

6.0 TEST ADMINISTRATION

This section provides an overview of the online testing environment. Use this section to familiarize yourself with what your students will experience in accessing the assessment, how to prepare for the assessment, and general rules for online testing. Information about the Training Test, test pauses, and resumptions is also included in this section. Test Administrators (TAs) should become familiar with this section well in advance of the test date so materials for login and accommodations described below can be assembled.

6.1 Student Enrollment and Login Process

Student enrollment

Only students who are enrolled in a school and grade participating in the Smarter Balanced Field Test may take the assessments. **Each student must be correctly assigned to his or her school and grade in the Smarter Balanced TIDE system.** If an eligible student does not appear in TIDE, has missing or incorrect designated supports and accommodations, or is associated with an incorrect school or grade, this information must be updated in CALPADS before the student can test. District Test Coordinators (DCs) and School Test Coordinators (SCs) will need to add/ update student information in CALPADS at least three business days in advance of testing.

Students cannot access a test if their student enrollment or accessibility and accommodation information is incorrect.

Refer to the *California TIDE User Guide* on the California Smarter Balanced Portal for additional information: <http://sbac.portal.airast.org/ca/field-test-ca/resources/>.

Student login

Each student will log in to the Smarter Balanced Field Test using a confirmation code* , his or her state abbreviation (e.g., California = CA) followed by a hyphen and his or her Statewide Student Identifier (SSID)** , and a test session ID.

***Note:** When a Test Administrator creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in. Please refer to the Test Administrator User Guide located at <http://sbac.portal.airast.org/ca/field-test-ca/resources/> for detailed information on how to obtain session IDs.*

* **Confirmation Code:** This is a number or alphanumeric code (that may not be unique) assigned to a student that is designated by, state, or in some cases, district. In California, the confirmation code is the student's first name as it appears in CALPADS.

Districts and schools will have the capability of viewing student confirmation codes by running a search in the "View/ Edit" student tab within the Student Information tab in TIDE. This will allow a file export of all students in a school, or allow you to search specific students to determine their confirmation code.

More information on confirmation code can be found on the portal at <http://sbac.portal.airast.org/wp-content/uploads/2014/01/Confirmation-Code-1.14.14.pdf>.

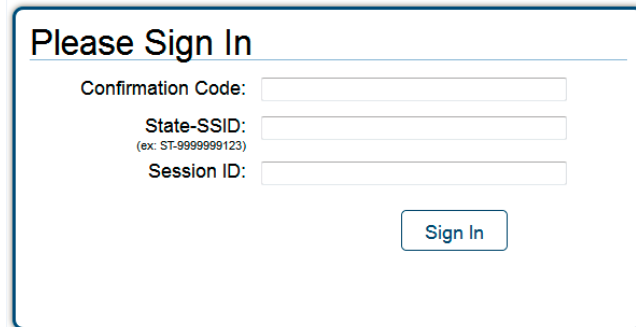
** **SSID:** A unique number or alphanumeric code assigned to a student by the state.

Sample for a California
Demo Session:

Confirmation: John (First name)

State-SSID: CA-123456789

Session ID: Demo-123-abc



Please Sign In

Confirmation Code:

State-SSID:
(ex: ST-9999999123)

Session ID:

Verifying student information

DCs, SCs, and TAs can verify students' SSIDs in TIDE prior to starting test administration. However, it is important for anyone with access to this information to remember that student personal information, including SSIDs, is confidential. **If materials containing the student name and/or the SSID are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded.** For additional information about security protocols, refer to section *3.0 Test Security* of this manual.

6.2 Field Test Participation

Smarter Balanced has crafted a comprehensive accessibility and accommodations framework, *Usability, Accessibility, and Accommodations Guidelines*, for all students and those with special assessment needs. It is also developing a variety of innovative digital accessibility tools that will be embedded in the Smarter Balanced test delivery engine. The Field Test will feature several universal digital accessibility tools and a variety of designated supports and accommodations.

The *Usability, Accessibility, and Accommodations Guidelines* (Smarter Balanced Guidelines) can be found at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf. The Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress Assessment System table can be found at <http://californiatac.org/administration/instructions/>.

