items, if needed.
Ensure that audio for stimuli, items, and options MUST be invoked by the student or played for each student by the test by clicking the 🔊 icon. The HVR should also be played if the student needs content to be repeated during testing or after returning from a break.
Pause the test administration and resume at a later time or another day as indicated by student needs. The Test may be administered over multiple days but must be completed by May 3, 2024.
Provide appropriate student positioning, access appropriate accessibility features, and provide the accommodations in the student's IEP that are consistent with SDDOE policies.
Provide encouragement to support student engagement and focus. TEs/ PRs may use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases include: "I like the way you are listening and following directions." "Only one more to go!" "Just five minutes until a break!" "Keep working!"

SDSAA Accessibility Features

Accommodations

The test will include a human voice recording that will read the passage and items out loud. The TE/PR will ensure that the student invokes all human voice recordings for reading passages, item stimuli, test items, and answer options. If the student does not or cannot activate the human voice recording, the TE/PR should activate the human voice recording (HVR) for the student, as those supports are not considered accommodations (see Table 9).

Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured. For the Test, a student may use the accommodations that are in his or her IEP that are consistent with SDDOE policies. Typically, these accommodations are also used during instruction.

> ⚠️ The use of any physical prompting, including hand-over-hand, invalidates the results of the Test for the student. The use of physical prompting is a modification or change to the allowed test administration procedures. Physical prompting is not permitted, it is an inappropriate test practice, and it is a test irregularity.
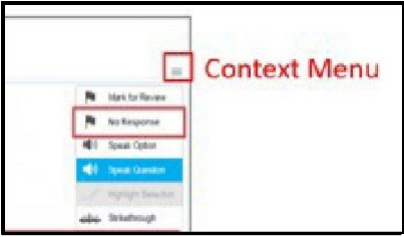
Table 9. Accommodations

Accommodations	Access Information
Assistive Technology (AT) Students may use assistive technology devices for viewing, responding to, or interacting with the test items. The student and TE/PR should use the AT device with the practice test to ensure that it functions properly with the Test Delivery System. The Test Delivery System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.	Refer to *Test Delivery System User Guide* and the *Assistive Technology Manual* for information about: ● Compatibility of AT with Test Delivery System and with accessibility features ● Enabling AT devices
Scribe This accommodation may be used for selected-response or constructed-response items.	Refer to the *MSAA Resources*.
Sign Language (e.g., American Sign Language (ASL), Pidgin Signed English (PSE), Signed Exact English (SEE)) TE/PR may communicate stimuli, items, and response options using sign language to students.	Refer to the *MSAA Resources*.

Early Stopping Rule (ESR) Overview

A student's ability to provide an observable response to the items in the ESR section (segment 1 of the SDSAA) determines whether they proceed to the full test. During the administration of the ESR segment on the computer or with paper response cards, the TE/PR must determine whether the student demonstrated a consistent observable response. If a student did demonstrate a consistent observable response to at least one item in the ESR, the TE/PR will administer all test items on the SDSAA. See Table 10 and Table 11 for more details.

Table 10. Implications of ESR

Student Displays an Observable Response During the ESR segment	Student Does Not Display an Observable Response During ESR segment	
Administer All Test Items in the SDSAA	**Administer the First Four Scorable Items in in the SDSAA**	
If the **TE/PR** observes a student response for **all** of the first four items in the ESR, then the **TE/PR** will administer the items in segment 2.	If the **TE/PR** observes a student response to **at least one** of the first four items, then the **TE/PR** will administer the items in segment. A **TE/PR** may select NR from the context menu for items to which no response is observed only during the ESR.	If the **TE/PR** does not observe a student response to **any** of the first four scorable items, **select NR from the context menu for all items.**

Table 11. Early Stopping Rule Procedures

Student Does Not Display an Observable Response During the ESR Segment	Procedures to Initiate the Early Stopping Rule
The TE/PR administers only the first four scorable items.	After the **first 4 scorable items** are administered with NR, the TE/PR **must click the SAVE** button on the 4th scorable item in the Test Delivery System.
No observable response (NR) was indicated for all four scorable items. **Note:** No observable response is related to a student's ability to demonstrate an observable response to an item, not the ability of the student to provide a correct response. The TE/PR will **not** continue to administer additional test items.	To end a test, you must exit full-screen mode and select Next. - You can submit the alternate assessment by selecting in the upper-left corner. A message appears, asking for a password. - Enter the student's first name and select OK. The global menu appears at the top of the screen. Select the next button: - A message will appear "You are leaving the current segment. Are you sure that you want to do this?" select Yes. - When the end of the test has been reached, select the next button to access the test review page. If no review is needed you may **END** and **SUBMIT** the test.

