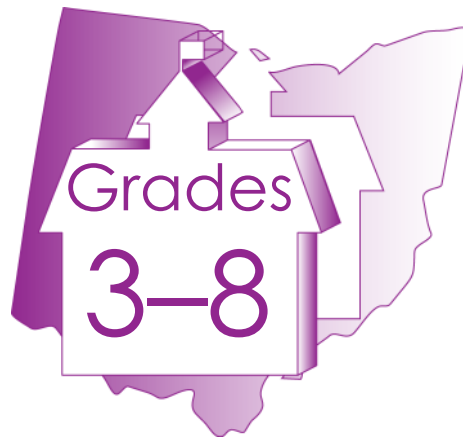




Alternate Assessment for Students with the Most Significant Cognitive Disabilities



Test
Administration Manual
Spring 2024

Testing Support for the AASCD

For Assistance With	Contact
Testing resources, manuals, user guides, guidance documents, technical specifications and practice materials	Alternate Assessment Portal oh-alt.portal.cambiumast.com/
Alternate assessment participation criteria	Ohio Department of Education Office of Assessment 25 S. Front Street, Mail Stop 507 Columbus, OH 43215 1-877-OHIOEDU (1-877-644-6338) or 1-614-466-1317 education.ohio.gov
Scheduling test administrations	
Emergency school closures during the testing window	
Reimbursements for translators	
Assistance with student IDs for nonpublic and homeschooled students	
Security cases; test incidents	
Identifying which students are eligible for accommodations	Ohio's Accessibility Manual Ohio Department of Education Office of Assessment 1-614-466-1317 statetests@education.ohio.gov AAParticipation@education.ohio.gov
Obtaining SSID for a newly enrolled student	The district's EMIS Coordinator or the student's prior district
Submitting Pre-ID data	Cambium Assessment 1-877-231-7809 OHHelpDesk@cambiumassessment.com
Marking accessibility features under the test settings in a student record	
Ordering paper test materials in the Test Information Distribution Engine (TIDE)	
User accounts	
Secure browsers and apps	
Error messages received during the online test administrations	

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Revision History

The revision history of this spring 2024 AASCD manual provides a means for readers to easily navigate to places in the relevant section where updates have occurred. Significant changes and updates are indicated through red text, underline for additions and strike-through for deletions. Minor changes, such as typos, formatting and grammar corrections or updates, are not highlighted.

Section	Description

1. Introduction to the AASCD

The re-authorized *Individuals with Disabilities Education Act* (IDEA, 2004) reflects the intent to extend educational accountability and reform to all students, including those with disabilities. This legislation, along with the federal *Every Student Succeeds Act* (ESSA) and Ohio legislation (OAC 3301-13-03), mandates that students with disabilities be included in general state- and district-wide assessment programs. These laws provide clear expectations that states will align achievement assessments with academic content standards. In Ohio, there are the following three ways to assess student achievement of academic content standards:

1. Participation in the general assessment without accommodations (most students)
2. Participation in the general assessment with allowable accommodations (some students with disabilities and English learners)
3. Participation in an alternate assessment (small number of students with the most significant cognitive disabilities)

Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) is an online assessment designed to maximize access for students with the most significant cognitive disabilities and ensure that all students are included in Ohio's statewide assessment and accountability programs. Although these students represent a very small portion of the overall school population, Ohio's AASCD was developed with the knowledge that the evaluation of their achievement on the AASCD represents an important component of our pursuit of high standards. Students with disabilities are entitled to the same rich instructional program as their peers without disabilities. Thus, all students in Ohio are included in our standards-based accountability system.

Further information about accessibility for the general assessments is available on the Ohio Department of Education website at education.ohio.gov. Search key words *Accessibility for Ohio's State Tests* for more information.

1.1 About This AASCD Manual

The *Spring 2024 AASCD Test Administration Manual* (TAM) covers policies and procedures for districts and schools that are administering Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD). District test coordinators (DTCs), building test coordinators (BTCs) and test administrators (TAs) must review the information in this manual prior to testing.

While this manual covers the policies common to schools administering tests online and on paper, this manual does not cover procedures specific to administering the AASCD on paper. For information regarding the handling of paper test materials, administration procedures and key dates for Pre-ID and materials, please refer to the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual.

This manual also does not cover technical specifications or details on how to use online systems. For information on technical specifications and how to use these systems, refer to the [Technology Resources](#), user guides and guidance documents available on the test portal.

1.2 About the Spring 2024 AASCD Tests

The AASCD is administered by grade level (grades 3–8 and high school [HS]). Students take the AASCD in the same grades and content areas that are administered for Ohio's general assessments. The AASCD tests are comprised of 40 operational items per grade and subject. The online adaptive tests also comprise 10 field-test items. All items on the AASCD tests align to the Ohio's Learning Standards—Extended.

Districts that are testing students using paper accommodations should refer to the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual for details on administering paper accommodations.

For guidance on which students are required to participate in statewide testing, refer to the Department's website. For information on test eligibility, refer to [Section 5](#) in this manual.

1.2.1 AASCD Elementary and Middle School Tests

The following elementary and middle school tests are available for the spring 2024 AASCD administration:

- Grade 3 English language arts
- Grade 3 mathematics
- Grade 4 English language arts
- Grade 4 mathematics
- Grade 5 English language arts
- Grade 5 mathematics
- Grade 5 science
- Grade 6 English language arts
- Grade 6 mathematics
- Grade 7 English language arts
- Grade 7 mathematics
- Grade 8 English language arts
- Grade 8 mathematics
- Grade 8 science

1.2.2 AASCD High School Tests

Students may take the AASCD high school tests beginning in grade 9. The following high school tests are available for the spring 2024 AASCD administration:

- High school English language arts
- High school mathematics
- High school science
- High school social studies

1.3 AASCD Test Mode

The spring 2024 administration is an online test administration. Paper tests are available only for specific situations. Refer to the [Requesting Exceptions to Online Testing](#) document on the Department's website for further information. All orders for paper test materials are subject to Department approval. Policies and procedures specific to administering the AASCD on paper can be found in the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual.

Refer to [Section 5, AASCD Student Participation, Pre-ID and Test Eligibility](#) of this manual for guidance on indicating student test modes.

2. AASCD Schedule

2.1 Key Dates for AASCD Testing

The following table lists key test administration dates. Please refer to the [Test Coordinator Checklist](#) and [Test Administrator Checklist](#) in the appendices for a suggested timeline of activities and preparation for AASCD administrations.

Table 1. Important AASCD Activities and Dates

2.1.1 Testing Activities	Date(s)
Pre-ID Window for the spring test administration (all students, regardless of test mode, must be preidentified in TIDE by April 19)	Now–April 19
AASCD Training (per the TA Test Certification Course)	Now–January 2024
TIDE On-Time Order Window for paper accommodation testers and for Board Resolution districts that selected paper for their grade 3 students	November 21–December 6
	November 21–April 3
Paper test materials due in district	February 12
Additional Order Window for paper accommodation materials	February 12–April 17
Paper accommodation and board resolution paper test materials distributed to test administrators	February 19
Test Administration Window (online and paper)	February 26–April 19
Test Status Request Window in TIDE	February 26–April 19
Deadline to enter paper tester responses into the Data Entry Interface (DEI)	April 19
Last day to return secure paper materials to Pel Hughes	April 26

2.2 Scheduling AASCD Administrations

The Department allows flexibility to accommodate testers; however, there will be no extensions to the published testing window.

IMPORTANT: The AASCD is not timed. A student's test administrator (TA) may pause the test at any time and resume at a later time within the testing window. The Department estimates that the online test administration takes approximately one hour per content area per student; however, not all test administrations require this much time, while others may require additional time.

The Department strongly recommends that schools **begin testing the first week of the test administration window and do not wait** until late in the testing window to begin administering tests. Districts and schools cannot test outside the published test administration window. To do so is a test security violation.

2.2.1 Scheduling AASCD Test Sessions

Test administrators should take into account the amount of time (typically 20–30 minutes) needed to prepare the testing room, prepare any paper materials (for supplemental and paper testers), establish a test session, assist the student with signing in to the test and approving the student to test.

2.2.2 Order of AASCD Test Administrations

There is no prescribed test order for administering subjects. For example, a grade 3 student can take mathematics before taking English language arts. However, items within a subject must be administered in the order presented, and students cannot continue to the next item on a test until a response is entered. Do not re-administer or review any previously administered items.

2.2.3 Preparing for AASCD Test Sessions

Prior to beginning a test session, test administrators should read this manual in its entirety. For paper administrations, test administrators should read this manual and the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual in its entirety.

Test sessions must be conducted in a one-on-one environment. Before beginning a test session, test administrators should reserve a room or plan for a testing space and time that are out of other students' and teachers' hearing and viewing. Most students perform better in a quiet location. Consider what space will be most conducive for the student to be engaged and comfortable. For students who do not adjust well to new settings, test administrators may find it helpful to provide the student with opportunities to become familiar with the testing space prior to beginning a test session. Also consider the student's optimal time of day, keeping in mind that the test can be administered over multiple sessions (for example, administering the first few items at one time and the remaining items at another time).

The Department expects districts and schools to have the necessary online technology requirements in place well in advance of the testing window. Districts and schools must not wait until the first day of the testing window to prepare student devices for testing, including a student's assistive technology, if needed. Districts and schools should review the documents on the [Technology Resources Page](#) of the test portal for detailed instructions on preparing technology for testing.

The student does not need to be present for the test administrator to start a session or log the student in to the Student Interface. However, sessions should not be started more than 20 minutes prior to the student beginning testing, as the session will time out, requiring the test administrator to start the session again. **A student's test should not be started until the student is ready to begin testing.**

2.3 Breaks

The AASCD is not timed. Breaks may be taken as the test administrator or student needs them. Test security must be maintained during breaks. A student's test can be paused at any time and resumed at a later time within the test administration window. If a student requires a break, the test administration should resume where the student left off. Test administrators may re-orient the student by showing the student the question the student stopped on and by having the passage, questions and response options re-read as often as needed. **Do not re-administer or review any previously answered items.**

Test security must be maintained during breaks. Refer to the [next section](#) for information on maintaining test security.

3. Test Security

One of the most important responsibilities of test coordinators, test administrators, monitors, proctors, translators, teachers and aides is maintaining test security. At all times, the district's and the state's written procedures for protecting secure test information **must** be followed. It is illegal and unethical for anyone to reproduce or disclose any of the test content or cause the content to be reproduced or disclosed in any format. Test security is vital to the successful administration of the tests. All district and school personnel are responsible for ensuring the security of the individual test questions. The responsibility to maintain the security of the test questions continues even after the test concludes. [Test Security Training Resources](#) are available on the test portal.

Under Ohio law, releasing any test questions or other contents of a test or helping students cheat in any way may result in an invalidation of test scores, termination of employment, suspension of certificates, licenses or permits, and/or prosecution. Districts must ensure that students are aware of test security requirements and associated consequences. Violations of test security provisions in the district's written procedures may also be punishable by penalties specified by the district. For more information on test security, refer to the [Ohio's State Tests Resource Book](#).

3.1 Electronic Device Policy

Districts must have a policy on electronic devices (including, but not limited to, cell phones, smartwatches and other Wi-Fi enabled, non-testing devices) usage during and after test sessions. Accessing an electronic device during testing can be grounds for an invalidation; however, if cheating can be ruled out, the district may elect not to invalidate the test. If a student was observed having a cell phone out during or after the test session, it is important to determine if any test question, passage or prompt was photographed, texted or in any way compromised. In extreme cases where test questions, passages or prompts have been posted on any social medium, this is a test security violation, and the district must immediately contact the Office of Assessment at 1-614-466-1317. The student's testing opportunity is over, and the test needs to be invalidated. No breach testing is allowed. District policy determines if an invalidation is required for any other situation. Phones used as devices for necessary student functions, such as an insulin pump regulator, are permitted. The test administrator should ensure that the student does not use the phone for any purpose that compromises test security.

Test administrators may have a cell phone for medical and technological emergencies, to use as a time piece or to otherwise perform necessary test-related actions. Test administrators must not use a cell phone for non-test related issues or for personal reasons. Test administrators should be reminded to never take photographs or video of students, tests, computers or the testing room during testing.

3.2 AASCD Test Administrator Criteria

Any person administering a test must be an employee of the district and hold a license, certificate or permit issued by the Ohio Department of Education. In situations where a local education agency, such as a Developmental Disabilities (DD) facility or Educational Services

Center (ESC), is providing services for a district, employees at those locations may be considered “de facto” employees of the district and administer tests as long as they also hold licenses, certificates or permits issued by the Ohio Department of Education. District policy decides if the district considers substitute teachers employees of the district. During every test administration, a test administrator who meets these criteria must be in the room **at all times**. This person must actively monitor the student to ensure test security.

The ratio for AASCD testing purposes is one test administrator to one student in any testing room. Additional personnel, such as nurses and aides, may also be present if necessary for the well-being of the student. If any additional personnel are not employees of the district and/or do not have a license, certificate or permit issued by the Department, they must sign the non-disclosure agreement (NDA) in [Appendix F](#). If they are employees of the district and have a license, certificate or permit issued by the Department, the NDA is not required. As a local policy, districts may require an NDA or test security form for anyone they choose who has access to state tests.

3.3 Actively Monitor AASCD Test Sessions

A test administrator must actively monitor the test session. This includes but is not limited to the following:

- Checking the TA (Test Administrator) Interface at least every 20 minutes to ensure that the session does not close out due to inactivity
- Ensuring that the student is taking the correct test
- Ensuring that the student has all necessary accommodations, assistive technology, test settings and tools
- Assisting the student as needed with navigating the Student Interface, including but not limited to repeating the text-to-speech (TTS) audio, selecting the [Next] button, selecting the response that a student has indicated or attempted to select, accessing the toolbar, and pausing, stopping or submitting the student's test
- Observing that the student is not involved in activities that might be considered cheating
- Monitoring the student's test completion and confirming that the test has been submitted

These are **not** active monitoring behaviors:

- Being involved with non-test administration activities such as grading papers, completing lesson plans or completing tasks on an electronic device for a non-test reason
- Leaving the student unattended while the test is still in session

If at any point in the test administration the test administrator must leave the room, the test administrator should pause the student's test and the test session. The test can be resumed once a test administrator is available to actively test the student.

3.4 Test Security Violations

The following are test security violations which need to be discussed with the Department as soon as the alleged violation is known. Refer to the inside front cover of this manual for contact information. This is not an exhaustive list.

Before or during a test administration, test security violations include the following:

- Giving any student access to secure test items or materials except in the regular course of an authorized administration of the state assessment system
- Giving unauthorized individuals or other persons access to secure test items or materials
- Copying, reproducing, using or otherwise disclosing any portion of secure test materials in any manner inconsistent with test security regulations and procedures
- Using a student's login information to access an online test in order to review the test content
- Reviewing the test and creating a study guide or in some way releasing the test questions to students
- Describing the test questions in an email or discussing the test questions with anyone
- Providing answers during the administration of the test orally, in writing or by any other means to any student
- Indicating in some manner that the student's answer is incorrect, blank or deficient
- Coaching a student in any manner to indicate the correct answer to any question
- Altering or interfering with a student's response in any way
- Leaving students unattended during testing for any amount of time

After the test administration, test security violations include the following:

- Posting any portion of the test content, verbatim or paraphrased, and/or a student response on social media before, during or after the test administration
- Marking, tampering with or contaminating a student's responses in any way, unless by a scribe or test administrator with permission to transcribe the student's responses with no changes
- Falsifying data entered into the Data Entry Interface (DEI)
- Failing to collect and securely shred any scratch paper or erase any white board that was provided to and used by students during a test and that contains student writing
- Failing to account for and return any secure paper test materials, including embossed tactile graphics (professionally and locally produced) and any locally substituted and adapted test materials
- Discussing test questions after the test has been administered
- Describing the test questions in an email message
- Participating in, directing, aiding, counseling, assisting, encouraging or failing to report any of the prohibited acts
- Refusing to disclose information regarding test security violations
- Refusing to cooperate in the investigation of a suspected breach of test security, whether this investigation is conducted by a school district or the Department (the investigation includes a review of mitigating circumstances, if applicable)

At any point, if personnel believe that a violation of test security has occurred, they should contact the building test coordinator (BTC) about the alleged test security violation. The building test coordinator should report the alleged test security violation to the district test coordinator (DTC). The district test coordinator will contact the Department to discuss the situation. Guidance on test incidents is available in [Appendix G](#).

4. Ethical Use of Tests

The Ohio State Board of Education has adopted *Standards for the Ethical Use of Tests* (refer to [Ohio Administrative Code 3301-7-01](#)). These Standards guide those who are engaged at any stage of the testing process in performing their responsibilities with honesty, integrity, due care and fairness to all. The Standards ensure the integrity of the testing process and the reliability and validity of inferences made from the test results.

The Standards are designed to govern testing practices related (but not limited) to state graduation testing, standardized achievement testing and any other grade-level or age-level testing conducted building-wide or district-wide.

The Standards are grouped according to the following stages of the testing process: (1) standards associated with communicating the ethical standards to, and monitoring the educational practices of, staff members who are assigned testing responsibilities; (2) standards associated with practices in preparing students for a test; (3) standards associated with test administration and scoring of tests; and (4) standards associated with the interpretation and/or use of test results.

Examples of ethical and unethical or inappropriate test practices are provided in the [Standards for the Ethical Use of Tests](#). These examples provide a guide for identifying general categories of unethical practices that can occur at each stage of the testing process and can be helpful during staff in-services related to testing. Some of these examples can be found in Table 2. These examples are not intended to be an exhaustive list of all possible unethical practices. Good professional judgment must be used when you are determining whether a testing practice not listed in the Standards may be unethical. If you have any questions, please contact the Department. Please note that an unethical practice may also be a test security violation.

Table 2. Scenarios Related to the Standards for the Ethical Use of Tests

Is This Activity or Behavior an Ethical Practice?	Yes	No
Using the state-provided practice tests as the sole method of preparing students for the tests without teaching the learning standards measured by the tests		X
Using the state-provided practice tests as an activity after students have received instruction on the learning standards and item formats	X	
Making a copy of the tests and/or preparing a student study guide based on the tests		X
Preparing students for the tests by incorporating Ohio's Learning Standards—Extended in the appropriate subject curriculum	X	
Copying the vocabulary words from a secure published test that will be administered and incorporating them into instruction		X
Changing a student's response		X

Is This Activity or Behavior an Ethical Practice?	Yes	No
Using the results of the tests as one of the sources of information on which to evaluate the effectiveness of curriculum	X	
Hinting to a student to reconsider any answers they have given on a test		X
Encouraging students who are underperforming to stay home during the administration of a standardized test and/or coding lower-performing students with out-of-the-district summaries so as to exclude their scores from being reported		X
Correcting student responses to ensure a student placement in a special education or scholarship program		X
Providing teachers and counselors with information they need to interpret test results	X	
Revealing the test scores of one student to another student		X

5. AASCD Student Participation, Pre-ID and Test Eligibility

5.1 Guidelines for Participation in Ohio's AASCD

The AASCD is appropriate for students with the most significant cognitive disabilities only. At least annually, each student's Individualized Education Program (IEP) team must convene and determine how a student with disabilities will participate in state- and district-wide assessments. If the IEP team determines that the AASCD is appropriate for a student, that student will participate in the AASCD in all subject areas available for the student's grade level. Participation in the AASCD is not based on factors such as instructional setting, school attendance or expected poor performance on general assessments. Department guidance is available on the AASCD test [portal](#).

The IEP team should document test-taking status in the appropriate sections of the student's IEP, and applicable status codes should be recorded in the Education Management Information System (EMIS).

5.1.1 Ohio's Alternate Assessment: Decision-Making Tool

The Department released a **required** [Decision-Making Tool](#) to guide and support IEP teams in determining whether a student is most appropriately eligible to participate in the alternate assessment, by clarifying and setting specific criteria that students must meet for each criteria in the tool. The IEP team must complete this tool any year a student can participate in the state's general assessments and prior to a student participating in the AASCD.

Throughout the tool, IEP teams must review multiple sources of information, including the student's IEP, Evaluation Team Report (ETR) and other data, such as results from formative assessments, evidence-based interventions, assistive technology assessment and the student's cumulative folder documenting supports and services.

5.1.2 Ohio's Alternate Assessment: Eligibility for Participation

The AASCD [Decision-Making Tool](#) used to determine student participation in an alternate assessment relies on the following basic assumptions:

- The vast majority of students with disabilities should be able to participate in the general state assessment with appropriate accommodations, if needed.
- There is also a [Decision-Making Tool FAQ](#) available on the AASCD test portal. This supplement to the decision-making tool was created to address questions and concerns regarding the *Decision-Making Tool*.

5.2 Student Pre-ID for the AASCD Assessment

Please note all Pre-ID information from the 2021–2022 school year has been removed from the Test Information Distribution Engine (TIDE). **All students must be added for the 2023–2024 school year with new, updated student demographic and eligibility information.**

Test coordinators must ensure that students are preidentified in [TIDE](#) in advance of the testing window. Failure to preidentify students in advance of testing delays access to the online Student Interface for online and supplemental testers and prevents test administrators from accessing the Data Entry Interface (DEI) to enter responses for full paper testers.

Under the Student Information task in the [TIDE](#) “Ohio State Tests 2023–2024” administration, district test coordinators have two options for preidentifying students: (1) upload a Pre-ID file or (2) manually add students. Building test coordinators have the option to add students manually only. TIDE synchronizes with the Student Testing Site (Student Interface), TA Interface and DEI. These applications will contain each student's information after test coordinators add student information in TIDE.

A Statewide Student Identifier (SSID) or acceptable student ID is required in order to test.

Districts must preidentify all students participating in the spring 2024 AASCD test administration. To have access to the AASCD in the online Student Testing Site, the student must have the following:

- AASCD test eligibility marked as Yes (Y) in TIDE
- Primary Disability field populated in TIDE
- Test mode marked as online (O), supplemental (S) or paper (P) for each AASCD subject the student is eligible to take
- One of these enrolled grade levels marked:
 - Grade 3, 4 or 5 for a student taking an elementary school test
 - Grade 6, 7 or 8 for a student taking a middle school test
 - Grade 9, 10, 11 or 12 for a student taking a high school test
 - Grade 13–Adults who are taking courses required for graduation (adult high school)
 - Grade 14–Adults who are no longer enrolled in a high school program but still need to pass one or more subjects of the AASCD
- **Note: Students should be marked as eligible only for the tests they are taking.**

Students with an online (O) test mode have access to tests for which they are eligible in the online Student Interface.