If a student requires a designated support or accommodation that is not listed in the Smarter Balanced Guidelines or the CDE table, you may request approval of an undefined support or accommodation by submitting a request to the CDE using the online form available at www.californiatac.org/administration/forms.

Consistent with the Smarter Balanced field-testing plan, all students, including students with disabilities, English language learners (ELLs), and ELLs with disabilities, should have equal opportunity to participate in the Smarter Balanced Field Test.

All students enrolled in grades 3 through 8 and grade 11 and selected students in grades 9 and 10 are required to participate in the Smarter Balanced mathematics assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the California Alternate Performance Assessment (CAPA).

- Students whose parents/ guardians have submitted written requests to exempt their children from all or any part of the Field Test. All such requests must be honored as indicated in *California Education Code (EC)* Section 60615.

All students enrolled in grades 3 through 8 and grade 11 and selected students in grades 9 and 10 are required to participate in the Smarter Balanced English language arts/ literacy assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the CAPA.
- ELLs who enrolled within the last 12 months prior to the beginning of testing in a U.S. school.
- Students whose parents/ guardians have submitted written requests to exempt their children from all or any part of the Field Test. All such requests must be honored as indicated in *California EC* Section 60615.

School personnel should follow federal, state, and local policies regarding student participation.

For answers to questions about the tools and accommodations available for the Field Test, school personnel should contact the California Technical Assistance Center at CaITAC@ets.org or 800-955-2954.

6.3 Preparing Students for Testing

Practice and Training Tests

In preparation for the Field Test and to expose students to the various items (see *Appendix C* for item types) in ELA and mathematics, it is highly recommended that all students access the Practice Test for the Field Test (<http://sbac.portal.airast.org/ca/practice-test-ca/>) and/or the Training Test for the Field Test (<http://sbac.portal.airast.org/ca/>). Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the Field Test and prepare students for the Field Test.

Overview of the Practice Tests

Practice Tests are grade-specific (3–8 and 11) and include a range of item types, grade-level content, and difficulty. There are approximately 30 items, including a performance task, on a Practice Test in each content area. Smarter Balanced will increase the number of items and features in the Practice Tests over time.

In addition, the Practice Tests include an initial set of accessibility features that will be available to all students in the final assessment system, such as highlighting text, zooming in and out, marking items for review, and the digital notepad. A user guide that provides direct guidance on accessing the Practice Tests, as well as frequently asked questions that provide additional information about the assessment and how to use it, are available through the California Smarter Balanced Portal at <http://sbac.portal.airast.org/ca/>.

Overview of the Training Tests Sites

Training Tests are not grade specific and provide students and teachers with an opportunity to become familiar with the software and all interfaces features and functionality that will be used in the Smarter Balanced Field Test. The Training Tests are available by grade bands (3–5, 6–8, and high school) and have six items in ELA and eight to nine in mathematics. The Training Tests do not

include performance tasks. The site is accessible from the Training Test section of the California Smarter Balanced Portal (<http://sbac.portal.airast.org/ca/>). Note that the text-to-speech functionality is available *only* when using the Training Test through the secure browser.

- The TA Training Test Site may be used only by authorized state-level users, DCs, SCs, and TAs. This site provides Test Administrators with an opportunity to become familiar with the tools needed to proctor online tests.
- The Student Training Test Site may be used by anyone. Students can log in as guests or use their confirmation code and State-SSID. Students who log in using their credentials may log into a guest session or into a proctored training session with a training session ID set up through the TA Training Test Site.

The Training Tests can be used alone or in conjunction with the TA Training Test Site. These applications can be used together to simulate an online test session so that both TAs and students can become comfortable with the online testing environment. For additional information, refer to the *Practice Test and Training Test User Guide* located on the California Smarter Balanced Portal (<http://sbac.portal.airast.org/ca/>).



Do NOT use the live Student Interface or TA Interface for practice. Doing so constitutes a test security incident. For all Training Test sessions, use the TA Training Site and the Training Tests.

It is *highly recommended* that **ALL** students access the Training Test Site before taking the Field Test. The Training Tests will be especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Smarter Balanced Training Test or Practice Test with their students to promote familiarity with the testing format and basic test rules (see section 6.4 *General Rules of Online Testing*). A comparison of the Training Test and Practice Test is provided in Table 9.

