GUAM SPRING 2026 DISTRICT-WIDE ONLINE SUMMATIVE TEST ADMINISTRATION MANUAL

Smarter Balanced English Language Arts/Literacy and Mathematics

Science – Pearson Item Bank/Next Generation Science Standards

March 2026

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GUAM DISTRICT-WIDE ASSESSMENT CUSTOMER SERVICE

The Guam assessment portal at [Guam Portal](https://guam.mypearsonsupport.com) (https://guam.mypearsonsupport.com) is the home for all Guam online District-Wide Summative Assessment administration information.

For questions regarding the online testing system or for additional assistance, please contact Pearson at toll free **1(866)760-2570**.

The Help Desk is open Monday to Friday, from 8:00 a.m. to 5:00 p.m. (ChST). During these hours, staff will respond promptly to calls.

When contacting the Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- Type of device being used for the test,
- Any error messages that appeared (code and description),
- Operating system,
- Network configuration information,
- Your contact information for follow-up, including email address and phone number, and
- Any relevant and authorized student and school information, including the student identifier ID, grade level, content area, and the test.

1.0 OVERVIEW OF THE SPRING 2026 DISTRICT-WIDE ASSESSMENTS

1.1 About the ELA and Math Smarter Balanced Assessments

The Smarter Balanced Assessment Consortium is a member-led consortium that develops and maintains next-generation assessments aligned to the Common Core State Standards (CCSS) in English language arts (ELA)/literacy and mathematics that accurately measure student progress toward college- and career-readiness.

The Smarter Balanced summative assessments are available in ELA and Math to students in grades 3–8 and high school. Each content area of the online test consists of a computer adaptive test (CAT) as well as a performance task (PT).

1.2 About the Science Test

The Spring 2026 Science Test is a computer-based assessment aligned to Science Next Generation Standards (NGSS) Please note the Science Test is not a Smarter Balanced assessment, nor is it related to Smarter Balanced. Although the focus of this manual is on ELA and Math, many of the same concepts related to roles, security of the test, and ADAM training for School Test Coordinators and Proctors among others, also apply to the Science Test.

1.3 Test Administration Roles and Responsibilities

User roles and responsibilities for the tests are provided in Table 1.

Table 1: User Roles in the Online Testing System

User Role	Description
GDOE District Admin	The GDOE District Admin Users will be responsible for: • Uploading student user information for use in Pearson's Assessment Delivery and Management Platform, ADAM. The information provided by GDOE for ADAM comes directly from PowerSchool, therefore, it is important schools maintain and update PowerSchool immediately when student changes are needed. • Uploading school (administrator) user information for use in ADAM, • Ensuring that the Principals, School Test Coordinators (STCs) and Proctors are appropriately trained regarding the assessment administration (Pearson) and security policies and procedures, • Communicating test administration information and protocols in advance of testing, as needed, • Reviewing and resolving test security incidents as submitted by schools, • Coordinating with schools and Pearson.

User Role	Description
Principal and School Test Coordinator (STC) Note: If possible, STC staff should be people with non-instructional or limited instructional duties so that they can coordinate and monitor testing activity in the school.	Principals and STCs are responsible for: • Taking all ADAM and Smarter Balanced Training available on the Guam Portal Site, • Identifying Proctors and ensuring they are properly trained, • Coordinating with Proctors so they administer all assessments, • Entering and/or verifying test settings for students, • Creating or approving testing schedules and procedures for the school (consistent with District-Wide assessment policies), • Working with technology staff to ensure that the TestNav app is installed and/or updated, and any other technical issues are resolved, • Monitoring testing progress during the testing window and ensuring that all students participate, as appropriate, • Addressing testing problems and reporting them to the GDOE, as needed, • Mitigating and reporting all test security incidents in a manner consistent with Guam District-Wide Assessment policies, and • General oversight responsibilities for all administration activities in their school and for all Proctors.
Test Proctor Note: The assessments should be administered by employees who receive the required test administration trainings.	Proctors are responsible for: • Completing district-wide assessment administration training (see section *1.4 Training*) and reviewing all policy and administration documents prior to administering any assessments, • Viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate student test settings or accommodations. Proctors should report any potential data errors to STCs according to policy and procedures, • Administering the Smarter Balanced ELA and math assessments and the science test in a manner consistent with Smarter Balanced and GDOE administration policies, (e.g., inconsistencies in student information or discrepancies in supports), • Assuring the test environment meets the specific requirements, • Reporting all potential test security incidents to their STC in a manner consistent with GDOE policies, and • Monitoring and communicating test completion status to STC (e.g., students who need to make up tests or need more time to complete a test).

1.4 Training

Prior to administering a test, Proctors (and any other individuals who will be administering or assisting in test administration (i.e., paraprofessionals or other non-teaching staff who assist during the secure test administration) will read this Guam District-Wide Online Summative Test Administration Manual, and the *2026 Guam District-Wide Smarter Balanced Assessment Usability, Accessibility, and Accommodations Guidelines.* School Test Coordinators and Proctors will also be required to review other Guam-Specific ADAM Training and materials related to the 2026 district-wide assessments. All trainings and materials are in the Guam Portal Site.

2.0 TEST ADMINISTRATION RESOURCES

This *Online Summative Test Administration Manual (TAM)* is intended for staff who play a role in the administration of the District-Wide Smarter Balanced (ELA and Math) and Science assessments (GDOE Users, Principals, School Test Coordinators, and Proctors). This manual provides procedural and policy guidance to implement the District-Wide Assessments. The **appendices** of this manual contain important information that can be used as **stand-alone materials** and are easily extracted **for printing or distribution**. For a list of frequently used terms associated with the Smarter Balanced assessments, see *Appendix A*.

2.1 Summative Assessment Administration Resources

The *Online Summative Test Administration Manual (TAM)* is designed to complement a variety of other resources developed for the District-Wide Assessments. The following tables outline resources that are available on the Guam Portal located at https://guam.mypearsonsupport.com.

Table 2: Technology Resources

Resource	Description
Technology Guidelines	The *Technology Guidelines* provide technology staff with the technical specifications for online testing, including information on internet and network requirements, general hardware, and software requirements, TestNav app installation, among others.
User Guides	The ADAM and TestNav User Guides as well as TestNav Error Codes and other TestNav related information can be found within this section of the portal.
Infrastructure Trial	The *Infrastructure Trial for STCs* and *Technology Quick Guide - Infrastructure Trial* are guidelines that need to be followed and/or implemented before the test window.

Table 3: Administration Resources and Trainings

Resource	Primary Audience	Objective
Administration Resources		
Quick guides	Proctors, STCs, and Principals	Refer to this section of the portal for quick reference guides related to test administration activities within ADAM.
User Guides	Proctors, STCs, and Principals	ADAM Basics and step by step instructions related to rostering, accommodations setup, test management, proctoring or monitoring tests, as well as others.
Spring 2026 District-Wide Smarter Balanced Assessment Usability, Accessibility, and Accommodations Guidelines	Proctors, STCs, and Principals	Adapted from the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* for use of the spring 2026 District-Wide Assessment, the *Usability, Accessibility, and Accommodations Guidelines* focus on the accessibility resources, universal tools, designated supports, and accommodations for the Smarter Balanced (ELA and Math) assessments that will be offered for spring 2026. The *Guidelines* are intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) and Section 504 Plan teams, as they prepare for and implement the Smarter Balanced assessments. The *Guidelines* provide information for classroom teachers, English learner educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.
Trainings		

Resource	Primary Audience	Objective
GUAM-Specific ADAM Trainings for Proctors/Teachers	Proctors	Refer to this section of the Training Tab to access the Guam-Specific ADAM Trainings for Proctors/Teachers. This area includes video trainings that cover information for the *ADAM Proctor Dashboard*, and *Starting and Monitoring a Test.* This training is also available in pdf format for users to download. Proctors are required to view these trainings prior to the test window.
GUAM-Specific ADAM Trainings for Principals and STCs	Principals and STCs	Principals and STCs can locate the required training videos in this section. • General Information and ADAM Overview • Accessing ADAM and Create/Edit Users • Accommodations Setup in ADAM • Create/Edit Proctor Groups • Before, During and After Testing Tasks A PDF of the training is available to view and/or download.
Smarter Balanced Assessments Training	Principals, STCs and Proctors	Understanding the components of a Smarter Balanced Summative Assessment is critical knowledge to have prior to the test window. Principals, STCs and Proctors will need to learn about the components of a test, Performance Task tests, overview of the content and item types, and prepare their students by administering the Smarter Balanced Practice Tests to them. Performance Tasks will be discussed in detail during the training video. A downloadable PDF of this training will be available in this section as well.

Table 4: Practice Tests

Resource	Description
Practice Tests	Practice Tests include items and performance tasks for each grade level (3–8 and 11). The Practice Tests provide a sample of the item types included in the Smarter Balanced assessments. Item types are listed and described in *Appendix B: Item Types*.
	Practice Tests are non-secure, are accessed through a browser without login credentials, and are meant to provide students with exposure to test content and interactions. Practice Test results are not provided.
	Important- Practice tests do not use the TestNav app, which is used for operational testing. The purpose of the practice test is **not** to confirm if a secure test will launch successfully on a student machine. A separate activity, the Infrastructure Trial, is an opportunity for schools to provide students with practice to log into an online secure test via the TestNav app and will help confirm all testing devices are properly configured and ready to run online assessments using TestNav.
	See also *Appendix C: Practice Tests* for additional information about the Practice Tests.

3.0 ENSURING TEST SECURITY

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All summative test items and test materials are secure and must be handled appropriately. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, student information, and test results. Any deviation in test administration procedures must be reported as a test security incident to ensure the validity of the assessment results.

3.1 Security of the Test Environment

Table 5 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing location while students are testing and includes what a student can view, hear, or access (including access via technology).

Table 5: Requirements of the Test Environment

BEFORE TESTING

Requirement	Description
Instructional materials removed or covered	Instructional materials **must be removed or covered, including but not limited to** information that is displayed on bulletin boards, name-tags, chalkboards or dry-erase boards, or on posters (e.g., wall charts that contain literary definitions, maps, mathematics formulas, graphic organizers, etc.) that might assist students in answering questions.
Student seating	Students must be seated to minimize opportunities to look at each other's work, or they should be provided with table-top partitions.
Signage	Place a "TESTING—DO NOT DISTURB" sign on the door and post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.

DURING TESTING

Requirement	Description
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or compromise the testing environment.
Student supervision	Students are actively supervised throughout the testing session by a trained Proctor and are prohibited from: • Viewing other students' answers. • Distracting or interrupting other students. • Accessing unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the test environment or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.