Students with a supplemental (S) test mode have access to tests for which they are eligible in the online Student Interface. The test coordinator also needs to place orders for supplemental paper response options in TIDE for the student to use along with the online Student Interface. Test coordinators and test administrators should refer to [Appendix B](#) of this manual and the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual for more information regarding supplemental testers and ordering paper materials.

Students with a paper (P) test mode do not have access to the online Student Interface. District test coordinators must order paper test materials in [TIDE](#) under the AASCD Spring 2024 Paper Orders task and the test administrators must enter students' responses into the DEI.

Test coordinators and test administrators should refer to [Appendix B](#) of this manual and the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual for more information regarding paper testers, ordering paper materials and requesting embossed tactile graphics materials.

Note: Pre-ID file uploads do not overwrite previous Pre-ID file uploads in TIDE. TIDE checks each record in the new file to determine which of the following updates to make:

- If the SSID is new, TIDE appends the new record to the student listing.
- If the SSID is already present in the student listing, TIDE updates required fields (for example, demographics such as student name and date of birth). TIDE only updates optional fields when a non-blank value is present in the new file. It is important to note that the test eligibility and mode fields are "required when applicable," which follows the same rule. This means, for example, a district may upload one Pre-ID file that includes students' English language arts (ELA) test eligibility and mode information. Then, a subsequent file can include students' mathematics test eligibility and mode information. If the ELA test eligibility and mode fields are left blank in the subsequent file, the students' existing ELA information is retained in TIDE and the mathematics information is appended.

The [Ohio Pre-ID File Layout](#) for the 2023–2024 school year has been updated. Changes build upon the 2021–2022 layout and are indicated in **red** font. Review the [Guidance Document for Ohio Pre-ID Files](#) for details on the changes to the layout. Please share and work with your Information Technology Center (ITC) and/or district data service personnel as soon as possible in the preparation of Pre-ID files.

The layout and guidance documents are located under [Resources](#) on the AASCD test portal.

5.2.1 SSIDs for Students Enrolled in Public Districts and Community Schools

Use of the SSID is required for all of Ohio's statewide tests.

The use of the SSID also applies to students who are not enrolled in public schools but who attend chartered nonpublic schools and are on a scholarship program; refer to the next section for students enrolled in chartered nonpublic schools.

5.2.2 Student IDs for Students Enrolled in Chartered Nonpublic Schools

The Department provided chartered nonpublic schools with a four-letter school code for use when creating and assigning Student IDs. Test coordinators must use the [guidelines](#) provided by the Department to establish Student IDs for chartered nonpublic school student preidentification and testing. **Students should use the same Nonpublic Student IDs from year to year. Newly enrolled students should not be assigned Nonpublic Student IDs used in prior years by another student.**

Chartered nonpublic schools with assigned student identifiers will enter those IDs in the SSID field of the student's Pre-ID record in TIDE. **Please note that students attending chartered nonpublic schools who are participating in an EdChoice, Autism, Cleveland or Jon Peterson Scholarship already have state-assigned SSIDs that they will use for the statewide tests. For assistance locating a scholarship student's SSID, contact the Department's Office of Nonpublic Educational Options.**

5.2.3 Reporting to a Home District in Addition to the Attending District

The Home District IRN field of the Pre-ID layout allows the reporting of student scores to a second district. The most common scenario for including Home District information with a Pre-ID record is one involving an AASCD student who receives services in another district or educational entity. If the Home District IRN field is used, the district must also enter the Home School IRN associated with the Home District IRN.

5.2.4 Community School

Community schools should **not** include a student's residential district in the Home District IRN positions of the Pre-ID record. Including the residential district affects the participation data in TIDE for that district. Including the community school's student's residential district in the Home District field results in the student's scores being reported to that district unnecessarily.

5.2.5 Homeschooled Students

A homeschooled student who is receiving most of their education in a homeschooled program but who is also enrolled in a public school in a course for which there is a corresponding test is required to take that assessment. The homeschooled student who is enrolled in a public school and taking the AASCD is included in the district's aggregate. A homeschooled student who is enrolled only in a course for which there is no statewide test (for example, art) is not required to take any statewide tests. However, both the school district and the homeschooled student's parent may mutually agree to allow the student to take any of the assessments.

E-schools are not homeschooling programs and do not follow homeschool program rules. Additionally, students attending a public school online or remotely are not considered homeschooled students and do not follow homeschool program rules.

Homeschooled students who participate in the tests must be preidentified by the districts at the schools where the students will physically take the tests. Districts that are testing homeschooled students must contact the Department to obtain Student IDs for these students. A request form is available on the Department's [website](#).

If a homeschooled student should not be included with the district aggregates that the test contractor provides, authorized users must use the View/Edit Student task in TIDE to mark the student's record with the homeschooled attribute.

5.2.6 *Students Who Transfer During the Testing Window*

If a student transfers into the district during the testing window, the receiving district must determine whether the student took any part of any test in the prior district. If a student has not completed testing, districts should attempt to complete testing as long as it is within the state testing window. Additional instructions are found in [Appendix H](#). Use the following guidelines when determining the proper steps to take when a student transfers during the testing window:

- If the student did not complete all subjects of the AASCD in the prior district, that district receives the student's reported score for those subjects. The receiving district can retrieve the student's score by preidentifying the student in TIDE and using the features available in the Centralized Reporting System after the scores are reported. Districts should refer to the [Centralized Reporting System User Guide](#) for more information regarding these features.
- If the student did not take any of the AASCD tests in the prior district, the receiving district preidentifies the student, using the student's existing SSID or Nonpublic Student ID, and administers the tests the student is required to take.
- If the student took a portion of one subject in the prior district, but not the entire subject, the student needs to take the remaining portion of the test in the receiving district. The receiving district should verify which portion of the test and mode the student completed by either working directly with the prior district or checking the student's participation data in TIDE's Monitoring Test Progress task.
 - For **online testers** who tested in the prior district and the prior district administered only a portion of a test subject, the receiving district should administer the remaining portion of the test to the student. The receiving district must preidentify the student in TIDE, using the student's existing SSID or Nonpublic Student ID, and administer the remaining portion of the test subject online in the Student Interface. **It is critical that the remaining portion is given in the same mode and under the same SSID as the previously completed portion.** Failure to do so prevents the test from being submitted and reporting a summative score.
 - For **supplemental accommodation testers** who tested in the prior district and the prior district administered only a portion of a test subject, the receiving district should administer the remaining portion of the test subject to the student. The receiving district must preidentify the student in TIDE using the student's existing SSID or Nonpublic Student ID and administer the remaining portion online in the Student Testing Site with supplemental paper materials. **It is critical that the remaining portion is given in the same mode and under the same SSID as the previously completed portion.** Failure to do so prevents the test from being submitted and reporting a summative score.
 - For **paper accommodation testers** who tested in the prior district and the prior district entered student responses into the DEI for the portion of the paper test the student completed, the receiving district should administer the remaining portion of the test subject to the student on paper. The receiving district must preidentify the student in TIDE, ensure the student's SSID or Nonpublic Student ID is the same as the one used by the prior district and enter the remaining

responses into the DEI. **It is critical that test administrators enter only paper tester responses into the DEI for the items administered to students.**

5.3 Test Eligibility for Grades 3–8 AASCD Tests

Student eligibility for the grades 3–8 tests is based on the student's AASCD test eligibility being marked as Yes (Y), the Primary Disability field being populated with one of the available values, the student's enrolled grade and the test mode indicated when the student is preidentified. For example, a grade 7 student with an online test mode marked for English language arts and no test mode marked for mathematics sees the grade 7 English language arts test only during the student sign-in process.

5.4 Test Eligibility for High School AASCD Tests

High school students who take the alternate assessment are eligible to take high school tests for the first time starting in grade 9.

Alternate assessment students should take AASCD high school tests for the first time in grades 9, 10 or 11. Districts **should not** wait until a student is in grade 12 to test them for the first time in AASCD high school tests. Districts **should** reserve testing in grade 12 for those students who need to retest in any of the AASCD high school subject areas in which they have not yet scored proficient. However, if an alternate assessment high school student moves into a district from out of state or for some other reason has not had the opportunity to test previously, that student is eligible to take the AASCD high school tests for the first time in grade 12.

Adults who are taking courses required for graduation (adult high school) are enrolled under grade 13. Adults who are no longer enrolled in a high school program but still need to pass one or more subjects of the AASCD are enrolled under grade 14. Grade 13 and 14 students will take the high school suite of AASCD tests.

High school students who take the alternate assessment may also take different high school subjects at different high school grade levels. For example, a high school student might take English language arts and mathematics tests in grade 9, but science and social studies tests in grade 10.

5.5 Frequently Asked Questions: Student Alternate Assessment Participation and Eligibility

1. Do all students need to participate in state assessments?

With the passage of the Individuals with Disabilities Education Act (IDEA) 1997, there is no longer a question of whether students will participate in statewide testing; the question is how they will participate.

2. Do all IEP goals need to be standards-based and aligned to Ohio's Learning Standards—Extended?

All instruction starts from the same content standards, regardless of the student's disabilities. Modifications in the curriculum to reflect less breadth, depth and complexity may be achieved utilizing the extended standards and learning progressions.

3. Who determines which students participate in the AASCD?

Decisions concerning a student's participation in state- and district-wide assessments are made at least annually by each student's IEP team. The state of Ohio provides IEP teams with guidelines for participation in the AASCD.

4. Who participates in Ohio's AASCD?

Ohio's AASCD was developed for students with the most significant cognitive disabilities. Refer to [Section 5.1](#) and the [AASCD Participation Decision-Making Tool](#) located on the AASCD portal for more information.

5. Should students who are not expected to do well on the general assessment participate in the AASCD?

The decision about a student's participation in the AASCD must not be made on the basis of the student's "perceived probability" of poor achievement on the general assessment. As many students as possible should participate in the general assessment.

6. Can students participate in the general assessment in one content area (for example, mathematics) and participate in the AASCD in another content area (for example, ELA)?

No. If a student can participate in any of the general tests, they do not have a most significant cognitive disability and do not qualify for the AASCD. The student must take all of the general tests with accommodations as needed. As many students as possible should participate in the general tests.

7. Does the 1% "cap" limit the number of students who take an alternate assessment?

No. The restriction is not on the number of qualifying students who may participate in the alternate assessment. The Elementary and Secondary Education Act (ESEA) Section [1111\(b\)\(2\)\(D\)](#) and [34 CFR 200.6\(c\)](#) and (d) contain requirements for the participation of students with the most significant cognitive disabilities in the alternate assessment. ESEA Section 1111(b)(2)(D)(i)(I) limits the total number of students with the most significant cognitive disabilities who are assessed statewide with an alternate assessment to 1% of the total number of students in the state who are assessed in that subject. As described in [34 CFR 200.6\(c\)\(3\)](#), a state may not prohibit a district from assessing more than 1% of its

assessed students with an alternate assessment. However, a state must require a district that assesses more than 1% of its assessed students in any subject with an alternate assessment to submit information to the state justifying the need to exceed the 1% threshold. States must provide appropriate oversight of each district that is required to submit such a justification.

8. If a new student arrives in my classroom during the test administration window, do I have to administer the AASCD to the student?

If a student enrolls in a district at any time prior to the last day of the test administration and the student's IEP indicates that they are to be assessed using the AASCD, then the district should administer the AASCD if they did not previously test in a prior district. Depending on the exact timing of the transfer, the prior district may have already begun the test administration. The receiving district should work with the prior district to determine the remaining assessments to be administered, if any. If part of an assessment was already administered, the receiving district must finish administering that assessment. Refer to [Appendix H](#) for more information.

9. How do students in ungraded programs participate in the AASCD?

All students must have a grade level assigned in EMIS and must take the test at the grade level they are assigned in EMIS during the test administration window.

10. If a student who takes the AASCD is retained a grade but was proficient on the AASCD the previous year, does the student have to take the AASCD again for the same grade level?

Yes. All students must take the assessment that corresponds to the grade in which they are enrolled, even if they took the same assessment the prior year and were proficient. High school students take the assessment until they receive a proficient or higher score or are excused from the consequences of the test for graduation.

11. Do grade 3 students taking the AASCD in the spring have to take Ohio's State Tests for grade 3 ELA during the fall administration of their grade 3 year?

No. Grade 3 students taking the AASCD in spring 2024 do not participate in the fall 2023 grade 3 ELA general assessment.

12. Can a student who takes the fall Ohio's State Tests for grade 3 ELA take the spring Alternate Assessment for grade 3 ELA?

This scenario is unlikely, but it is possible that an IEP team does not have the necessary data to determine the appropriate test option for a younger student (such as a grade 3 student). In that case, the IEP team may choose to have such a student take the Ohio's State Tests (OST) for grade 3 ELA one time, to have additional data for decision-making and then reconvene and decide if the AASCD is the most appropriate test participation for the student. However, grade 2 diagnostic measures, practice items for OST in grade 3 ELA, Readiness Assessment data and other local measures are readily available and should be used to help guide the IEP team in making this determination prior to the fall grade 3 ELA test administration.

13. If a high school student did not pass one content-area test of the high school alternate assessment previously (for example, mathematics), does the student need to take all areas of the high school alternate assessment again?

If it is determined that a student is retesting in a specific subject area, then that student should retest only in the subject area in which they did not score proficient.

14. Are there alternate assessments to the high school end-of-course exams?

Each end-of-course (EOC) exam does not have a corresponding alternate assessment. However, AASCD is the alternate testing option to taking the EOC exams for students with the most significant cognitive disabilities. If a student is eligible to participate in an alternate assessment, a proficient score in each of the assessed content areas for the alternate assessment—ELA, mathematics, science and social studies—may be used in lieu of attaining the required minimum composite score on the EOC tests for the graduation requirement for the class of 2023.

15. I have a grade 9 student who is identified as eligible for the alternate assessment. Which tests does my student need to take?

Students who take the alternate assessment should take the AASCD high school tests for the first time in grades 9, 10 or 11. IEP teams determine locally when a student is ready to take the alternate assessment in a content area. IEP teams should not wait until a student is in grade 12 to test them for the first time.

16. Can districts excuse a student from testing if the student does not yet have a discernable mode of communication?

No. All students are required by federal and state law to participate in statewide testing.

17. When a student is receiving special education services outside their district of residence, which district is responsible for that student's AASCD?

Guidance for administering the AASCD to students receiving services out of district is found in [Appendix H](#).

6. AASCD Staff Responsibilities

This section provides information to districts and schools that are testing the AASCD online. If your district or school is testing students using the paper accommodations, please refer to the [AASCD Supplemental Instructions for Paper Testing](#) manual. Depending on the size of the district or school, one person may be assigned multiple roles.

6.1 AASCD District Test Coordinator Responsibilities

The district test coordinator (DTC) is the primary point of contact between the district and the Department. In districts where students are administered the AASCD, the district test coordinator

- is familiar with this manual (AASCD TAM) and the [AASCD Supplemental Instructions for Paper Testing](#) manual, [Test Administrator User Guide](#), [TIDE User Guide](#), [AASCD DEI User Guide](#) and [Centralized Reporting System User Guide](#) (all of these documents are available for download from the Ohio Alternate Assessment [Portal](#));
- serves as the contact person between the school district and the Ohio Department of Education;
- coordinates with the district of service (if there are students who are receiving service outside their district of residence), EMIS coordinators and the Ohio Department of Education Office of Accountability to answer questions related to district and school IRNs, where the student's scores are reported and where they are counted;
- has primary responsibility for the test administration and oversight of all online systems used during the test administration;
- coordinates with the local technology coordinator, as needed, to ensure district and school preparedness for online testing;
- ensures that all personnel are aware of state and district test security procedures and follow these procedures at all times;
- reports all alleged test security violations to the Department (building coordinators and test administrators must report to the district test coordinator);
- ensures that all participating students are preidentified as online testers for the appropriate tests;
- prepares and trains building test coordinators for the test administration prior to testing;
- ensures that test administrators are familiar with the accessibility features available for students;
- creates user accounts for all personnel who need access to online testing systems or delegates this responsibility;
- uses the Monitoring Test Progress task in TIDE to track test completions and ensure all required online tests are submitted; and
- submits any test status requests in TIDE, as needed.

6.2 Special Education Administrator Responsibilities

Special Education administrators are responsible for coordinating with test coordinators and other test administrators. In schools where students are administered the AASCD, the special education administrator

- interprets federal and state laws, regulations and policies regarding large-scale assessments and communicates these requirements to school personnel;
- is familiar with this manual (AASCD TAM) and the [AASCD Supplemental Instructions for Paper Testing](#) manual;
- identifies needs and ensures professional development of special education personnel;
- knows effective instructional practices for students with the most significant cognitive disabilities;
- uses the participation guidelines in [Section 5.1](#) of this manual to make informed decisions as an IEP team member and a special education leader;
- ensures that appropriate information and materials are available to parents regarding instruction using Ohio's Learning Standards—Extended and participation in the AASCD;
- implements the AASCD according to established guidelines; and
- ensures that lines of communication between the district of residence and the district of service (or service agency) are clear when students are served by a facility that is outside the student's district of residence.

6.3 AASCD Building Test Coordinator Responsibilities

The building test coordinator is responsible for coordinating the test administration in a school building. In schools where students are administered the AASCD, the building test coordinator:

- is familiar with this manual (AASCD TAM), the [AASCD Supplemental Instructions for Paper Testing](#) manual, [Test Administrator User Guide](#), [TIDE User Guide](#), [AASCD DEI User Guide](#) and [Centralized Reporting System User Guide](#) (these are available for download from the Ohio Alternate Assessment [Portal](#));
- ensures that state and district test security procedures are followed in the building;
- reports all alleged test security violations to the district test coordinator;
- ensures that test administrators act in accordance with all test security requirements;
- verifies that test administrators are trained on required test administration procedures before testing;
- can preidentify students in TIDE using the Add Student task and can update a student's demographics and accessibility features in TIDE;
- provides test administrators with secure testing locations;
- ensures that test administrators have the necessary student information for testing, including test eligibility, accessibility features and accommodations, and students' names as they appear in TIDE and SSIDs (or Nonpublic Student IDs);
- ensures that test administrators understand their responsibilities when test sessions end;

- uses the Monitoring Testing Progress task in TIDE to track test completions and ensures all required online tests are submitted; and
- depending on the preference of the district test coordinator, building test coordinators may also be responsible for creating and maintaining other building-level user accounts in their school buildings.

6.4 AASCD Test Administrator Responsibilities

The test administrator is the person who administers the AASCD. In districts where students are administered the AASCD, the test administrator:

- plays a key role in implementing the student's IEP;
- offers guidance to the IEP team regarding the student's current level of abilities and skills as related to the decision-making process for selecting the appropriate assessment for students;
- must receive training to administer the AASCD. The Test Administrator Certification Course consists of three modules and a quiz for new and experienced test administrators. Search [STARS](#) or contact your local State Support Team (SST) for information regarding additional training opportunities;
- has a Teacher (TE) or Test Administrator (TA) user account, which is associated with the same school(s) as the students testing in their sessions;
- is aware of state and district test security procedures and follows them at all times;
- has access to the student information needed for student sign-in on test day and knows which test(s) students are eligible to take;
- is familiar with the accessibility features and assistive technology available for each student;
- knows how to use the TA Interface to establish a test session, adjust test settings, approve a student to test and monitor and stop the test administrations; and
- reviews and understands the [Test Administrator User Guide](#).

6.5 Frequently Asked AASCD Questions: Teachers, Test Administrators and Personnel

1. What are the requirements to administer the AASCD?

Teachers (TEs) and Test Administrators (TAs) must be employees of the district and must have a valid license, certificate or permit issued by the Department. They must also be trained to administer the AASCD tests.

To ensure familiarity with all current test administration procedures for the AASCD, a Test Administrator Certification Course consisting of three modules and a quiz for new and experienced test administrators is available on the AASCD test [portal](#). Search [STARS](#) or contact your local State Support Team (SST) for information regarding additional training opportunities. Districts assume all responsibility for any nonstandard test administration or testing irregularity resulting in a test invalidation due to test administration error (for example, failure to maintain test security or failure to administer the assessment following required procedures). As with all statewide testing, districts are required to provide annual training on test security and standards for the ethical use of tests to all employees who have access to state tests and students who are administered the state tests.

2. How do TEs and TAs receive training and technical assistance to administer the AASCD?

Ohio SSTs provide training and technical assistance for the administration of the AASCD. In addition, some school districts have their own designated trainers for the AASCD.

3. Can service providers act as a teacher or test administrator?

Yes. If a district contracts with a service provider, the employees of that service provider are de facto employees of the district and may serve as TEs or TAs if they meet the remaining requirements for administering the AASCD.

4. Can aides, nurses or other support staff be present during the test administration if it is necessary for them to be there for the well-being and support of the student or because of a district no one-on-one contact policy? Must they be trained?

Support staff may be present if the test coordinator has approved it. They do not need to be trained since they are not administering the test.

5. Do aides, nurses or other support staff need to sign a non-disclosure agreement (NDA)?

Yes. If they are not employees of the district and/or they do not have a license, certificate or permit issued by the Department, they must sign a copy of the NDA located in [Appendix E](#). If they are employees of the district and have a license, certificate or permit issued by the Department, the NDA is not required. As a local policy, districts may require an NDA or test security form for anyone they choose who has access to state tests.

6. Must an interpreter or translator attend training for the AASCD test administration?

No. An interpreter or translator may interpret or translate, even if they have not been trained on the administration of the AASCD. If the interpreter or translator is also the TE or TA, they must meet all the requirements for serving as a TE or TA (for example, must be an employee of the district, must have a license, certificate or permit issued by the Department and must have completed training in the AASCD).

7. Do interpreters and translators need to sign a non-disclosure agreement?

Yes. If they are not employees of the district and have a license, certificate or permit issued by the Department, they must sign an NDA. If they are employees of the district and have a license, certificate or permit issued by the Department, the NDA is not required. As a local policy, districts may require an NDA or test security form for anyone they choose who has access to state tests. The AASCD Translator Policy is located in [Appendix B](#) and a copy of an NDA is located in [Appendix F](#).

8. Can a student teacher observe an AASCD test administration?

Yes. However, the test is typically administered one-on-one, with the student and the TE or TA administering the test being the only persons present. Exceptions are made for translators, interpreters and aides needed by the student. Additional people in the room can be unnecessarily distracting for a student, so student needs should be considered before allowing a student teacher to observe. If a student teacher is present, they must sign an NDA.