Administering the Online Tests with Paper Response Card Options

> ⚠️ Students who require this accessibility feature require prior approval by the SDDOE in TIDE and require that additional material be printed by the SC/AC from a secure PDF provided by the SDDOE.

The paper response cards accessibility feature allows the TE/PR to provide printed answer options (which may contain text, pictures, graphics, or illustrations) for students who have an IEP with documented paper accommodation, typically provided for students with visual impairments or who require the use of physical manipulatives. The paper response cards will have the test name and item number printed on the back for easy identification.

The student will still use the Student Interface to complete the test, but rather than viewing the response options on the screen, the student will use paper response cards that accompany the fixed-form test to select answers. This accessibility feature will provide the student the same answer options shown on the screen. In this format, all response options must be displayed for each question and do not need to be reused between items. After the student has selected their answer using the cards, the TE/PR, acting as a scribe, will input his or her response in the student interface.

Students may require the response cards be spaced farther apart on the table. In these cases, the TE/PR should cut cards apart using the guiding lines on the strips. In addition, response cards can be laminated or enlarged, if needed.

All printed response card material must be securely handled and destroyed at the end of the test administration (see Table 12).

Table 12. Paper Response Card Sample

Sample 3x3	Sample Sentence Strip
air rocks water	Morning Afternoon Night

[1] All documents should be printed on 8.5" X 11" cardstock, color, double-sided and flipped on the short end.

[2] After printing, 3x3s should be cut horizontally into three strips.

- The TE/PR will place the paper response options in front of the student in the same order they appear in the Student Interface. Once the student chooses a response, the TE/PR will then select the corresponding answer in the Student Interface and move on to the next question.

- Each item and answer option can be delivered to the student using the embedded human voice recording audio in the items, stimuli, and questions.

- If the TE/PR determines the student is not responding during the first segment, the TE/PR may select "No Response" for the first four items. If the student responds to any items within

that segment, the student will proceed to the full test. The TE/PR will administer the test as specified in the *SDSAA Test Administration Manual*.

- The items appear in a set order, as indicated on the back of the response options. The items will appear in the Student Interface in the same order as the numbers on the back of the response options.

- TEs/PRs may cut the response options along the cut lines, enlarge the cards, may texturize, and/or may laminate the paper response options to provide access for individual students as necessary.

- Please make sure that the paper responses options match the responses of the items on the screen. If the item responses do not match, please contact the South Dakota Assessments Help Desk.

5.0   Testing Integrity, Appropriate and Inappropriate Test Practices

The SDSAA policies related to testing integrity and appropriate and inappropriate test practices are described in this section. All personnel (ACs/SCs and TEs/PRs) must acknowledge a non-disclosure agreement each year prior to administering the Test.

> ⚠️ If you do not acknowledge the non-disclosure agreement, you will not be able to log into the TDS and will receive an error message that says, "Proctor not eligible." Refer to *TIDE User Guide* for information about acknowledging the NDA.

Testing integrity is critical to ensure accurate, valid, reliable, and timely information about student academic performance. Inappropriate test practices undermine efforts for improving student achievement. South Dakota is committed to providing an assessment that accurately reflects what students know and can do in science.

The use and interpretation of information gleaned from test administration is compromised if students respond to items that are no longer secure. Security breaches can reduce the item pool to such a degree that an insufficient number of items remain available to represent the content required for assessment. A particular item serves several specific purposes, and its loss can have a broad impact on testing content. Failure to follow the policies outlined in this section result in a breach of security and is subject to state law.

After the TE/PR completes the system trainings and reads the associated materials as listed in Table 5, the TEs/PRs should become familiar with the item administration protocols and prepare necessary materials and accommodations needed for each student. **TEs/PRs and SCs/ACs must ensure that all aspects of the Test are maintained in a secure manner. Items are for the exclusive use of testing and are not to be used for instruction, and are not to be shared, e- mailed, copied, or distributed in any manner. To do so is a test irregularity and a violation of test security and should be reported.**

Handling Test Materials in a Secure Manner

The SDSAA is an online test, and all test forms and test materials are available in the Test Delivery System. Secure handling of test materials protects the integrity and confidentiality of test items and the validity of student results. It is essential that unauthorized persons are prevented from accessing or viewing test content in the Test Delivery System or if using the paper response card options accommodation.

For printed test materials including but not limited to paper response card options, test items or stimuli, a TE/PR must:

- maintain all printed test materials in a secure, locked location;
- protect secure materials from view by other students, teachers, parents, school staff, or other individuals;

- ensure secure transport of testing material from school building to school building;

- refrain from duplicating, reproducing, or sharing items or other secure test materials;

- give **ALL** printed test item/s or other printed material to the AC/SC after the test session is completed, for secure shredding; and

- delete any test materials, items, or information from the computer and/or any assistive technology used by the student after testing is complete.

