



# Initial Summary of Post–Field Test Survey Results and Analyses from the 2014 CAASPP Smarter Balanced Field Test Administration

---

**Contract #5417**

*Report on the results and analyses of the online survey made available after the 2014 CAASPP administration of the Smarter Balanced Field Test.*

*Prepared for the California Department of Education by  
Educational Testing Service*

*Presented October 15, 2014*



*Listening. Learning. Leading.®*

---

## Table of Contents

Section 1: Executive Summary.....	4
1A. Key Focus .....	4
1B. Approach .....	4
1C. Major Findings.....	4
Section 2: Introduction .....	6
2A. Report Purposes.....	6
2B. Report Structure.....	6
Section 3: Local Educational Agency (LEA) Support Structures.....	7
3A. Field Test Overview .....	7
3B. Preparing LEAs for Online Testing .....	8
3C. Systems and Resources.....	8
3D. Training and Support .....	9
3E. Field Test Participation.....	11
Section 4: Post-Test Data Gathering Methodologies.....	12
4A. Methodology: Description .....	12
4B. Post-Test Survey.....	12
4C. Focus Group Study .....	18
Section 5: Analysis of Post-Test Survey Results.....	21
5A. Training .....	21
5B. Support.....	24
5C. Readiness .....	26
Section 6: Discussion and Conclusion.....	30
6A. Summary of Findings .....	30
6B. Implications .....	31
6C. Limitations.....	31
Appendix A: Related Reports.....	32
Appendix B: The Post-Test Survey .....	33
B1. Post-Test Survey.....	33
Appendix C: Post-Test Survey Response Analysis—Closed-ended Questions .....	57
C1. Results, All Respondents .....	57
C2. Results, District Coordinator and Non-District Coordinator Respondents .....	111
Appendix D: Analysis of Common Responses to Open-Ended Questions of Post-Test Survey.....	146
Appendix E: Post-Test Survey Response Analysis—Qualitative Analyses Results of Open-ended Questions .....	157

## List of Tables

Table 3.1 Statewide Field Test Participation .....	11
Table 4.1 Frequency of Topics Chosen by Survey Respondents .....	14
Table 4.2 Number of Survey Respondents by Role .....	15
Table 4.3 Survey Respondents by Role Compared to TIDE.....	16
Table 4.4 Demographic Comparisons for Students Served by DC respondents and All Students.....	17
Table 4.5 Focus Group Participants.....	19
Table 5.1 Count and Percentage of Schools Readiness.....	27
Table B.1 Survey Sample Size, All Respondents .....	57
Table B.2 Survey Sample Size, DC and Non-DCs .....	111

## List of Figures

Figure 4.1 California Counties with LEA CAASPP Coordinators (DCs) and LEA Technology Coordinators (TCs) Who Responded to the Survey.....	16
Figure 5.1 Survey Results—Activities/Training Used by DCs to Prepare for the Field Test (closed-ended questions).....	22
Figure 5.2 Survey Results—Activities/Training Used by SCs to Prepare for the Field Test (open-ended questions).....	22
Figure 5.3 Survey Results—Areas of Test Administration That Required More Help.....	23
Figure 5.4 Survey Results—Sufficiency of Support Resources.....	25
Figure 5.5 Survey Results—Readiness After Field Test.....	27

Figure 5.6 Issues Related to Scheduling .....29

---

## Section 1: Executive Summary

### 1A. Key Focus

California took a bold step by opting for an “all-in” approach to the Smarter Balanced Field Test that was administered in spring 2014. In a state with known technology challenges and no previous experience administering online-only statewide standardized assessments, it was not an easy step to take. However, as the contents of this report will substantiate, California schools and local educational agencies (LEAs) succeeded in testing the vast majority of their students. As evidenced by two studies conducted by Educational Testing Service (ETS) and discussed in this report, the feedback collected from educators that took part in field testing felt it helped them prepare for the operational Smarter Balanced testing that will be administered in 2015 as part of the California Assessment of Student Performance and Progress (CAASPP) assessment system.

The Field Test also helped the California Department of Education (CDE) and the state’s assessment contractors gain a better understanding of how to best meet the needs of those educators before the operational launch of an all-new assessment system.

### 1B. Approach

ETS used a multi-prong approach in supporting LEAs for the Smarter Balanced Field Test. Before the Field Test, ETS conducted various outreach and training activities to ensure that LEAs were ready for testing from both an infrastructure (hardware) perspective and a testing system (software) perspective. During testing, communications and support through the California Technical Assistance Center (CalTAC) ensured that students were afforded the best possible testing experience. After testing, two complementary approaches—a post-test survey and a focus group study—were used to gauge what test administrators and educators learned from the Smarter Balanced Field Test.