9. Are TEs, TAs and paraprofessionals required to sign a test security document?

The Department makes optional test security forms (Agreement Forms) available to districts in the Test Security Provisions section of the [Ohio's State Tests Resource Book](#), but does not require that it be signed and/or returned to the Department. Districts establish their local test security policies, including requirements on test security forms. TEs and TAs should verify with their test coordinators whether test security forms need to be completed.

10. Does the same person have to administer each content-area test to the student?

No. Although it is highly recommended that the same person serves as the TE or TA for a student across all content areas, it is not required. However, each content area should be administered in its entirety by one person. Consider what is best for the student in these decisions. The person who administers the content area must be the same person that

- starts and monitors the test session for online and supplemental testers;
- assists online and supplemental testers with signing in and navigating the Student Interface; and
- enters student responses in the DEI for full paper testers for that content area.

11. Do TEs and TAs need an account for Ohio's online systems?

Yes. Test coordinators (or designees) need to create these accounts in TIDE. The person administering the assessment is assigned either the TE role or the TA role in TIDE. Refer to the next question for a discussion of the distinction. Assigning user roles provides these users appropriate levels of access to the TA Interface, DEI and the Centralized Reporting System (CRS).

12. How does a teacher (TE) role differ from a test administrator (TA) role in the online systems?

The TE and TA user roles are provided much of the same level of access in TIDE, except TE user roles can manage student rosters. TA and TE user roles have the same level of access in the TA Interface and DEI. The TE user role has access to the CRS, while the TA user role does not. For more information about the online user roles, please refer to the [User Role Matrix](#) available on the Ohio Alternate Assessment Portal.

13. If a Test Administrator (or any other user) is associated with multiple schools or districts, do they have multiple logins and passwords?

No. Test coordinators (or their designees) provide the user's email address when adding a user to a new school or district in TIDE, and the email address serves as the username. The same email address can be associated with multiple schools and multiple districts. When the user logs in, the user has access to students from any district or school that the user account is associated with. For more information, please refer to the [TIDE User Guide](#).

14. Can a person have different user roles across schools or districts?

Yes. For example, a user can be assigned the TE role in one school and the TA role in another school.

7. AASCD Before Testing Instructions

7.1 Prepare Staff

Test coordinators are responsible for ensuring that district and school staff who are serving in the various user roles for AASCD testing are identified and have user accounts, understand test security practices and are prepared to administer the test.

7.2 User Accounts

Test coordinators are responsible for ensuring that all personnel who need access to online testing systems have user accounts using their current email addresses, and should use the Users task in the Test Information Distribution Engine ([TIDE](#)) to do so. Failure to update email addresses or user account roles may result in users not receiving all necessary communications. Updates to the district test coordinator (DTC) user account must be made by contacting the Ohio Help Desk at 1-877-231-7809.

The following is a list of available user roles:

- District Test Coordinator (DTC)
- District Administrator (DA)
- EMIS Coordinator (EC)
- District Reporting User (DRU)
- Building Test Coordinator (BTC)
- Building Reporting User (BRU)
- Teacher (TE)
- Test Administrator (TA)
- Information Technology Center (ITC)

Every person administering an AASCD test must have a test coordinator (DTC or BTC), district administrator (DA), teacher (TE) or test administrator (TA) user account. **Users should never log in using another individual's credentials.** Test coordinators must create user accounts well in advance of the testing window to ensure that teachers and test administrators have time to set up their accounts and practice setting up test sessions using the TA Practice Site.

There is no user role specified for technology coordinators, as this role normally does not require access to systems associated with administering tests. District test coordinators can add an account for the person serving as the technology coordinator using one of the available user roles if this person needs access to one of the systems.

Note: For detailed information on each user's level of access to the testing systems, refer to the [Online User Role Matrix](#) available on the test portal. For directions on creating, modifying and deleting user roles, refer to the [TIDE User Guide](#), available on the test portal.

7.2.1 Activating Your User Account

All user account passwords were reset for the 2023–2024 school year. **You must follow the process to reset your password before you can access TIDE for the 2023–2024 school year.**

If your district or school did not delete your 2021–2022 user account, you will continue to have access this year after resetting your password. Click the “Request a new one for this school year” link on the login page to begin the process of resetting your password.

If you do not have a user account or if your email address has changed, contact your district or building test coordinator. When your test coordinator creates your user account, you will receive an email from Cambium Assessment with a link to establish the account. You must click the link within the amount of time specified in the email to establish a password that meets the listed criteria and activate your account.

7.3 Understanding the Functions of the Testing Systems for AASCD

Test coordinators and test administrators must be familiar with the testing applications listed in this section.

Online System	Functions and Tasks
Test Information Distribution Engine (TIDE)	<p>Test coordinators use TIDE to</p> <ul style="list-style-type: none">• manage user accounts;• preidentify all students taking tests, regardless of test mode;• mark student accessibility features for online and supplemental testers;• submit test status requests to the Department (if needed);• create rosters of students (optional);• transfer students and run reports of students who have transferred into or out of your organization; and• monitor test progress. <p>Test administrators use TIDE to</p> <ul style="list-style-type: none">• view student demographic and test eligibility information;• print test tickets for online and supplemental testers; and• mark or view student accessibility features for online and supplemental testers.

Online System	Functions and Tasks
Student Practice Site	<p>Students, parents, district and school personnel can use the practice tests section of the test portal to</p> <ul style="list-style-type: none"> • become familiar with online test navigation; • practice responding to items; • use online test tools; • determine appropriate test settings for students (refer to Ohio's Accessibility Manual for more information); • practice logging in using students' names and SSIDs as they appear in TIDE; and • ensure that students' assistive technology works as expected with the Student Interface via the Secure Browser or SecureTestBrowser app (district and school personnel only).
TA Practice Site	<p>Teachers and test administrators with user accounts use the TA Practice Site to administer practice sessions and to become familiar with features of the TA Interface before the testing window.</p>
Student Interface	<p>The live Student Interface is</p> <ul style="list-style-type: none"> • used only by preidentified students for online and supplemental testing; and • accessible only via the Secure Browser or SecureTestBrowser App, which must be installed on the student's device in advance of testing.

Online System	Functions and Tasks
TA Interface	Personnel with Test Coordinator, Teacher and Test Administrator user accounts use the TA Interface to administer the live, online and supplemental tests. They use the TA Interface to <ul style="list-style-type: none"> • establish a test session; • approve the student to test and update accessibility features (if needed); • monitor students' testing progress; • pause a student's test (if needed); and • stop a test session.
Data Entry Interface (DEI)	Personnel with Test Coordinator, Teacher and Test Administrator user accounts use the DEI to enter and submit student responses for students who tested using the full paper test kits (not online or supplemental testers).

Access to each application is dependent on the user role. Authorized users can access TIDE, the TA Interface, the TA Practice Site and the Data Entry Interface from the test [portal](#). The Student Practice Test Site is publicly available on the test portal. For live, online and supplemental testing, students must test in the Student Interface using the Secure Browser or SecureTestBrowser App. For live, full paper testing, administrators must enter and submit the student's responses in the DEI.

7.4 Verifying Technology Preparedness

The Department recommends that a technology coordinator be identified and be involved with the technology systems necessary for the online tests. Test coordinators must verify that their district and school technology, including the network, hardware and software, meets the specified requirements listed on the test portal to ensure all systems function properly in advance of the testing window. District and school personnel must also ensure that a sufficient number of devices are available to complete testing for all students within the testing window.

7.4.1 TA Interface

The test administrator needs access to a device with a supported Internet browser installed so that the test administrator may log in to the [TA Interface](#) to set up a test session, approve students to test and monitor the test session. The TA Interface is web-based and does not require the installation and use of a special application. Refer to the [Technology Guide](#) document on the test portal for a list of supported web browsers. Well in advance of the testing window, please make sure to verify the device is compatible by logging in to the [TA Practice Site](#) and interacting with the site.

7.4.2 Secure Browser or SecureTestBrowser App

Districts and schools must install Cambium Assessment's Secure Browser or SecureTestBrowser app on every student device prior to the testing window. All online and supplemental testers must have access to an approved device during their test sessions. Test coordinators must work with technology coordinators to install the Secure Browser or SecureTestBrowser app on each computer, Chromebook or tablet that students use for online and supplemental testing before the testing window begins.

Please be sure to review the [Technology Guide](#) for information on installing and using the Secure Browser and SecureTestBrowser app, as well as information on preparing computers and tablets for online testing. Before the student arrives in the testing room, it is recommended that the test administrator close all open applications on each device and launch the Secure Browser or SecureTestBrowser app.

Students must use the Secure Browser or SecureTestBrowser app to access the Student Interface for online and supplemental testing. After launching the Secure Browser or SecureTestBrowser app, a student can no longer access any other applications on the computer or device and automatically connects to the Student Testing Site. The Secure Browser and SecureTestBrowser app ensure a secure environment for student testing by disabling hot keys, disabling copy and screenshot capabilities and preventing access to the desktop and other applications (Internet, email and other files or programs installed on the computer or device). The Secure Browser and SecureTestBrowser app do not display the IP address or URL for the Student Testing Site. Additionally, the print option is not available within the Secure Browser or SecureTestBrowser app, even if students know the keystroke sequences. The “back” and “forward” browser options are not available, except as allowed in the testing environment as test navigation tools.

During testing, the computer desktop and tablet home screen are unavailable to students. To exit the Secure Browser or SecureTestBrowser app, the [Pause] button or [Stop] button must be selected from the toolbar within the Student Interface or the test must be submitted. The TA Interface indicates if a test is paused or submitted.

7.4.3 Voice Packs for Text-to-Speech on AASCD Tests

All students have text-to-speech (TTS) turned on by default for all tests. This feature cannot be turned off for AASCD tests. For the AASCD, students should be testing in a one-on-one session. As such, the use of headphones is not required. **TTS must first be played to speak the passages, questions and answer options, including any additional “hidden” text that may exist for some of the answer options. Administrators can then repeat the TTS audio or read the text aloud as needed for the student.**

The TTS accessibility feature requires the student's device to have a voice pack installed. All supported platforms have pre-installed voice packs. If students prefer another voice pack that is compatible with the Secure Browser or SecureTestBrowser app, they are permitted to use it.

IMPORTANT: Regardless of device, a voice pack option that the student is familiar with and that is confirmed to work with the Secure Browser or SecureTestBrowser app should be selected. Districts should access the Practice Test Site via the Secure Browser or SecureTestBrowser app to check TTS. Refer to the [Assistive Technology Manual](#) for a list of voice packs that are confirmed to work with the Secure Browser or SecureTestBrowser app and for more detailed guidance on voice packs for TTS.

7.5 AASCD Student Information Needed for Test Day

Students who are testing online cannot sign in to the Student Interface unless they are preidentified in [TIDE](#) as AASCD eligible, have an indicated primary disability and their test modes are listed as “O” for online or “S” for supplemental for the test subjects in which they are testing. The district test coordinator is primarily responsible for preidentifying all students, but building test coordinators have the ability to manually add students to TIDE, as well.

Talk with your test coordinator about the students to whom you are administering a test and confirm with your test coordinator that these students are preidentified in TIDE. **IMPORTANT:** The test administrator and student must be associated with the same school. TE and TA user accounts can be associated with multiple schools.

IMPORTANT: On test day, you need the student information listed below. Test coordinators or test administrators may assist students with accessing and navigating the Student Interface. **You must keep student information secure at all times.**

Student Information Needed	Why This Information Is Needed
First name (as it appears in TIDE)	To sign in to the Student Interface for online or supplemental testers, the test administrator must enter the student's <ul style="list-style-type: none"> first name (exactly as it appears in TIDE); and SSID or Student ID (for nonpublic and homeschooled students only).
SSID (or Student ID for nonpublic and homeschooled students only)	
Test eligibility	Test administrators are responsible for ensuring that the student selects the correct test during the sign-in process before approving the student to test.
Eligibility for accessibility features	Refer to Ohio's Accessibility Manual for a complete list of available accessibility features.
Accommodation codes	Accommodation codes must be marked in the TA Interface at the time of testing (for example, Assistive Technology).

Please remember that SSIDs are confidential information. Test administrators must collect and securely shred any documents containing the student's name, SSID or Student ID.

7.6 Seating Arrangements and Testing Room Preparation for the AASCD

The seating arrangement of the test administration should adhere to the following guidelines:

- Allow for the test administrator and student to be close enough for the test administrator to assist the student with navigating the student test site.
- Allow enough room so that the device the test administrator is using for the test session is within reaching distance to where the student is testing. This allows for the test administrator to keep the session active, preventing the session from closing due to inactivity and disrupting the student's test.
- Allow enough room for the device and any assistive technology the student uses for testing to be within comfortable hearing, viewing and touching distance.

Before each testing session, Test administrators must check the testing room for possible test question “clues” (charts, maps and other materials) that could assist students with test items and should cover or remove them before the test administration.

8. AASCD During Testing Instructions

8.1 AASCD Oral Script

To ensure standardized test administration conditions throughout Ohio, test administrators must follow the script contained in the *AASCD Online Testing Highlights and Script*, located in [Appendix K](#), which test administrators must download from the AASCD test portal.

Test administrators must not deviate from the oral directions. Read the appropriate script to the student, paying careful attention to the instructions directed to the test administrator, which are inserted among the oral directions.

Text-to-speech (TTS) must first be played to speak the passages, questions and answer options, including any additional hidden text that may exist for some of the answer options. Test administrators can then repeat the TTS audio or read the text aloud at the student's request.

8.2 Important Things to Know About the Online Testing System

8.2.1 *Early Stopping Rule for the AASCD*

For students who are unable to provide a **discernible response to an item**, the test administrator can select the "Mark as No Response" option from the context menu within the Student Interface for online and supplemental testers or in the Data Entry Interface (DEI) for paper testers.

There may be instances where the district **has not yet determined a student's mode of communication**. The Student Interface and DEI have a built-in early stopping rule (ESR), which automatically stops the test if the "Mark as No Response" option is submitted as the response for **all four of the first four items** for that test subject. **Test administrators are still required to administer all other applicable subjects to a student even if the early stopping rule was enacted for another subject.**

- If the student can provide a discernible response to at least one of the first four items for that test subject, the test administrator should continue the assessment.

For online and supplemental testers for whom the ESR applies, the test administrator should ensure that the test is submitted in the Student Interface so the student receives credit for taking that subject. For paper testers for whom the early stopping rule applies, the test administrator should ensure that the test is submitted in the DEI so the student receives credit for taking that subject. For more information pertaining to students with no mode of communication and/or the ESR, district test coordinators (DTCs) should contact the Department's Office of Assessment at 1-614-466-1317.

8.2.2 Pausing the AASCD Test

If a circumstance requires pausing the test, the student or test administrator can do so from the Student Testing Site or the test administrator may do so from the TA Interface. To pause the test from the Student Interface, the test must be taken out of full screen mode to access the [Pause] button from the toolbar.

Pausing a student's test signs the student out of their test. Students can resume testing a paused test at any point within the testing window. Resuming a paused AASCD test does not require a test status request be submitted. The test administrator should start a test session and log the student back into the Student Interface and select the test to resume.

Note: Responses are automatically saved every two minutes, whenever a student navigates to a different page or item and when the student or test administrator clicks the [Save] button from the toolbar. **When resuming a paused test, neither the student nor the test administrator is permitted to return to questions already answered. It is the test administrator's responsibility to ensure that the student does not do so.**

8.2.3 Submitting the AASCD Test

Upon reaching the last item on the test, the [End Test] button becomes available in the global toolbar. The test should be taken out of full screen mode, the [End Test] button should be selected from the global toolbar and the test should be submitted. If a test is not actively submitted, the test automatically submits at the end of the testing window. It is not necessary to log back in to the student's test for the sole purpose of submitting the test. However, the student's test does not show as "complete" under participation reports in TIDE until the test is submitted.

8.2.4 AASCD Test Opportunities

Students have one test opportunity, meaning they can take each content test once. After a student's test is submitted, the student cannot sign in and visit the test again without approval from the Department via a test status request.

8.3 Test Status Requests

There may be times when district test coordinators need to ask the Department to make exceptions to testing rules. Refer to the following table for exceptions and the test status request types that must be submitted in TIDE. When submitting a test status request in TIDE, be sure to include detailed rationale in the comments section or call the Department to discuss the situation and allowable options. Test status requests are described in more detail in the information that follows.

In Order To	Submit This Test Status Request Type in TIDE
Allow the student to sign back into a test that has been submitted	Reopen a test <i>To submit a reopen request, the test must be in completed, expired, submitted, scored, reported or invalidated status.</i>
Allow the student to start the test over by removing all responses marked prior to the request	Reset <i>To submit a reset request, the test can be in any status.</i>
Invalidate a student's online test (for example, student took the wrong test or student was cheating)	Invalidation <i>To submit an invalidation request, the test must be in completed, denied, expired, paused, submitted, scored or reported status.</i>
Restore a test that was incorrectly reset	Restore a test that was reset <i>To submit a restore request, the test must be in Reset status.</i>

8.3.1 Reopen a Test for AASCD

If a student's test is interrupted (for example, illness or loss of Internet connectivity), the test remains in a paused status until the end of the testing window or until the test is submitted. A test status request is not required to access a paused test; the student can be logged back in to their paused test and resume testing.

If a student's test is submitted in error, the district test coordinator can submit a request to reopen a test. **To submit a reopen request, the test must be in completed, submitted, scored or reported status.** After the request is approved and processed, the student can resume testing. Please refer to the Test Incident Guidance Document in [Appendix G](#) for additional information.

The district test coordinator submits test reopen requests using the Test Status Requests task in TIDE. Directions for submitting Test Reopen Requests are in the [TIDE User Guide](#) located in the Help section of TIDE or on the test portal.

After the Department approves the request to reopen a test, the student has access to all test questions the next time the student signs into the test. **However, neither the student nor the test administrator is permitted to return to questions already answered. It is the test administrator's responsibility to ensure that the student does not do so.**

8.3.2 Resets for AASCD

Resetting a student's test removes that test from the system and enables the student to start the test anew (without losing the testing opportunity). Student responses associated with the reset test are removed from the system.

The following outlines some circumstances under which a test may be considered for a reset:

- A student using the supplemental paper test form was marked with the "O" online test mode rather than the "S" supplemental test mode in TIDE and took the online test.
- Full paper test responses were entered into the DEI for the wrong student.
- Full paper test responses were entered into the DEI for the wrong test (for example, science responses submitted in the mathematics test).

For these and other scenarios where a test reset may be applicable, please refer to [Appendix G](#).

8.3.3 Invalidations

A test invalidation is required when a student, TA or unauthorized party has compromised a test. Invalidating a student's test cancels the student's test opportunity and the student receives an invalid (*INV*) test result. District test coordinators must submit invalidations in TIDE if there are test violations. Refer to the [Ohio's State Tests Resource Book](#) for additional guidance on test violations.

8.4 Administering the AASCD

For information on the steps required of test administrators and students during the online test administration, refer to the *Online Testing Highlights and Script*, which is located in [Appendix K](#) and available for download on the test portal.

IMPORTANT: Test administrators must refer to the script for each test session. The *Online Testing Highlights and Script* also includes step-by-step instructions and troubleshooting tips for online testing.

8.5 Monitoring Testing

Test coordinators are responsible for ensuring student participation in the statewide tests to the fullest extent possible. Test coordinators should use the Monitoring Test Progress task in TIDE to track the status of online testing in their districts and schools.

At any point, if district or school personnel believe that a violation of test security has occurred, follow the procedures established by the school district for handling alleged test security violations.

8.5.1 *Monitoring AASCD Test Progress*

Authorized users should access Plan and Manage Testing, Test Completion Rates and Test Status Code Reports from the Monitoring Test Progress task in TIDE. These reports allow authorized users to track student participation (for example, how many students have tested and how many still need to test). **Note: These reports are based on the students who are preidentified in TIDE as eligible for the AASCD.**

Test coordinators are responsible for tracking test submissions throughout the test administration window and verifying that student tests are being completed and submitted.

8.5.2 *Disruptions During AASCD Testing*

In the event that a student becomes disruptive during testing, the test administrator should pause the test.

If the student is unable to continue testing on the same day, the test administrator should attempt to resume testing the student on a subsequent day within the test administration window. **Neither the student nor the test administrator is permitted to return to questions already answered. It is the test administrator's responsibility to ensure that the student does not do so.**

8.6 Procedures to Follow for Emergency School Closings During Testing

In the event that a school or district closes or must be evacuated due to weather or another emergency during an administration of a test, the student can resume testing on a subsequent day within the testing window. Consult the Test Incident Guidance Document in [Appendix G](#) for further guidance.

9. After AASCD Testing Policy

Once all testing is completed for the day, the test administrator must ensure that they have stopped the test session and exited out of the TA Interface. The Secure Browser or SecureTestBrowser app must be exited from the student's device. The test administrator must ensure that all scratch paper with writing on it is securely shredded, white boards are erased, any secure materials are accounted for and properly returned and the memory on any calculators used during the test administration is cleared.

Appendix A: Summary of Test Security Provisions from the Ohio Administrative Code

Rule 3301-13-05 of the Ohio Administrative Code establishes test security provisions for tests. A summary of those provisions appears in this appendix.

- All test questions and all other materials are considered secure and subject to the provisions of Sections 3319.151 and 3301.0710 of the Ohio Revised Code and Rule 3301-7-01, 3301-13-02 and 3301-13-05 of the Ohio Administrative Code. **Revised Code prohibits the disclosure of test questions, paraphrases, facsimiles, or any other material that would assist a pupil taking statewide tests.**
- By **October 1** of each year, written procedures and penalties shall be communicated to all district employees and students.
- Persons designated as district and building test coordinators, as well as test administrators, are responsible for ensuring that test security provisions are met.
- Only authorized personnel are permitted access to secure test materials.
- The district must establish written procedures to protect the security of test materials and these procedures shall include the following:
 - Identify authorized persons to be present during testing and have access to secure material.
 - Specify handling and tracking procedures in both the district and building.
 - Specify procedures for investigating any alleged test security violations and penalties for confirmed violations.
 - Specify procedures for determining whether to invalidate a student's test score.
 - Specify that within 10 days of concluding the investigation, the district shall notify the Ohio Department of Education (Department) in writing of the finding of such a violation and of any action taken by the school district or participating school. Refer to the Department's [Ohio Test Resource Book](#) for more details of a test security investigation.
 - Specify how written procedures will be communicated annually to employees and students in the district.
- After determination that a test security violation has occurred, the District Board and/or State Board of Education may seek the maximum penalty pursuant to Section 3319.151 of the Ohio Revised Code.
- Each district shall cooperate with the State Board in any investigation of a test security violation.
- Prior to acting on a test security violation, the State Board of Education shall give notice of any action and provide an opportunity for an individual to respond and present a defense.
- Each Joint Vocational School administering the graduation tests shall comply with this rule.