Preparing a Secure Testing Environment

Students are administered the Test individually, one-to-one, most likely in their classroom or a similar environment familiar to the student. A secure test environment includes but is not limited to:

- administering the Test only through the password-protected testing environment, the Test Delivery System;

- restricting student access to resources that are explicitly identified in the TAM;

- viewing of test items only by the student taking the Test and the certified, licensed, and trained TE/PR administering the Test;

- removing electronic devices and photography technology that could jeopardize test content in the test-taking environment; and

- ensuring a quiet test-taking environment, void of talking or other distractions, and one that does not permit other students hearing the responses to the test items of the student being tested.

Inappropriate Test Practices

TEs/PRs must administer all test items according to the TAM. Modifications or changes to TAMs are not permitted and are inappropriate test practices and a test irregularity. Inappropriate test practices are any actions that are contrary to those explicitly stated in the TAM and in the test security policy. **Inappropriate and prohibited** modifications or changes to the TAM or Test include but are not limited to the examples in Table 13.

Table 13. Inappropriate and Prohibited Modifications

Action
Changing the wording of test directions, items/questions, response options, or any text as it is displayed in the Test Delivery System.
Using non-prescribed graphic organizers, mnemonic aids, manipulatives, or replacement objects (except if pre-approved by the SDDOE for special circumstances such as to use ASL or if approved to use paper response cards as described in the section, Administering the Online Tests with Paper Response Card Options.

Action
Using any physical prompting, including hand-over-hand.
Providing students a preview of the Test at any time.
Providing answers to students in advance of or during test administration.
Providing students clues or supports not indicated in the TAM.
Manipulation of testing materials in a way that hints at a correct or incorrect answer (e.g., reducing the number of answer options).
Changing a student's answer.
Reminding the student of previously used materials or experiences related to concepts in an item.
Teaching test content immediately before the Test or the administration of an item.
Sharing test items, test content, or test forms, either written or verbally, with colleagues, parents, other staff members, the public, or students.
Transporting printed test materials within the school in a non-secure manner.
Leaving any test materials unattended or in a non-secure setting, including but not limited to test items, materials related to test items, and paper response cards.
Leaving the Test Delivery System unattended while logged in to the Test.
Administering the Test by a paraprofessional, aide, or student teacher. Any non-certified educator MUST be certified.
Allowing the use of electronic devices or photography technology that could jeopardize test content in the test-taking environment.
Sharing of test items through photography, phone cameras, recording devices, note-taking, or any other manner with colleagues, students, teachers, parents, media, or any person.

Monitoring and Reporting Inappropriate Test Practices

Each person participating in the state assessment program is directly responsible for immediately reporting any violation or suspected violation of test security or confidentiality. TEs/ PRs and other staff must notify their SC or AC if they witness or become aware of an inappropriate test practice or suspect one has occurred. ACs and SCs must report these concerns to the SDDOE Student Assessment Office (see Appendix A: State-Specific Information). ACs must report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity email the South Dakota office of Assessment at DOEAssessment@state.sd.us.

Destruction of Printed Materials and Scratch Paper

Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only by staff responsible for test administration. All test materials must remain secure always. Printed test items/stimuli and scratch paper, must be collected at the end of each test session and then immediately destroyed according to district and/or state policies or procedures. **Do NOT** keep printed test items/stimuli or scratch paper for future test sessions.

Note: Paper response cards may be re-used for future test sessions. However, TEs/PRs should follow the school and district policies regarding whether materials can be reused. All printed materials, including Paper response cards, **MUST** be securely destroyed at the end of the test window.

6.0   Appeals

In the normal flow of a test opportunity, a student takes the test in TDS and then submits it. Next, TDS forwards the test for scoring, and the Reporting System will report the test scores. These testing irregularities are defined as any situation that interferes with usual or prescribed testing procedures as specified in this TAM and that require an appeal. A student may need a test reset or a teacher/proctor may want to invalidate a test because of a hardware malfunction or an impropriety. This section describes how you view, create, and approve test appeal requests through TIDE.

PRs/TEs should report any incident that occurred during testing if it could affect a student's test score (e.g., an error in administration) to the AC and SC so that a decision can be made regarding the validity of the student's score. Testing irregularities may necessitate a request for the invalidation of test scores through TIDE. It is not necessary to report minor incidents (e.g., uncooperative or sleeping students) or accidental noises in the environment (e.g., a garbage truck or public-address system). However, it is important to notify SDDOE and complete a testing irregularity form in the event of disruptions during testing such as a fire or an alarm.