Requirement	Description
Access to allowable resources only	Students must only have access to and use those allowable resources (see *Table 10: Additional Required Resources* for examples) that are permitted for each specific test (or portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring or a separate test setting to maintain test security. Refer to the *Guam Spring 2026 District-Wide Smarter Balanced Assessment Usability, Accessibility and Accommodations Guidelines* for information about student use of medical supports during testing.
Access to assessments	Unauthorized staff or other adults (including students' parents/guardians) must not be in the room during testing. Only students who are testing can view items. Students who are not being tested may not be in the room where a test is being administered and must not have access to secure testing materials including test items. Based on the item type (i.e., performance tasks), trained Proctors may also have limited exposure to items in the course of properly administering the assessments; however, Proctors and other trained staff must not actively review, record, or analyze any test items.
Testing through secure TestNav app	Administration of the summative assessments is permitted only through the TestNav app. The summative assessments cannot be accessed through a secure browser.

DURING AND AFTER TESTING

Requirement	Description
No access to responses	Principals, School Test Coordinators (STCs), Proctors, and other staff are not permitted to review student responses in the testing interface or students' notes on scratch paper.
No copies of test materials	No copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media, websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.

Requirement	Description
No reviewing, discussing, or analyzing test materials	Principals, STCs, Proctors, and other staff must not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. **Students should be informed that they may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.**
All test materials must remain secure at all times	Printed materials (e.g., American Sign Language Listening scripts), scratch paper, and documents with student information must be securely stored in a locked location (e.g., locked room closet, or cabinet) that can be opened only with a key or keycard by staff responsible for test administration.

AFTER TESTING

Requirement	Description
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed materials and scratch paper must be collected, inventoried, and then securely destroyed immediately upon a student's completion of the test. Refer to section *3.2 Secure Handling of Printed Materials* for details.

Proctors and STCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the validity of inferences from test results, the integrity of the assessments, or the data, must follow the steps outlined in section *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* and section *5.0 Appeals to Reset or Invalidate Tests* (as necessary) of this manual.

3.2 Secure Handling of Printed Materials

Destruction of Scratch Paper

All test materials must always remain secure. When materials are not in use for testing, they must be retained securely in a locked area that can be opened only with a key or keycard by trained staff who are responsible for the test administration. Scratch paper must be collected and inventoried at the end of each test session and then immediately destroyed per GDOE policies or procedures. **DO NOT** keep printed scratch paper for future test sessions except as noted below for performance tasks (PTs

Use of Scratch Paper on Performance Tasks

The only exception to the requirement governing the immediate destruction of printed materials and scratch paper is when students take notes and/or draft responses to ELA or Mathematics PTs.

During the ELA PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 (Session 2) to Part 2 (Session 3) so that the student may return to the notes even though the student is

not able to go back to specific items in Part 1. While the embedded Global Notes is the preferred mode for note taking during the ELA PT, students may use scratch paper to make notes or develop draft responses.

To maintain the security of scratch paper used for notes on the ELA or Mathematics PTs, Proctors must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. All scratch paper that is collected and returned to students for use on a subsequent PT test session must have the student's name on it and be securely stored in between test sessions. Scratch paper must be securely destroyed immediately upon the student's completion of the test.

4.0 RESPONDING TO TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage, compromising the validity of inferences from student test results or because they compromise the secure administration of the assessments. Whether intentional or accidental, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches must be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in Table 6.

This section refers to documentation and reporting of incidents involving test security. Refer to *Appendix D: Test Security Chart* for a list of test security incident levels and examples of types of issues.

4.1 Impact and Definitions

Table 6: Definitions for Test Security Incidents

Type	Definition
Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. <u>These circumstances can be corrected and contained at the local level.</u> *(Example: Disruptions to a test session such as a fire drill, school-wide power outage, poor internet connection or other acts.)* An impropriety should be reported to the Principal and/or School Test Coordinator (STC) immediately and a Test Security Incident Log should be completed within 24 hours of the incident.

Type	Definition
Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. <u>These circumstances can be corrected and contained at the local level.</u> *(Example: Proctor leaving related instructional materials on the walls in a testing room.)* An irregularity must be reported to the Principal and/or STC immediately and a Test Security Incident Log should be completed within the end of the day of the incident.
Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. *(Example: Administrators modifying student answers, or test items shared in social media.)* These circumstances have external implications for the Smarter Balanced Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the Principal and/or STC immediately. **A Breach requires immediate notification/escalation by telephone to the GDOE by the Principal**, followed by documentation of a Test Security Incident Log, which is sent immediately to GDOE. The Department of Education will alert their Pearson contact and will stand ready to receive further guidance.

It is important for Proctors to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See section *3.1 Security of the Test Environment* for more detail.

For examples of test security incidents, please see the *Test Security Chart located in Appendix D*.

4.2 Test Security Incident Log

More serious incidents will be reported either immediately (breach) or by the end of the day (irregularity).

Documentation of Security Incidents: Use of Test Security Incident Log

STCs should ensure that all test security incidents are documented in a Test Security Incident Log. A copy of the Test Security Incident Log will be available for download on the Guam Portal under the *Administration Resources* tab and can be printed or shared electronically with the Proctors. Proctors must log incidents immediately upon identification and submit them, via an agreed-upon process within the school, to their STCs. GDOE staff will establish a process that includes how frequently these logs

should be submitted by the school to GDOE and communicate this preference to schools. In addition to logging all test security incidents in the Test Security Incident Log, incidents requiring specific actions to be taken regarding the test itself are to be escalated—following the procedures noted in section *4.1 Impact and Definitions*—to GDOE.

5.0 APPEALS TO RESET OR INVALIDATE TESTS

In the rare event a security incident results in a need to reset or invalidate individual student assessments, **the request must be approved by GDOE and <u>GDOE will communicate the request to Pearson</u>**. In most instances, an appeal will be submitted to address a test security breach or irregularity. *In some cases, an appeal may be submitted to address incidents that are not security related, such as reopening an assessment for a student that accidentally submitted the assessment when they were instead trying to exit the test without submitting their final responses.*

Please note: If the student exits the test by signing out of TestNav per the established process or is exited from the test unexpectedly (e.g., electricity goes out, unstable internet connectivity, TestNav exits the student for security purposes etc.), then the Proctor will be able to reseat/resume the student test on their own within the Proctor dashboard.

Students must follow the correct instructions when trying to sign out of TestNav without submitting their final responses (see *Exiting the Test without Submitting Responses*). If the student accidentally submits final answers for a section of the test (e.g., ELA section 1 or ELA section 2), then the student may have to re-take all sections of the test again. Students should only submit final answers of each section when they are finished with the section (see *Submitting Final Answers at End of Section*).

Recommendation: Prior to the live administration, have students become familiar with signing out of TestNav and submitting final answers at the end of sections, by practicing those steps using the Practice Tests.

Because the Appeals to reset or invalidate tests is for action only, all appeals should also be entered in the Test Security Incident Log. The Appeals process and conditions for use are described in Table 7.

5.1 Appeal Types

Table 7: Appeals Types

Type of Appeal	Description	Conditions for Use
RESET	Resetting a student's test enables the student to start a new test.	GDOE may approve an appeal to reset any test (CAT or PT) if a student begins a test without the correct test settings. Log as Testing Irregularity Additional Testing Irregularity considerations: **CAT:** 1. If the student has been presented with five items or fewer, log as Testing Impropriety. 2. If the student has been presented with more than five items, log as Testing Irregularity. **PT:** If the student has been presented with any PT items, log as Testing Irregularity.
INVALIDATION	Invalidating a student's test eliminates the test. The test will not be scored.	GDOE *may* approve an appeal to invalidate any test if: 1. There is a test security breach. Log as Test Breach 2. There is an irregularity, or the test is administered in a manner inconsistent with the *Online Summative Test Administration Manual (TAM)*. Log as Testing Irregularity 3. There is a testing session in which a student deliberately does not attempt to respond appropriately to items. Log as Testing Irregularity Note 1: Invalidated tests will not be scored. Note 2: After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.

6.0 TECHNOLOGY INFRASTRUCTURE

Prior to assessment administration, Principals, School Test Coordinators (STCs), and Technology Coordinators (TCs) should review the technology infrastructure at their schools to ensure it meets the TestNav minimum requirements.

6.1 Technology Resources

The TestNav and ADAM system requirements and user guides are available for download on the Guam Portal under the *Technology Setup* tab. These documents provide information about supported technology and technology requirements and can be used to confirm that your school meets the minimum requirements for online testing.

6.2 TestNav

TestNav is Pearson's online test delivery platform. Devices that will be used for testing must download TestNav prior to the assessment. On the day of testing, students will log on to TestNav by using a student testing ticket, which will be provided by the Proctor. Please note the district-wide assessments cannot be accessed via a secure browser. Additional information related to TestNav can be found on the portal.

7.0 GENERAL TEST ADMINISTRATION INFORMATION

This section provides an overview of the online testing environment and policies and procedures for test administration. This section describes what students will experience in accessing the assessments, how to prepare for the assessments, and how to review general rules for online testing. Information about the Practice Tests, exiting a test, and resuming a test is also included in this section. Proctors should become familiar with this section in advance of the start of testing. Additional detailed information related to these activities can be found in the training resources on the Guam Portal under the *Administration Resources* and *Training tabs*.

7.1 Assessment Participation

Participation of Students with Disabilities and/or English Learners

Consistent with the Smarter Balanced testing plan, all students, including students with disabilities, English learners (ELs), and ELs with disabilities, must have equal opportunity to participate in the Smarter Balanced assessments.

Smarter Balanced has crafted a comprehensive accessibility and accommodations framework, for all students, including those with special assessment needs. The Consortium has also developed a variety of universal tools that are embedded in the test delivery engine as well as a variety of designated supports and accommodations. The *Guam Spring 2026 District-Wide Smarter Balanced Assessment Usability, Accessibility, and Accommodations Guidelines* can be found on the Guam Portal under the *Administration Resources* tab.

All students enrolled in grades 3–8 and 11 are required to participate in the District-Wide Smarter Balanced mathematics assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the mathematics alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).

All students enrolled in grades 3–8 and 11 are required to participate in the District-Wide Smarter Balanced English language arts/literacy assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the English language arts/literacy alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).

ELs currently participating in the ESL Program may be granted a one-time exception from participating in the District-Wide Assessment for reading and language arts. This exemption is only applicable to newly arrived ELs from taking the DWA. Afterwards they are required to test along with their peers with appropriate accommodations. ESSA 8101(20) defined EL as a student who was not born in the United States or whose native language is not English; or who is a Native American and comes from an environment where another language has had significant impact on the student's English language proficiency; or who is migratory and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding English may prevent the student from meeting academic standards.