Appendix B: AASCD Accessibility and Accommodations

Overview

Ohio regards tests as tools for enhancing teaching and learning. Ohio is committed to providing all students, including students who have the most significant cognitive disabilities, with equitable access to high-quality, 21st-century assessments. By applying principles of universal design and allowing a broad range of accessibility features, including accommodations, Ohio's AASCD provides opportunities for all students to demonstrate their knowledge and skills.

Ohio's AASCD is an online test. The majority of students who take the AASCD test will do so online through the Student Interface via the Secure Browser or SecureTestBrowser app. This section provides details on the available accessibility features, test settings and accommodations available for the AASCD.

Updating Accessibility Features Under Student Test Settings in TIDE for the AASCD

As outlined in [Ohio's Accessibility Manual](#), some accessibility features must be enabled for individual students **prior to testing**. The following table provides a listing of the available embedded test settings within the Student Interface. It is advisable for test coordinators to update a student's test settings in TIDE with the appropriate accessibility features in advance of the testing window. To do so, the test coordinator can upload a "student test settings" file in TIDE. Alternatively, test coordinators or district administrators can manually edit a student's test settings under their Pre-ID record in TIDE. For directions on uploading or manually editing student test settings, refer to the [TIDE User Guide](#), located in the Help section of TIDE or on the test portal.

Test coordinators and test administrators may discuss the features and who updates student records, if needed. If applicable, test settings are not marked in the Test Information Distribution Engine (TIDE) prior to the test administration. the test administrator must update them in the TA Interface under "Test Settings" when approving a student to test.

Table 3. Available AASCD Test Settings and Tools

Embedded Feature	Classification Level	By Default, This Feature Is	Can This Feature Be Marked Through a Student Settings Upload in TIDE?	Can This Feature Be Marked in the TA Interface?
General Testing Tools				
Highlighter	Universal	On	Yes	Yes
Masking	Universal	On	Yes	Yes
Strikethrough	Universal	On	Yes	Yes

Embedded Feature	Classification Level	By Default, This Feature Is	Can This Feature Be Marked Through a Student Settings Upload in TIDE?	Can This Feature Be Marked in the TA Interface?
Reading Testing Tools				
Line Reader	Universal	Enhanced	Yes	Yes
Text-to-Speech (TTS)	Universal	On	No	No
Text-to-Speech Tracking	Universal	On	Yes	Yes
Visual Testing Tools				
Color Choice	Designated support	Black text on a white background	Yes	Yes
Mouse Pointer (size and color)	Designated support	At the default level	Yes	Yes
Print Size	Designated support	At the default level	Yes	Yes
Other Testing Tools				
Permissive Mode	Universal	Enabled	No	No
Access Limited—Blind	Accommodation	Off	Yes	Yes

AASCD Accommodations Policy

A student who qualifies for an alternate assessment is unable to participate in the state's regular assessment, even with allowable accommodations. However, it is expected that the majority of students who take an alternate assessment require support and accessibility features to access or respond to the test. This is considered in the test design and the AASCD allows for the most student accommodations of any type. Accommodations are considered to be adjustments to the standard testing conditions, test format or test administration that provide equitable access to a student. **Accommodations must be marked in a student's Individualized Education Program (IEP).**

As in a general assessment, accommodations on the alternate assessment should adhere to the following:

- Provide equitable access during instruction and assessment
- Mitigate the effects of a student's disability or English learner (EL) status
- Not reduce learning or performance expectations
- Not change the construct being assessed (change what is being measured)
- Not compromise the integrity or validity of the assessment

Additionally, many of the students who qualify for an alternate assessment need assistive technology in one or more of the many assistive technology (AT) domains to

support instruction, communication, sensory or motor access needs. These students are currently learning to use or are independently using AT as a scaffold to access learning and their environments.

Available Non-Embedded Accommodations for AASCD

Test coordinators should be familiar with allowable accommodations on the AASCD and work with a student's Individualized Education Program (IEP) team to identify if a non-embedded accommodation is needed during testing. If a student is eligible to receive one of the following non-embedded accommodations, the test administrator should ensure the student has access to the accommodation prior to approving the student to test:

- Non-Embedded Accommodations:
 - Assistive technology
 - Dual monitors
 - Mathematical tools
 - Supplemental materials (online test with paper response options)
 - Full paper testing
 - Embossed tactile graphics materials
- English Learner Non-Embedded Accommodations:
 - Word-to-word dictionary
 - Oral language translation
- Non-Embedded Designated Supports:
 - Human reader
 - American Sign Language (ASL)

The [Ohio's Accessibility Manual](#) describes these accommodations and the allowable availability.

Assistive Technology for AASCD

Many of the students who qualify for an alternate assessment need assistive technology (AT) in one or more of the many AT domains to support instruction, communication, sensory or motor-access needs. These students are often currently learning to use or are independently using AT as a scaffold to access learning and their environments. Assistive technology that is stated in the student's IEP and is used during instruction may be used to give the student access to the content of the assessment while providing options for responding to items.

Students who use AT on the assessment should use AT on a daily basis to ensure that the student can use it appropriately and effectively during testing; AT should never be provided for assessment purposes only.

Assistive technology affords many ways to adapt both item delivery and student response. Consider both high-tech and low-tech resources that aid delivery (input) and response (output). Any AT that does not unfairly advantage or disadvantage a student may be used, including, but not limited to, the following:

- Word processor (portable, talking or large print word processors)
- Computer with or without adapted software
- Screen magnifier or screen magnification software
- Custom or modified keyboard
- Arm support
- Track ball, track pad, joystick with onscreen keyboard
- Alternative keyboard
- Mouth stick, head pointer with standard or alternative keyboard
- Head mouse, head master, tracker with onscreen keyboard
- Switches
- Voice output device, both single and multiple message
- Tactile and voice output measuring devices (for example, clock or ruler)
- Overhead projector
- Pencil grips, non-skid material to hold objects in place

IMPORTANT: Department policy prohibits the reproduction of any AASCD materials through electronic or digital means. This includes all AASCD items, item response options (as presented in the assessment), passages, other texts and test administration materials. No test materials can be loaded in any electronic system, including white board technologies, tablet devices or computers.

For students who are blind or visually impaired, AASCD items and item response options may be adapted or created locally as tactile graphics. For clarification or questions, please contact the ODE Office of Assessment.

Use of an electronic magnification technology, such as an ELMO™, is allowable for enlargement projection purposes.

Dual Monitors for AASCD

Students should not typically take online tests on devices connected to more than one monitor. Systems that use a dual-monitor setup often display an application on one screen while another application is accessible on the other screen. However, dual monitors are allowable as an accommodation to facilitate interpreters and oral translation. Instead of the interpreter or translator reading “over the shoulder” of the student testing, the reader, interpreter or translator can face the student while looking at a second screen that mirrors the student's testing screen. For more information pertaining to dual monitors, districts should contact the Department's Office of Assessment at 1-614-466-1317.

Mathematical Tools for AASCD

Mathematical tools that are allowable as accommodations include the following:

- 100s chart
- Abacus or Rekenrek
- Algebra Tiles
- Base 10 blocks
- Counters and counting chips
- Cubes
- Fraction tiles and pies without numerical labels
- Square tiles
- Two-colored chips
- Rulers, angled rulers, compasses and protractors

Students use these tools and manipulatives to assist mathematical problem solving. These manipulatives allow the flexibility of grouping, representing or counting without numeric labels.

Tools that give students answers (for example, fraction tiles with numerical labels) or lead students to use a specific strategy (for example, number lines) are not allowed. These types of tools can be effective for instruction, and while students may create their own during testing as a strategy, they may not be provided to students. If an item on the test requires the use of one of these tools, for example a number line, the tool is provided in the item.

These resources can be made available to the student, but you cannot prompt a student to use them while answering questions. This must be done by a student's own initiative. In addition, it is unlikely that providing additional resources is necessary; most items provide these tools as options when appropriate.

Fact charts for addition, subtraction, multiplication and division should be considered the same as calculators. They may be used on any mathematics or science test, unless otherwise noted in a specific item.

Rulers, angled-rulers, compasses and protractors are not prohibited; however, there are no items on the AASCD tests that require these tools.

The Department reviews and revises this list annually as needed. Mathematics tools are allowable for mathematics and science tests only.

Supplemental Test Accommodation Materials for AASCD

Supplemental tests accommodation materials are for students who can be administered the test online in the Student Interface but benefit from having paper response options for answering the questions. For example, for students who may need more space between options, who need the options presented at a different angle than available with the testing screen, who cannot speak, point or use eye gaze for making selections with a computer screen, or who need extra-large response cards. Supplemental materials include only the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual, paper response card options and sentence strips. The student views the questions and associated stimuli (such as reading passages) **online** via the Student Interface and can use the supplemental materials to

indicate their responses. The test administrator then enters the student's responses directly into the Student Interface as the student takes the test. The use of supplemental materials requires the test administrator to prepare the materials prior to testing.

Supplemental materials are available for districts to order during the on-time and additional order windows. **Supplemental materials should only be ordered for students who have supplemental materials documented as an accommodation in their IEPs.** If placing orders for these materials, districts should first confirm their contacts and shipping information in TIDE. There are no preloads for supplemental materials, and all supplemental material orders are subject to Department approval. More information on conducting the AASCD supplemental paper test accommodation is available in the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual. For more information pertaining to supplemental testers, districts should contact the Department's Office of Assessment at 1-614-466-1317.

Full Paper Test Accommodation Materials for AASCD

Full paper test accommodation materials are for students who cannot interact with the online testing system, even with supplemental materials and assistance from the test administrator. The paper test kits include the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual, test booklets, stimulus booklet and paper response options (response cards and sentence strips). Test administrators use these kits to administer the test to the student; the test administrator then enters the student responses into the DEI. Test administrators using full paper test kits are required to prepare all materials prior to testing, including sorting response cards and sentence strips.

Full paper materials are available for districts to order during the on-time and additional order windows. **Full paper materials should only be ordered if your district is a board resolution district, for students who are access limited—blind and need to take a mathematics test, or for students who have full paper materials documented as an accommodation in their IEPs.** If placing orders for these materials, districts should first confirm their contact and shipping information in TIDE. There are no preloads for full paper materials and all orders are subject to Department approval. More information on conducting the AASCD full paper test accommodation is available in the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual. For more information pertaining to full paper testers, districts should contact the Department's Office of Assessment at 1-614-466-1317.

Embossed Tactile Graphics Materials for AASCD

Students who are blind or visually impaired can test online for the English language arts, science and social studies tests. These students should be marked in TIDE with a test mode of online (O) **and** be flagged in TIDE or the TA Interface as "Yes" under the Access Limited—Blind setting. Indicating "Yes" under this setting prevents these students from receiving items on the online test that are flagged as access limited for blind or visually impaired students.

Students who are blind or visually impaired should not take the mathematics test online, even with the Access Limited—Blind test setting turned on. These students should test in mathematics using a paper accommodation.

A student who is blind or visually impaired should **only** receive a paper accommodation test if the student is taking mathematics, or if the student has a paper accommodation noted in their IEP. For these students, a selection of professionally created embossed tactile materials for the supplemental and paper tests are available. The Ohio Help Desk has a list of these materials upon request. Please note that this is **not a braille form**; only a selection of materials is available. The majority of the supplemental and paper materials still needs to be created locally for students who require them.

If your student requires these materials, ask your test coordinator to call or email the Ohio Help Desk at 1-877-231-7809 or OHHelpDesk@cambiumassessment.com. All embossed tactile graphics (created professionally and locally) are secure materials and must be returned with all other testing materials at the close of the test administration window. More information on conducting the spring 2024 AASCD using embossed tactile graphics is available in Appendix B of the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual. For more information pertaining to embossed tactile graphics, districts should contact the Department's Office of Assessment at 1-614-466-1317.

Accommodating Presentation of the AASCD

It is important that the test administrator present the script to a student in the modality that the student receives instruction. Accommodation presentations that are unfamiliar to the student should not be introduced for the purpose of testing. The following are all possible modes that test administrators may use:

- Orally (verbally)
- Orally (verbally), supported by sign language, cued speech or both
- Orally (verbally), supported by concrete objects
- Orally (verbally), supported by picture symbols
- Using picture symbols
- Using sign language*
- Using sign language* supported by concrete objects
- Using sign language* supported by picture symbols
- Using a student's other preferred communication system
- Using supports, such as computer software that provides systematic visual aids

*The sign language interpreter should interpret in the system (for example, American Sign Language [ASL] or Signed Exact English) that the student uses in daily instruction and communication.

AASCD Presentation Guidelines

Guidelines for presentation include the following:

- Whenever possible, use the same accommodations used during instruction. For example, if foam manipulatives are provided to the student during instruction for teaching fractions, foam manipulatives should be used during testing for any content related to fractions.
- Consider the effect of accommodations on what is being assessed before the actual administration of the AASCD. Make sure that the accommodations DO NOT change the meaning or the intent of an item.

- Select signs, words and images with care so that they DO NOT signal the correct response.
- Consider several factors when implementing accommodations. These factors include, but are not limited to, the following:
 - Volume
 - Timing
 - Movement, gesture or expression
 - Environment
 - Background (visual and auditory)
 - Contrast
 - Color of stimulus materials
- Use any customary encouragement and support strategy as long as it does not unfairly signal correct or incorrect responses. These strategies include, but are not limited to, the following:
 - Praise
 - Confirmation
 - Reiteration or repetition
 - Touch
 - Snack or other incentive

Accommodating AASCD Student Responses

Response options are provided for every item. The student may express a response choice by or through such means as the following:

- Using language (oral or signed), independently or through voice output devices
- Using other vocalization(s)
- Using language written manually or with a keyboard (traditional or voice activated) or by dictation to a scribe
- Touching, pointing, eye gazing, nodding or gesturing toward a response
- Selecting and arranging picture symbols
- Manipulating or picking up an object or picture symbol
- Exhibiting a change in breathing pattern (respiration) or body movement
- Changing facial expression(s)
- Using assistive technology devices
- Using a combination of these

Response mode guidelines include the following:

- To be acceptable, any response mode must allow persons administering the assessment to ascertain, without ambiguity, the intent of a student's response.
- The response mode(s) must be routinely used by the student during daily instruction. A new response mode should not be introduced for this assessment.

Students with No Mode of Communication and the Early Stopping Rule for AASCD

For students who are unable to provide a **discernible response to an item**, the test administrator can select the "Mark as No Response" option from the context menu within the Student Interface for online and supplemental testers or in the Data Entry Interface (DEI) for paper testers.

There may be instances where the district has **not yet determined a student's mode of communication**. For students who are unable to provide a discernible response to an item, the test administrator can select the "Mark as No Response" option from the context menu within the Student Interface for online and supplemental testers or in the DEI for paper testers.

The Student Interface and DEI have a built-in early stopping rule, which automatically stops the test if the "Mark as No Response" option is submitted as the response for **all four of the first four items** for that test subject. **Test administrators are still required to administer all other applicable subjects to a student even if the early stopping rule was enacted for another subject.** If the student can provide a discernible response to at least one of the first four items for that test subject, the test administrator should continue the assessment.

For online and supplemental testers for whom the early stopping rule applies, the test administrator should ensure that the test is submitted in the Student Interface so the student receives credit for taking that subject. For paper testers for whom the early stopping rule applies, the test administrator should ensure that the test is submitted in the DEI so the student receives credit for taking that subject. For more information pertaining to students with no mode of communication and/or the early stopping rule, districts should contact the Department's Office of Assessment at 1-614-466-1317.

AASCD Stimulus and Response Materials: Substitutions and Adaptations

The online version of the AASCD has various features, such as magnification and color contrast, that can be enabled to make the test more accessible for some students. However, in recognition of the occasional need to depart from the standard presentation, the chart below shows example substitutions and adaptations for both online and paper test administrations that are based on the student's degree of vision, hearing or physical mobility. Refer to the next section on [Guidelines for Substituting or Adapting Test Materials](#).

Student Characteristic	Example of substitutions and adaptations
Blind Low vision Partial sight	Increase or decrease size of paper response options, their spacing or both; increase contrast in or among paper response options; add, remove or change background color; position as appropriate (right, left, midline, slanted, eye level, vertical [top to bottom]); limit spatial and figure ground problems
	Highlight response choices with flashlight; use backlighting; use multi-sensory materials (incorporate weight, temperature, smell and resonance or vibration); use high-contrast colors (for example, red and yellow)
	Reduce sheen; lower intensity of light; change orientation (flat, slanted, upright); limit visual field; use a plastic frame to display stimulus and response materials

Student Characteristic	Example of substitutions and adaptations
Blind Low vision Partial sight	Use textured paper response options (when tactile discrimination is possible); add raised lines or forms; use embossed tactile graphics (limited contexts, as appropriate); provide tangible objects (actual, symbolic, part-for-whole); provide auditory, tactile and olfactory replacements for visual stimuli; eliminate distracting lights and sounds
Limited in reach or touch	Use paper response options or response objects, or both, in conjunction with switches or other assistive technology
Limited in visual or tactile field	Reduce the surface on which response options are arrayed; realign (horizontal, vertical, paired or other arrangement); position materials level with student's eyes and then move within student's reach
Apraxia/motor planning problems or sensory integration challenges	Rehearse movement needed for response; use an object for pointing; provide tactile and kinesthetic supports (for example, pacing board) Provide frequent breaks; offer visual supports; allow and encourage movement; allow unrelated manipulative (for example, rubber band in free hand) to aid concentration, supported seating, weighted vests, sensory diet before testing; reduce "noise" such as environmental sound, tactile and olfactory input, light
Orthopedic impairment	Use assistive technology, visual cues, gestures (for example, point to screen or materials); change location to increase physical access; change location to access special equipment; offer adjustable height desk, appropriate specialized seating, slant top surface, assistive technology, extended time, multiple or frequent breaks

Guidelines for Substituting or Adapting Test Materials

The following guidelines are in place to provide clarifications on how to substitute or adapt test materials without impacting the integrity of the test. Overall, substitutions or adaptations must adhere to the following rules:

1. Is routinely used by (familiar to) the student during daily instruction
2. Does NOT change the meaning or the intent of an item
3. Does NOT unfairly signal correct or incorrect responses
4. Allows persons administering the assessment to ascertain, without ambiguity, the intent of a student's response

Additional guidelines for substitutions and adaptations:

- An equal exchange of symbols or pictures is allowable, such as using photographs or a different picture symbol system. It must be an equal exchange and consistent across the response options.
 - For instance, one response card cannot be replaced with a photograph while the other response cards are not replaced. This could cue the correct answer, which would be a test administration violation. No other changes may be made to the response cards. All paper response options, including adapted response options, must be returned.

- Symbols should not be added to the sentence strips or word cards. Adding picture symbols above the words affects the difficulty of the items. The intent is to assess student understanding of the text or expression.
- Touch Math and Touch Money are trademarked products. Adding dots or numbers is a strategy that is used in instruction. The test administrator cannot add dots or numbers to the test materials or prompt the student to use this strategy during the assessment. The student may independently add dots or numbers or tap to solve problems, but the strategy must be student-initiated.
- You may substitute concrete objects for pictures and picture symbols as long as the substitution does not change the construct being assessed (for example, an analog clock can be substituted for pictures representing an analog clock; a digital clock can be substituted for pictures representing digital clocks).
 - Substitutions must be made consistently across all response options. A substitution may not be made for one response option alone. Substituting only one response option could cue the correct answer, which would be a test administration violation.
- All paper materials can be enlarged. However, photocopying for any other purpose is strictly prohibited. All copies (original and enlarged) must be returned along with all of the other secure materials after testing.
- Materials can be laminated as needed, as long as glare is not a concern and the laminating is performed in a secure manner.
- Students may require response cards to be spaced farther apart on the table. In these cases, cut cards apart prior to the test administration, using the guiding lines on the strips.

For questions or concerns regarding substitutions or adaptations, please refer to ODE's Office of Assessment.

AASCD Accommodations for English Learners

Similar to the general assessments, English learners may use a bilingual word-to-word dictionary. Dictionaries and glossaries that include definitions, phrases, sentences or pictures are not allowed. The student should be familiar with the dictionary or glossary they are using during testing. An electronic translator may be used instead of a paper dictionary. An electronic translator cannot connect to the Internet or store information.

The Massachusetts Department of Elementary and Secondary Education has released a list of bilingual word-to-word dictionaries that are known to meet the criteria for allowable dictionaries for statewide testing. The following word-to-word glossaries and dictionaries approved by American College Testing (ACT) or the College Board are allowable:

- ACT-Approved Bilingual Word-to-Word Dictionaries
- College Board-Approved Word-to-Word Glossaries for the SAT Suite of Assessments

Glossaries provided by the Metropolitan Center for Research on Equity and the Transformation of Schools at New York University, Steinhardt, are allowable. The following glossary may be downloaded, printed and disseminated to educators, parents and English learners:

- NYU Steinhardt Glossaries for English Learners and Multilingual Language Learners

Because the AASCD is not a timed test, extended time is not an accommodation that needs to be considered.

Unlike the general assessment, translation into foreign languages is allowed for the AASCD in English language arts (ELA). **However, any reading passage (stimuli) on the ELA AASCD may not be translated; only directions, questions and response options.** The AASCD mathematics, science and social studies tests may be translated in their entirety, including stimuli.

Translators may serve as the test administrator if they meet the following qualifications:

(1) trained to administer the AASCD, (2) hold a license, certificate or permit issued by the Department and (3) employed by the school district. If a translator does not meet these qualifications, language translations must be conducted in the presence of a trained test administrator. For AASCD paper testers, the translator translates from the test booklet script. The test administrator manages the test materials and enters the student's responses into the DEI. For AASCD online and supplemental testers, the translator orally translates from the student's device.

Interpreters and translators who do not meet the requirements to be a test administrator must sign a non-disclosure agreement (NDA) if they have access to the secure Student Testing Site and secure testing materials. An NDA form is available in [Appendix F](#).

Family members and close family friends of students may not serve as language translators. A language translator must be an adult, may not be a student and must be proficient in both English and the translated language.