For security incidents that result in a need to reset, reopen, restore, or invalidate individual student tests, the SDDOE must approve the request. SDDOE approvals and denials will, in most cases, be processed within 24 hours. In most instances, an appeal will be submitted to address a test security breach or irregularity. Because the TIDE Appeals system is for action only, all appeals should also be entered in the Test Irregularity Form and submitted to the DA/SC. The Test Security Incident Log includes the information needed to process an appeal.

The online appeals process and conditions for use are described in Table 14. The *TIDE User Guide* contains specific instructions on submitting appeal requests.

Table 14. Appeal Types

Appeal Type	Description
Grace Period Extension (GPE) [1]	Allows the student to review previously answered questions upon resuming a test or test segment after expiration of the pause timer.
	For example, a student pauses a test, and a 20-minute pause timer starts running. The following scenarios are possible:
	If resuming the test within 20 minutes, students can review previously answered questions.
	Without a GPE, students resuming the test after 20 minutes cannot review previously answered questions—students can only work on unanswered questions.

Appeal Type	Description
	Upon receiving a GPE, students can review previously answered questions upon resuming the test. The normal pause rules apply to this opportunity.
Invalidate a test	Eliminates the test opportunity, and the student has no further opportunities for the test
Reset a test **Note**: Due to State policy, resets will be rejected for tests with the result status of completed, scored, invalidated, or reported.	Allows the student to restart a test opportunity (removing all responses on the test). The main use for a reset is the student not having accommodations set properly in TIDE prior to administration. You can submit these appeal requests until the end of the test window.
Re-open a test[1] **Note**: Due to State policy, reopens will be rejected for tests with the result status of invalidated.	Reopens a test that was completed, invalidated, or expired.
Re-open a test segment[1] **Note**: Due to State policy, reopens will be rejected for tests with the result status of invalidated.	Reopening a test allows a student to access a test that has already expired. If an expired test is reopened, the test will reopen at the location at which the student stopped the assessment. The student will be able to review items within the current segment of the assessment but cannot return to previous segments. If a submitted test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment but cannot return to previous segments.
Restore a test that was reset **Note**: Due to State policy, restores will be rejected for tests with the result status of completed, scored, invalidated, or reported	Reverses a reset, restoring the student's responses on the test when the reset was processed.

.

[1] A test that is reopened following an expiration will remain open for 10 calendar days from the date it was reopened.

7.0   The Day of the Test

TDS and the Student Interface are used to deliver the SDSAA. **TEs/PRs will need access to two computers or devices so that TDS and the Student Interface can be open at the same time.** The Student Interface is the system that students use to take the SDSAA. It is accessed via the Secure Browser. The Secure Browser must be downloaded from the SD Gateway before testing can begin. The Secure Browser is designed to ensure test security by prohibiting students from accessing any other programs or websites during testing. If any other programs or websites are running when the student is logged in to the Secure Browser, the student will not be allowed to start the test.

When helping the student respond to test items, the TE/PR serves the role of a scribe. For more information refer to the *Scribe Protocol*.

Logging into TDS

1. The TE/PR logs in to TDS.

The TE/PR must create a test session before students can log in to the Student Testing System (but no more than 30 minutes prior or the system will time out). When a TE/PR creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TEs/PRs should follow these steps to create a session:

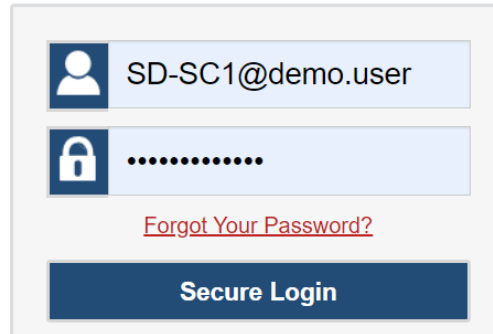Click the [**Educators**] card on to the South Dakota Gateway (https://sd.portal.cambiumast.com/).

USER
Educators
Access systems used before, during and after testing and review key resources.

Click the [**Interim & Summative Test Site**] card.

SYSTEM

Interim & Summative Tests

Test Delivery System (TDS) to create and manage operational test sessions from any supported web browser.
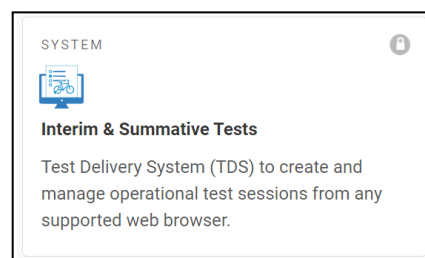
The TE/PR enters his or her username and password at the South Dakota Gateway and clicks [**Secure Login**] to log in to TDS.