### 1C. Major Findings

The perspective and feedback obtained from the post-test survey respondents and the focus group meeting appeared to be very consistent: findings obtained in the quantitative questions are often mirrored by the focus group findings and in the responses to the open-ended questions.

#### ***Training***

Overall, the training provided to coordinators and administrators delivered the right information with no major gaps. Findings indicate that two areas for improved training are the universal tools, designated supports, and accommodations; and test administration using the Test Administrator (TA) Interface. Further, trainings conducted earlier with concise ancillary materials were requested by the field.

#### ***Support***

CalTAC was a major source for support for LEA CAASPP Coordinators. While LEA CAASPP Coordinators reported they were satisfied with the support they received, there were frequent requests for increased availability of CalTAC staff and wide support for a dedicated phone line for LEA CAASPP Coordinators. At the school/test site level, support was provided by

the LEA. At both the LEA and school levels, administrators and educators want to receive information earlier with materials that are less overwhelming. The input with regard to support echoed the findings in the area of training.

### ***Readiness***

A majority of study participants—survey respondents and focus group attendees—reported that they are ready for online operational testing in 2015. Responses indicated that experience gained through field testing contributed to increased readiness. Participants also identified areas that needed improvement at both the statewide (provided by CDE/ETS) and LEA levels.

---

## Section 2: Introduction

### 2A. Report Purposes

The purposes of this report are as follows:

1. to explain how the Smarter Balanced Field Test was conducted and supported in California,
2. to examine how feedback was collected from educators participating in the Field Test, and
3. to present findings from two ETS studies based on this collected feedback.

### 2B. Report Structure

Section 1 provides an overview of the report contents. Then, Section 2 maps out the contents of each section of the report. Section 3 describes the goals of the Field Test and how it was conducted in California, including the support and training structures put in place and how feedback was collected from the field at various points in the process. This section concludes with a table of student participation in the Field Test, by grade and content area.

Section 4 presents the two study questions addressed in this report and the methodology for addressing these study questions. The two elements of this methodology were a post-test survey and a series of focus groups. Procedures for both are explained in this section. Section 5 presents an analysis of the post-test survey results, focusing on survey questions related to training, support, and readiness. Section 6 revisits the two study questions, and presents a summary of findings with a continued focus on training, support, and readiness. Implications of these findings and the limitations of the studies are also addressed.

Finally, a number of supporting documents and additional analyses are presented in the following appendixes:

- |            |  |
|------------|--|
| Appendix A | Additional reports containing past summaries of pre-test and mid-test survey results   |
| Appendix B | A full transcript of the post-test survey questions (Note that the online version of this survey presented to respondents used conditional logic to present questions that applied to only selected administration roles.) |
| Appendix C | An analysis of responses to the closed-ended questions in the post-test survey   |
| Appendix D | An analysis of open-ended, write-in response options that were included as part of some selected response questions in the post-test survey (for example, “other, please specify” or “if yes, what were the reasons...”)   |
| Appendix E | An analysis of the open-ended responses to stand-alone, free-response questions  |

---

## Section 3: Local Educational Agency (LEA) Support Structures

### 3A. Field Test Overview

The purpose of the 2014 California Smarter Balanced Field Test was to “test the test.” There were no scores reported for students. For California, there were two key goals:

1. Participate with other Smarter Balanced states in field testing the item pools for both ELA and mathematics to prepare those item pools for operational use in 2015.
2. Provide all California schools, teachers, and students the opportunity to gain familiarity with the new online testing system, item types, and procedures by participating in the Field Test to prepare for the first operational administration in 2015.

California Assembly Bill 484 required that all LEAs participate in the Field Test and that all eligible students in grades three through eight be given the opportunity to participate. Due to the continued administration of assessments for the Early Assessment Program (EAP) and associated concern of excessive testing at grade eleven, Field Test participation was optional for most high schools, but was strongly encouraged.

A sample of grades within schools across California were selected to support various purposes of the Smarter Balanced Field Test. In addition to grades three through eight and eleven, a small sample of students in grades nine and ten also participated. Statewide, approximately 20 percent of eligible students were included in this Smarter Balanced sample. There were two main components to this sample: the standard setting sample and the calibration sample.

Similar to other participating states, approximately five percent of California students were included in the standard setting sample. Typically, these students received tests from just a single content area, English language arts/literacy (ELA) or mathematics. The remaining 15 percent of California students in the Smarter Balanced sample, as well as the 80 percent of students in the non-Smarter Balanced sample, received tests customized for California to include both ELA and mathematics content with no additional testing time compared to students receiving a single content area. Regardless of content assignment, all students received a single performance task (PT) in either ELA or mathematics. Tests were untimed and students were expected to complete testing at varying rates. For planning and scheduling purposes, administrators were advised to expect about four hours of total testing time for each student plus about 30 minutes to administer a classroom activity that preceded the PT.