Table 9: Comparison of the Training Test and Practice Test

Feature	Practice Test	Training Test
Purpose	Provide students the opportunity to experience a range of grade-specific item types (as well as performance tasks) similar in format and structure to the Smarter Balanced assessments.	Provide students with an opportunity to become familiar with the software and interface features that will be used in the Smarter Balanced assessments.
Grade Level	Individual assessments at each grade <ul style="list-style-type: none"> • Grades 3–8 and 11 	Three assessments by grade band: <ul style="list-style-type: none"> • Grades 3–5 • Grades 6–8 • high school
Type of Items	Approximately 30 items in ELA and 30 items in mathematics per grade level One ELA and one mathematics performance task per grade level	Approximately 14–15 items per grade band (6 in ELA and 8–9 in mathematics) No performance tasks Includes new item types not currently present in the Practice Test (matching tables, table fill-in, evidence-based selected response)

Feature	Practice Test	Training Test
Available Embedded Universal Tools, Designated Supports, and Accommodations	<p>All universal tools</p> <p>Most designated supports, including:</p> <ul style="list-style-type: none"> • Color contrast • Masking • Text-to-speech items • Translations (glossary): Spanish <p>Most accommodations, including:</p> <ul style="list-style-type: none"> • American Sign Language for all mathematics items and ELA Listening stimuli and items • Braille • Streamlining* 	<p>All universal tools</p> <p>All designated supports, including:</p> <ul style="list-style-type: none"> • Color contrast • Masking • Text-to-speech items • Translated test directions: Spanish • Translations (glossary): Spanish, Arabic, Cantonese, Filipino, Korean, Mandarin, Punjabi, Russian, Ukrainian, Vietnamese • English glossary • Full translation: Spanish <p>All accommodations, including:</p> <ul style="list-style-type: none"> • American Sign Language for all mathematics items and ELA Listening stimuli and items • Braille • Streamlining* • Text-to-speech for reading passages in grades 6 to high school
Access	http://sbac.portal.airast.org/ca/practice-test-ca/	http://sbac.portal.airast.org/ca/

* *Streamlining is an embedded accommodation on the computer-administered test system that allows a student to select and alternate display of an item and stimulus with more white space and a separation of the instructions from the question.*

6.4 General Rules of Online Testing

This section provides a brief overview of the general test administration rules as well as information about test tools and accommodations. For more advanced information, refer to the *Practice Test and Training Test User Guide* located on the California Smarter Balanced Portal (<http://sbac.portal.airast.org/ca/>).

Basic test rules

- Non-PT items and performance tasks will be presented in the Field Test administration as separate tests. Students may not return to a test once it has been submitted.
- Within each test there may be segments. A student may not return to a segment once it has been submitted.
- Students **must answer all test items on a page** before going to the next page. Some pages contain multiple test items. Students may need to use the vertical scroll bar to view all items on a page.
- Students must answer all test items before the test can be submitted.

- Mark items for review and use the Past/ Marked drop-down list to return to those items.

Pause rules

- **During the non-PT portion of the test, if a test is paused for more than 20 minutes the student is:**
 - Required to log back into the student interface;
 - Presented with the test page containing the test item(s) he or she was working on when the test was paused (if the page contains at least one unanswered item) OR with the next test page (if all items on the previous test page were answered); and
 - NOT permitted to review or change any previously answered test items (with the exception of items on a page that contains at least one item that was not answered yet).
- **During the performance task portion of the test, there are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue typing his or her responses. Please note that there are specified recommendations provided in section *6.5 Testing Time and Recommended Order of Administration*.
- Any highlighted text, notes on the digital notepad, or items marked for review will not be saved when a test is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Scenarios:

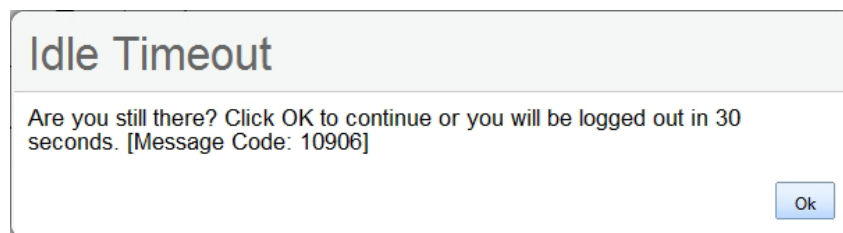
1. If during the non-PT portion of the Field Test a test is paused for less than 20 minutes (or does not pause at all), the student can return to previous test pages and change the response to any question he or she has already answered within a segment.
2. If during the non-PT portion of the Field Test a test is paused for more than 20 minutes, when the student resumes testing, the test will return the student to the last page with unanswered items. If a page has both answered and unanswered items, the student may change any answers present on that page. However, he or she may not return to previous pages and consequently cannot change answers to items on previous pages.
 - a. Example: A single test page has questions 4–10. A student answers questions 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to questions 4–10 but cannot return to questions 1–3 on an earlier page.
3. If during the non-PT portion of the Field Test a test is paused for more than 20 minutes and there is no answered item on that individual page, the student will not have access to any items on previous pages for which a response has already been provided.
 - a. Example: Question 6 is the only item on a test page and the student does not answer it before pausing the test. The student resumes testing after pausing for more than 20 minutes and is directed to the page with question 6. The student may not return to questions 1–5.
 - b. Example: A page contains questions 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on question 12 and cannot return to questions 1–11.

- If during the performance task portion of the Field Test a test is paused for more than 20 minutes, the student will return to the section and continue typing his or her responses. There are no pause restrictions for the PT portion of the test.

Test timeout (due to inactivity)

As a security measure, students are automatically logged out of the test after 20 minutes of test inactivity. *Activity* is defined as selecting an answer or navigation option in the test (e.g., clicking [Next] or [Back] or using the **Past/ Marked Questions** drop-down list to navigate to another item). Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the test, a warning message will be displayed on the screen. If the student does not click [Ok] within 30 seconds after this message appears, he or she will be logged out. Clicking [Ok] will restart the 20 minute inactivity timer.



Test expiration

Non-PT Items

A student's non-PT test section remains active until the student completes and submits the test or 45 calendar days after the student has begun the test, whichever occurs sooner. However, Smarter Balanced recommends that students complete the non-PT items portion of the test within five days of starting the designated content area.

Note: The 45-day limit does not extend past the official end of the Field Test, June 6. If a student starts the test a week before the Field Test end date, the student must finish before the administration window officially closes. The test will automatically end on June 6 even if the student has not finished.

Performance Task (PT)

The PT is a separate test section that remains active only for ten calendar days after the student has begun the PT. However, Smarter Balanced recommends that students complete the PT within three days of starting. A summary of recommendations for the number of sessions and session durations is provided in section 6.5 *Testing Time and Recommended Order of Administration*.

6.5 Testing Time and Recommended Order of Administration

All students participating in the Field Test, regardless of content area (ELA, mathematics, or both), will receive non-PT items, a classroom activity, and a performance task. If you are unsure which content areas or grades are being administered to your students, please confirm with your SC.

6.5.1 Testing Time in California

Testing Windows

The Field Test is being administered March 18–June 6, 2014.

For the Field Test in California, LEAs were provided a six-week testing window for each school. The assigned Field Test window falls within the overall administration dates. The CDE and Smarter Balanced will be using this information to ensure that there is sufficient server capacity for all scheduled students to test. Please ask your SC for the dates if you are unsure of your school’s testing window(s) or download the county list that includes your school from the Testing Window Web page at <http://californiatac.org/about/smarter-balanced/testing-windows/>. If the DC requested window reassignment and you are not sure if your list was updated, the DC should contact CalTAC for a current list.

Scheduling Time for Testing:

Table 10 contains the estimated times it will take most students to complete the California Smarter Balanced Field Test based on the time it took students to complete the Smarter Balanced Pilot Test.