Login

SD-SC1@demo.user

••••••••••••

Forgot Your Password?

Secure Login

2. The TE/PR creates a test session.

When you log in to TDS, the Test Selection window opens automatically. This window allows you to select tests and start the session. To create a test session, select the particular test to be administered in the test session. Only the tests that you select will be available to the student in your sessions.
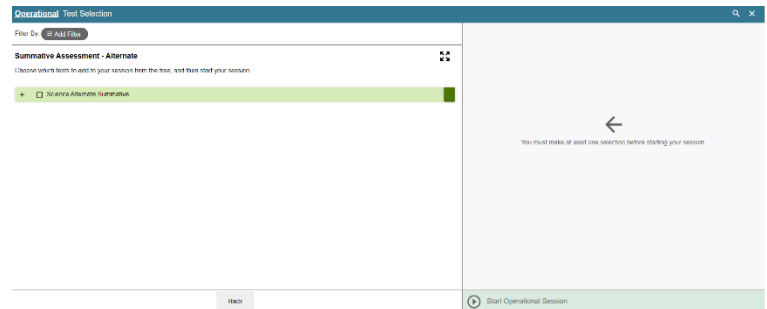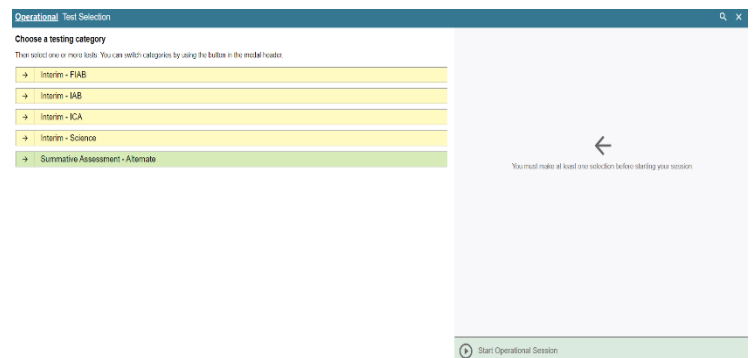
Note: if the student you are testing has a paper response card accommodation, select the appropriate grade level paper test:

Summative SCIENCE ALT Grade 5 – Paper Response cards
Summative SCIENCE ALT Grade 8 – Paper Response cards
Summative SCIENCE ALT Grade 11 – Paper Response Cards

Summative Assessment - Alternate

Summative SCIENCE ALT Grade 5 – Paper Response Cards

Summative SCIENCE ALT Grade 8 – Paper Response Cards

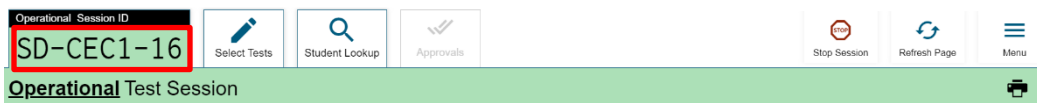Summative SCIENCE ALT Grade 11 – Paper Response Cards

After clicking the assessment to be administered during the test session, the TE/PR clicks the **[Start Operational Session]** button to begin the test session and generate the session ID that students use to join that test session.

Session Settings
Select Test Reason
⌄
▶ Start Operational Session
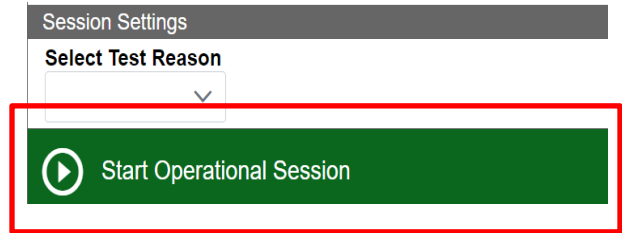
Students will only be able to see and access those selected tests for which they are eligible in TIDE.

3. The TE/PR provides the test session ID and student login information.

Give the student the test session ID and other log-in information. The test session ID, the statewide student identifier (SSID), and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely destroyed after testing is complete. **The TE/PR should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.** The TE/PR will be logged out of the session if there is no activity for 30 minutes by the TE/PR or a student. Having the session ID will allow the TE/PR to resume the session.

Operational Session ID **SD-CEC1-16**	✏️ Select Tests	🔍 Student Lookup	✔️ Approvals		🛑 Stop Session	🔄 Refresh Page	☰ Menu
Operational Test Session							🖨️

If the student requires a scribe to input responses on behalf of the student, this information may be provided to the educator completing this task on behalf of the student.