As a component of the CAASPP system, overall responsibility for management and administration of the Smarter Balanced Field Test to every eligible student in California fell to ETS, the CAASPP contractor, with oversight from the CDE and in coordination with Smarter Balanced.

The overall testing window made available by Smarter Balanced was March 25 through June 6, 2014. California schools were each assigned one of three overlapping six-week windows:

March 25–April 25, April 7–May 16, or April 28–June 6. Schools were required to complete all testing for their students within their assigned window. LEAs with schools that could not test within assigned windows were instructed to contact ETS to request an extension or change in window. ETS made adjustments to windows on a case-by-case basis. Schools with students in the Smarter Balanced sample were restricted from testing during the last three weeks of the window (May 16–June 6) in order to meet Smarter Balanced timeline requirements for receiving Field Test data.

### 3B. Preparing LEAs for Online Testing

The Field Test was administered in online format only, with no paper-pencil alternative. This presented a major shift for testing in California, as standardized tests were exclusively in paper-pencil format in previous years. Support and preparation efforts by the CDE, ETS, and other partners focused on helping LEAs across the state prepare staff and infrastructure for administering online standardized assessments. Resources such as the Technology Readiness Tool (TRT) were made available to help LEAs assess their preparedness for online testing. In October 2013, ETS began a campaign to contact LEA CAASPP Coordinators across the state to assess perceptions of readiness for the Field Test and to encourage LEAs to use the TRT if they had not already done so. CalTAC conducted this campaign via phone and e-mail.

CalTAC provided support to LEAs in the period leading up to the start of the testing window through the end of the window, answering questions about administration procedures and providing Tier 1 technical support to both LEA CAASPP Coordinators and LEA Technology Coordinators. (The “train-the-trainer” model of support in California calls for CalTAC to provide training and support to LEA-level staff and for those LEA staff, in turn, to provide training and support to the schools within their LEAs).

For issues that were more technical in nature, such as difficulties configuring local networks for testing, CalTAC escalated to a Tier 2 technical support group. A third tier, provided by American Institutes for Research (AIR), was also available to resolve any issues related to the testing system itself.

### 3C. Systems and Resources

A new Web site, [californiatac.org](http://californiatac.org)<sup>1</sup>, was launched in December 2013 to support the Smarter Balanced Field Test in California in addition to other 2014 CAASPP paper-pencil testing. All information needed by LEAs to administer the Field Test was either hosted or linked on this Web site, and links were provided to other key components such as a California instance of the Smarter Balanced Field Test portal. This portal was hosted by AIR and provided access to each component of the online systems.

**Test Information Distribution Engine (TIDE)**—Used for test registration and user management for the Field Test. LEAs used TIDE to create accounts for Site Coordinators and Test Administrators and to view/configure student information. Student demographic data were automatically received from the California Longitudinal Pupil Achievement Data

---

<sup>1</sup> This Web site has since been moved to the domain “[caaspp.org](http://caaspp.org).”



System (CALPADS), which was automatically updated on a daily basis. (Turnaround time for an update in CALPADS to be reflected in TIDE was 48 hours or less.) LEAs also used TIDE to configure student test settings based on guidance from CDE and Smarter Balanced on the use of Universal Tools, Designated Supports, and Accommodations.

**Test Administrator (TA) Interface**—Used by test administrators for starting and managing online test sessions with students.

**Secure Browser**—The application used for delivering test content securely to students on each testing device. Available for download on a range of device types and operating systems.

**Practice and Training Tests**—Sample questions available through a Web-based application or through the secure browser. Practice Tests gave students and teachers the opportunity to gain familiarity with the testing interface, accessibility options, and various item types. The training tests allowed test administrators to practice setting up test sessions and student logon procedures.

**Online Reporting System (ORS)**—Used for tracking student participation for each assigned test.

The Field Test portal also housed manuals and training videos that were provided by Smarter Balanced. In addition to these resources, California developed supplemental resources that included 15 “how-to” videos, each five to eight minutes in length, focusing on key procedures and concepts such as device-specific, step-by-step instructions for installing the secure browser and tips for successful online testing. To aid in communicating the importance of the Field Test to students and teachers, three introductory videos were developed for each grade span. Each video provided key information about the Field Test such as where to find the online Practice Tests and how to get additional information about testing in California.

### 3D. Training and Support

#### **Webcasts**

A series of live training Webcasts were hosted and recorded for on-demand viewing on [californiatac.org](http://californiatac.org), starting with an explanation of the secure browsers in November 2013. In total, ten Webcasts related to the Field Test, each varying from one to two hours in length, were presented from November 2013 through April 2014. These Web trainings were intended for LEA testing and technology coordinators, although these staff frequently repurposed these training materials for training staff at test sites. Webcasts were supplemented with in-person test administration workshops conducted at 16 locations across the state in February 2014.