Table 10: Estimated Testing Times for California Smarter Balanced Field Tests

	Content Area	Grades	Non– Performance Task items hrs : mins	Classroom Activity (administered prior to the PT)* hrs : mins	Performance Task (PT) hrs : mins	Estimated Total hrs : mins	Estimated Grand Total hrs : mins
Single Content area	ELA	3–5	1:30	:30	2:00	3:30	4:00
		6–8	1:30	:30	2:00	3:30	4:00
		HS	2:00	:30	2:00	4:00	4:30
	Math	3–5	1:30	:30	1:00	2:30	3:00
		6–8	2:00	:30	1:00	3:00	3:30
		HS	2:00	:30	1:30	3:30	4:00

	Content Area	Grades	Non-Performance Task items hrs : mins	Classroom Activity (administered prior to the PT)* hrs : mins	Performance Task (PT) hrs : mins	Estimated Total hrs : mins	Estimated Grand Total hrs : mins
Both Content areas	ELA+Math, with ELAPT	3–5	1:30	: 30	2:00	3:30	4:00
		6–8	1:45	: 30	2:00	3:45	4:15
		HS	2:00	: 30	2:00	4:00	4:30
	ELA+Math, with Math PT	3–5	1:30	: 30	1:00	2:30	3:00
		6–8	1:45	: 30	1:00	2:45	3:15
		HS	2:00	: 30	1:00	3:00	3:30

* Classroom activities are designed to fit into a 30-minute window and will vary due to the complexity of the topic and individual student needs.

When developing a testing schedule, you may use the estimated testing times to calculate the number of days and the amount of time it will take to complete a test by grade level for each of the four testing scenarios in California—ELA only, mathematics only, ELA and mathematics with an ELA PT, and ELA and mathematics with a mathematics PT.

These estimates do not account for any time needed to start computers, load secure browsers, and log in students. TAs should work with SCs to determine precise testing schedules.

Local Capacity and the Impact on Scheduling

The following information, tools, and recommended configuration details have been developed to assist school and district technology staff evaluate local testing capacity and prepare computers to be used for the Smarter Balanced assessment.

- Districts should ensure that computers meet the minimum technology requirements, described on the California Smarter Balanced Technology Portal (<http://sbac.portal.airast.org/ca/>).
- Prior to testing, the Smarter Balanced secure browser should be installed on all computers in the schools that will be used for testing. Details and download instructions for the secure browser can be found in the *Technical Specifications Manual* located on the Smarter Balanced Web page at <http://sbac.portal.airast.org/browsers/>.
- Smarter Balanced has developed Technology Readiness Tool (TRT) for schools and districts to assess their technology readiness: <https://www.techreadiness.net>. Frequently asked questions for using this tool can be found here: <http://techreadiness.org/r/Resources/> (note that many districts have conducted this exercise already and may have user IDs established already). Schools should work with their District Technology Coordinators prior to utilizing this tool.

- To help estimate the number of days and associated network bandwidth required to administer the Smarter Balanced assessment, schools should access the online calculator at <http://www3.cde.ca.gov/sbactechcalc/>. Divide the resulting estimate by two for California testing. The calculated days and bandwidth information are based on the number of students, number of computers, and number of hours per day computers are available for testing.

6.5.2 Recommended Order of Administration

The Field Test in California is comprised of either two or three components (tests), as assigned for each grade within each California school.

Scenario 1: Two components (tests):

Students receive a single content area, either ELA or mathematics. There is a computer-administered test consisting of non-performance task items *and* a computer-administered test consisting of a **performance task**.

Scenario 2: Three components (tests):

Students receive both content areas, ELA and mathematics. There are two computer-administered tests, one for each content area, consisting of non-performance task items. A third computer-administered test consists of a **performance task** in either ELA or mathematics.

Overall testing time is approximately the same for either scenario. Refer to Table 10 through Table 14 for more specific estimates and guidelines.

All performance tasks must be preceded by the administration of a classroom activity.

All components must be administered and submitted in order to have a valid assessment for the student.

Recommended Order of Test Administration

Administer First: Non-performance task assessment(s)

Administer Second: Performance task assessment

- Classroom activity (first, approximately one to three days prior to administering the PT)
- Individually administered, computer-generated performance task (second)

The performance task component of the assessment should not be administered on the same day as the non-PT items.

6.5.3 Duration and Timing Information for Testing in California

The scheduling/ rules for each of these components is included in Table 11 through Table 14 below. Note that the duration, timing, break/ pause rules, and session recommendations vary in each content area and component.