Logging into the Student Interface

To log a student into the online testing system, launch the Secure Browser on a separate computer or device from the one used to access the TDS.

1. You must enter three pieces of identifying information:
   - the student's first name, their SSID, and the current session ID determined by TDS.
   - Only the session ID is unique for each test administration and each teacher/proctor, so this is the only information that can change during the testing window.
   - When the information has been entered, click the **[Sign In]** button to log in to the test.

2. View and verify the student's personal information in the screen titled "Is This You?" If their information is correct, click **[Yes]** to proceed to the "Your Tests" screen. If not, stop the test and contact your SC/AC to have the student's information updated in TIDE.

3. On the "Your Tests" screen, you will see a list of the student's assigned tests for this test session. If a test has already been completed, the test selection button will be grayed out. Once you select a test, you will see a message that says "Waiting for approval…"

Note: The request for approval appears in TDS. Once the TE/PR approves the test, the Student Interface automatically moves to the next page.

4. After the TE/PR has approved the student for a test session, the student will see a screen titled "Instructions and Help." This screen displays the name of the test and which accessibility resources have been selected. If the information is correct, click **[Yes].**

5. After selecting the test, you will see an Audio Check screen to test the student's sound.

    You will be prompted to click the sound icon and indicate whether you and the student heard the chime by clicking either **[I could not play the video or sound]** or **[I could play the video and sound].**
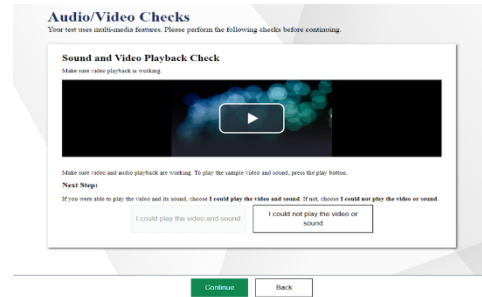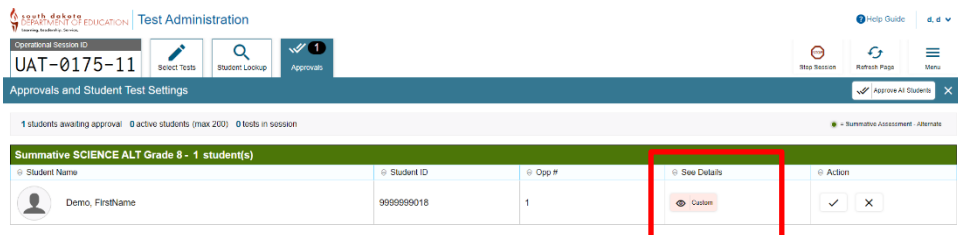

Approving a Student for Testing

1. After starting a session, the session ID appears at the top of TDS along with a [Stop] button. After you sign the student in to the test session, an **[Approvals]** button will appear next to the session ID.
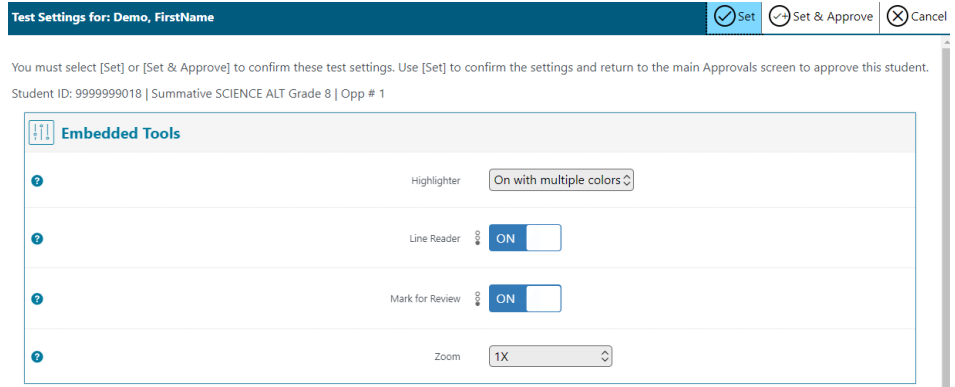

2. Once the student is logged in, you must approve his or her test selection and test settings before testing can begin.

    Once you approve the student for testing, the Test Session table will appear in the center of the TE/PR Interface, displaying the student's testing progress.

3. If you need to change test settings for a student, click the **Eye** button in the **See Details** column. The **Test Settings** window will appear, which displays the student's information at the top and various test settings organized by their area of need.

Some settings can be changed by toggling tools ON or OFF or by making selections in drop-down menus.

After adjusting settings, click the **Set** button to change the settings without approving the student. To both change settings and approve the student for testing, click the **Set & Approve** button.