School personnel should follow Guam District-Wide Assessment policies regarding student participation.

7.2 General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the assessment as well as information about test tools. For more information, refer to the STC and Proctor training documentation located on the Guam Portal under the *Training* tab.

Basic Online Testing Parameters

Computer adaptive test (CAT) items and performance task (PT) will be administered as separate sections within the same test. **A student may not return to a CAT section once it's submitted. A student may not return to a Performance Task section once it's been submitted. Lastly, a student may not return to a test once it has been completed and submitted.**

There are sections within each test. For example, the Grade 5 ELA test consists of Section 1 through section 3. Once the student finishes section 1, they will be presented with an End of Section page, which allows them to view any unanswered questions before submitting the section. They will be asked to confirm they wish to submit their final responses before moving on to section 2 of the test. A student may not return to a section once it has been completed and submitted (see *Submitting Final Answers at End of Section*).

Students **must enter an answer for all items on a page** before going to the next page. Some pages contain multiple items. Students may need to use the vertical scroll bar to view the full passage text (if the item is stim based).

Bookmark and Review

In the Peformance Task Sections, students may use the **Bookmark** button to mark items they wish to re-visit again and the **Review** button to view items that have been answered and/or bookmarked within the section. A constructed response item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfdlkdjfo or adding blank spaces), selecting anywhere on a Grid Item, Hot Spot Item, etc. Students should be directed to provide their best answer to each item regardless of whether they want to mark the item for review later.

Bookmark and Review examples:
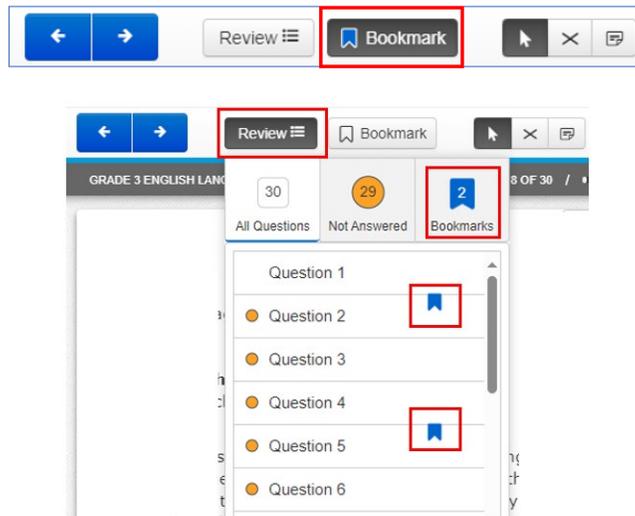
Exiting the Test without Submitting Responses

If the student needs to exit the test before finishing a section, then they must click the user dropdown menu of their test and choose **Sign out of TestNav**. TestNav asks the student to confirm they want to exit the test, and the student will choose **Save and Return Later**. When the student is ready to continue the test, the Proctor will reseat the student within the ADAM proctor dashboard (please refer to Proctor training materials) and the student will be required to log back into TestNav when they are ready to continue testing.
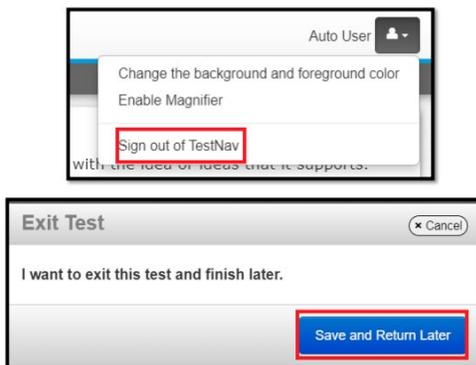
If the test is exited, the student will log back in and will return to where they exited the test. They will be able to return to previous test pages (within that section) with the items they answered before exiting the test, if necessary.

In the event of a technical issue (e.g., power outage, network failure, TestNav error due to security etc.), students will be logged out and the test will automatically be exited. The same steps outlined above will then be followed for the student to log back into TestNav.

Submitting Final Answers at End of Section

After answering the last item in each section, the student is presented with an *End of Section* screen.

The next step is for the student to **Submit** their responses for this section. A *Section Exit Warning* (for section 1 of the test) or a *Test Submit Warning* (for the last section of a test) confirmation screen appears, and the student confirms they want to submit their answers. Once a student submits, the student will not be able to review answers. Their section will also not be able to be re-opened.
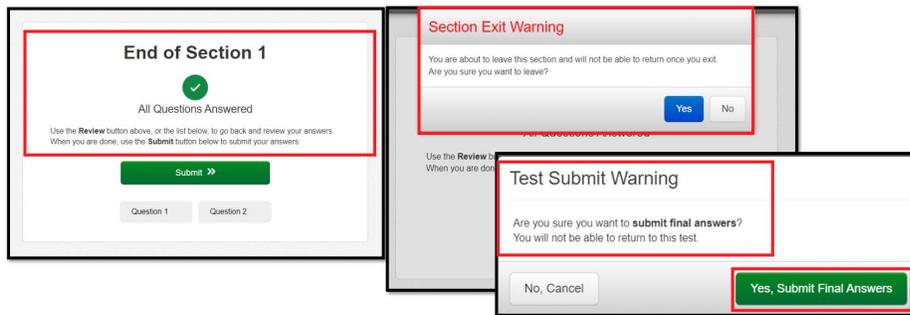
7.3 Testing Time and Recommended Order of Administration

All students participating in the assessments will receive a Computer Adaptive Test and a Performance Task test in both English language arts/literacy (ELA) and mathematics. For the Science, there will be 1 test per student. Table 8 contains the estimated time it will take most students to complete the District-Wide Assessments. This information is for scheduling purposes only, as the assessments are not timed.

Table 8: Estimated Testing Times for Guam District-Wide Assessments

Smarter Balanced English Language Arts (ELA)/Literacy

ELA	Computer Adaptive Test (CAT) Items	Performance Task (PT) Test
Number and Duration of Sessions	**Recommendations:** • One to two sessions (recommended) and no more than six sessions (rare/extreme). Session durations range from 40–60 minutes. (e.g., Grade 4 ELA)	The performance task (PT) is presented in two parts. **Recommendation[s]:** • Administer in two sessions corresponding to Parts 1 and 2 of the PT. Session durations range from 60–120 minutes. Part 2 should be scheduled to allow students enough time to complete the full write in one test session.
Breaks within Session	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 screens. **Recommendation[s]:** • A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch).	The performance task (PT) is presented in two parts. Students can take breaks within Parts 1 and 2; however, once students move to Part 2, they will not be able to review or revise items in Part 1. **Recommendation[s]:** • Students complete Part 1 in one test session and Part 2 the next school day in a separate test session.

Smarter Balanced Math

Math	Computer Adaptive Test (CAT) Items	Performance Task (PT) Test
Number and Duration of Sessions	**Recommendation[s]:** • Administered in two sessions. • Session durations range from 40–60 minutes. Most students will complete the computer adaptive test (CAT) in 60 minutes or less.	**Recommendation[s]:** • Administered in one session. • Session duration ranges from 40–120 minutes.
Breaks within Session	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 screens. **Recommendation[s]:** • A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch).	Students can take breaks during performance task (PT) test sessions. Math performance task (PT) items are presented on a single screen. Following a break when the test is paused, including a break of more than 20 minutes, the student will have access to the same items.

Science Test

Science	Online Fixed-form Test
Number and Duration of Sessions	• Session 1: 35 minutes • **Total time: 35-45 minutes**
Breaks within Session	• A student may be provided breaks within a test session as needed. • The test is designed to be completed within a class period.

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

These estimates do not account for any time needed to start computers, load secure browsers, and log in students, nor do they account for breaks. Proctors should work with School Test Coordinators (STCs) to determine precise testing schedules.

Recommended order of Smarter Balanced ELA and Math online administration

Smarter Balanced recommends that students take the Computer Adaptive Test (CAT) and PT items on separate days to minimize student fatigue. For each content area, Smarter Balanced also recommends that students begin with the CAT followed by the PT test.

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 tests are not timed, so all the time estimates are approximate.
- Students should be allowed extra time if they need it, but Proctors need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.

7.4 Sensitive Responses

Taking appropriate action with student responses or student actions that cause concern

Throughout the test administration process, student safety is always the primary consideration.

During testing, proctors may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that Proctors will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Smarter Balanced security protocols make it clear that proctors are not permitted to review student responses in the testing interface or students' notes on scratch paper. However, during or after the assessments, a proctor might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the proctor to take action include, but are not limited to, student references to:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence or threats of violence
- Sexual assault
- Physical abuse
- Self-harm
- Intent to harm others
- Neglect
- Bullying of individuals or groups of students

Collecting information

Prior to administration, each proctor must have a thorough understanding of school and/or GDOE policies regarding documentation of student actions or concerning responses during a secure test event. The Proctor should document as much information as possible in accordance with school and/or GDOE policies.

Escalating information

Should the proctor encounter a sensitive response while supervising the test session, the proctor should immediately escalate this concern in accordance with the policies and procedures.

8.0 UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

The Guam Spring 2026 District-Wide Smarter Balanced Assessment Usability, Accessibility, and Accommodations Guidelines, which were adapted from the Smarter Balanced guidelines for use on the spring 2026 CAT and PT tests, is intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 Plan teams, as they prepare for and implement the District-Wide summative assessments.

The guidelines apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The guidelines focus on universal tools, designated supports, and accommodations for the spring 2026 District-Wide Smarter Balanced assessments of English language arts/literacy and mathematics. At the same time, they support important instructional decisions about and connection between accessibility and accommodations for students who participate in the Smarter Balanced assessments.

The Guam Spring 2026 District-Wide Smarter Balanced Assessment Usability, Accessibility, and Accommodations Guidelines, which include the full list of universal tools, designated supports, and accommodations applicable to the 2026 assessment can be found on the Guam Portal under the *Administration Resources* tab.

Please be sure to review the guidelines thoroughly before test administration.

The summative assessments and Practice Tests contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided locally, outside of that system, or are used during paper-pencil testing; both are defined in Table 9.

Table 9: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessments that are either provided as digitally delivered (embedded) components of the test administration system or are separate (non-embedded) from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as embedded components of the test administration system or are non-embedded.

Type	Definition
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or Section 504 Plans. Approved accommodations are either provided as embedded components of the test administration system or are non-embedded.

STCs can set embedded and non-embedded designated supports and accommodations. **Designated supports and accommodations must be set in ADAM prior to starting a test session.**

Information related to updating student settings inside ADAM can be found within the STC training materials on the Guam Portal.