For paper testers, language translators may review each content area full paper test and paper response options for up to two hours prior to the test administration. For supplemental testers, language translators may review the paper response options only for each content area for up to two hours prior to the test administration. For online testers, language translators do not have the opportunity to review the online test prior to the test administration.

Please search keyword *Translators* on the Department's website for guidance on reimbursement for translators.

The reimbursement rate for AASCD translations is \$180 per translated test administration for each content area (for example, mathematics \$180, science \$180).

Policies for AASCD Oral Translations

Test coordinators and test administrators must be mindful of the policies that govern oral translations, including the following:

- Test coordinators, test administrators and translators must maintain test security at all times.
- The district test coordinator must assign a test administrator to assist with scheduling the testing for students who are eligible for a language translation.
- Districts and schools are responsible for identifying, contacting and scheduling individuals serving as translators at the district or school.

- The district contacts the translator and arranges the location, dates and times to administer the tests. Schedule the translator to arrive at least 30 minutes early in order to review instructions before translating the tests. The translator may not review the test prior to the day of the test.
- The test administrator may not leave the translator and the student in the room alone. The test administrator is responsible for ensuring that the translator and the student adhere to test security policies.
- After receiving a language translation, if a student feels more comfortable with an English-language administration for other portions of any remaining tests (rather than a language translation in the student's native language), then the student may receive an English-language administration.

Before the AASCD Test Administration for Oral Translations

The test administrator is responsible for bringing the necessary test materials to the testing session and ensuring their security. Test security and validity are of the utmost importance. Prior to starting the test, the test administrator must ask the translator to sign and date a copy of the NDA located in [Appendix F](#) of this manual (copies of this form can be made, as needed). The district must maintain the NDA and provide it to the Department, if requested. It should not be returned with other test materials.

After the NDA is signed, the test administrator reviews the procedures for language translations with the student and the translator, as described in this appendix. The test administrator monitors the entire testing session.

General Procedures for the AASCD Oral Language Translation

The test administrator reads the test directions aloud in English. The translator translates the test directions, questions and response options as close to word-for-word as possible.

IMPORTANT: The translator must allow the text-to-speech (TTS) to speak the questions and response options **first** to account for any “hidden text.” The translator can repeat or clarify directions, questions and response options as often as necessary for the student.

It is not expected that a foreign-language translation will translate verbatim from English to the native language; however, it is expected that it should faithfully translate, to the greatest extent possible, all the words on the test without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student. Some terms may not have a translation in another language. If a term cannot be translated, it should be read in English.

The translator may not answer student questions regarding the content of test questions. The best response is, “I can’t answer that; just do your best.” Some questions include tables, figures, pictures, charts or graphs. Any text included immediately before these should be orally translated for the student (for example, “Use the picture below to answer question 5.”). When referring to tables, figures, pictures, charts or graphs, the translator must be consistent in translation and description (for example, “The title of the graph is ‘Fitness Test Results.’ The x-axis is titled ‘Fitness Test Results.’ The y-axis is titled ‘Number of Sit-ups.’”). Many questions have

numbers as the response options. The translator should discuss with the test administrator whether numbers need to be orally translated for the student. If so, the translator must be consistent throughout the test administration and read all numbered response options aloud.

Breaks in Testing Sessions for the AASCD Oral Language Translation

If district and school policies permit, the test administrator may wish to give the student a break, especially if the student is working slowly. If a break is given, all test materials must remain in the room with the test administrator. If both the student and the test administrator leave the room, the test administrator must keep all testing materials secure or place the test materials in a locked, secure location.

If the test session continues through the lunch period, the student may have lunch in the test room or go to the lunchroom with the test administrator remaining with the student to ensure the student does not discuss the test with other students. The test materials must be placed in a secure location if the student and test administrator leave the test room for lunch.

After Administering the AASCD Oral Language Translation

After the student has completed testing, the student's test needs to be submitted and the test administrator ends the test session. If the student wrote any responses on paper, the test administrator must securely shred that paper. If the student wrote on a white board, the test administrator must erase the board.

Appendix C: Calculator Policies for AASCD

For all mathematics and science tests, calculators are allowable. However, there are individual items with instructions that specifically state a calculator is not permitted.

Schools should give students the opportunity to become familiar with the calculators they choose before testing. The Student Interface provides the basic Desmos four-function calculator. The Desmos calculator can be viewed [here](#) and in the [student practice test site](#).

If districts or schools wish to make approved handheld calculators available, this is permissible for online, supplemental and paper testing. The district may provide a calculator or allow students to provide their own. If students use approved handheld calculators, test administrators must confirm that the memory is cleared before and after each testing session.

IMPORTANT: Test administrators cannot prompt a student to use a calculator while answering questions. This must be done by a student's own initiative. If a student needs assistance with accessing the calculator from within the Student Interface, the test administrator should assist the student with accessing the calculator from the toolbar.

Specific specialized external calculators (for example, large key and talking) are allowed for students who need them for accessibility, provided that the accommodation is specified in the student's approved Individualized Education Program (IEP) or Section 504 Plan.

The information below provides examples of approved basic handheld calculators. For additional guidance, refer to the contacts on the inside front cover of this manual.

Examples of Approved Four-Function (Basic) Calculators

Examples of approved four-function calculators** include, but are not limited to, the following:

Casio	Sharp	Texas Instruments
SL-300SV	EL-S10B	TI-503SV
SL-450STP	EL-377MB	TI-1706SV
SL-450S	EL-R277B	TI-108
HS-4G	EL-243SB	TI-1795SV
MS-80S	EL-240SB	
	EL-233SB	

****Four-function calculators absent from this list are not automatically prohibited.**

Appendix D: What to Do When Troubleshooting for AASCD Online Testing

This section addresses some scenarios that may arise before or during testing. If you encounter a situation that is not covered, please refer to the inside front cover of this manual for guidance on whom to contact.

#	Description	What to Do
1	A test administrator needs a Teacher (TE) or Test Administrator (TA) User Account	District test coordinators, district administrators and building test coordinators can create Teacher (TE) and Test Administrator (TA) User Accounts.
2	A user forgets their password	Click [Forgot Your Password?] from the TIDE Login Screen at oh.tide.cambiumast.com . Enter your username (your email address), then [Next].
3	A student's accessibility features are not listed correctly under Test Settings in the TA Interface	The test administrator should update the student's accessibility features under Test Settings in the TA Interface before approving the student to test.
4	<p>There are no tests available for the student to select on the "Your Tests" screen</p> <p>Tests on the Your Tests page are grayed out and cannot be selected by the student</p>	<p>Verify that the student's test eligibility is set as "yes" for the alternate assessment (AASCD) and a primary disability is indicated in TIDE.</p> <p>For testers using the Student Testing Site to take the online adaptive test or the online fixed-form test with supplemental paper response card options, do the following:</p> <ul style="list-style-type: none"> • Verify that a test for which the student is eligible has been added to the session in the TA Interface. • Verify that the student has a test mode of Online (O) or Supplemental (S) for the appropriate enrolled grade level and subject in their Pre-ID record. <p>For testers taking the full paper fixed-form test and for whom responses need to be entered into the Data Entry Interface (DEI) by the test administrator, do the following:</p> <ul style="list-style-type: none"> • Verify that a test for which the student is eligible has been selected in the DEI. • Verify that the student has a test mode of Paper (P) for the appropriate enrolled grade level and subject in their Pre-ID record. <p>If the tests are grayed out and cannot be selected, verify that the student has not already taken the test by running a participation report in TIDE. Students can take each test only once.</p>

#	Description	What to Do
5	A student's "Is This Your Test?" page shows the wrong accessibility features	The student should be signed out and then signed back in. Before approving the student to start the test, the test administrator must click the test settings and adjust them to provide the desired accessibility features. Once they are set, the test administrator must approve the student to test. The student can then continue their test with the appropriate features.
6	A new student is enrolled at the school	The district test coordinator, district administrator, EMIS coordinator, Information Technology Center (ITC) or building test coordinator must preidentify the new student in TIDE. If the student began taking a test at their previous school but did not submit the test, and if the student needs to be able to access test items in order to complete the test, review the information on test status requests.
7	A student moves out of the district during testing	If the student moves out of the district, no action is required by the district from which the student moved.
8	A student needs to leave the computer for some reason	Click the [Pause] button, which signs the student out of the test. The test administrator can also pause the student's test from the TA Interface. When the student is ready to resume testing, sign the student into the active session and continue testing.
9	A student is cheating	Refer to Section 3, Test Security for guidance on reporting test security violations.
10	A student starts or takes a test for which the student is not eligible	Refer to the information on Test Status Requests in this manual.
11	A student cannot sign into the Secure Browser or SecureTestBrowser app	Make sure the student's first name and SSID or student ID are being entered exactly as they appear in TIDE. If the student's name has an apostrophe and the student is testing on a Chromebook, ensure the keyboard setting is US , not international.

Appendix E: Summary of Additional Resources for the AASCD

The test portal (<https://oh-alt.portal.cambiumast.com/>) contains a series of user guides, manuals, guidance documents and practice materials. A summary of some of the available materials is listed below. To locate [resources](#), navigate to the test portal and select from the list of available materials. You can also use the search feature to look for documents that address specific topics or keywords. If you are unable to find the information you are looking for, please refer to the inside front cover of this manual for additional support.

For Guidance or Information on	Refer to
Preparing students	AASCD Practice Site Guidance Document Student Practice Test Site
Managing online user accounts Submitting Pre-ID data Marking student accessibility features under test settings Ordering paper test materials Submitting Test Status Requests Creating rosters Tracking test completions	TIDE User Guide TIDE Tasks Summary for Test Coordinators Pre-ID Guidance Document
Error codes or message codes	Message Codes Document
Approaches for establishing online user accounts	Online User Management Guidance Document
Which online user accounts have access to which online systems	TIDE User Guide Online User Role Matrix Online User Management Guidance Document
How to proctor the online tests	Test Administrator User Guide AASCD Test Administration Manual AASCD Test Administration Certification Course
Internet, network, hardware and software requirements How to download and install the Secure Browser for desktop computers and the SecureTestBrowser app for tablets and Chromebooks	Technology Guide
Administering tests to paper testers	Spring 2024 AASCD Supplemental Instructions for Paper Testing manual

Appendix F: Non-Disclosure Agreement for Translators and Support Staff

Spring 2024 Administration of the Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)

I understand that these test materials are restricted. I understand that all test questions and all other materials related to these tests including, but not limited to, passages, prompts, charts, graphs and tables are considered secure and subject to the provisions of Sections 3301.0710 and 3319.151 of the Ohio Revised Code and Rules 3301-7-01, 3301-13-02 and 3301-13-05 of the Ohio Administrative Code.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a person to cheat or would in any other way compromise the validity of the test questions. Furthermore, I agree that all student-specific information obtained either prior to or during the oral test administration will remain strictly confidential.

My responsibility for maintaining the security of student information, test questions and materials continues even after the test concludes and the test materials are returned.

Printed Name: _____

Signature: _____

Date: _____

The district, school or organization must maintain a copy of this form and provide it to the Department upon request. It should not be returned with other test materials.

Appendix G: Test Incident Guidance Document for AASCD

A test incident is any event or procedure that may impact a student's performance on a test or may potentially impact the integrity of the test, the data and the test results before, during and after testing. There are three types of test incidents: testing irregularities, test security violations and technology incidents.

Call the Department's Office of Assessment at 1-614-466-1317 for further guidance if the district becomes aware of collaboration among students or other test security issues.

Table 4. Test Incident Guidance for AASCD

A testing irregularity is an unexpected test incident that results in a change to the established test administration procedures or protocols. This change may, or may not, compromise the test result.	
Common examples of testing irregularities	How to proceed
Electrical outage during testing	Online-based and paper-based tests: The test administrator secures the materials. If test security was maintained during the event, the student can resume testing. If test security was not maintained during the event (for example, a student's test or secure test materials were not secured), the district must contact the Office of Assessment at 1-614-466-1317.
Fire alarm goes off during testing (or another emergency evacuation)	
Tornado drill or other scheduled drill during testing	Online-based and paper-based tests: Districts should try to conduct testing around scheduled drills. If this is not possible, the test administrator secures the materials. If test security was maintained during the event, the student can resume testing. If test security was not maintained during the event (for example, a student's test or secure test materials were not secured), the district must contact the Office of Assessment at 1-614-466-1317.
School delays and closures due to inclement weather	Online-based and paper-based tests: For school delays, schools can proceed with testing within the testing window. Districts should not wait until the end of the testing window to begin tests.

<p>A testing irregularity is an unexpected test incident that results in a change to the established test administration procedures or protocols. This change may, or may not, compromise the test result.</p>	
Common examples of testing irregularities	How to proceed
<p>Student becomes ill during testing or student leaves school early without finishing testing</p> <p>Examples may include medical and/or emotional emergencies</p>	<p>Online-based tests: If a student becomes ill or leaves school early and is unable to continue testing, the test administrator should pause the student's test, collect any test materials (for example, scrap paper and calculator) and note at which item the student stopped.</p> <p>The student should then complete the test on another day during the testing window. The test administrator must closely monitor the student to ensure the student does not return to previously answered items.</p> <p>Paper-based tests: If a student becomes ill or leaves school early and is unable to continue testing, the test administrator should collect all test materials and note at which item the student stopped.</p> <p>The student should then complete the test on another day during the testing window. The test administrator must closely monitor the student to ensure the student does not return to previously answered items.</p>
<p>Test administrator ends test session prematurely</p>	<p>Online-based tests: If a test administrator ends a session prematurely, the test administrator should immediately create a new session ID.</p> <p>Paper-based tests: If a test administrator realizes that not all items were administered during an administration of the full paper test, the test administrator may administer the skipped item(s) to the student within the testing window.</p>
<p>Designated support (for example, color contrast, print size and approved handheld calculator) was not available but should have been and the student completed the test</p>	<p>Accessibility features are not required for testing (unless documented in an IEP or Section 504 Plan). Therefore, not having access to the support does not automatically result in a test irregularity.</p> <p>If the error is discovered during testing, the student can be provided the support and continue to test within the testing window.</p> <p>If the student finishes testing and then the error is discovered, do the following:</p> <p>Online-based tests:</p> <ol style="list-style-type: none"> 1. If after speaking with the parents, the district determines that the student will not retake the tests, no action is required. 2. If after speaking with the parents, the district determines that the student will retake the test with the accessibility feature, the district must contact the Office of Assessment at 1-614-466-1317. <p>Paper-based tests:</p> <ol style="list-style-type: none"> 1. If after speaking with the parents, the district determines that the student will not retake the tests, the test administrator should proceed to submit the supplemental test in the student interface or submit the full paper test responses into the Data Entry Interface.

<p>A testing irregularity is an unexpected test incident that results in a change to the established test administration procedures or protocols. This change may, or may not, compromise the test result.</p>	
Common examples of testing irregularities	How to proceed
	<p>2. If after speaking with the parents, the district determines that the student will retake the test with the accessibility feature, then the district must contact the Office of Assessment at 1-614-466-1317.</p>
<p>Accommodation or other documented accessibility feature should have been provided but was not (for example, assistive technology, embossed tactile graphics, mathematics tools)</p>	<p>If the error is discovered during testing, the student can be provided the accommodation and continue to test within the testing window.</p> <p>Accessibility features are required to be offered for testing when documented in an IEP or Section 504 Plan. Districts have their own policies about English learner (EL) accommodations. However, not having access to an accessibility feature does not automatically result in a test irregularity.</p> <p>If the student finishes testing and the error is discovered, the district must contact the Office of Assessment at 1-614-466-1317.</p>
<p>Accommodation was provided to a student that was not eligible</p>	<p>Providing testing accommodations to a student who is not eligible may result in an invalid assessment. Districts should contact the Office of Assessment at 1-614-466-1317.</p>

Common examples that are NOT testing irregularities	How to proceed
<p>A student was signed into the Student Interface under another student's SSID</p> <p>A test administrator entered student responses into the Data Entry Interface for the incorrect student</p>	<p>Online-based tests and paper-based tests: If student SSIDs were inadvertently swapped and a student's test or responses were submitted as another student, contact the Ohio Help Desk at 1-877-231-7809 before the end of the testing window. Provide the Ohio Help Desk with the SSID and specific test involved.</p>
<p>A test administrator entered responses into the Data Entry Interface for the incorrect subject</p>	<p>Paper-based tests: If a test administrator enters responses into the Data Entry Interface for the incorrect subject (for example, the test administrator selects mathematics but enters ELA responses), the district test coordinator (DTC) can submit a request to reset the test. Once the test has been reset, the test administrator should ensure they are accessing the correct test before proceeding to entering in the student's responses and submitting the test.</p>
<p>A student refused test accommodations</p>	<p>Online-based tests and paper-based tests: When a student refuses an IEP accommodation, the district should take steps to understand why the student is refusing to use the accommodation. Regardless, the accommodation should continue to be made available during the testing window. It may be necessary to convene with the student's IEP team to review accommodations and the impact on participation in the assessment.</p>
<p>A student received an emergency accommodation</p>	<p>Online-based tests and paper-based tests: For students who need an emergency accommodation (for example, broken wrist or glasses), the test coordinator may fill out the optional emergency accommodation form and maintain it at the local level. It does not need to be submitted to the Department.</p>

<p>A technology incident is an unexpected computer-based testing event that may or may not compromise test results.</p>	
Common examples of technology incidents	How to proceed
Building lost Internet connectivity while students were testing	<p>The test administrator collects all test materials.</p> <p>If test security was maintained during the event, the student can sign in again and resume testing, within the testing window. The test administrator must closely monitor the student to ensure the student does not return to previously answered items.</p> <p>If test security was not maintained during the event, the district must contact the Office of Assessment at 1-614-466-1317.</p>
A student receives an error message while taking the test	<p>Write down the message ID (usually five digits) and the text of the error. Refer to the Message Codes document on the test portal and follow the actions under "About This Message." If the message code is not listed on the document, contact the Ohio Help Desk at 1-877-231-7809.</p> <p>If a student receives an error message and is unable to continue testing on the same day, the test administrator should pause testing, collect all test materials and note at which item the student stopped.</p> <p>The student should then resume testing during the testing window. The test administrator must closely monitor the student to ensure the student does not return to previously answered items.</p>
A student's device crashes or loses connection to the Internet while taking the test	<p>The student can continue the test on another computer. If issues are encountered when trying to sign the student into the new computer, contact the Ohio Help Desk at 1-877-231-7809.</p> <p>If a student is unable to continue testing on the same day, the test administrator should pause testing, collect all test materials and note at which item the student stopped.</p> <p>The student should then resume testing during the testing window. The student must not return to previously answered items.</p>

A **technology incident** is an unexpected computer-based testing event that may or may not compromise the test results.

Most common examples that are **NOT technology incidents**

How to proceed

A student's test was accidentally paused

A student's sign-in process was delayed

A student's test item had difficulty loading, but the student was still able to complete it within the testing window

A student was unable to be signed into the test

A response could not be entered for an item due to systems issues

Please refer to [Appendix D](#) for online testing trouble-shooting tips.

A **test security violation** is an unethical testing practice or violation of the state or school's security procedures that compromises test security and/or data security and the integrity of a student's results.

Most common examples of possible test security violations	How to proceed
Secure materials (test booklets, stimulus booklets, response options, embossed tactile graphics, etc.) were left unattended	Call the Office of Assessment at 1-614-466-1317 for further guidance if needed. Please identify the call as a possible test security incident.
Tests were administered outside of the testing window	
Students left unsupervised with testing materials	
A student was coached with verbal or nonverbal prompts to indicate an answer to an item	
Test materials were lost or unable to be returned to Pel Hughes	Call the Office of Assessment at 1-614-466-1317 for further guidance if needed. Please identify your call as a possible test security incident. The Secure Material Resolution Form in the Spring 2024 AASCD Supplemental Instructions for Paper Testing manual must be completed, and additional documentation may be requested by the Department and/or Pel Hughes.

Appendix H: Guidance for Special Testing Scenarios for AASCD

Introduction

This appendix provides guidance on possible testing scenarios that district test coordinators may encounter with students who are taking the AASCD, such as the following:

- Students receiving services outside their home districts
- Students receiving scholarships
- Students who move districts
- Students enrolled in Internet-based schools
- Hospitalized students and medical waivers
- Educational service centers (ESCs)
- Information technology centers (ITCs)

This document covers issues specific to testing-related procedures that are independent of the rules for EMIS and accountability, which are not addressed here. Please contact your EMIS coordinator or the Office of Accountability at 1-877-644-6338 for guidance on where students should be reported and questions about accountability measures.

A Note About IRNs

Each Ohio district and school obtains its own unique information retrieval number (IRN) from the Ohio Department of Education. For the majority of students, the Attending District IRN and Attending School IRN are sufficient and there is no need to populate the Home District IRN and Home School IRN. However, for students receiving services outside their home districts (their districts of residence), the Home District IRNs may need to be populated. Students who have an attending district and home district identified in their Pre-ID records appear on the participation reports in the Test Information Distribution Engine (TIDE) for both the attending districts and home districts.

Ohio uses district and school IRNs during testing for the purpose of identifying which entities will receive student scores and paper reports. The Department's [student preidentification layout](#) for Ohio's State Tests (OST) contains four IRN fields: (1) Attending District IRN, (2) Attending School IRN, (3) Home District IRN and (4) Home School IRN. For the AASCD, attending districts and home districts have access to student scores in the [Centralized Reporting System](#) (CRS) if this is identified in a student's Pre-ID record. **Attending districts receive paper reports.**

Students Receiving Services Outside Their Home Districts

Typically, the IRNs associated with a student are from the student's home district or district of residence. The home district is the district where the student resides or where their permanent home is located. In some cases, students receive educational placements and services outside the home districts.

The entity providing services may be another school or district that has an IRN in the Ohio Educational Directory System (OEDS), or the entity may be a facility that does not have an IRN. The entities that provide services may be referred to as districts or schools of service, or attending districts or attending schools. In these situations, the district of service and the district of residence should conduct a shared effort to administer the AASCD. The home district and the attending district should coordinate which district is responsible for the following tasks:

- Preidentifying the student for both online and paper tests
- Ordering materials for paper testers
- Downloading the Secure Browser or SecureTestBrowser app on devices for online testers
- Administering the test either online or on paper
- Returning test materials for paper testers
- Shredding test materials (for example, scrap paper) for both online and paper tests

District of Residence or Home District	The city (municipal), local or exempted village school district in which the parent(s) is a resident, if residing in-state
District of Service or Attending District	The district providing instruction to a student who is not a resident of the district
Service Provider	An entity without an IRN that is providing instruction to a student outside of the student's home district

If your district has students who are placed outside the district of residence by a third party, such as a court placement to a juvenile detention center or foster care, please confer with your EMIS coordinator. In these specific situations, the district of residence may no longer be responsible for the education and, therefore, testing of the student.