Note: Students testing with Spanish presentation set in TIDE and require TTS will also need to download a Spanish voice pack.
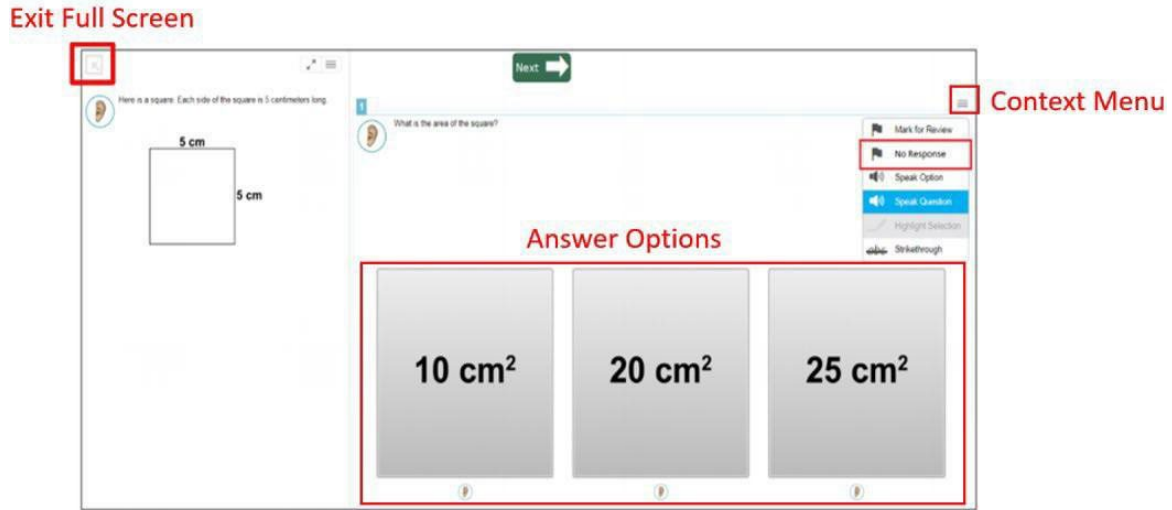
Taking a Test in the Student Interface

Once you have moved through all the pre-test screens, you and your student will enter the test environment.

Sample Items

An item page like the one below appears. Please note that there are different layouts for different items, and all will have HVR.

Sample Item

To select an answer, click one of the answer options. To move to the next item, click the **[Next]** button at the top of the page. To play the audio, click the **ear icon** next to the passage, item, or response options. If the student does not respond to a question in the ESR Segment, click the context menu and then **[Mark as No Response]** as indicated by the red box in the figure above. Additional functions and features are accessible via the toolbar, which is hidden by default. To access the toolbar, click the gray button at the top left of the page, see below:

Student Toolbar (Hidden by Default)
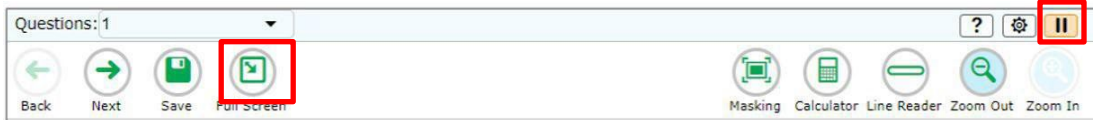
To close the toolbar again, click **[Full Screen]**. To pause a test, click the pause button at the top right. This will log the student out of the test environment. To resume testing from the previous stopping point, log in again using the student's first name, SSID, and session ID. Please note that the session ID will change if the TE/PR ends the session in TDS. To resume testing, simply enter the new session ID, and testing will resume at the point that the student previously logged out.

To exit full screen mode for the Alternate Assessment, you will be prompted to enter a **password**, which will always be the **student's first name as it appears in TIDE**.

For details about administering the test with a paper response card accommodation, refer to the Administering the Online Tests with Paper Response Card Options section.

8.0   After Testing

Submitting a Student's Test

Once the student has completed all items of the Test, click the **Next** button at the top of the
Test Delivery System and click **[Submit Test]**.