#### **Outreach**

Throughout the lead-up to testing and during testing, staff from the CDE, a group of four Senior Assessment Fellows commissioned by the CDE, and ETS conducted outreach efforts across the state to provide customized trainings, collect and share best practices, and to generally promote the shift to online testing.

### **Pre-Test Survey**

In addition to these outreach efforts, special onsite technical support was made available to those LEAs requesting this help. A pre-testing survey was administered online from February through early April 2014 to collect information from LEA testing and technology coordinators about LEA preparedness for online Smarter Balanced field testing and to collect requests for onsite technical support.

Overall, survey results indicated that LEAs were in a good state of preparedness for the Field Test, with more than three-quarters of respondents feeling confident that their schools had enough testing devices and the network capacity to test within their assigned windows. The most common concern cited by respondents in the pre-testing stage was getting staff trained and setting designated supports and accommodations for students. A sample of results from surveys submitted February 13–28, 2014, can be found in the *Survey of LEA Readiness for Smarter Balanced Field Test* (ETS: February 28, 2014), which is embedded in Appendix A.

### **Mid-Test Survey**

A second online survey was developed for administration to LEA CAASPP Coordinators once they were several weeks into testing in order to gather some early feedback on their field testing experiences and best practices to inform planning for operational testing in 2015. This survey was administered twice, targeting different groups of LEAs according to when their testing windows opened:

Admin 1: April 8–18, 2014; 102 survey submissions

Admin 2: May 19–June 2, 2014; 344 submissions

Results for the mid-test survey indicated the same high levels of preparation for field testing as shown in the pre-test survey. It also indicated overall satisfaction with the progress of field testing so far. In some cases, respondents expressed relief that testing was progressing smoothly. However, there was also strong demand for earlier and increased availability of training and instructional resources, and fine-tuning of those materials to make them simpler and easier to find. Many respondents also indicated a need for quicker phone and e-mail response time from CalTAC during peak testing. Memorandums summarizing the results from each administration of the mid-test survey can be found in Appendix A. These are the 2014 California Smarter Balanced Field Test: Results from the First Distribution of the Mid-Testing Feedback Survey for LEA CAASPP Coordinators (ETS: 2014) and 2014 California Smarter Balanced Field Test: Results from the Second Distribution of the Mid-Testing Feedback Survey for LEA CAASPP Coordinators (ETS: 2014) memorandums.

### **Post-Test Survey**

The third online survey that is the subject of this report was developed to collect more comprehensive feedback from LEA CAASPP Coordinators, LEA Technology Coordinators, Test Site Coordinators, School Technology Coordinators, and Test Administrators about the Smarter Balanced field testing experience once testing was completed. This survey was administered from June 25 through August 29, 2014. The survey methodology and results are discussed in sections 4 and 5. Role-specific transcripts of this survey were also made available for download from [californiatac.org](http://californiatac.org) for local use by LEAs.

### 3E. Field Test Participation

As discussed previously, maximum participation by all eligible students was the goal for the Smarter Balanced Field Test in California. LEAs made a tremendous effort LEAs to achieve this goal. Table 3.1 shows the percentage of students that participated in the online Field Test out of all eligible students in California.

**Table 3.1 Statewide Field Test Participation**

<b>Grade</b>	<b>Est. Total Students</b>	<b>ELA Tested</b>	<b>ELA Percent</b>	<b>Math Tested</b>	<b>Math Percent</b>
3	473,967	446,813	94%	448,077	95%
4	470,350	439,092	93%	440,206	94%
5	469,517	438,544	93%	440,586	94%
6	461,767	427,968	93%	428,549	93%
7	464,972	427,452	92%	425,693	92%
8	472,138	427,068	90%	427,553	91%
† 9	483,400	16,638	3%	15,659	3%
† 10	470,010	13,697	3%	13,630	3%
‡ 11	473,206	320,280	68%	308,309	65%

**Notes:**

† Participation by students in grades nine and ten was permitted only for schools specifically selected as part of the Smarter Balanced Field Test sample.

‡ Participation by students in grade eleven was strongly encouraged but not required in most cases.

---

## Section 4: Post-Test Data Gathering Methodologies

### 4A. Methodology: Description

Two overarching questions guided the methodology of this research:

1. What are the factors that may have had a significant impact on the administration of the Smarter Balanced Field Test?
2. What feedback/recommendations from the field would improve the operational administration of the Smarter Balanced assessments in 2015?

To address these two primary questions, two research approaches were employed. The first approach utilized surveys to broadly sample administrators and educators who participated in the Field Test. The second approach utilized focus groups with the purpose of gaining deeper insights from a representative, yet small, group of administrators and educators who also participated in the Field Test. The goal is to gauge what they learned from this experience and apply this learning to improve future operational administrations.