The multiplication table and 100s number table are available as an accommodation for grade 3 and above mathematics assessments. These non-embedded accommodation resources need to be downloaded and printed prior to test administration from the Guam Portal under the *Administration Resources* tab. A description of these resources is provided in *Appendix E*.

9.0 PRIOR TO TEST ADMINISTRATION

9.1 Establishing Appropriate Testing Conditions

School Test Coordinators (STCs) and Proctors will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the Proctor.

The test administration should be conducted in a secure environment.

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test. The activity should not be related to the test being given (e.g., work on assignments for unrelated subjects or read a book).

During test administration, students may have access to and use of these additional required resources in Table 10 specific to each assessment and content area.

Table 10: Additional Required Resources

Content Area	Computer Adaptive (CAT)	Performance Task (PT)
ELA	• Headphones are required for the ELA CAT because of the listening items and for students requiring dynamic text-to-speech (unless the student is testing in a private setting). • Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA.	• Headphones are required for students requiring dynamic text-to-speech (unless the student is testing in a private setting). • Scratch paper should be provided for note taking or creating graphic organizers if necessary. Only plain, unlined paper or lined paper is appropriate for ELA. • A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper.

Content Area	Computer Adaptive (CAT)	Performance Task (PT)
Mathematics	• Headphones are required for students requiring dynamic text-to-speech and for students requiring Translation Glossaries (unless the student is testing in a private setting). • An embedded calculator is available for some mathematics items in **grade 6 and above**. A non-embedded calculator may only be used by students with a documented accommodation in an IEP or Section 504 Plan per guidance provided in the *Usability, Accessibility, and Accommodations Guidelines*. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. • Scratch paper is required for all grades. • Plain graph paper (no coordinate plane or other graphics) is required for **Grade 6 and above** and can be used on all math assessments.	• Headphones are required for students requiring dynamic text-to-speech and for students requiring Translation Glossaries (unless the student is testing in a private setting). • An embedded calculator is available for all mathematics PT items in **grade 6 and above**. A non-embedded calculator may only be used by students with a documented accommodation in an IEP or Section 504 Plan per guidance provided in the *Usability, Accessibility, and Accommodations Guidelines*. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. • Scratch paper is required for all grades. • Plain graph paper (no coordinate plane or other graphics) is required in **Grade 6 and above** and can be used on all math assessments. • A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper.

9.2 Tasks to Complete Prior to Administration

Practice Tests

School Test Coordinators (STCs) and Proctors should verify that students are provided the opportunity to practice on the Practice Test prior to testing.

It is highly recommended that ALL students be provided the opportunity to practice on their testing device. This allows students the opportunity to become familiar with all the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.

Infrastructure Trial

The purpose of the Infrastructure Trial for STCs is to conduct a simulation of steps that need to be implemented to successfully administer the Guam District-Wide Summative assessments. Infrastructure trials are designed to identify any gaps with your setup BEFORE the start of the actual test window. Please reference the *Infrastructure Trial for STCs* in the Guam Portal - Tech Setup.

Accommodations Setup

STCs should verify that all students have accurate designated supports and accommodations (embedded and non-embedded) in ADAM for each content area prior to testing.

Failure to correct test settings before testing could result in the student's not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity.

For information on how to view, add, upload, and modify accommodations, please refer to the *Accommodations Setup in ADAM* on the Guam Portal - Training Page.

Proctor Roster List and Student Test Cards

- STCs should ensure that Proctors have their Proctor Roster List, which will contain Proctor credentials (test code and proctor password) needed to log in to proctor the test and the student list containing student information and accommodations. STCs will also provide the Proctor with the student testing tickets for the proctor group.

Students will log into TestNav using the test code, their last name, and student ID from their test ticket. Prior to starting a test session, Proctors must provide each student with their ticket to help them accurately type their login information into TestNav. Student information is confidential; therefore, the student list and student testing tickets with this information must be kept secure until used during a test session. The loss of login information is considered a security breach at the local level and needs to be reported for test security reasons.

- STCs should ensure that Proctors have the required resources described in *Table 10: Additional Required Resources* available for student use during test administration.

  STCs and Proctors need to understand protocols in the event a student moves to a new school or for adding a student to the proctor group if the student does not exist in ADAM at the time of testing (e.g., creating a temporary student in ADAM).

10.0 DAY OF TEST ADMINISTRATION

Use the following information and script to assist students with the login procedures. Please refer to the Proctor training materials on the Guam Portal to become familiar with how students will start a test in TestNav.

RECOMMENDATION: Consider printing this section to be used on the day of testing for both the Computer Adaptive Test (CAT) and the performance task (PT) tests of each content area. Remember that the CAT and PT portions are considered two unique sessions and, as such, adherence to the process that follows is needed when initiating both tests.

The Proctor should verify the security of the testing environment prior to beginning a test session (See section 3.1 Security of the Test Environment). Proctors must ensure that students do not have access to non-approved digital, electronic, or manual devices during testing.

The Proctor should verify that students have access to and use of the additional required resources in *Table 10* specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades 6 and above).

NOTE: For Math **grades 6 and above**, students must use the embedded calculator for calculator-allowed questions on the mathematics test, with the exception of students in Grades 6 and above with a documented accommodation in an IEP or Section 504 Plan to use a specialized non-embedded, stand-alone calculator. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.

To ensure that all students are tested under the same conditions, the Proctor must adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions. The script can be found in the gray shaded boxes in *Section 10.1*. When asked, the Proctor should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless the student is assigned a Read Aloud non-embedded designated support or accommodation as described in the *Guam Spring 2026 District-Wide Smarter Balanced Assessment* Usability, Accessibility, and Accommodations Guidelines*.**

If the class is resuming a test and the Proctor is sure that all students can log in without hearing the login directions again, the Proctor may skip the login directions.

All directions that a Proctor needs to read to students are indicated by the word "SAY" and are in boxes, so they stand out from the regular text. They should be read exactly as they are written (except for students assigned the Simplified Test Directions non-embedded designated support), using a natural tone and manner. If the Proctor makes a mistake in reading a direction, the Proctor should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

The Proctor should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

Any time a student logs in to TestNav, the Proctor should follow this script. This includes logging in to complete the CAT or the PT sections.

10.1 Starting a Test

Proctors should follow these steps to log in and start proctoring a test. **Proctors should refer to the Proctor Training materials found on the Guam Portal under the *Training* tab for detailed step by step instructions related to using ADAM's proctor dashboard.**

The Proctor logs into the proctor dashboard.

The Proctor navigates to the ADAM site at https://ltr.adamexam.com/#/, chooses *Proctor a Test,* and then on the following screen, enters his or her test code and proctor password for quick access to the proctor dashboard.
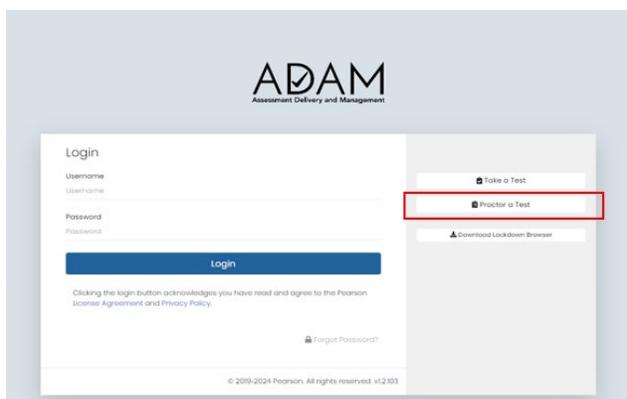

The Proctor should verify that students have access to and use of the additional required resources in *Table 10* specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, , graph paper for mathematics grades 6 and above).

The Proctor begins the test.

In this next step students will open the TestNav app. The app should be installed on their devices already.

SAY: Today, you will take Session [NUMBER OF SESSION (e.g., 1 or 2)] of the Smarter Balanced [NAME OF TEST (e.g., Grade 4 ELA, Grade 4 ELA Performance Task, etc.)] test. You will be given a student test ticket that is required to start the test. Please open the TestNav app that is on your device now.
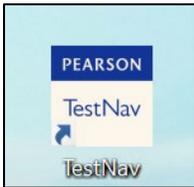
SAY: Before logging in, let's go over some test rules. You must answer each question on the screen before selecting the **NEXT** arrow. If you are unsure about an answer, provide what you this is the best answer. **For Performance Tasks only:** If you are unsure about an answer, you may bookmark it for review before going on to the next question by selecting **BOOKMARK**. You may go back and answer the question at any time during the test session by using the **PREVIOUS** arrow or the **REVIEW** button and selecting the question to review.

SAY: This test is divided into sections. When you get to the end of a section, you will be told to review your answers before submitting your answers. Once you submit your answers, you will not be able to return to any of the questions in the previous section.

[The following should be read if you are administering Session 1 (section 1) of the test and will continue testing session 2 (if applicable) on another day. You do not have to read this if you are administering session 2.] **SAY:** Once you have submitted section 1 you will see a screen for section 2, do not start section 2.

SAY: If you need to take a break or exit the test before you finish a section, then please be sure to raise your hand and notify me. To exit you will sign out of TestNav by clicking on the user menu at the top right part of your screen and choose **SIGN OUT OF TESTNAV**. It will ask you if you want to exit the test and finish later and then choose **SAVE AND RETURN LATER**.

SAY: Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone, smartwatch, or other non-approved electronic devices, please raise your hand and I will collect them before the test begins.

If you finish your test early, please raise your hand and sit quietly.

Give students their student test ticket. Students must type in the test code, last name, and student identifier exactly as it is shown on the tickets without extra spaces or characters. Student information is confidential; therefore, the tickets/papers with this information must be collected after each test session and securely destroyed after all sessions are complete for that test.

SAY: Now, we are ready to log in. Once you have logged in, you will have to wait for me to approve the test in my proctor dashboard before the test will open.

If: Students are taking:

- Session 1 of the ELA CAT and students will be using headphones for this Listening section, or

- A student logging in requires dynamic text-to-speech or other designated supports/accommodations that require audio.

Then: Read these directions in the next SAY box so the students will know how to verify that their headsets are working properly. Otherwise, the Proctor can skip this SAY box and move to the SAY box directly under it, which is for students that will not require an audio check.

[If an audio check is needed: Students will enter their test code (see 1 in image below) and then will need to test their audio (see 2 in image below) when logging on.]

SAY: Enter the test code found on your student ticket and then click **TEST AUDIO** to test your computer audio. Once that is complete click **NEXT**.

If no audio check is needed, then students only need to enter their test code and can skip the audio check (see 1 in image below).