Assessment Sequence

Smarter Balanced recommends that students take the PT and the non-PT items on separate days. Smarter Balanced also recommends that students begin with the non-PT items, followed by the classroom activity, and then the PT. Districts/ Schools may opt to administer in a different order if needed; however, the classroom activity, which is designed to introduce the PT, **must** occur prior to the administration of the PT component.

Table 11: California Assessment Sequence for Single Content Area—ELA

	Non–Performance Task Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> No fewer than two sessions (recommended) and no more than six sessions (rare/extreme) Session durations range from 40–60 minutes 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administer in one session Approximate session duration: 30 minutes, session may vary due to the complexity of the topic and individual student needs Should occur one to three days prior to PT Should NOT occur on the same day as the ELA PT 	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Administer in two sessions corresponding to Parts 1 and 2 of the PT Session durations range from 60–120 minutes.
Breaks within Sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages.</p>	NA	<p>The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in part one.</p> <ul style="list-style-type: none"> Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	<p>Once a student has started the non-PT items, they will be available for 45 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes this component within five days of starting. 	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes each part of the PT within one day
Additional Required Resources	<p>Headphones are required for the listening portion of the ELA assessment.</p>	NA	<p>Headphones are required for some performance tasks.</p>

Table 12: California Assessment Sequence for Single Content Area—Mathematics

	Non–Performance Task Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in two sessions Session durations range from 40–60 minutes <p>Most students will complete the non-PT items in two sessions of 60 minutes or less or one long session of more than 60 minutes.</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session Approximate session duration: 30 minutes, session may vary due to the complexity of the topic and individual student needs Should occur as close to the PT as is feasible, and no more than three days prior to the PT MAY occur on the same day as the PT 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session Session duration ranges from 40–120 minutes
Breaks within Sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages.</p>	NA	<p>Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.</p>
Total Duration	<p>Once a student has started the non-PT items, they will be available for 45 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes this component within five days of starting it. 	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes the PT in one day
Additional Required Resources	NA	NA	NA

Table 13: California Assessment Sequence for Both Content Areas + ELA Performance Task

	Non–Performance Task Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> No fewer than two sessions (recommended) and no more than six sessions (rare/extreme) Session durations range from 40–60 minutes 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administer in one session Approximate session duration: 30 minutes, session may vary due to the complexity of the topic and individual student needs Should occur one to three days prior to PT Should NOT occur on the same day as the ELA PT 	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Administer in two sessions corresponding to Parts 1 and 2 of the PT Session durations range from 60–120 minutes
Breaks within Sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages.</p>	NA	<p>The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1.</p> <ul style="list-style-type: none"> Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	<p>Once a student has started the non-PT items, they will be available for 45 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes this component within five days of starting. 	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes each part of the PT within one day
Additional Required Resources	Headphones are required for the listening portion of the ELA assessment.	NA	Headphones are required for some performance tasks.

Table 14: California Assessment Sequence for Both Content Areas + Mathematics Performance Task

	Non–Performance Task Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> No fewer than two sessions (recommended) and no more than six sessions (rare/extreme) 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administer in one session Approximate session duration: 30 minutes, session may vary due to 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session Session duration ranges from 40–120 minutes

	Non–Performance Task Items	Classroom Activity	Performance Task (PT)
	<ul style="list-style-type: none"> Session durations range from 40–60 minutes 	<p>the complexity of the topic and individual student needs</p> <ul style="list-style-type: none"> Should occur one to three days prior to PT Should NOT occur on the same day as the Mathematics PT 	
Breaks within Sessions	Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages.	NA	Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.
Total Duration	Once a student has started the non-PT items, they will be available for 45 days. <ul style="list-style-type: none"> Recommendation: Student completes this component within five days of starting. 	NA	Once a student has started the PT, it will be available for 10 days. <ul style="list-style-type: none"> Recommendation: Student completes the PT in one day
Additional Required Resources	Headphones are required for the listening portion of the ELA assessment.	NA	NA

Additional administration recommendations

- For the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student’s schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

Important reminders:

- The number of items in the non-PT items portion of the Field Test will vary.
- The tests are not timed, so all time estimates are approximate. Students should be allowed extra time if they need it.
- The Field Test can be spread out over multiple days as needed.
- The classroom activity must be completed prior to administration of the PT.