Students Receiving Services Outside the Home District at a School with a Recognized IRN

The home district and the attending district should coordinate which district is responsible for administering the test. Although there is no prescribed method for handling these situations, guidance for two common scenarios is listed in the following table.

Task	The home district administers the test.	The attending district administers the test.
Pre-ID	The home district uploads the student's Pre-ID record and includes its district IRN and the student's home school IRN as the attending district and school IRNs.	The attending district uploads the student's Pre-ID record and includes its district IRN and the student's school IRN as the attending district and school IRNs. The attending district also includes the student's home district IRN in that field of the student's Pre-ID record.
On-Time Order (for paper testers only)	The home district orders the paper test materials in TIDE for the applicable test administration(s). NOTE: It is permissible for a TE or TA in an attending district to administer the assessment using materials provided from another district. Do not assume that the service provider needs paper materials. Home districts and attending districts should collaborate to ensure that service providers do not receive more paper materials than needed to administer the assessment.	The attending district orders the paper test materials in TIDE for the applicable test administration. NOTE: It is permissible for a TE or TA in an attending district to administer the assessment using materials provided from another district. Do not assume that the service provider needs paper materials. Home districts and attending districts should collaborate to ensure that service providers do not receive more paper materials than needed to administer the assessment.

Task	The home district administers the test.	The attending district administers the test.
Test Administration	For online testers, the home district creates the teacher (TE) or test administrator (TA) user account for the person administering the test. IMPORTANT: The TE or TA and student must be associated with the same school in TIDE. TE and TA user accounts can be associated with multiple schools.	For online testers, the attending district creates the teacher (TE) or test administrator (TA) user account for the person administering the test. IMPORTANT: The TE or TA and student must be associated with the same school in TIDE. TE and TA user accounts can be associated with multiple schools.
Score Reporting*	The student's scores are reported to the home district and school.	The student's scores are reported to both the attending district and school and the home district.

***Note: The Centralized Reporting System (CRS) and Ohio's Education Management Information System (EMIS) are not linked.** There is no automated process that transmits scores from the CRS to EMIS. It is the responsibility of each district to submit its students' scores into EMIS. Districts that receive student scores are responsible for sharing them with other districts that have authorized access to the scores when appropriate.

Students Receiving Services Outside the Home District at an Entity that Does Not Have a TIDE Account

Service providers that do not have a TIDE account may not preidentify students or order materials for paper testers. In these cases, the home district is solely responsible for the following tasks:

- Preidentifying the student for both online and paper tests
- Ordering materials for paper testers
- Downloading the Secure Browser or SecureTestBrowser app on devices for online testers
- Administering the test either online or on paper
- Returning test materials for paper testers
- Shredding test materials (for example, scrap paper and used reference sheets) for both online and paper tests

Guidance for the home district test coordinator is listed in the following table.

Pre-ID	The home district uploads the student's Pre-ID record and includes its district IRN (DIRN) and the student's school IRN (SIRN) as the attending DIRN and SIRN. The home district must provide the service provider with the student's SSID, first and last name, and the list of test settings and tools and accommodations the student will need for testing. Note: To prevent delays in testing, the home district should provide its district test coordinator (DTC) or district administrator (DA) contact information to the service provider, so the service provider can receive assistance if any of the student's preidentifying information does not work to log the student in to the Student Interface.
On-Time Order (for paper testers only)	The home district orders the paper test materials in TIDE for the applicable test administration(s). These materials must be provided to the service provider as soon as possible to prevent delays in testing the student.

Test Administration	<p>The service provider and the home district must coordinate which entity's personnel is administering the test.</p> <p>For paper testers, the home district provides testing materials to the service provider. The service provider must return the materials to the home district. The home district returns the materials per the procedures and published deadlines listed in the Spring 2024 AASCD Supplemental Instructions for Paper Testing manual.</p> <p>For online testers and supplemental testers, the home district creates a user account for the person who administers the test. If the service provider administers the test, the Department recommends that the test administrator be given a test administrator (TA) user account. The test administrator and student must be associated with the same school in TIDE.</p>
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Students Receiving Scholarships

Students receiving a state scholarship are required by state law to take all statewide tests, with the exception of students enrolled in the Autism Scholarship Program.

Chartered nonpublic schools must confirm their intent to participate in state tests with the Department no later than July 31 of each year. Chartered nonpublic schools that do not have a TIDE account should contact the Office of Assessment at 1-614-466-1317 to first confirm their intent to participate. All other approved providers that do not have a TIDE account should contact the Ohio Help Desk at 1-877-231-7809 or OHHelpDesk@cambiumassessment.com to request an account, if needed. Chartered nonpublic schools and approved providers educating students who take state tests are required to do the following tasks:

- Preidentify the student for both online and paper tests
- Order materials for paper testers
- Download the Secure Browser or SecureTestBrowser app on devices for online testers
- Administer the test either online or paper
- Return test materials for paper testers
- Shred test materials (for example, scrap paper and used reference sheets) for both online and paper tests

Scholarship Program	Action Required by Districts, Schools or Service Providers
EdChoice Expansion Scholarship Program	EdChoice Expansion Scholarship students must take all statewide tests. The school where the student is enrolled is responsible for administering these tests.
EdChoice Scholarship Program	EdChoice Scholarship students must take all statewide tests. The school where the student is enrolled is responsible for administering these tests.
Cleveland Scholarship Program	Cleveland Scholarship students must take all statewide tests. The school where the student is enrolled is responsible for administering these tests.
Jon Peterson Special Needs Scholarship Program	Jon Peterson Scholarship students must take all statewide tests. The school or approved provider where the student is enrolled is responsible for administering these tests.

Scholarship Program	Action Required by Districts, Schools or Service Providers
Autism Scholarship Program	Students in grades 3–8 are not required to take statewide tests. Scholarship students who attend chartered nonpublic schools are required to take all statewide tests required for graduation. The school or approved provider where the student is enrolled is responsible for administering these tests.

Note: Chartered nonpublic schools that have more than 65% of their enrollment participating in a scholarship program must administer the state tests to all their students. For additional information on how to assign an SSID to non-scholarship students, please refer to the Chartered nonpublic student identifiers for state tests [document](#).

Students Who Move Between Districts

The following table explores different scenarios that could occur involving a student moving between districts and what actions each respective party should take.

Scenario	District A	District B
A student is preidentified in District A, but moves to District B. The student does not test in District A before moving to District B.	No action required	District B must preidentify the student and administer the test. District B receives the report for the student's scores.
A student is administered all applicable tests in District A, then moves to District B.	District A receives the student's scores. Districts are responsible for coordinating and reconciling the scores for EMIS.	District B may preidentify the student in TIDE. Upon doing so, the district may log into the Centralized Reporting System and use the student population selection feature to view the student's results. If District B does not preidentify the student, it must contact District A for the student's results. Districts are responsible for coordinating and reconciling the scores for EMIS.
A student who is identified as eligible for a test moves to District A from another state before the end of the test administration window.	The district should preidentify the student and administer the test.	N/A

Students Enrolled in Internet-Based Schools

Students enrolled in Internet-based schools or e-schools are required to take all statewide tests. Therefore, e-schools are responsible for the following tasks:

- Preidentifying testers in TIDE
- Ordering materials for paper testers
- Downloading the Secure Browser or SecureTestBrowser app for online testers
- Administering the test either online or on paper
- Returning test materials for paper testers
- Shredding test materials (for example, scrap paper) for both online and paper tests

Ohio law requires Internet-based community schools to provide testing locations within 50 miles of the residence of each enrolled student [ORC §3314.25].

Hospitalized Students and Medical Waivers

When is a Medical Waiver Appropriate?

The U.S. Department of Education (USDOE) recognizes that there are circumstances when it is not possible for the entire student body to participate in testing. For this reason, the USDOE allows states to exclude, for accountability purposes, students who "...cannot be assessed at any time during the testing window due to a significant medical emergency (for example, a student is hospitalized due to an accident)." For the purpose of calculating the participation rate, a student experiencing such a significant medical emergency is eligible for a participation waiver.

Since a significant medical emergency is not foreseeable, medical waivers are, by nature, requested and evaluated annually. The USDOE allows states to define those circumstances that represent a significant medical emergency. Ohio considers a significant medical emergency that occurs immediately preceding or during testing as a circumstance that interferes with a student participating in testing **and for which no alternate arrangements can be made to assess the student.**

It is important to differentiate between a "medical emergency" as described above and a "medical condition." A "medical condition" is a situation in which a student has an ongoing illness. For a student with an ongoing medical condition, a district is still obligated to educate and appropriately test the student, whether it be pursuant to an individualized education program (IEP) or a Section 504 Plan. The determination to place a student on an IEP or a Section 504 Plan due to illness or medical condition does not exempt the student from participating in statewide tests and such a student is subject to the same requirements to obtain a medical waiver as any other student.

Requests for medical waivers must be submitted to the Ohio Department of Education's Office of Accountability for review and approval. If you have questions and want to determine if the submission of a request for a medical waiver is appropriate, please contact Jackie Seward at 1-614-387-7570 or email Jackie.Seward@education.ohio.gov. **Note:** *Unless you receive confirmation that your request for a medical waiver is approved, you should not report the student with a "Score not Reported" element of "M" (for medical emergency).*

Educational Service Centers

Educational Service Centers (ESCs) with valid IRNs are permitted to preidentify students and order materials. Please refer to the previous sub-section [*Students Receiving Services Outside the Home District at a School with a Recognized IRN*](#) for further guidance. ESCs without IRNs that support districts in the administration of Ohio's State Tests should work with the home district. Please refer to the previous sub-section [*Students Receiving Services Outside the Home District at an Entity that Does Not Have a TIDE Account*](#).

Information Technology Centers

Information Technology Centers (ITCs) have to access [TIDE](#) in order to upload Pre-ID files for the districts they serve. ITCs that need to update their user accounts, including updates to their district associations in TIDE, should contact the Ohio Help Desk at OHHelpDesk@cambiumassessment.com or 1-877-231-7809.

Appendix I: AASCD District Test Coordinator Checklist

Spring 2024 AASCD District Test Coordinator (DTC) Checklist

The purpose of this document is to provide district test coordinators with the following:

- Important dates leading up to testing
- Key steps to prepare for the spring 2024 administration of the AASCD
- Important dates and activities, as well as a suggested timeline for preparations

Important Dates Leading Up to AASCD Testing

The following tables list key test administration dates. Important dates also are available on the Ohio Alternate Assessment Portal and in [Section 2 of this manual](#).

Testing Activities	Date(s)
Pre-ID window for the AASCD administration opened (all students, regardless of test mode, must be preidentified in TIDE by April 21)	Now–April 19
AASCD Training (contact your local State Support Team and review all training requirements)	November 2023–January 2024
TIDE On-Time Order Window for paper accommodation testers, access limited-blind students taking mathematics and for Board Resolution districts that selected paper for their grade 3 students	November 21–December 6
Order window for professionally created Embossed Tactile Graphics (ordered via the Ohio Help Desk)	November 21–April 3
Paper test materials due in district	February 12
Additional Order Window for paper accommodation materials	February 12–April 17
Paper test materials distributed to test administrators	February 19
Last day to return secure paper materials to Pel Hughes	April 26

Spring 2024 AASCD Testing Window

District test administrators should use the table below as a reference to the systems used and windows for entering and submitting student responses.

AASCD Administrations	Systems Used to Submit Responses	Test Administration Window
Online	Student Interface	February 26–April 19, 2024
Supplemental Paper Tests*	Student Interface	February 26–April 19, 2024
Full Paper Tests*	Data Entry Interface (for student responses entry by TA)	February 26–April 19, 2024

**Though these tests have components that require online systems, information pertaining to these tests is listed under the Paper Testing column in the next section.*

Preparing for the AASCD Spring 2024 Administration

	Online Testing AASCD	Supplemental and Paper Testing AASCD
<p>Getting Ready for the Spring 2024 Test Administration</p> <p>October–December 2023</p>	<ul style="list-style-type: none"> □ Review the Spring 2024 AASCD Test Administration Manual (TAM); notify building test coordinators and test administrators about the availability of the manuals. □ Preidentify all online testing students in TIDE. Districts must mark student records with an “O” for eligible tests. Review the Guidance Document for Ohio Pre-ID Files for more information. Please note that Pre-ID information from the previous school year does not carry over. □ Verify that district and school equipment is supported for online test administrations and that sufficient technology is available for all students and test administrators. □ Conduct network diagnostics from the practice test sign-in page. □ Download and install the applicable Secure Browser or SecureTestBrowser app onto each device being used for student testing per the guidelines in the Technology Guide. □ Ensure all devices are ready for testing. This includes verifying the compatibility of voice packs with the Secure Browser or SecureTestBrowser app. □ Ensure that each building test coordinator and test administrator has a user account. Remove user accounts for personnel no 	<ul style="list-style-type: none"> □ Review the Spring 2024 AASCD Test Administration Manual (TAM) and Spring 2024 AASCD Supplemental Instructions for Paper Testing manual; notify building test coordinators and test administrators about the availability of the manuals. □ Order supplemental and/or full paper materials in TIDE Nov. 21–Dec. 6. □ Preidentify all supplemental and paper testing students in TIDE. Districts must mark student records with a “S” for supplemental testers or a “P” for full paper testers under the tests the students are eligible for. Review the Guidance Document for Ohio Pre-ID Files for more information. Please note that Pre-ID information from the previous school year does not carry over. □ Verify that district and school equipment is supported for supplemental and paper test administrations and that sufficient technology is available for all students and test administrators. □ For supplemental testers, conduct network diagnostics from the practice test sign-in page. □ Download and install the applicable Secure Browser or SecureTestBrowser app onto each device being used for supplemental student testing per the guidelines in the Technology Guide. □ Ensure all devices are ready for testing. This includes verifying the compatibility of voice packs with the Secure Browser or SecureTestBrowser app for supplemental paper testers.

	Online Testing AASCD	Supplemental and Paper Testing AASCD
October–December 2023	longer associated with the district. Review the Online User Management Guidance Document .	<ul style="list-style-type: none"> □ Ensure that each building test coordinator and test administrator has a user account. Remove user accounts for personnel no longer associated with the district. Review the Online User Management Guidance Document.
Preparing Test Administrators and Students January 2024	<ul style="list-style-type: none"> □ Distribute copies of the <i>Spring 2024 AASCD Test Administrator Checklist</i> in Appendix J to personnel administering the AASCD. □ Notify personnel that practice tests are available on the test portal. □ Encourage test administrators to provide online testing students with opportunities to interact with AASCD practice tests in the Student Practice Site. □ Review Ohio's Accessibility Manual and ensure that test administrators review it as needed. □ Set student accessibility features in TIDE for online testers by uploading a test settings file or individually marking student records. □ Work with the BTC and TE or TA to reserve a room or plan for a testing space out of the hearing and viewing of other students and teachers. Consider what space is most conducive for a student to be engaged and comfortable. □ Confirm that each test administrator has: <ul style="list-style-type: none"> ○ A TE or TA user account; ○ Reviewed the Spring 2024 AASCD Test Administration Manual (TAM), including the 	<ul style="list-style-type: none"> □ Distribute copies of the <i>Spring 2024 AASCD Test Administrator Checklist</i> in Appendix J to personnel administering the AASCD. □ Notify personnel that practice tests are available on the test portal. □ Receive paper test materials Feb. 12 and distribute them to schools and order additional test materials as needed between Feb. 12 and Apr. 17. □ Encourage test administrators to provide supplemental testing students with opportunities to interact with AASCD practice tests in the Student Practice Site. □ Review Ohio's Accessibility Manual and ensure that test administrators review it as needed. □ Work with the BTC and TE or TA to reserve a room or plan for a testing space out of the hearing and viewing of other students and teachers. Consider what space is most conducive for a student to be engaged and comfortable. □ Set student accessibility features in TIDE for supplemental testers by uploading a test settings file or individually marking student records. □ Confirm that each test administrator has: <ul style="list-style-type: none"> ○ A TE or TA user account; ○ Reviewed the Spring 2024 AASCD Test Administration Manual (TAM),

	Online Testing AASCD	Supplemental and Paper Testing AASCD
<p>Preparing Test Administrators and Students</p> <p>January 2024</p>	<p>Test Incident Guidance Document in the TAM;</p> <ul style="list-style-type: none"> Downloaded a copy of the <i>Online Testing Highlights and Script</i> from the TAM and has it available for online test administrations; Taken the AASCD Test Administration Certification Course; and Practiced setting up test sessions for students in the Test Administrator Practice Site. <p>□ Confirm the availability of approved handheld calculators for students taking the math tests; guidance is available in the mathematics calculator policies.</p>	<p>including the Test Incident Guidance Document in the TAM;</p> <ul style="list-style-type: none"> Reviewed the Spring 2024 AASCD Supplemental Instructions for Paper Testing manual, including the test specific scripts and oral directions; Take the AASCD Test Administration Certification Course; and Practiced setting up test sessions for supplemental testing students in the Test Administrator Practice Site. <p>□ Confirm the availability of approved handheld calculators for students taking the mathematics tests; guidance is available in the mathematics calculator policies.</p>
<p>During and After the Spring 2024 Test Administration</p> <p>February – April 2024</p>	<ul style="list-style-type: none"> Ensure test administrators are administering the spring 2024 AASCD to all online testers. The online testing site opens Feb. 26 and closes Apr. 19. Run participation reports in TIDE to confirm that all tests for AASCD students have been submitted before the end of the testing window. Refer to the TIDE User Guide for instructions on running participation reports. Submit test status requests in TIDE, if needed. Refer to the TIDE User Guide for instructions. Report test incidents to the Department per the guidelines in the Spring 2024 AASCD Test Administration Manual (TAM). 	<ul style="list-style-type: none"> Ensure test administrators are administering the spring 2024 AASCD to all supplemental and paper testers. The supplemental and paper testing window opens Feb. 26 and closes Apr. 19. Run participation reports in TIDE to confirm that all tests for AASCD students have been submitted. Refer to the TIDE User Guide for instructions on running participation reports. Return secure materials no later than Apr. 26. Refer to the Spring 2024 AASCD Supplemental Instructions for Paper Testing manual for instructions on returning secure materials. Submit test status requests in TIDE, if needed. Refer to the TIDE User Guide for instructions. Report test incidents to the Department per the guidelines in the Spring 2024 AASCD Test Administration Manual (TAM). Track the return of secure materials using the Answer Document Tracking Report in TIDE.

Appendix J: AASCD Test Administrator Checklist

Spring 2024 AASCD Test Administrator Checklist

The purpose of this document is to provide test administrators (TAs) with the following:

- Dates for testing windows
- Key steps to prepare for the spring 2024 AASCD administration
- Important dates and activities, as well as a suggested timeline for preparations

Spring 2024 AASCD Testing Window

Test administrators should use the table below as a reference on the systems used for entering and submitting student responses and the windows for doing so for the spring 2024 AASCD.

AASCD Tests	Systems Used to Submit Responses	Test Administration Window
Online	Student Interface	February 26–April 19, 2024
Supplemental Paper Tests*	Student Interface	February 26–April 19, 2024
Full Paper Tests*	Data Entry Interface	February 26–April 19, 2024

**Though these tests have components that require online systems, information pertaining to these tests is listed under the Paper Testing column on the following pages.*

Preparing for the AASCD Spring 2024 Administration

	Online Testing AASCD	Supplemental and Paper Testing AASCD
Test Administration Resources November 2022 – January 2024	<ul style="list-style-type: none"> □ Take the AASCD Test Administration Certification Course. □ Review the Spring 2024 AASCD Test Administration Manual (TAM), including the Test Incident Guidance document in Appendix G, for detailed information on policies and procedures and conducting online testing. 	<ul style="list-style-type: none"> □ Take the AASCD Test Administration Certification Course. □ Review the Spring 2024 AASCD Test Administration Manual (TAM), including the Test Incident Guidance document in Appendix G, for detailed information on policies and procedures and conducting online testing. □ Review the Spring 2024 AASCD Test Administration Manual (TAM) and the Spring 2024 AASCD Supplemental Instructions for Paper Testing manual for information on supplemental and paper testing. □ Work with the BTC to reserve a room or plan for a testing space out of the hearing and viewing of other students and teachers. Consider what space is most conducive for your student to be engaged and comfortable.

	Online Testing AASCD	Supplemental and Paper Testing AASCD
Teacher/Test Administrator Preparation for the Spring 2024 AASCD Administration December 2023 – February 2024	<ul style="list-style-type: none"> □ Verify your Teacher (TE) or Test Administrator (TA) user account by signing in to the TA Practice Site and setting up practice test sessions. If you do not have a user account, speak to your building test coordinator. □ Familiarize yourself with the Test Administrator User Guide for detailed information about the TA Interface. □ Confirm you have a supported internet browser available on the device you will use to access the TA Interface on test day. □ Confirm with your technology coordinator that all devices students will use for testing have the Secure Browser (for desktops and laptops) or SecureTestBrowser app (for Chromebooks and tablets) installed. □ Work with the building test coordinator (BTC) to reserve a room or plan for a testing space out of the hearing and viewing of other students and teachers. Consider what space is most conducive for your student to be engaged and comfortable. 	<ul style="list-style-type: none"> □ Verify your Teacher (TE) or Test Administrator (TA) user account by signing in to the TA Practice Site and setting up practice test sessions. If you do not have a user account, speak to your building test coordinator. □ Familiarize yourself with the Test Administrator User Guide for detailed information about the TA Interface. □ Confirm you have a supported Internet browser available on the device you will use to access the TA Interface (supplemental testing) on test day and/or Data Entry Interface (paper testing). □ Confirm with your technology coordinator that all devices students will use for testing have the Secure Browser (for desktops and laptops) or SecureTestBrowser app (for Chromebooks and tablets) installed. □ Work with the BTC to reserve a room or plan for a testing space out of the hearing and viewing of other students and teachers. Consider what space is most conducive for your student to be engaged and comfortable.
Prepare Students for the Spring 2024 AASCD Administration January 2024	<p>Make sure students are familiar with the Student Interface and tools they will use during testing.</p> <ul style="list-style-type: none"> □ Provide online testers with opportunities to interact with the online tests, test settings and any non-embedded accommodations (for example, Assistive Technology) in the Student Practice Site. A Practice Test Guidance Document is available in the Student Practice Resources folder on the test portal. 	<p>Make sure supplemental testing students are familiar with the Student Interface and tools they will use during testing.</p> <ul style="list-style-type: none"> □ Provide supplemental testers with opportunities to interact with the online tests, test settings and any non-embedded accommodations (for example, Assistive Technology) in the Student Practice Site. A Practice Test Guidance Document is available on the test portal.