SAY: Enter the test code found on your student ticket and click **NEXT**.
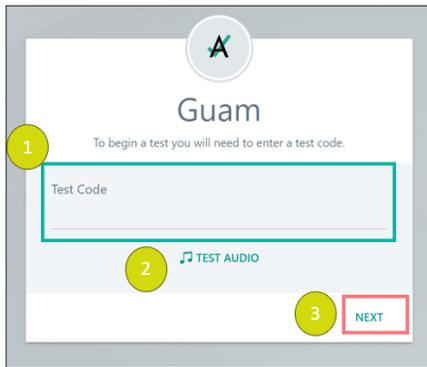
Ensure that all students have successfully entered their test code and tested their audio (if applicable).

Students must type in the test code exactly as it is shown on the tickets without extra spaces or characters. If the incorrect code is entered students will get an error message and they should try the code again. If the student is still having difficulty, the Proctor can confirm the student is using the correct test code (it is the same test code for all students in that proctor group, check there are no extra spaces at the end of the code etc.) and may assist students with logging in, if necessary.

If audio is applicable:

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your School Technology Coordinator for help.

> **SAY:** The test at the top of the screen should say [NAME OF TEST (e.g., Grade 4 ELA)]. If somebody's screen says something different, then please raise your hand.

If the test on the screen says something different than the test being proctored, then the student entered the incorrect test code. Confirm the test code on their ticket corresponds to the correct test code being administered and resolve locally by providing the correct student ticket and/or ensuring the proctor has the correct test code for the test that is being administered.

> **SAY:** Now enter your Last Name and Student Identifier exactly as it appears on your ticket. Once that is complete click **NEXT**.

Ensure that all students have successfully entered their last name and student identifier. Students must type in their credentials exactly as it is shown on the tickets without extra spaces or characters. If the incorrect Student ID is entered, students will get an error message, and they should try again. If the student is still having difficulty, the Proctor can confirm the student is using the credentials exactly as they appear on the ticket (check spaces etc.) and may assist students with logging in if necessary.

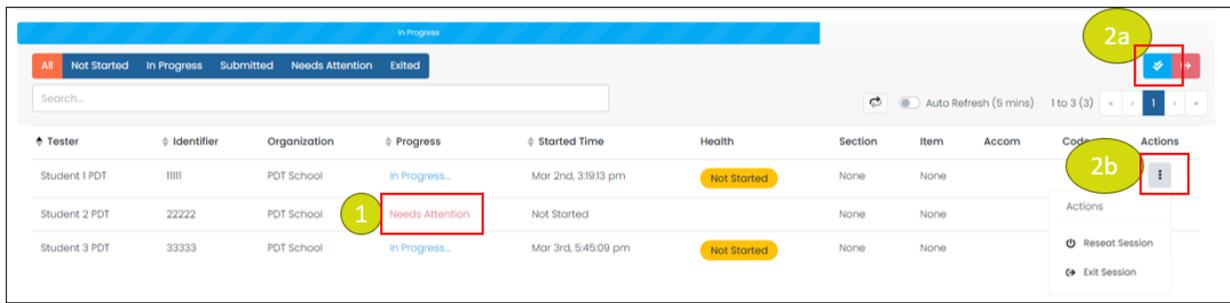**SAY:** You will now be on the Confirmation screen. Please confirm the test listed is [NAME OF TEST (e.g., Grade 4 ELA)] and confirm your name is appearing in the Your Name box. If all the information on your screen is correct, select **NEXT** to continue. Your test will not open until I approve it in my proctor dashboard. If any of the information is incorrect, please raise your hand and show me what is incorrect.

The Proctor views and approves students who are waiting for test session approval.

SAY: I will now approve your tests to start in my proctor dashboard. As I approve, your tests should start opening to the TestNav welcome page where you will see your name at the top. Please do not press the **START** button.

The proctor will now look at the proctor dashboard. Refresh the dashboard as needed, the Proctor will see the progress of students update to *Needs Attention* (see 1 in proctor dashboard image below) as they are awaiting Proctor approval. The Proctor should follow the instructions outlined in the Proctor training materials to either press the "Approve All Session" button (see 2a in image below) to approve all students or approve students individually by clicking on "Approve Session" found in the "Actions" column for each student (see 2b in image below).

Proctor Dashboard example:

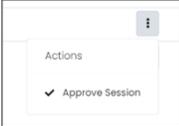The Progress column on the dashboard will update to *In Progress* as the Proctor approves the tests. Once you have approved, confirm all student tests are open on the welcome page.

SAY: You should now be on the TestNav welcome page. Raise your hand if your test did not open.

If a student's test did not open, refresh the dashboard and follow the steps above to approve their test.

The steps following this instruction are content-specific. There are instructions that should be followed for ELA CAT and ELA performance task tests, and after are instructions for Math CAT and Math performance tasks tests. Please find the appropriate section that corresponds to the test you are proctoring and proceed with the steps outlined in that section.

10.2 Proctoring the ELA Computer Adaptive Test (CAT)

As previously mentioned, refer to *Table 10: Additional Required Resources* to ensure students have the appropriate resources prior to starting. At this point, the Proctor has followed the instructions to start a test (section *10.1 Starting a Test*) and students are on the TestNav welcome page for the test. If you have already administered Session 1 then you can skip to the Session 2 instructions.

Section 1 ELA CAT

Section 1, the ELA computer adaptive test, assesses Listening so students will listen to passage(s) to answer the test questions. Students will need headphones to listen to the audio on their computer.

> **SAY:** For this session, you will be taking Section 1 of the test. This section includes both passages that you will listen to rather than read, as well as passages that will require you to read. You may use the notepad tool to take notes, which you can find in the menu bar once you start the test. Read each question carefully and follow the directions.

The proctor will let the group know how many minutes they have for this session. Remember, this is for scheduling purposes only as the assessments are not timed. The student can return to their test to finish at a later time, if necessary.

> **SAY:** You will have [NUMBER OF MINUTES (e.g., 45)] minutes for Section 1. I will notify the group when there are 10 minutes left in the session. If for some reason you are not finished at the end of this session, you will be able to finish the section at a later time.

Important: Students may finish this section of the test before the allotted amount of time for the session. The STC and Proctor should have a plan in place for what students will do if they finish the section early, so you can instruct the students on what they should do when they finish, which could vary by school/scheduling situations (e.g., will students sit there quietly until everyone is finished, will they be allowed to leave, etc.).

Section 1 only: After they submit this section of the test, the start page for Section 2 of the test will appear on their screen, so it's important they do not proceed with the next section unless instructed to do so.

> **SAY:** After answering the last question in this section, you will be presented with an *End of Section* screen.

> **SAY:** Once you have answered all the questions in this section of your test, select the **SUBMIT** button that appears on the *End of Section* page. A *Section Exit Warning* pop up will appear to confirm you wish to submit final answers. Once you submit, you will not be able to return to this section. The test will take you to the Section 2 start screen. Do **not** start Section 2. Please raise your hand and sit quietly once you submitted Section 1, so I can provide instructions. Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

Monitoring student progress: Please refer to section *10.6 Monitoring Student Progress During the Session* for directions related to monitoring test progress throughout the session.

Ending the test session: Please refer to section *10.7 Ending the Test Session and Submitting Final Answers* for directions related to ending the test session.

10.3 Proctoring the ELA Performance Task

As previously mentioned, refer to *Table 10: Additional Required Resources* to ensure students have the appropriate resources prior to starting. At this point, the Proctor has followed the instructions to start a test (section *10.1 Starting a Test*) and students are on the TestNav welcome page for the test. If you have already administered Session 1 then you can skip to the Session 2 instructions.

Section 2: ELA Performance Task

The ELA performance task test is made up of 2 parts. For this session, students will complete Part 1/Section 2. Students will read about the task they have been given, will read sources, and then will answer a question(s). Notes that students take in the Global Notepad tool (or on scratch paper) for Part 1 will be saved for use in Part 2, which is a writing assignment that will be given during Session 2 of the test.

> **SAY:** The English Language Arts Performance Task test has 2 sections or parts. For this session, you will be taking Section 2. First, you will read about the task you have been given. Then you will read sources and answer a research question.

> **SAY:** You may use the **Global Notepad** tool to take notes as you read the sources and answer the question, or you can take notes on scratch paper. The notepad tool will be found on the top menu bar when you start your test. You can use your notes from Part 1 to help you write your assignment during Part 2, which will be given in another test session.

The proctor will let the group know how many minutes they have for this session. Remember, this is for scheduling purposes only as the assessments are not timed. The student can return to their test to finish at a later time, if necessary.

> SAY: You will have [NUMBER OF MINUTES (e.g., 60)] minutes for Section 2. I will notify the group when there are 10 minutes left in the session. If for some reason you are not finished at the end of this session, you will be able to finish the section at a later time.

Important: Students may finish this section of the test before the allotted amount of time for the session. The STC and Proctor should have a plan in place for what students will do if they finish the section early, so you can instruct the students on what they should do when they finish, which could vary by school/scheduling situations (e.g., will students sit there quietly until everyone is finished, will they be allowed to leave, etc.).

Section 2 only: After they submit this section of the test, the start page for Section 3 of the test will appear on their screen, so it's important they do not proceed with the next section unless instructed to do so.

> SAY: After answering the last question in this section, you will be presented with an *End of Section* screen asking you to review your answers prior to submitting your test. The screen will mark any unanswered questions, and you can click on the question number to re-visit any question.

> SAY: Once you have answered all the questions in this section of your test and have finished reviewing your answers, select the **SUBMIT** button that appears on the *End of Section* page. A *Section Exit Warning* pop up will appear to confirm you wish to submit final answers. Once you submit, you will not be able to return to this section. The test will take you to the Section 3 start screen. Do **not** start Section 3. Please raise your hand and sit quietly once you submitted Section 2, so I can provide instructions. Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

> SAY: Please read the directions at the bottom of your screen silently to yourself and press the **START** button. You will be taken to the Section Start page and then press **START** to begin the test.

Monitoring student progress: Please refer to section *10.6 Monitoring Student Progress During the Session* for directions related to monitoring test progress throughout the session.

Ending the test session: Please refer to section *10.7 Ending the Test Session and Submitting Final Answers* for directions related to ending the test session.

Section 3- ELA Performance Task

As previously mentioned, refer to *Table 10: Additional Required Resources* to ensure students have the appropriate resources prior to starting. At this point, the Proctor has followed the instructions to start a test (section *10.1 Starting a Test*) and students are on the TestNav welcome page for the test. Please note, some students may already be on the Section 2 start page.