ETS organized the reporting of the methodologies used for these two studies separately. For each study, the samples and the settings for the study are introduced, the data collection strategy is described, and then the data analyses techniques used for the study are outlined.

### 4B. Post-Test Survey

The post-test survey was designed to elicit feedback on the Field Test from a broad audience that included any LEA and school staff who were involved with testing, including the defined roles of LEA CAASPP Coordinators, Test Site Coordinators, and Test Administrators. The post-test survey is presented in Appendix B of this report. The survey was organized into the following topic areas:

- Training
- Troubleshooting/Support
- Information, Tools, and Resources
- Technology
- Scheduling
- Universal Tools, Designated Supports, and Accommodations
- CALPADS/TIDE
- TA Interface, Appeals, and Online Reporting System (ORS)
- Field Test Format
- General

In recognition that survey respondents had differing areas of responsibilities and levels of expertise, the survey contained certain questions for specific roles. For example, only LEA CAASPP Coordinators and Test Site Coordinators were asked about scheduling students for

testing, whereas only Test Administrators were asked questions related to direct student interaction.

Although the survey consisted of role-specific questions, depending on a respondent's role, the length could exceed 100 questions, especially for individuals with multiple roles. To reduce the time burden, survey respondents were encouraged to select the topic areas they were most interested in and to select at least three topic areas. Table 4.1 shows the frequency of topics selected by respondents of each role. For the most part, respondents predictably chose topics related to their job responsibilities, and their preferences reflected differing focuses of the various roles. For example, Test Administrators, including many classroom teachers, were most interested in providing input on the Field Test format, while both District Technology Coordinators and School Technology Coordinators preferred to provide input on Field Test technology.

**Table 4.1 Frequency of Topics Chosen by Survey Respondents**

Please select three or more specific areas on which you would like to provide feedback:	DC (n=424)		SC (n=508)		TA (n=585)		TC (n=155)		STC (n=168)		Overall (n=1,344)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Training (4–8 minutes)	266	62.74	274	53.94	274	46.84	71	45.81	91	54.17	695	51.71
Troubleshooting/Support (3–7 min.)	210	49.53	218	42.91	233	39.83	87	56.13	77	45.83	613	45.61
Information, Tools, and Resources (4–8 min.)	166	39.15	171	33.66	195	33.33	59	38.06	60	35.71	464	34.52
Technology (8–15 min.)	126	29.72	162	31.89	250	42.74	101	65.16	93	55.36	543	40.40
Scheduling (5–10 min.)	214	50.47	279	54.92	243	41.54	55	35.48	78	46.43	598	44.49
Universal Tools, Designated Supports, and Accommodations (2–5 min.)	222	52.36	200	39.37	195	33.33	40	25.81	57	33.93	522	38.84
CALPADS/TIDE (1–3 min.)	194	45.75	138	27.17	105	17.95	51	32.90	48	28.57	346	25.74
TA Interface, Appeals, and Online Reporting System (ORS) (2–5 min.)	170	40.09	140	27.56	134	22.91	41	26.45	50	29.76	362	26.93
Field Test Format (4–8 min.)	189	44.58	260	51.18	347	59.32	61	39.35	89	52.98	662	49.26

DC: LEA CAASPP Coordinator

TC: LEA Technology Coordinator

SC: Test Site Coordinator

STC: School Site Technology Coordinator

TA: Test Administrator

Three types of questions were included in the survey: selected-response questions, write-in response questions, and open-ended questions. Selected-response questions are questions where respondents are free to choose from one or more predefined option that is applicable to his or her LEA or school. Respondents frequently selected multiple options. Some of the selected-response questions on the post-test survey also included a write-in option where respondents were invited to write in their own practices/opinions that were not in the list of options provided to them. The third type, open-ended questions, were standalone questions that elicited additional feedback regarding a general topic.

### **Data Collection Strategy**

The post-test survey was open to the targeted respondent group between June 15 and August 31, 2014, using Formstack, a Web-based form-building and -hosting service. E-mail invitations were distributed to a list of LEA CAASPP Coordinators maintained by ETS at the beginning of the survey window, with subsequent e-mail reminders sent. LEA CAASPP Coordinators were asked to share the invitation with any other individuals within their LEA that were involved with the Field Test. Respondents selected a link embedded in the invitation e-mail that launched the online survey. Prior to accessing the survey questions, respondents were asked to identify their county and LEA affiliations from drop-down lists.

The survey service created electronic data files at the end of the survey window; these files were used in the data analyses. In cases where respondents submitted duplicate surveys with incomplete data, ETS selected the second, more recent, data record and disregarded the first record.

### **Description of the Sample**

A total of 1,344 respondents completed the post-test survey. Table 4.2 shows the roles of the respondents and number of respondents filling multiple jobs in the Field Test administration.