Submit Test screen
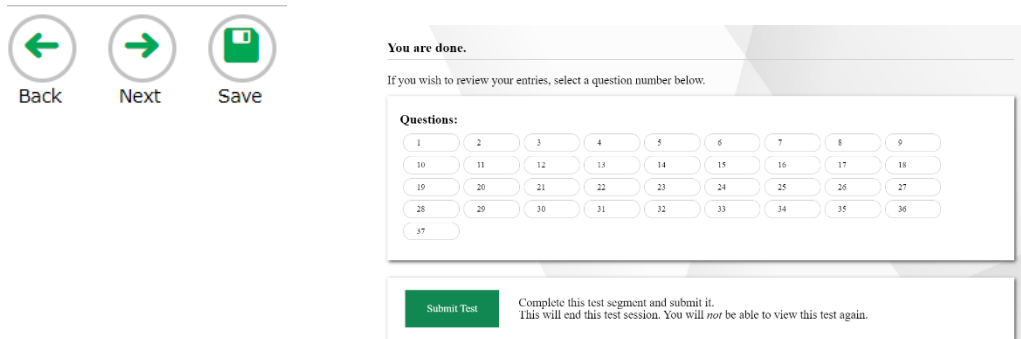
⚠️ If a student <u>does not</u> meet the eligibility criteria to participate in the SDSAA and they have
begun the assessment, pause the Test and contact the SDDOE

Destroy Secure Materials

Ensure that all testing materials are appropriately destroyed and deleted from computers and
AT devices.

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

9.0   Monitoring Test Progress in TIDE

All users can view participation data through the Monitoring Test Progress task in TIDE.

TEs/PRs are encouraged to confirm that a test has been submitted by following the steps provided in the *TIDE User Guide*, which is also located on the South Dakota Gateway.

10.0 Scores and Reporting

Provisional scores for the SDSAA will be available about three weeks after the test window opens. The SDDOE will release the final accountability scores with the report card. Information about accessing student scores will be provided beforehand.

Appendix A. State-Specific Information

Listed below is the contact information for South Dakota Department of Education support.

Name	Responsibilities	Phone	E-mail
Christina Booth	Science Assessment	(605) 773-6156	Christina.Booth@state.sd.us
Beth Schiltz	Accommodations	(605) 773–4257	Beth.Schiltz@state.sd.us
Stacy Holzbauer	Participation Criteria	(605) 295-3441	Stacy.Holzbauer@state.sd.us

Appendix B. SDSAA Augmentative and Alternative Communication Guidelines

The TE/PR must record the student's response(s) exactly as the student indicates using the student's existing augmentative and alternative communication (AAC) system or device.

AAC Methods

- The student should use the communication mode/system with which he or she is the most competent and which provides the most accessibility to producing a response.

- Allow the student to select the word/symbol/picture/phrase in the communication mode/system in the same manner as used in instruction (e.g., direct select, indirect such as scanning, eye gaze).

- Allow the student to access words/symbols/pictures/phrases within their communication mode/system in the same manner as in instruction (e.g., subject- specific boards, multiple levels by categories).

Sample Phrase Board

having a friend is important

everyone needs a dream

living under a bridge is hard

AAC Protocol for the SDSAA

The TE/PR must adhere to the AAC Protocol to ensure that the student's response is generated in a manner that allows for accurate measurement of the student's ability.

Words/symbols/pictures/phrases that the student typically uses to communicate during instruction can be provided and should be words/pictures/symbols/phrases that are familiar to the student (e.g., events, descriptive words).

Introduce vocabulary related to the test item, but do not practice or teach the vocabulary in the context of the assessment.

- For example, if the test item refers to "solar energy," it is appropriate to define and describe "solar energy" and its uses to familiarize the student with the related symbol(s) using the AAC device.

Any content represented in the grade-specific stimulus materials can be added to the student's AAC device (e.g., list of temporal words, problem/solution cards, words from mentor text or sample essay) to support student responding.

- Ensure the words/pictures/symbols/phrases used from the stimulus materials are familiar or can readily be understood.

A response **cannot** be the result of a series of dichotomous choices of words, phrases, or sentences selected by the TE/PR. The following is an example of a series of dichotomous choices that would **not** be allowed: The teacher asks, "Do you want to say that the amount in the table should be 5 or 4?" The student chooses 5. The teacher then asks, "Do you want to make it balls or pens?" The student chooses pens.

A response can be the result of the student completing a process directed by the TE/PR using a series of two categories to communicate his or her word/picture/symbol/phrase preference. The following is an example of a series of dichotomous choices that is allowable: The teacher asks, "Do you want People- Thing words or Action words?" The student selects People-Thing words and the teacher then gives the choice of People or Thing words. The student chooses People words. The teacher then presents a series of choices of People words to allow the student to select the preferred person from those provided on the board. (As stated above, this should not result in a series of dichotomous choices of words, phrases, or sentences selected by the TE/PR.)

Words/symbols/pictures/phrases **cannot** be arranged by the TE/PR on a student's communication board so that any selection would be correct. *An exception to this would be if the student requests or selects a specific category level or board that has all words that could be used in a response (e.g., the student selects or requests the board filled with nouns or numbers and all would apply to the response).*