Session 2/Part 2 of the ELA performance task includes a writing assignment based on the sources they read during Part 1. Students can use their notes from Part 1 for this session of the test. Notes they took on the Global Notepad tool during Part 1/Section 1 will be available when they open Section 2 of the test. If they took notes on scratch paper, then provide the students their Part 1 notes now.

> **SAY:** You already completed Part 1 of the English Language Arts performance Task and now you will complete Part 2. For Part 2, you will be given a writing assignment based on the sources you read during Part 1. You can use your notes from Part 1 to help you write your assignment. If you took notes using the **Global notepad** tool, which will be found on the top menu bar when you start your test, or on scratch paper, then those notes are available for you to refer to for this part of the test.

> **SAY:** When you start your test, look for the **Part 2** student directions, which may be on the right-hand side of your screen and read your **Part 2** assignment carefully.

The proctor will let the group know how many minutes they have for this session. Remember, this is for scheduling purposes only as the assessments are not timed. The student can return to their test to finish at a later time, if necessary.

> **SAY:** You will have [NUMBER OF MINUTES (e.g., 85)] minutes for Part 2. I will notify the group when there are 10 minutes left in the session. If for some reason you are not finished at the end of this session, you will be able to finish the section at a later time.

Important: Students may finish this section of the test before the allotted amount of time for the session. The STC and Proctor should have a plan in place for what students will do if they finish the section early, so you can instruct the students on what they should do when they finish, which could

vary by school/scheduling situations (e.g., will students sit there quietly until everyone is finished, will they be allowed to leave, etc.).

> **SAY:** After answering the last question in this section, you will be presented with an *End of* Section screen asking you to review your answers prior to submitting your test. The screen will mark any unanswered questions, and you can click on the question number to re-visit any question.

> **SAY:** Once you have answered all the questions in this section of your test and have finished reviewing your answers, select the **SUBMIT** button that appears on the *End of Section* page. A *Test Submit Warning* pop up will appear to confirm you wish to submit final answers. Once you submit, you will not be able to return to this section. Please raise your hand and sit quietly once you submitted the section, so I can provide instructions. Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

> **SAY:** Please press the **RESUME** button. You will be taken to the Section Start page and then press **START** to begin the test.

Monitoring student progress: Please refer to section *10.6 Monitoring Student Progress During the Session* for directions related to monitoring test progress throughout the session.

Ending the test session: Please refer to section *10.7 Ending the Test Session and Submitting Final Answers* for directions related to ending the test session.

10.4 Proctoring the Math Computer Adaptive Test

As previously mentioned, refer to *Table 10: Additional Required Resources* to ensure students have the appropriate resources prior to starting. At this point, the Proctor has followed the instructions to start a test (section *10.1 Starting a Test*) and students are on the TestNav welcome page for the test. If you have already administered Session 1 then you can skip to the Session 2 instructions.

Section 1 - Math CAT

As previously mentioned, refer to *Table 10: Additional Required Resources* to ensure students have the appropriate resources prior to starting. At this point, the Proctor has followed the instructions to start a test (section *10.1 Starting a Test*) and students are on the TestNav welcome page for the test.

For Section 1, an embedded calculator is available for some mathematics items in **grade 6 and above only**. The calculator icon will appear in the menu bar at the top of the screen when a calculator is available for use.

Scratch paper is required for all grades and plain graph paper is required for **Grade 6 and above**.

> **SAY:** Section 1 of the Math test includes different types of questions. You may also use the scratch paper [**for grade 6 and above also say "and graph paper"]** provided if you need room to work the problems.

> **[For Grade 6 and above only]**
>
> **SAY:** An embedded calculator is available for some mathematics items in this section. The calculator icon will appear in the menu bar at the top of the screen when a calculator is available for use.

When the students have their test open, a calculator icon will be available for those items that allow the use of a calculator.

> **SAY:** Read each question carefully and follow the directions.

The proctor will let the group know how many minutes they have for this section. Remember, this is for scheduling purposes only as the assessments are not timed. The student can return to their test to finish at a later time, if necessary.

> **SAY:** You will have [NUMBER OF MINUTES (e.g., 30)] minutes for Section 1. I will notify the group when there are 10 minutes left in the session. If for some reason you are not finished at the end of this session, you will be able to finish the section at a later time.

Important: Students may finish this section of the test before the allotted amount of time for the session. The STC and Proctor should have a plan in place for what students will do if they finish the section early, so you can instruct the students on what they should do when they finish, which could vary by school/scheduling situations (e.g., will students sit there quietly until everyone is finished, will they be allowed to leave, etc.).

Section 1 only: After they submit this section of the test, the start page for Section 2 of the test will appear on their screen, so it's important they do not proceed with the next section unless instructed to do so.

> **SAY:** After answering the last question in this section, you will be presented with an *End of Section* screen.

> **SAY:** Once you have answered all the questions in this section of your test, select the **SUBMIT** button that appears on the *End of Section* page. A *Section Exit Warning* pop up will appear to confirm you wish to submit final answers. Once you submit, you will not be able to return to this section. The test will take you to the Section 2 start screen. Do **not** start Section 2. Please raise your hand and sit quietly once you submitted Section 2, so I can provide instructions. Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

> **SAY:** Please read the directions at the bottom of your screen silently to yourself and press the **START** button. You will be taken to the Section Start page and then press **START** to begin the test.

Monitoring student progress: Please refer to section *10.6 Monitoring Student Progress During the Session* for directions related to monitoring test progress throughout the session.

Ending the test session: Please refer to section *10.7 Ending the Test Session and Submitting Final Answers* for directions related to ending the test session.

10.5 Proctoring the Math Performance Task

As previously mentioned, refer to *Table 10: Additional Required Resources* to ensure students have the appropriate resources prior to starting. At this point, the Proctor has followed the instructions to start a test (section *10.1 Starting a Test*) and students are on the TestNav welcome page for the test.

Section 2 - Math Performance Task

The Math performance task has only 1 section. An embedded calculator is available for some mathematics items in **grade 6 and above only**. The calculator icon will appear in the menu bar at the top of the screen when a calculator is available for use.

Scratch paper is required for all grades and plain graph paper is required for **Grade 6 and above**.

> **SAY:** The Math performance task has 1 section. Read the information about your task. Then provide responses for each of the problems that follow, referring back to the information as often as needed. You may also use the scratch paper [**for grade 6 and above also say "and graph paper"**] provided if you need room to work the problems.

> **[For Grade 6 and above only]**
>
> **SAY:** An embedded calculator is available for some mathematics items in this section. The calculator icon will appear in the menu bar at the top of the screen when a calculator is available for use.

When the students have their test open, a calculator icon will be available for those items that allow the use of a calculator.

> **SAY:** Read each question carefully and follow the directions.

The proctor will let the group know how many minutes they have for this session. Remember, this is for scheduling purposes only as the assessments are not timed. The student can return to their test to finish at a later time, if necessary.

> **SAY:** You will have [NUMBER OF MINUTES (e.g., 90)] minutes for this Section. I will notify the group when there are 10 minutes left in the session. If for some reason you are not finished at the end of this session, you will be able to finish the section at a later time.

Important: Students may finish this section of the test before the allotted amount of time for the session. The STC and Proctor should have a plan in place for what students will do if they finish the section early, so you can instruct the students on what they should do when they finish, which could vary by school/scheduling situations (e.g., will students sit there quietly until everyone is finished, will they be allowed to leave, etc.).

> **SAY:** After answering the last question in this section, you will be presented with an *End of* Section screen asking you to review your answers prior to submitting your test. The screen will mark any unanswered questions, and you can click on the question number to re-visit any question.

> **SAY:** Once you have answered all the questions in this section of your test and have finished reviewing your answers, select the **SUBMIT** button that appears on the *End of Section* page. A *Test Submit Warning* pop up will appear to confirm you wish to submit final answers. Once you submit, you will not be able to return to this section. Please raise your hand and sit quietly once you submitted the section, so I can provide instructions. Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

> **SAY:** Please read the directions at the bottom of your screen silently to yourself and press the **START** button. You will be taken to the Section Start page and then press **START** to begin the test.

Monitoring student progress: Please refer to section *10.6 Monitoring Student Progress During the Session* for directions related to monitoring test progress throughout the session.

Ending the test session: Please refer to section *10.7 Ending the Test Session and Submitting Final Answers* for directions related to ending the test session.

## 10.6 Monitoring Student Progress During the Session

It is very important that Proctors monitor student progress and status throughout the test session. The Proctor monitors the test each student is taking by referring to the Proctor dashboard within ADAM.

Monitoring Test Progress

Once students have started their tests, the Proctor should circulate through the room to ensure that all conditions of test security are maintained. If the Proctor witnesses or suspects the possibility of a test security incident, the STC should be contacted immediately in accordance with the security guidance provided in this manual.

The Proctor may also use the Proctor dashboard to view the testing progress of any student. This site will not show test items or scores but will let the Proctor see what section the student is in and how many items have been delivered to each student (e.g., section 2; item 17).

The Proctor should refresh the dashboard manually throughout the test session by selecting the **Refresh** button that appears right above the list of students. If for any reason a student should be exited from their test (e.g., power outage, network failure, TestNav error due to security, student signs out of TestNav etc.), the proctor will need to *reseat* the student within the Proctor dashboard before the student can log back into an exited test.
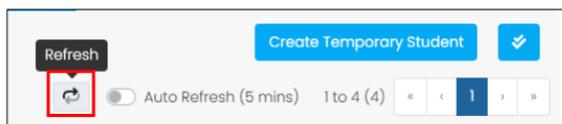
Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

> SAY: It is important that you do your best. Do you need to take a break?

If a student is concerned about an item, you may read the script below.

> SAY: Try your best and choose the answer that makes the most sense to you.

Exiting the Test Prior to Completing the Current Section

If the student(s) needs to exit the test before they finish the section (e.g., break, student will finish the section at a later time, students just submitted Section 1 responses and are on the Section 2 start screen but will take Section 2 at a later time, etc.), then they may do so by following these steps to sign out of TestNav. TestNav will save the student responses, and the student will be able to resume their test where they left off upon logging back into TestNav. The Proctor will need to *reseat* the student within the Proctor dashboard before the student can log back into an exited test.

Important: Signing out of TestNav is not the same as submitting answers at the end of a section. Signing out allows the student to resume their test section later but their section is not complete until they reach the *End of Section* page and submit their answers. Once the student submits answers, they are not able to re-visit or re-open the section. See the next section for submitting final answers.