**Table 4.2 Number of Survey Respondents by Role**

<b>Role</b>	<b>Specifics</b>	<b>Counts</b>	
LEA CAASPP Coordinators (DC)	DC only	311	424
	DC and one or more additional roles	113	
LEA Technology Coordinator (TC)	TC only	58	155
	TC and one or more additional roles	97	
Site Coordinators (SC)	SC only	242	508
	SC and one or more additional roles	266	
School Site Technology Coordinator (STC)	STC only	32	168
	STC and one or more additional roles	136	
Test Administrators (TA)	TA only	359	585
	TA and one or more additional roles	226	
<b>Overall</b>		<b>1,344</b>	

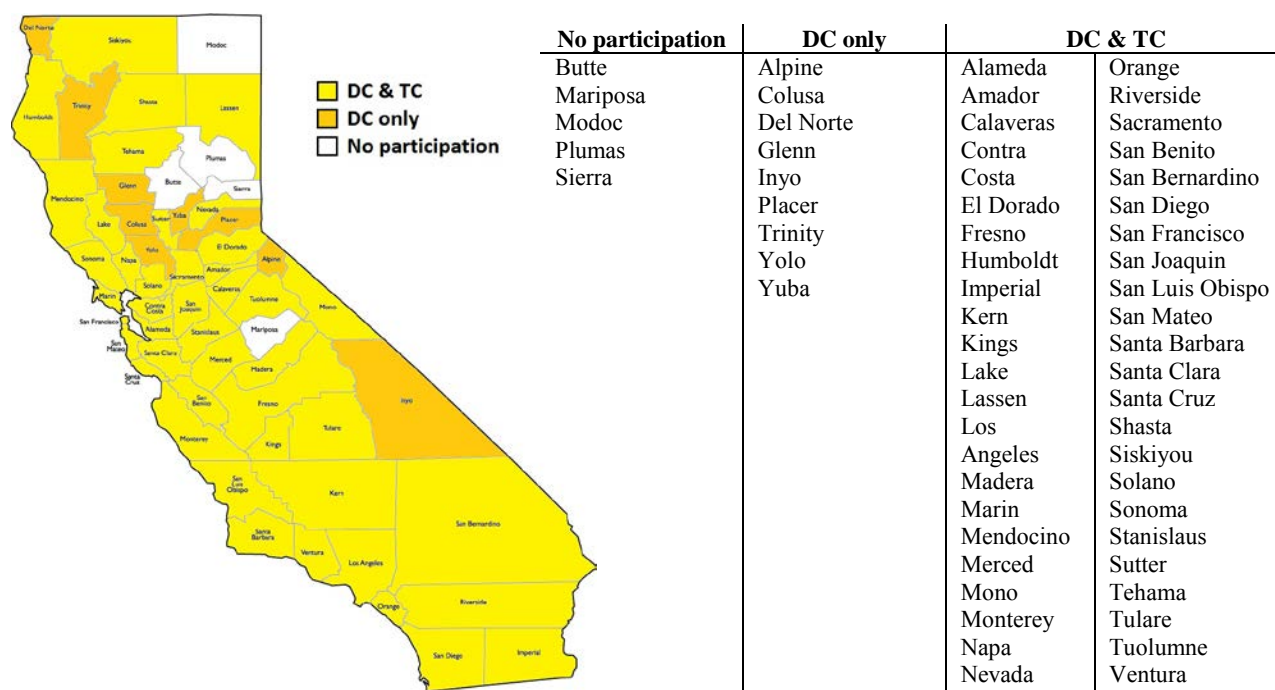
Many respondents had multiple roles within their LEAs and as a result, the number of respondents in each role sums to more than the total number of survey respondents. In order to understand the representativeness of the sample, the survey respondents with system-designated roles (LEA CAASPP Coordinators, Site Coordinators, and Test Administrators) were compared

to information available from the Test Information Distribution Engine (TIDE) that managed role-specific user accounts for the Field Test. Table 4.3 shows the proportion of survey respondents that reported filling one or more of these three roles compared to the population from the TIDE data; it indicates good representation of LEA CAASPP Coordinators in the survey responses. However, there was very limited representation of Site Coordinators and Test Administrators in the state.

**Table 4.3 Survey Respondents by Role Compared to TIDE**

Roles	# Responded to Survey	Total # in TIDE	Percent
LEA CAASPP Coordinators (DC)	424	1,667	25.4%
Site Coordinators (SC)	508	40,562	1.3%
Test Administrators (TA)	585	150,642	0.4%

Figure 4.1 shows the counties where LEA-level staff, primarily DCs and District Technology Coordinators (TCs), responded to the survey. Only five counties had no DCs respond to the survey and one of the five counties had one TC respond to the survey.