	Online Testing AASCD	Supplemental and Paper Testing AASCD
Test Day Information February – April 2024	<ul style="list-style-type: none"> □ Have available a copy of the <i>Spring 2024 Online Testing Highlights and Script</i> from Appendix K of the TAM during testing. It provides step-by-step instructions for administering the test, including the oral script. □ Discuss the student information you need on test day with the building test coordinator: <ul style="list-style-type: none"> • Student first name as it appears in TIDE and the SSID or Student ID for students who do not have a SSID • Accessibility features and accommodations for all students, including non-embedded accommodations • Available testing room □ Plan for resources that might be needed on test day: <ul style="list-style-type: none"> • Device for setting up a test session in the TA Interface • Device the student will use to access the Student Interface • Blank paper for students. Review the guidance on blank paper in the Spring 2024 AASCD Test Administration Manual (TAM). • Approved handheld calculators (not required). Review the policies and criteria outlined in the Department's calculator policies in Appendix C of this manual. • Accommodation materials and devices (for example, Math tools and Assistive Technology) □ Review Appendix B of this manual for information pertaining to accessibility features, accommodations, embossed tactile graphics and oral translations. 	<ul style="list-style-type: none"> □ Have available the Spring 2024 AASCD Supplemental Instructions for Paper Testing manual. Test administrators must follow the oral scripts when administering the test. □ Discuss the following with the building test coordinator (refer to Section 3 of the Spring 2024 AASCD Supplemental Instructions for Paper Testing manual for additional information on each): <ul style="list-style-type: none"> • Securely storing secure test materials before and after testing • Accommodations, including non-embedded accommodations □ Plan for resources that might be needed on test day: <ul style="list-style-type: none"> • Devices for setting up test sessions in the TA Interface for supplemental testers and/or entering student responses into the DEI for paper testers • Optional Student Response Worksheets for recording responses for paper testers • Devices supplemental testers will use to access the Student Interface • Blank paper for students. Review the guidance on blank paper in the Spring 2024 AASCD Test Administration Manual (TAM). • Approved handheld calculators (not required). Review the policies and criteria outlined in the Department's calculator policies in Appendix C of this manual. • Accommodation materials and devices (for example, Math tools and Assistive Technology) □ Review Appendix B of the Spring 2024 AASCD Supplemental Instructions for Paper Testing manual for supplemental instructions for embossed tactile graphics and oral translations.

Appendix K: Online Testing (Includes Supplemental Test Mode) Highlights and Script for AASCD

Test administrators must use this document when administering the AASCD tests for online testers, including students with the supplemental test mode that uses the paper response options. It includes step-by-step directions, the oral script that test administrators must read aloud (printed in **bold** letters), descriptions of test settings and accommodation codes and troubleshooting tips. This document provides key information that test administrators need on test day. Be sure to review this Test Administration Manual in its entirety for additional information.

IMPORTANT: Read **all** of Appendix K, including the Test Settings and Troubleshooting sections, *before* administering the test to the student.

Step 1. Prepare for the Test Administration

The student does not need to be present for this step.

- ☐ Have available the information needed for signing in the student: first name and SSID (Student ID for students who do not have an SSID).
- ☐ Have available each student's accessibility features information.
- ☐ Have access to the TA Interface and the [Test Administrator User Guide](#). The user guide provides complete information regarding the TA Interface and Student Testing Site.
- ☐ Have available at least two sheets of blank paper for each student.
- ☐ The online Student Interface includes the Desmos calculator for mathematics tests; use of approved handheld calculators is at district or school discretion or based on the student's Individualized Education Program (IEP). If students use an approved handheld calculator, confirm that the memory is cleared before and after each testing session. Refer to the [Ohio Department of Education's website](#) for complete calculator policies.
- ☐ Prepare the test room using [Section 7.6, Seating Arrangements and Testing Room Preparation for the AASCD](#) as reference. Ensure that charts, maps and other materials in the room that could assist students with test items are covered or removed before the test administration.
- ☐ Close all open applications on student devices and launch the [Secure Browser](#) or [SecureTestBrowser app](#).

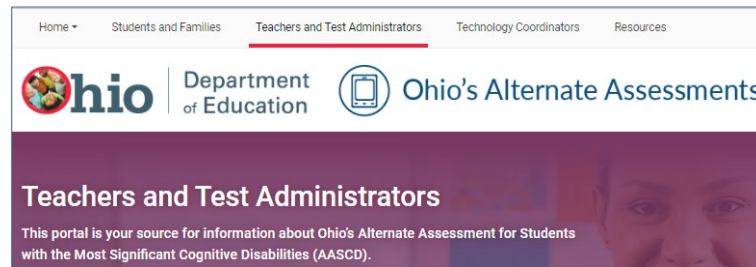


Step 2. Establish a Test Session

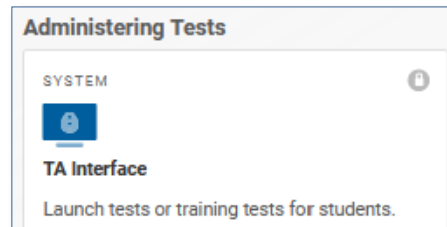
The student does not need to be present for this step.

To test online, the student must be signed into an active test session and be approved for testing by the test administrator. Test administrators can establish test sessions on test day and immediately before beginning testing only. Note that the TA Interface logs out test administrators whose sessions are idle for more than 20 minutes. Therefore, test administrators should establish the test session within 20 minutes of when the student begins testing.

2a. From your device, navigate to the [Teachers and Test Administrators](#) page on the test portal from the top bar or from the card.



Select the TA Interface card, located under the Administering Tests section.



Log in using the same username (email) and password used to log in to the Test Information Distribution Engine (TIDE).

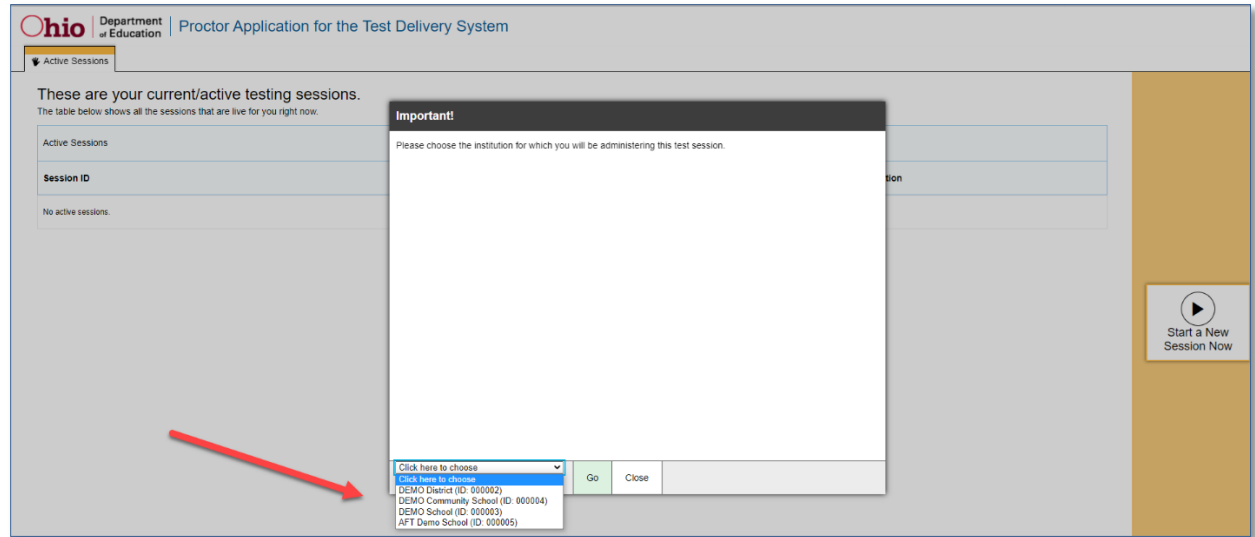
A screenshot of a login form. It has two input fields: 'Email Address' and 'Password'. Below the password field is a link that says 'Forgot Your Password?'. There is a blue button labeled 'Secure Login'. Below the button is a section titled 'First Time Login This School Year?' with a note: 'The password you used during the previous school year has expired.'

2b. After logging in, you **may** be prompted to select a school for which you will be administering the test session.

This prompt will **only** appear if your email is associated with multiple schools.

Select ANY school from the drop-down menu.

Regardless of the specific school selected from the drop-down menu, you will be able to administer tests to the students from any of the multiple schools that you are associated with in the test session that you start.



2c. After logging in, the test selection screen is immediately available. Click the arrow next to the AASCD administration. Then click the **+** next to the subject to access the list of available grades for that subject. Click the **+** next to a grade to access the available tests modes.

Note: The test selection for full paper tests is not available on this screen. Full paper tests are available within the Data Entry Interface (DEI) only.

Operational Tests Test Selection

Choose a testing category
Then select one or more tests. You can switch categories by using the button in the modal header.

- English language arts
- Mathematics
- Science
- Social Studies
- OELPA
- AASCD**

You must make at least one selection before starting your session.

Start Operational Tests Session

Operational Tests Test Selection

Filter By: Add Filter

AASCD

Choose which tests to add to your session from the tree, and then start your session.

- English language arts
- Grade 3
- Grade 4**
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- High School
- Mathematics

You must make at least one selection before starting your session.

Back Start Operational Tests Session

Operational Tests Test Selection

Filter By: Add Filter

AASCD

Choose which tests to add to your session from the tree, and then start your session.

- English language arts
- Mathematics**
- Science
- Social Studies

You must make at least one selection before starting your session.

Back Start Operational Tests Session

Operational Tests Test Selection

Filter By: Add Filter

AASCD

Choose which tests to add to your session from the tree, and then start your session.

- English language arts
- Grade 3
 - AASCD Grade 3 English Language Arts Online**
 - AASCD Grade 3 English Language Arts Supplemental
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

1 Tests Selected Clear All

AASCD

AASCD Grade 3 English Lang...

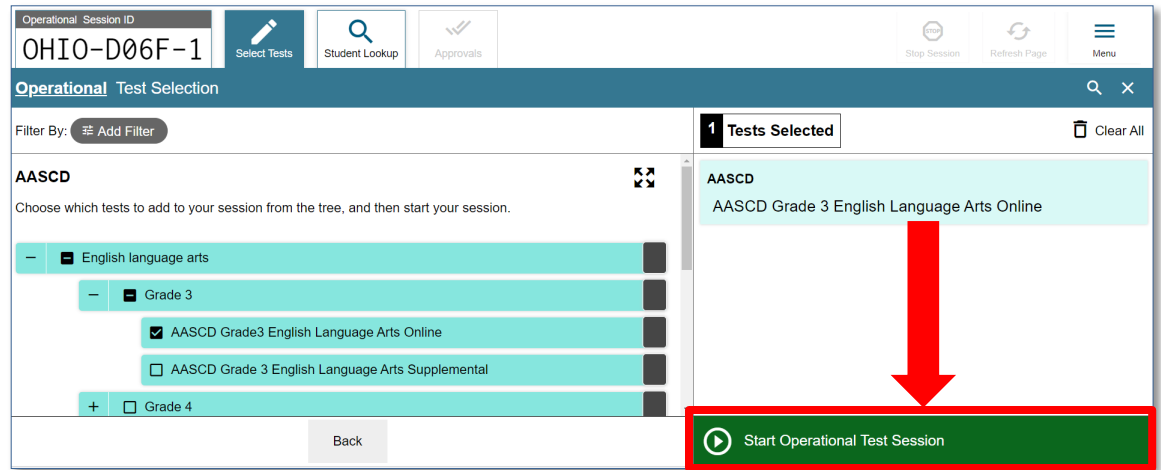
You must make at least one selection before starting your session.

Back Start Operational Session

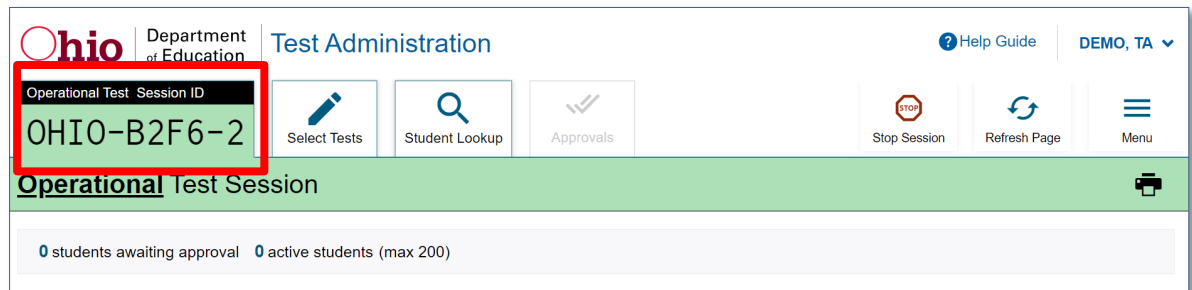
2d. Click the checkbox next to a test to include it in the test session.

Students in your session can take only the tests they are eligible for and that you select for the session.

2e. Click the green **[Start Operational Test Session]** button to start the session. Upon doing so, the TA Interface will generate the Session ID.



2f. Locate the Session ID at the top of the TA Interface screen.



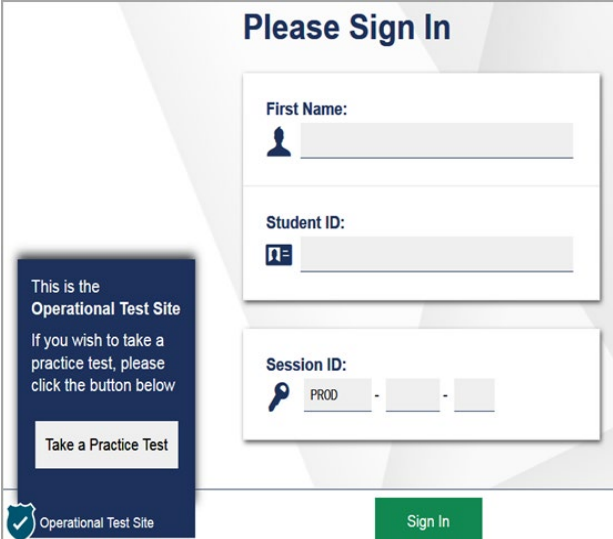
Step 3. Student Sign-In

The student does not need to be present for this step.

In order to sign in and take a test, the student's first name (as it appears in TIDE), SSID (or Student ID for students who do not have a SSID) and the Session ID must be entered into the Student Interface sign-in page. Follow the script below to start the student sign-in process.

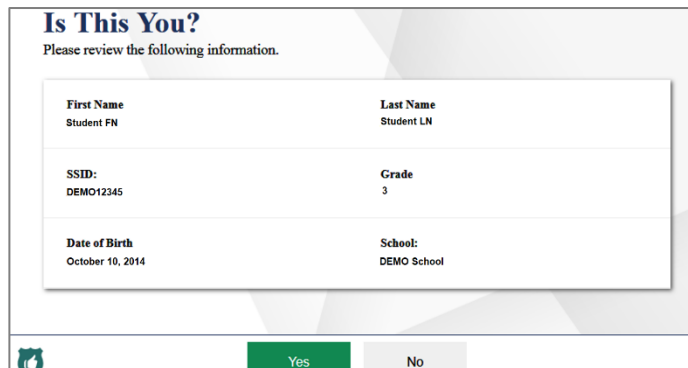
- 3a.** From the student's device, which should have the Secure Browser or SecureTestBrowser app launched as noted in [Step 1](#), click the **[Take an Operational Test]** button.
- 3b.** From the **Please Sign In** screen:
- In the **First Name** box, type the student's first name only, as it appears in TIDE.
 - In the **Student ID** box, type the student's SSID (or Student ID), as it appears in TIDE.
 - In the **Session ID** box, type the Session ID exactly as it appears in the TA Interface.
- 3c.** Once you have typed in this information, click **[Sign In]**. Next, you should see a page that says, **"Is This You?"**

A message describes the reason for any sign-in failure. Refer to the [Troubleshooting](#) section for possible resolutions.



The "Please Sign In" screen features a blue header with the title "Please Sign In". Below the header are three input fields: "First Name:" with a person icon, "Student ID:" with an ID card icon, and "Session ID:" with a key icon. The Session ID field is divided into three sections, with the first containing the text "PROD". A blue box on the left side of the screen contains the text "This is the Operational Test Site" and "If you wish to take a practice test, please click the button below", with a "Take a Practice Test" button. At the bottom right is a green "Sign In" button. A small blue shield icon with a checkmark and the text "Operational Test Site" is at the bottom left.

- 3d.** Read the **"Is This You?"** screen. Make sure the information is correct for the student you are preparing to test. If the information is correct, click **[Yes]**.
- If any of the student's information is not correct, click **[No]**. Contact your test coordinator, who needs to update the student's demographic information in TIDE prior to testing.



The "Is This You?" screen has a blue header with the title "Is This You?" and the subtitle "Please review the following information." Below the header is a table with student information:

First Name Student FN	Last Name Student LN
SSID: DEMO12345	Grade 3
Date of Birth October 10, 2014	School: DEMO School

At the bottom are two buttons: a green "Yes" button and a grey "No" button. A small blue shield icon with a checkmark is at the bottom left.

3e. The next screen shows “**Your Tests.**” Click on the test for which you are preparing to test the student.

If the correct test is not available, refer to the [Troubleshooting](#) section for possible resolutions.

Your Tests
Select the test you need to take.

AASCD

Start AASCD Grade 3 English Language Arts Online

Start AASCD Grade 3 Mathematics Online

Operational Test Site Back to Login

3f. The next screen shows a message that the test is “**Waiting for Approval.**” Proceed to [Step 4](#).

Waiting for Approval
Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.

First Name Student FN	Last Name Student LN
Session ID OHIO-B2F6-2	Test AASCD Grade 3 English Language Arts Online

Cancel Request


Step 4. Approve the Student for Testing

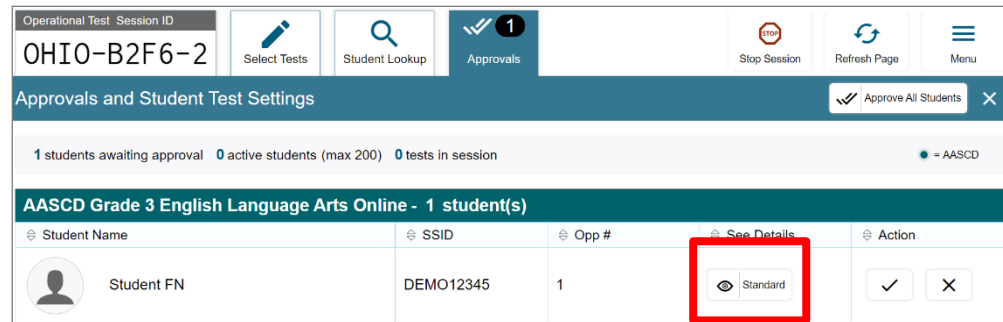
The student does not need to be present for this step.

4a. Once the student's test appears in the TA Interface approvals queue, click the **[Approvals (#)]** tab at the top of the TA Interface to open the Approvals and Student Test Settings pop-up window.



4b. Confirm that the student listed in the Approvals and Student Test Settings window matches the student who is testing during the test session. Make sure the student is listed under the correct test.

Click the lookup icon  to review a student's accessibility features. Accessibility features are described in the [Test Settings and Accommodations](#) table at the end of this document.



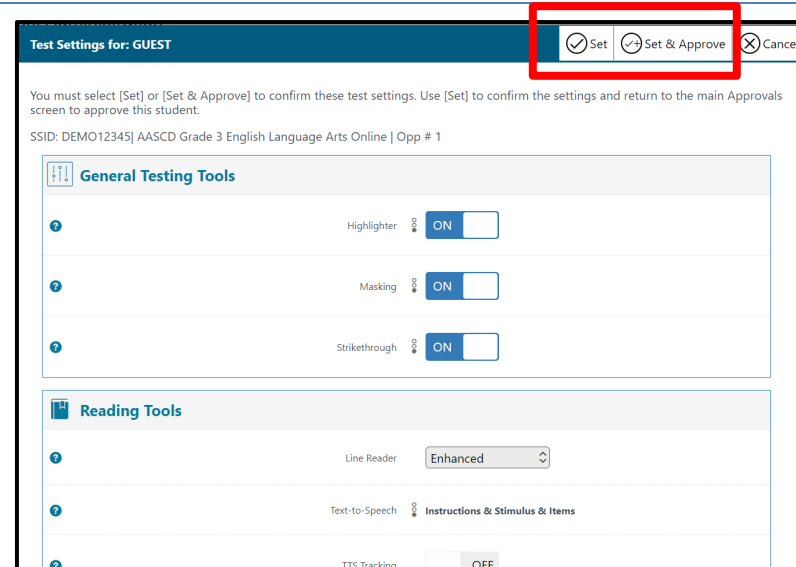
4c. Review and edit a student's accessibility features within the Test Settings window.

Do not approve a student if the correct features are not marked.

Note: For a complete guide, refer to the [Test Settings and Accommodations](#) table at the end of this document.

Click **[Set]** to confirm the settings and return to the Approvals and Student Test Settings box.

Click **[Set & Approve]** to confirm the settings and approve the student's test.



4d. If the student's test settings do not require updating, click the check box ✓ (recommended) or click **[Approve All Students]** within Approvals and Student Test Settings. After doing so, the student's screen advances to the "Is This Your Test?" screen.

Click the **X** to deny the request to approve the test. You are prompted to enter a reason why the approval request was denied (for example, the wrong test was selected for the student).

Note that the reason why the request was denied appears on the student's screen. However, the student does not need to be informed of the denied request. This information is not reported and the test coordinator does not need to be notified.

Operational Test Session ID
OHIO-B2F6-2

Select Tests Student Lookup Approvals 1 Stop Session Refresh Page Menu

Approvals and Student Test Settings

✓ Approve All Students

1 students awaiting approval 0 active students (max 200) 0 tests in session = AASCD

AASCD Grade 3 English Language Arts Online - 1 student(s)

Student Name	SSID	Opp #	See Details	Action
Student FN	DEMO12345	1	Standard	<input checked="" type="checkbox"/> <input type="checkbox"/>


Step 5. Text-to-Speech Sound Check

The student *must* be present for this step.