Steps to Sign Out of TestNav and Finish Later

> SAY: To sign out of TestNav click the user dropdown menu in the upper right-hand corner of your screen and choose **Sign out of TestNav.** A confirmation screen will appear that reads *I want to exit this test and finish later.* Click on the **Save and Return Later** button to exit the test.
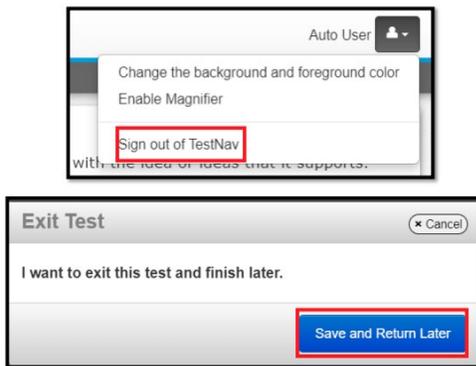
10.7 Ending the Test Session and Submitting Final Answers

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

> SAY: We are nearing the end of this test session. Do not submit your test unless you have answered all the questions.

> **[The following should be read for all tests.]**
>
> SAY: If you need additional time let me know.

End of Section screen

After answering the last item in each CAT section, the student is presented with an *End of Section* screen. Students are not allowed to revisit items within the CAT section. Student will need to provide their best answer to each item and submit the section.

For Performance Tasks, the student will be prompted to review answers (marked and unmarked) for all items available to the student prior to submitting the test. Unanswered questions are marked with a dot and a student can click on the Question number to re-visit that item. To get back to the *End of Section*

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page, in the top menu bar the student can click on **Review** (see *Bookmark and Review*) and then scroll down to the bottom option that says *End of Section.* Students should ensure they responded to all questions. There will be no dot next to the Question number if they responded to those questions and the screen will read "All Questions Answered".

The next step is for the student to **Submit** their responses for this section. A *Section Exit Warning* (for section 1 of the test) or a *Test Submit Warning* (for the last section of a test) confirmation screen appears, and the student confirms they want to submit their answers. Once a student submits, the student will not be able to review answers. Their section will also not be able to be re-opened.

> SAY: If you have answered all the questions on your test and have finished reviewing your answers, select the SUBMIT button that appears on the End of Section page. Once you submit, you will not be able to return to this section.

> [If this is Section 1 of a multi-section test]
>
> SAY: A *Section Exit Warning* confirmation screen will appear. Select YES when you are ready to submit. Once you submit, you will not be able to return to this section.
>
> SAY: The test will take you to the Section 2 start screen. Do not start Section 2. Please raise your hand and sit quietly once you submitted Section 1.

If this is Session 1 and Session 2 will be taken at a later time/on a different day, then the students will need to sign out of TestNav **after** they submitted their Section 1 responses. See *Steps to Sign Out of TestNav and Finish Later* for instructions on how to sign out of TestNav.

> [If this is the last Session of a test]
>
> SAY: A *Test Submit Warning* confirmation screen will appear. Select YES, Submit Final Answers when you are ready to submit. Once you submit, you will not be able to return to this section.

When the session time has expired and if students are still testing, then say the following.

> SAY: This test session is now over. If you have not finished, please raise your hand so I can provide instructions for signing out of TestNav and you will be able to finish at another time.

Provide instructions for students that need to sign out of TestNav and finish later. See Monitoring section for instructions on *how to sign out of TestNav*.

Follow appropriate testing policies to allow students who need extra time when using some accessibility resources to finish their testing session.

Refer to *Section 3.2 Secure Handling of Printed Materials* for information about securely destroying secure test materials and scratch paper, or retaining scratch paper for PTs.

[The following should be read for non-PT sessions]

SAY: I will now collect any scratch paper or other materials.

[The following should be read for the PT portion for students who will continue testing the PT on another day.]

SAY: Please write your name on your scratch paper. I will collect it for use during the next test session.

Proctors Review the Proctor Dashboard

If: Students are submitting section 1 of a multi-section test (i.e., there is a pending session to administer for the test) and your Proctor Group will not be taking the 2 sections consecutively (i.e., you will proctor section 2 at another time),

THEN: After the students submit their responses for Section 1, they will be taken to the Section 2 start screen. Students will need to **Sign Out** of TestNav and click on **Save and Return Later** to exit the test. Once they exit after submitting their responses, the students' Progress, Health and Section columns of the Proctor Dashboard should reflect the following:

Progress	Started Time	Health	Section
In Progress...	Mar 8th, 11:07:49 am	Exited	section2

If: Students are submitting the final section of the test (i.e., all sessions for the test have been administered),

THEN: Tests are in *Submitted* status (meaning they have completed and submitted the entire test) in the Proctor Dashboard. Those students that tested but did not finish and will finish later will be in *Exited* status.

If a student completed the test and did not submit it, the proctor can submit the test for the student from the Proctor Dashboard by going to that student's Action tool and select *Submit Session* for that student.
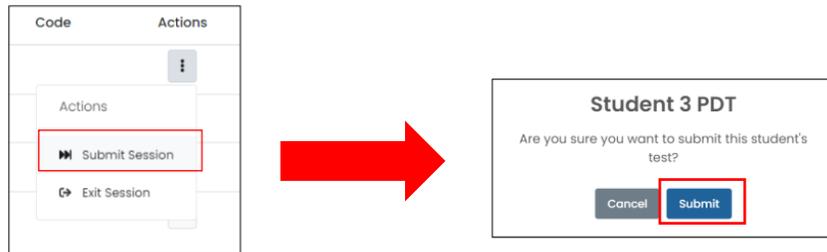
All submitted/completed student tests should show as the following within the Proctor Dashboard:

When finished, Proctors can log out of the Proctor Interface by selecting the **Logout** button at the top right. Proctors should also collect any scratch paper (and graph paper for math grades 6 and up) or student test tickets that were used to assist with logging into the test.

10.8 Testing Over Multiple Days

For some sections, particularly the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. Smarter Balanced recommends that the ELA PT be administered in two sessions corresponding with Section 2 (Part 1) and Section 3 (Part 2). Students can be provided breaks within each session; however, once a student moves on to Section 3, he or she will not be able to review or revise items in Section 2. For this reason, it is recommended that students complete Section 2 in one test session; Section 3 would ideally be delivered the next school day. For the mathematics PT, Smarter Balanced recommends finishing the test during one session, if possible.

If the Proctor intends to administer the test over the course of multiple days for a student or group of students, Proctors may ask students to stop and exit after they reach a designated point. There is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the Proctor should give the students clear directions on when to stop. For example, Proctors may designate a certain amount of time for testing. Likewise, the end of Section 2 of the ELA PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the section.

When testing is resumed on a subsequent day, the Proctor will need to give the students their testing tickets again. When instructing the students to log in, Proctors will follow the same instructions as outlined in section *10.0 Day of Test Administration*.

A summary of recommendations for the number of sessions and session durations is in section *7.3 Testing Time and Recommended Order of Administration*.

11.0 AFTER TEST ADMINISTRATION

11.1 Destroying Test Materials

As a reminder, all printed and paper test materials identified in section *3.0 Ensuring Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next. The only exception to this is scratch paper and graph paper used during the performance task, which should be handled according to the guidance provided in section *3.2 Secure Handling of Printed Materials*.

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

11.2 Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in sections *3.0 Ensuring Test Security* and *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* in this manual.

11.3 Post-Test Clean Up in ADAM

After the test window, the School Test Coordinator must confirm students who did not take a test due to absence and submit any test sessions that were not submitted by the students and/or Proctors during testing. Please refer to the **Before, During and After Testing** training video located it the Guam Portal – Training Page for detailed steps.

12.0 SCIENCE TEST

12.1 Science Overview

The Spring 2026 Science Test is a computer-based assessment. This test is untimed test, and most students will likely complete the assessment in about 35 minutes.

The Science Test is also administered to students using TestNav and Pearson's assessment management platform, ADAM, similar to the ELA and Math tests.

All test sessions, including make-up testing, must be completed during the test administration window.

12.2 Science Administration Duration

All assessments are untimed but designed to be completed within a class period, averaging approximately 35 minutes for most students.

12.3 Science Question Types

Science assessments are composed of various question types. These include multiple-choice, multi-select, and various technology-enhanced item types, including the following:
- Drop-down menu selection
- Drag-and-drop
- Fill-in-the-blank
- Graphing (bar, point/line)
- Hot spot inline choice
- Matching

12.4 Science Accessibility Accommodations

There will be specific universal tools, designated supports and accommodations for science, which may vary from the ELA and math tools, supports and accommodations.

Universal Tools for Science

Table 11 Science Embedded Universal Tool Features

Feature	Description
Answer eliminator	Allows users to cross out answer options.
Line Reader Mask	Allows users to block off content that is not of immediate need or that may be distracting.
Calculator	Four function calculator gr 3-5; five function calculator gr 6-8; Desmos four function

Feature	Description
	calculator gr 3-8; scientific calculator (HS); Desmos scientific calculator (HS)
Ruler	Centimeter ruler with millimeter markings

Table 12 Science Non-embedded Universal Tool Features

Feature	Description
Breaks	A student can take breaks as needed to reduce cognitive fatigue.

Designated Supports for Science

Designated supports must be enabled in the ADAM platform. In advance of testing, STCs should assign embedded and non-embedded designated supports and accommodations in the ADAM platform.

For information about how to assign accommodations, view the *Accommodations Setup in ADAM* video in the Guam Portal Site: https://guam.mypearsonsupport.com/training.html.

Table 13 Science Embedded Designated Supports

Feature	Description
Color Contrast	Adjust screen background or font color, based on student needs or preferences.
Masking Tool	Masking involves blocking off content that is not of immediate need or that may be distracting to the student.
Mouse Pointer	Allows the mouse pointer to be set to a larger size and also for the color to be changed.
Readable Mode	This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli, if applicable.

Table 14 Non-embedded Designated Supports

Feature	Description
Noise Buffer	Ear mufflers, white noise, and/or other equipment used to block external sounds.

Feature	Description
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students.
Read Aloud	Proctors can read the test questions aloud. Human reading should not be used for reading passages in grades 3 and above.

12.5 Science Security Policy

Reference section *3.0 Ensuring Test Security*.

12.6 Starting the Science Test

The Proctor should follow the steps outlined in section *10.1 Starting a Test* (e.g., log in to the Proctor Dashboard, Proctor begins the test, Proctor approves students in the dashboard etc.) and students are on the TestNav welcome page for the test.

12.7 Proctoring the Science Test

Session 1 - Science Test

The Science test contains 1 section. Embedded calculators and rulers will be available for students to use, if needed.

> **SAY:** The Science test has 1 section, and it includes different types of questions. An embedded calculator and ruler are available for some items in this section. The calculator and ruler icons will appear in the menu bar at the top of the screen when they are available for use.