**Figure 4.1 California Counties with LEA CAASPP Coordinators (DCs) and LEA Technology Coordinators (TCs) Who Responded to the Survey**

Out of a total of 424 DCs, 23 percent ( $n=97$ ) of them were from independently testing charter schools, as indicated by responses to their charter school code in the survey. Twenty-one percent ( $n=90$ ) of the DC respondents did not identify their LEA name or district code. For the 79 percent of the DC respondents ( $n=334$ ) who provided their LEA affiliation, their district codes were used to identify the number of students they served who were eligible for the Field Test based on the Smarter Balance Field Test sampling plan. Approximately 1,469,854 students (or 44%) eligible for the Field Test were served by the DC respondents. Table 4.4 shows the



demographic composition of students served by the DC respondents and the population eligible for the Field Tests. In general, the students served by DC respondents are slightly overrepresented compared to the general population of students eligible for the Field Tests in terms of those key demographics.

**Table 4.4 Demographic Comparisons for Students Served by DC respondents and All Students**

	Field Test Eligible Students	
	Students Served by DC Respondents* (%)	Statewide (%)
Individuals with Disabilities Education Act (IDEA)	11.17	10.73
Limited-English Proficiency (LEP)	21.69	19.91
Low socioeconomic status (SES)	63.09	59.87

\*Only those reporting their district codes are included

### **Data Analyses Procedure**

The responses (selected responses and opened-ended questions) from the online survey were extracted into a single Microsoft Excel file for analysis. SAS was used to analyze the selected response questions and Excel was used to analyze and tally the open-ended response questions. Due to good representation of DCs who responded, the data file was split into DCs and non-DCs (those who were not District [LEA CAASPP] Coordinators) for the qualitative analyses. DCs included individuals who served as DCs, although they may have played other roles as well. For the quantitative analyses, PROC FREQ was run on responses acquired from DCs and non-DCs and across the five specific roles (LEA CAASPP Coordinators, LEA Technology Coordinators, Site Coordinators, Site Technology Coordinators and Test Administrators). Appendixes C1 and C2 provide the frequency tables for all selected response questions by DC and non-DCs.

For the qualitative data, write-in responses and open-ended survey questions were analyzed by coding and organizing the text into conceptual or topical themes (e.g., relative prevalence, relationships between themes, and respondent role).

There were 33 selected response questions that included a write-in option for respondents to provide their input. Analyses were performed on 27 questions where more than five percent of respondents selected an option such as “other” and provided a written response. These responses were generally very short and often reiterated the selected response options they had chosen. Appendix D shows common responses for the write-in questions.

A selection of nine open-ended questions that elicited the most responses was also analyzed. These included questions about the top three lessons learned from the Field Test and the Field Test procedures/practices recommended for other LEAs. Analyses also focused on questions related to the priority topic areas of training, support, and readiness.

The Excel file of open-ended survey responses was structured with each row representing an individual respondent and each column, a different code. The coding and counting of responses was conducted in Excel as well. Data from each question were analyzed separately and within each question, the responses of the DCs and non-DCs were analyzed separately.

The following approach was used to analyze these qualitative data:

1. Identify recurrent themes that emerge from the data using an initial subset of the responses.

2. Develop a coding scheme that captures the full range of themes and subthemes in the data.
3. Systematically apply this coding scheme to the entire data set of responses.
4. Create and apply additional codes and subcodes (e.g., nuanced details within a larger coding label) if new themes emerge.

All responses for each question were included in the analysis with the exception of questions 114 and 115, where a significantly large number of non-DCs responded to those two questions. Instead, 150 non-DC responses were randomly selected for analysis of questions 114 and 115.

Note that open-ended survey questions are useful as a supplement to forced-choice survey questions in providing additional detail and a fuller range of possibilities, examples, and explanations. However, open-ended survey data also have distinct limitations. Because responses often consist of a few words or phrases, they can, at times, be ambiguous and difficult to interpret. Unlike a qualitative interview format, it is not possible to probe or ask follow-up questions that allow respondents to clarify, extend, or expand on the comments they made in an open-ended response. As a result, these types of data often do not provide the same level of detail or robustness as qualitative data derived from interviews. Analysis results for selected open-ended questions are presented in Appendix E.

#### **4C. Focus Group Study**

In order to understand more deeply the Field Test issues and challenges faced by LEAs and schools that a survey study might not be able to uncover, a separate focus group study was conducted. Clarion Research, a market research firm, was engaged to develop discussion guides for the focus groups, facilitate each of the groups, and develop a final report on the proceedings. ETS was responsible for developing the overall focus group plan, recruiting focus group study participants, arranging logistics for the focus groups, and providing some preliminary survey results to each focus group. Clarion's report, *California Smarter Balanced Field Test Qualitative Focus Groups Final Report* (September 2014), is embedded in Appendix A.