Text-to-speech (TTS) is required for all AASCD tests. After the student's test is approved, the next screen is an Audio Checks screen. The "**Text-to-Speech Sound Check**" panel allows students to verify that the audio is at the appropriate volume, pitch and rate that works best for them to hear the TTS.

The sound settings display the voice pack that is used for TTS. If more than one voice pack is installed on the computer, a drop-down menu is available. Be sure to test all available voice packs to confirm which is best for the student.

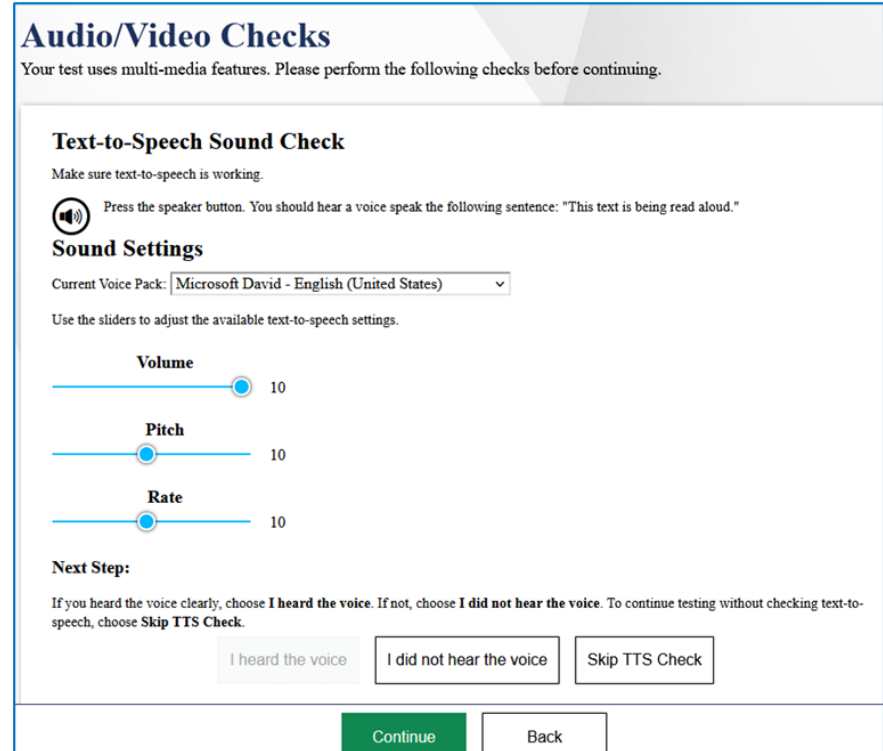
SAY: **We are going to make sure you can hear the voice. Click the**

[Speaker]  **button at the top of the screen** (you may assist the student with clicking the **[Speaker]** button). The computer should say, "This text is being read aloud."

SAY: **Could you understand the voice? If you cannot understand the voice let me know and I will change it** (adjust the audio as needed for yourself and the student to clearly understand the audio).


Once you and the student can clearly understand the audio when the green **[Speaker]** button is selected, click the green **[I heard the voice]** button then click the **[Continue]** button. After you click the **[Continue]** button, you will see the Instructions and Help page.

Assist students as needed. If students do not hear the text being read aloud, confirm the audio is on and that the device contains a compatible voice pack. Refer to the "Text-to-Speech Requirements" section of the [Assistive Technology Manual](#) for additional information.




Audio/Video Checks
Your test uses multi-media features. Please perform the following checks before continuing.


Text-to-Speech Sound Check
Make sure text-to-speech is working.


 Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."

Sound Settings
Current Voice Pack: Microsoft David - English (United States) ▾

Use the sliders to adjust the available text-to-speech settings.

Volume  10

Pitch  10

Rate  10

Next Step:
If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

I heard the voice I did not hear the voice Skip TTS Check

Continue Back

Step 6. Review the Instructions and Help Information

The student *must* be present for this step.

SAY: **This page provides a link to the Help Guide** (point to the Help Guide section on the student's screen). **If you want to see this information during the test, let me know.**

Review the test settings for accuracy. If any settings are incorrect, click **[Return to Login]**. After logging the student back in, correct the test settings before approving the student to test. More detailed information on the Student Testing Site tools is available in the [Test Administrator User Guide](#).

Review the Additional Test Information section regarding test security.

SAY: **When you are ready to start your test, click [Begin Test Now].** You may assist the student with clicking **[Begin Test Now]**.

When the student clicks **[Begin Test Now]**, the Student Testing Site presents the first question.

The screenshot shows a web interface titled "Instructions and Help". Below the title is a subtitle: "You may select the question mark button to access this Help Guide at any time during your test." The interface is divided into three main sections: "Test Settings", "Additional Test Information", and "Help Guide". Each section contains a button to view more details. At the bottom of the interface are two buttons: "Begin Test Now" (highlighted in green) and "Go Back".

Instructions and Help

You may select the question mark button to access this Help Guide at any time during your test.

Test Settings

Use this button to review your test settings.

[View Test Settings](#)

Additional Test Information

All state tests (including all test passages, test questions and any other secure material developed for use with any operational test) are secure materials. It is not permissible to reproduce any of this secure material or cause it to be reproduced in any format. You are not permitted to reveal any test question that is known to be on a state test in any manner whatsoever. The following includes, but is not limited to, examples of actions that would be considered a test security violation and end your test opportunity immediately:

- Using and/or possessing cellphones, cameras, smart watches or any other internet connected devices;
- Sharing test and test-related information (giving or receiving);
- Having notes, study guides, or 'cheat' sheets.

Help Guide

The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.

[View Help Guide](#)

[Begin Test Now](#) [Go Back](#)

Step 7. Introduce Students to the Student Interface

The student **must** be present for this step.

Follow the script in the right column below to introduce the test administration to the student. Use these directions for all students before they begin testing.

For each student	Use this script to orient the student to the test administration
Prior to administering the first item	<p>Once the first item has loaded in the Student Interface, prevent the student from navigating to the first item on their own until after you have completed the below section:</p> <p>SAY: Today you are taking the (provide the test name [for example, Grade 3 English language arts]) test.</p> <p>SAY: If you need a break during the test, let me know.</p> <p>SAY: First, the computer will need to read to you so you can hear the passage, question and response options.</p> <p>If the item has a passage or stimuli, <i>point</i> to the passage or stimuli on the left of the student's screen.</p> <p>SAY: To hear the passage, the ear icon for the passage will need to be selected. <i>Point</i> to the ear icon for the passage on the student's screen.</p> <p><i>Point</i> to the question on the student's screen.</p> <p>SAY: You will need to hear the question read to you. To hear the question, the ear icon for the question will need to be selected. <i>Point</i> to the ear icon for the question on the student's screen.</p> <p><i>Point</i> to the response options on the student's screen.</p> <p>SAY: You will also need to hear the response options read to you. <i>Point</i> to the ear icon for each response option on the student's screen.</p> <p>SAY: After the computer is done reading to you, select your answer. <i>Point</i> to each response option box (not the ear icon).</p> <p>SAY: If you want to hear anything again, I can repeat it for you.</p> <p>SAY: Do you have any questions about the Student Interface? (<i>Point</i> to the screen as a whole). Answer any questions the student has.</p> <p>SAY: Okay, we are now going to listen to the computer read to you. (<i>Point</i> to the passage/stimulus ear icon and allow the student to select the ear icon or assist him or her with doing so.)</p> <p>Proceed to administer the first item to the student. <i>Reminders:</i> TTS can be repeated for the student as many times as needed. The test administrator may assist the student as needed to interact with the computer.</p>

Step 8. Monitor the Administration

8a. Monitor Testing and Ensure Test Security

Throughout testing, assist the student as needed with navigating the Student Interface, including selecting the ear icons, adjusting the audio, repeating the text-to-speech audio as needed, selecting tools from the global menu and content menu and clicking the **[Next]** button. Assist students as needed, but do not answer questions about test content.

Use the TA Interface to view the testing progress of the student. The site will not show test questions or scores, but the student test status column will show the student's testing progress. The online system will not enforce a time limit. Be sure to monitor the student for the need to take a break.

The TA Interface automatically refreshes every minute. You can manually refresh at any time by clicking the refresh icon () toward the top of the page.

IMPORTANT: The TA Interface will time out if idle for more than 20 minutes. Be sure to occasionally move the mouse or select the refresh icon in the TA Interface to prevent timing out and disrupting the student's test.

Operational Test Session ID

OHIO-B2F6-2

Select Tests

Student Lookup

Approvals

Stop Session





Refresh Page


Menu

Operational Test Session

0 students awaiting approval 1 active students (max 200) = AASCD


Tests started/paused/completed

Student Information	Test	Opp #	Progress	Test Settings	Actions
 Student FN DEMO12345	AASCD Grade 3 English Language Arts Online	1	<div><div></div></div> 60% answered - Started	 Standard	 

Note: In the TA Interface under the Progress column, a paused test has a More Info icon . Click this icon to see details about why the student's test is paused. You can provide this information to the Ohio Help Desk to assist in troubleshooting issues.

Make sure that all conditions of test security are maintained.

8b. Pausing a Test (if needed)

It may be necessary to pause a student's test (for example, the student needs a break). The student's test can be paused from the Student Interface by selecting the **[Pause]** button from the global menu or you can click the pause icon  in the Actions column of the TA Interface to sign the student out of the test.

If you **stop** the session from the TA Interface, the student's test will be paused automatically and the system will sign the student out of their test. The student will not be able to review their responses before the system signs them out. If a session is stopped, it cannot be resumed. You will have to create a new session and use the new Session ID when signing the student back in to resume testing.

8c. Transferring a Session (if needed)

If you have problems with your computer or web browser or need to change computers during an active test session, you can transfer the session from one computer, mobile device or browser to another without stopping the session or interrupting the student's in-progress test. To transfer a test session to a new device or browser:

- Do not stop or log out of the session you are currently in (if you do, you will end the test session and pause the student's test, signing the student out of the test).
- Log into the TA Interface on the new machine or in the new browser where a Session ID prompt appears.
- Enter the active Session ID into the box and click **[Enter]**. When the Session ID is validated, you will be able to continue your test administration activities.

The test session on the previous computer or browser transfers automatically. This will not stop the session or pause the student's test.

If you have problems with your computer or web browser and do not remember your Session ID, upon signing in again, click the [Start a Different Session] link. The student's test should be paused and the student signed back in again with your new Session ID.

8d. Exiting a Segment

There are two segments to each test. The first segment ends after the first 4 items. After entering a response to the 4th item and selecting the [Next] button, a pop-up window displays a message on the Student Interface stating, "You are leaving the current segment. Are you sure that you want to do this?" Select Yes to move onto the next segment or No to return to the 4th item.

Note: Once you exit out of a segment you **cannot** return to that segment of the test.

Step 9. Notify Students About the End of the Test

The student *must* be present for this step.

When the student enters a response to the last item on the test and selects the **[Next]** button, a pop-up window displays a message on the Student Interface indicating that the last question is reached and to end the test.

SAY: **You have reached the last question on the test. Are you done selecting your answer?**

If the student is done selecting their response option, proceed to [Step 10](#).

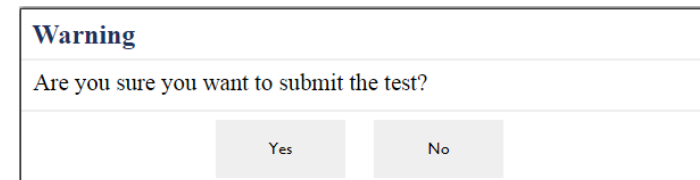
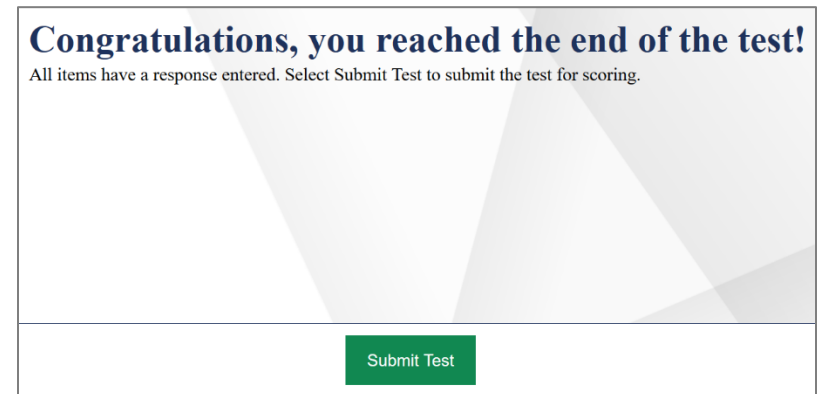
Step 10. End the Test Administration

Submitting the Student's Test

The student *must* be present for this step.


Once all items have been responded to and the **[Next]** button is selected the student will receive a screen similar to the one shown on the right.

Click **[Submit Test]** on the bottom of the screen. There will be a pop-up warning message: Are you sure you want to submit the test? Once the **[Yes]** option has been selected, the student's test is submitted and no longer available.

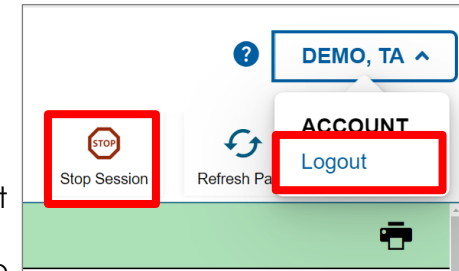


Test Administrator Ends the Test Session

The student does not need to be present for this step.

Once the student's test is submitted, the test session should be stopped by clicking the red **[Stop]**  tab in the TA Interface.

If a student's test is not submitted before the test session is stopped, the test will remain in paused status; the testing system will force submit paused tests when the testing window ends. Though it is not necessary for the test administrator to log the student back into the test for the sole purpose of submitting the test, it is recommended that all students' tests are submitted in the Student Interface to ensure participation reports are accurate.



Log out of the TA Interface by clicking your name in the top left corner of the TA Interface and then selecting **[Logout]**. A message appears asking you to confirm that you want to log out.

Immediately after testing, collect any used and unused scratch paper from the student. Securely shred any paper with student writing. If the student used an approved handheld calculator for the mathematics test, confirm that the memory on the calculator is cleared.

Test Settings

A summary of the accessibility features available in the Student Interface is available below.

Test Setting	Description
General Testing Tools	
Highlighter	Highlighter is set to On by default and allows the student to highlight text. This setting can be changed in TIDE and the TA Interface.
Masking	Masking is set to On by default and allows the student to cover an area of the item so the student can focus on certain item elements. This setting can be changed in TIDE and the TA Interface.
Strikethrough	Strikethrough is set to On by default and allows the student to cross out answer options for selected response items. This setting can be changed in TIDE and the TA Interface.

Test Setting	Description
Reading Testing Tools	
Text-to-Speech	Text-to-speech is an accessibility feature that speaks aloud words in test questions and descriptions of graphics. Text-to-speech is REQUIRED for all tests and is turned on by default for all AASCD tests. Use of the text-to-speech feature requires the student's device to have a voice pack installed. This setting cannot be turned off for any AASCD test.
Text-to-Speech Tracking	Text-to-speech tracking is an accessibility feature that highlights words in test questions as the words are spoken aloud. Text-to-speech tracking is turned on by default for all AASCD tests. Text-to-speech tracking is not available for most graphics, although it may be available for some (but not all) tables. This setting can be changed in TIDE and the TA Interface.
Line Reader	Line Reader is set to "Enhanced" by default and allows the student to highlight lines of text as the student reads. This setting can be changed in TIDE and the TA Interface.
Visual Testing Tools	
Color Choice	<p>The following background colors* are available in addition to the default black on white. This setting can be changed via TIDE and the TA Interface: <i>*The background color of some graphics will not change.</i></p> <ul style="list-style-type: none"> • Light Yellow • Light Blue • Light Magenta • Reverse Contrast (black background with white text) • White on Navy (navy background with white text)
Mouse Pointer	<p>The following pointer sizes and colors are available in addition to the system default (this setting can be changed in TIDE and the TA Interface):</p> <ul style="list-style-type: none"> • Large Black • Large Green • Large Red • Large Yellow • Large White • Extra Large Black • Extra Large Green • Extra Large Red • Extra Large Yellow • Extra Large White
Print Size	The default print size is approximately 12 point; other sizes (levels 1–4) scale up. This setting can be changed in TIDE and the TA Interface.

Test Setting	Description
Other Testing Tools	
Permissive Mode	Permissive Mode is enabled for all AASCD tests. For students with disabilities who need to use specialized software or assistive technology in the Secure Browser or SecureTestBrowser app, permissive mode enables them to do so.
Access Limited—Blind	<p>Access Limited—Blind is for students who are blind or visually impaired and is set to No by default. When set to Yes, the student will not receive any items that are flagged as access limited—blind. This setting can be changed in TIDE and the TA Interface.</p> <p>Note: This setting should be used for English language arts, science and social studies testing only. This setting should not be turned on for mathematics tests. Refer to the section on Blind and Visually Impaired Students taking the AASCD for more information.</p>

Troubleshooting

Description	What to Do
During student sign-in, the following message displays: <i>Please check that your information is entered correctly. If you need help, ask your test administrator.</i>	Verify that the student's correct first name and SSID or Student ID are entered as they appear in TIDE. If necessary, use the Student Lookup tool located in the TA Interface to verify that the student is preidentified.
During student sign-in, the following message displays: <i>Session ID does not exist.</i>	Verify that the correct Session ID is entered with no extra spaces or characters. Verify that the session was created in the TA Interface (not the Test Administrator Practice Site) and that the student is logging in to the Student Interface (not the Student Practice Site).
During student sign-in, the following message displays: <i>The testing session is closed.</i>	Verify that the correct Session ID for the session that is active in the TA Interface is entered. Verify that the Session ID is active in the TA Interface.

Description	What to Do
<p>There are no tests available for the student to select on the "Your Tests" screen.</p> <p>A test is grayed out and cannot be selected.</p>	<p>Verify that a test for which the student is eligible is selected in the TA Interface (for example, if a student's enrolled grade in TIDE is three, the test administrator must select a grade 3 English language arts test option for inclusion in the test session). Verify that the student's Pre-ID record in TIDE reflects the correct test eligibility.</p> <p>Verify that the student's test mode is identified as an online (O) tester or supplemental (S) tester in their Pre-ID record in TIDE.</p> <p>Verify that the student's test eligibility is set as "Yes" for the alternate assessment.</p> <p>Verify that the student has not already taken the test; students can take each test only once.</p> <p>Tests are grayed out if the student's test is already submitted.</p>
<p>A test the student is eligible for was not included in the session.</p>	<p>Click the [Select Tests] button in the TA Interface to add additional tests to the session.</p>
<p>The wrong accessibility features are listed for the student on the "Is This Your Test?" page.</p>	<p>The test administrator should sign the student out and then sign them back in. Before the test administrator approves the student to start the test, the test administrator should click the test settings and adjust them to provide the desired accessibility features. Once they are set, the test administrator must approve the student. The student can continue their test with the appropriate features.</p>
<p>A Chromebook message indicates that Kiosk Mode is needed.</p>	<p>Refer to the Technology Guide for guidance.</p>
<p>A session ends before the student is finished testing.</p>	<p>Log in and start a new session. Provide the student with the new Session ID.</p>
<p>A student gets signed out of a test while a session is still active.</p>	<p>If a student's test is interrupted, the student should be signed back in and rejoin the session.</p>

Description	What to Do
A pop-up message says forbidden applications are running.	The Secure Browser or SecureTestBrowser app will not allow the student to begin testing if forbidden applications are running. Close any open applications then re-launch the Secure Browser or SecureTestBrowser app.
A student's test freezes.	<p>Force-quit the Secure Browser or SecureTestBrowser app and re-launch it. Sign the student back in. If another device is available, the student can be signed in on that device. Force-quit commands include the following:</p> <ul style="list-style-type: none"> • Windows: [Ctrl] + [Alt] + [Shift] + [F10] • Mac OS X: [Ctrl] + [Alt] + [Shift] + [F10] (The Ctrl key may appear as Control, Ctrl, or ^) • Linux: [Ctrl] + [Alt] + [Shift] + [Esc] <p>No force-quit commands exist for mobile devices. Instead, do the following:</p> <ul style="list-style-type: none"> • Chromebook: Power off the Chromebook. • iOS (iPads): Close the app as you would any other iOS app. • Android: Tap the [Menu] button in the upper-right corner and tap [Exit].
The test administrator is having difficulty signing the student into a test.	<p>Try each of the following steps (if you continue to experience issues signing the student in to the test after trying each step, contact the Ohio Help Desk at 1-877-231-7809 or OHHelpDesk@cambiumassessment.com):</p> <ul style="list-style-type: none"> • Use the Student Lookup icon on the TA interface to verify student information for login purposes only. It does not indicate whether a student is eligible to test. To verify student eligibility for a specific test, please check TIDE. • Ensure the student's device is using a supported operating system and has the latest version of the Secure Browser or SecureTestBrowser app. • Test the student on a different device of the same operating system. • Test the student on a different device of a different operating system.

Description	What to Do
<p>A student is kicked out of a test.</p>	<p>Try each of the following steps (if the student continues to experience the issue after trying each step, contact the Ohio Help Desk at 1-877-231-7809 or OHHelpDesk@cambiumassessment.com):</p> <ul style="list-style-type: none"> • Ensure the student's device is using a supported operating system and has the latest version of the Secure Browser or SecureTestBrowser app. • In the TA Interface under the Pause Test column, a paused test has an information icon. Click this icon to see details about why the student's test is paused. You can provide this information to the Ohio Help Desk to assist in troubleshooting the issue. • Test the student on a different device of the same operating system. • Test the student on a different device of a different operating system.
<p>A student receives an error message while taking the test (usually five digits).</p> <p>Additional Assistance</p>	<p>Record the error message and check the Message Codes guidance document for additional information.</p> <p>Contact the Ohio Help Desk at 1-877-231-7809 or OHHelpDesk@cambiumassessment.com. If you experience technical issues during a test session, have the following available:</p> <ul style="list-style-type: none"> • Test administrator or information technology contact information: • SSID(s) of affected student(s) • Test name (grade and subject) being administered • Operating system and device information • Any error messages and codes that appeared, if applicable • Information about your network configuration (for example, wired or wireless Internet network setup)