When the students have their test open, a calculator and/or ruler icons will be available for those items that allow the use of a calculator and/or ruler.
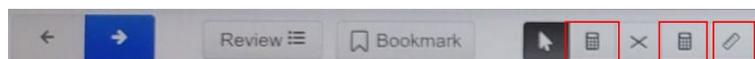
> **SAY:** Read each question carefully and follow the directions.

The proctor will let the group know how many minutes they have for this session. Remember, this is for scheduling purposes only as the assessments are not timed. The student can return to their test to finish at a later time, if necessary.

> **SAY:** You will have [NUMBER OF MINUTES] (e.g., 35) minutes for this Section. I will notify the group when there are 10 minutes left in the session. If for some reason you are not finished at the end of this session, you will be able to finish the section at a later time.

Important: Students may finish this section of the test before the allotted amount of time for the session. The STC and Proctor should have a plan in place for what students will do if they finish the section early, so you can instruct the students on what they should do when they finish, which could vary by school/scheduling situations (e.g., will students sit there quietly until everyone is finished, will they be allowed to leave, etc.).

> **SAY:** After answering the last question in this section, you will be presented with an *End of* Section screen asking you to review your answers prior to submitting your test. The screen will mark any unanswered questions, and you can click on the question number to re-visit any question.

> **SAY:** Once you have answered all the questions in this section of your test and have finished reviewing your answers, select the **SUBMIT** button that appears on the *End of Section* page. A *Test Submit Warning* pop up will appear to confirm you wish to submit final answers. Once you submit, you will not be able to return to this section. Please raise your hand and sit quietly once you submitted the section, so I can provide instructions. Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

> **SAY:** Please press the **START** button. You will be taken to the Section Start page and then press **START** to begin the test.

Grade 11 Science Test: Students are required to provide an answer for each question. They may revisit/review previous items only if an answer is selected on their current question (e.g., if they are on question 10, they must answer that item if they want revisit question 9, or prior items.)

Monitoring student progress: Please refer to section *10.6 Monitoring Student Progress During the Session* for directions related to monitoring test progress throughout the session.

Ending the test session: Please refer to section *10.7 Ending the Test Session and Submitting Final Answers* for directions related to ending the test session.

APPENDIX A: FREQUENTLY USED TERMS

Table 15: 15 defines terms that are specific to the Smarter Balanced assessments.

Table 15: Frequently Used Terms

Term	Definition
Accommodations	Changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the *Guam Spring 2026 District-Wide Smarter Balanced Assessment Usability, Accessibility, and Accommodations Guidelines* on the Guam Portal (https://guam.mypearsonsupport.com/) for complete information.
ADAM	The test registration tool used for Guam District-Wide assessments. This is the system through which users interact with and inform the student test delivery system, TestNav. ADAM provides administrators with the tools to add and manage users and students, accommodation assignments, and create proctor groups, among others. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role.

See the STC and Proctor training documentation on the Guam Portal for complete information. |
| **Appeal** | Authorized users may submit requests to GDOE for resetting or invalidating students' assessments. These requests must result from a test security incident or incorrect test setting that impacted testing. All requests must be approved by GDOE and GDOE will communicate the request to a Pearson representative. |
| **Break** | There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs.

The student can break for any amount of time and still return to any previously answered item within the current section only. |

Term	Definition
Designated Supports	Accessibility resources of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). See the *Guam Spring 2026 District-Wide Smarter Balanced Assessment Usability, Accessibility, and Accommodations Guidelines* on the [Guam Portal](#) for complete information.
Full-write	A component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she engages the full writing process. The full-write is Session 2 of the ELA PT.
Invalidation	Invalidating a test is a type of Appeal that results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for assessments impacted by a test security incident. All requests must be approved by GDOE and GDOE will communicate the request to a Pearson representative.
Item	A test question or stimulus presented to a student to elicit a response.
Performance Task (PT)	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test.
Reading Passage/Passage	A reading passage is a type of stimulus (see definition of stimulus). When reading passage/passage is referenced on the Smarter Balanced assessment it is to differentiate this type of stimulus from others on the assessment. Reading passage or passage is used when speaking about the reading passages that are part of the ELA test.

Term	Definition
Reset	Resetting a student's test is a type of Appeal that enables the student to start a new test. Any work previously done on the test would be lost. Valid reasons for a reset would be if a student's test was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and didn't have a needed language support (such as a language glossary). All requests must be approved by GDOE and GDOE will communicate the request to a Pearson representative.
School Test Coordinator (STC)	School staff member responsible for monitoring the test schedule, process, and Proctors. STCs are also responsible for ensuring that Proctors have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced and GDOE.
TestNav	TestNav is an app that is downloaded and installed on a computer prior to a student beginning the test. TestNav is specifically designed for use with secure assessments and prevents students from accessing specific hardware and software functions (e.g., browsers, screenshot programs) that are not allowed during the assessments.
Section	A part of a test within the test delivery system. When a student completes a section of the test, he or she will receive a message that indicates that once that section is submitted it is no longer possible to return to items in that section.
Session	A timeframe in which students actively test in a single sitting. The length of a test session is determined by the timing needs associated with the assessment. Smarter Balanced assessments are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.
Student Identifier	A district-wide, unique student identifier, as assigned for use in ADAM, assigned to each student by GDOE.

Term	Definition
Stimulus/Stimuli	Material or materials used in the test context which form the basis for students to answer connected test items. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing students' knowledge and skills. Examples of stimuli include: traditional reading passages/texts viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research or scenarios; charts and graphs for mathematics items.
Proctor	School personnel responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in this manual.
Test Security Incident Log	Document of record for a school to record all test security incidents. The template can be downloaded from the Guam Portal.
Testing Breach	A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to GDOE, who will then communicate with a Pearson representative. For specific details on how to proceed when an incident has occurred, please refer to section *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* of this manual.
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed when an incident has occurred, please refer to *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* of this manual.

Term	Definition
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level but are submitted on the Test Security Incident Log. For specific details on how to proceed when an incident has occurred, please refer to _4.0 Responding to Testing Improprieties, Irregularities, and Breaches_ of this manual.
Universal Tools	Available to **all** students based on student preference and selection. See the _Guam Spring 2026 District-Wide Smarter Balanced Assessment Usability, Accessibility, and Accommodations Guidelines_ on the Guam Portal for complete information.

APPENDIX B: ITEM TYPES

ELA and Mathematics

Type of Item	Brief Description of How to Respond
Multiple Choice	Select a single option.
Multiple Select	Select two or more options.
Match Interaction	Match text or images in rows to values in columns.
Short Answer Text Response	Keyboard entry.

Mathematics Only

Type of Item	Brief Description of How to Respond
Grid Item – Drag and Drop	Drag-and-drop single or multiple elements into a background image.
Table Interaction	Keyboard entry into table cells.
Equation Response	Enter equation or numeric response using on-screen panel containing mathematical characters.

ELA Only

Type of Item	Brief Description of How to Respond
Evidence Based Selected Response	Two-part item: • Part A: Respond to a Multiple-Choice item. • Part B: Cite the evidence that supports the answer to Part A either Multiple Choice, Multiple Select, or Hot Text.
Hot Text	Select sections of text, or drag-and-drop sections of text.
Essay/Writing Extended Response	Keyboard entry.

APPENDIX C: PRACTICE TESTS

In preparation for the test and to expose students to the various item-response types in ELA and mathematics (see *Appendix B* for item types), it is **highly recommended** that all students access the Practice Tests on the device students will use during testing, available on the Guam Portal at https://guam.mypearsonsupport.com/practice-tests.html. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the summative assessments and prepares students for testing. These resources will not be scored, and the tests are accessed through a browser. Please note, the operational test will be accessed through the TestNav app.

Overview of the Practice Tests

The Smarter Balanced Practice Tests allow educators and students to experience a full grade-level test and gain insight into the Smarter Balanced assessments. The Practice Tests mirror the summative assessments, but responses are not saved and are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately thirty items each in ELA and mathematics—as well as an ELA and mathematics performance task test at each grade level (3–8 and 11). The Practice Test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations, which should also be provided to students with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments.

The Practice 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 Practice Test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and/or content (see section *7.2 General Rules of Online Testing*). This walk-through of the Practice Tests provides opportunities for Proctors to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.

APPENDIX D: TEST SECURITY CHART

The **Test Security Chart** shows the test security incident levels and examples of types of issues.

Level of Severity & Potential Effect on Test Security	Types of Issues
LOW **Impropriety**	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Disruptions to a test session such as a fire drill, school-wide power outage, poor internet network connection, or other acts.
MEDIUM **Irregularity**	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, smart watches, PDAs, iPods, or electronic translators) during testing.
	Proctor or Coordinator leaving related instructional materials on the walls in the testing room.
	Proctor or Coordinator failing to ensure administration and supervision of the assessments by qualified, trained personnel.
	Proctor giving incorrect instructions that are not corrected prior to testing.
	Proctor or Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
	Proctor allowing students to continue testing beyond the close of the testing window.
	Proctor or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point

	to the correct answer or otherwise identifying the source of their answer, or requiring students to show their work.
	Proctor providing students with non-allowable materials or devices (e.g., calculators during non-calculator sections) during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
	Proctor allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes Proctors or other staff using student information to log in or allowing a student to log in using another student's information.
	Proctor providing a student access to another student's work/responses.
HIGH BREACH	Proctor or Coordinator modifying student responses or records at any time.
	The live Student Interface being used for practice instead of the Practice Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Proctor allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing the media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

APPENDIX E: MULTIPLICATION TABLE AND 100S NUMBER TABLE

A paper-based multiplication table containing numbers 1-12 is a non-embedded accommodation for **grades 3 and above** mathematics items. The multiplication table is to be used ***only*** for students with a documented and persistent calculation disability (i.e., dyscalculia) as documented in their IEP or Section 504 Plan. This table can be printed for students requiring this accommodation from the Guam Portal. Use of other multiplication tables is prohibited.

Multiplication Table

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

NOTE: This page is not intended to be printed for student use during testing.

A paper-based table listing numbers from 1-100 is a non-embedded accommodation for **grades 3 and above** mathematics items. The 100s number table is to be used *only* for students with visual processing or spatial perception needs as documented in their IEP or Section 504 Plan. This table can be printed for students requiring this accommodation from the Guam Portal. Use of other 100s number tables is prohibited.

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100s Number Table

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

NOTE: This page is not intended to be printed for student use during testing.

REVISION LOG

Updates to the Online Test Administration Manual are noted below.

Section	Page	Description of Change	Revision Date
		Original version	3-20-24
Global Edit	N/A	Updates for Spring 2025 administration of Computer Adaptive Tests.	3-26-25
Global Edit	N/A	Updates for Spring 2026 administration of Guam District-Wide Assessments	03-13-26