##### ***Description of the Sample***

The strategy employed for recruiting focus group participants was through the early administration of the post-test survey to a sample of the three system-defined roles in TIDE. A random sample of 500 DCs, 500 SCs and 1,250 TAs was drawn from TIDE on June 15, 2014. These individuals were directly e-mailed a link to the post-test survey and were also asked whether they were available to participate in a focus group meeting. The selected sample was also asked to report their level of experience on a scale of 1–5 in testing students with disabilities, and, separately, about their experience in testing English learners. This information was used to select participants for focus groups that discussed the field testing experience for these student populations.

A total of 335 individuals responded to the survey by July 2, 2014, and a total of 50 respondents agreed to participate in the focus group study. Eight focus groups were convened between July 21 and July 24, 2014. Five of these groups were convened in Sacramento at the ETS office and three groups were convened at the Orange County Office of Education. One

group in Sacramento focused on the field-testing experience for English learners (ELs) and a second Sacramento group focused on the experience of students with disabilities (SWDs). Participants for these two focus groups were selected from survey respondents who reported the highest level of experience with testing these special student populations. Table 4.5 shows the LEA affiliations of the focus group participants.

The complete focus group research report authored by Clarion is embedded in Appendix A.

**Table 4.5 Focus Group Participants**

<b>Date</b>	<b>Group</b>	<b>LEA</b>
<b>July 22 Sacramento</b>	Group 1, TA	Elk Grove Unified School District
	Group 1, TA	Sonora Union High School District
	Group 1, TA	Oakland Unified School District
	Group 1, TA	Alameda County Office of Education
	Group 1, TA	Westside Elementary School
	Group 2, SC	Gorman Learning Centers (Charter)
	Group 2, SC	Academy Of Arts and Science (Charter)
	Group 2, SC	Yuba City Unified School District
	Group 2, SC	Alameda County Office of Education
	Group 2, SC	Making Waves Academy
	Group 3 , DC	Washington Unified School District
	Group 3 , DC	Alta Vista Elementary School District
	Group 3 , DC	San Juan Unified School District
	Group 3 , DC	San Jose Unified School District
	Group 3 , DC	San Mateo-Foster City School District
	Group 3 , DC	Alpine County Office of Education
<b>July 23 Sacramento</b>	Group 4, SWD experts	Santa Ana Unified School District
	Group 4, SWD experts	Hueneme Elementary School District
	Group 4, SWD experts	Solano County Office of Education
	Group 5, EL experts	Santa Monica-Malibu Unified School District
	Group 5, EL experts	San Francisco Unified School District
	Group 5, EL experts	Kern High School District
	Group 5, EL experts	Mount Pleasant Elementary School District
	Group 5, EL experts	Keiller Leadership Academy
	Group 5, EL experts	Lancaster Elementary School District
<b>July 24 Orange County</b>	Group 6, TA	Los Angeles Unified School District
	Group 6, TA	Chula Vista Elementary School District
	Group 6, TA	Santa Ana Unified School District
	Group 6, TA	Keiller Leadership Academy
	Group 6, TA	Orange County Department Of Education
	Group 6, TA	San Juan Capistrano
	Group 6, TA	Santa Ana Unified School District
	Group 7, SC	Options For Youth (Charter)
	Group 7, SC	Los Angeles Unified School District
	Group 7, SC	Los Angeles Unified School District
	Group 7, SC	Covina Valley Unified School District
	Group 7, SC	Kern County Office of Education
	Group 7, SC	San Marcos Unified School District

<b>Date</b>	<b>Group</b>	<b>LEA</b>
	Group 8, DC	Lucia Mar Unified School District
	Group 8, DC	Desert Sands Unified School District
	Group 8, DC	San Gabriel Unified School District
	Group 8, DC	San Diego Unified School District
	Group 8, DC	Alhambra Unified School District
	Group 8, DC	Compton Unified School District
	Group 8, DC	Bonita Unified School District

---

## Section 5: Analysis of Post-Test Survey Results

This section presents the results from the post-test survey and the focus groups. The results are organized into three priority topic areas: training, support, and readiness, representing the three stages of the Field Test administration. Training reflects the activities used to prepare for the Field Test; support reflects the activities used to promote a successful test administration; and readiness reflects the lessons learned from the Field Test experience.

Results are presented in appendixes C, D and E. Appendix C contains the responses to the closed-ended questions grouped by all respondents as well as sorted by LEA CAASPP Coordinators (District Coordinators, DCs) and non-District Coordinators (non-DCs). Appendix D contains the analyses for the write-in response questions, and Appendix E contains the analyses for the open-ended questions.

### 5A. Training

This subsection provides quantitative summaries of the respondents' feedback selections as well as brief qualitative summaries of their open-ended responses related to training activities.

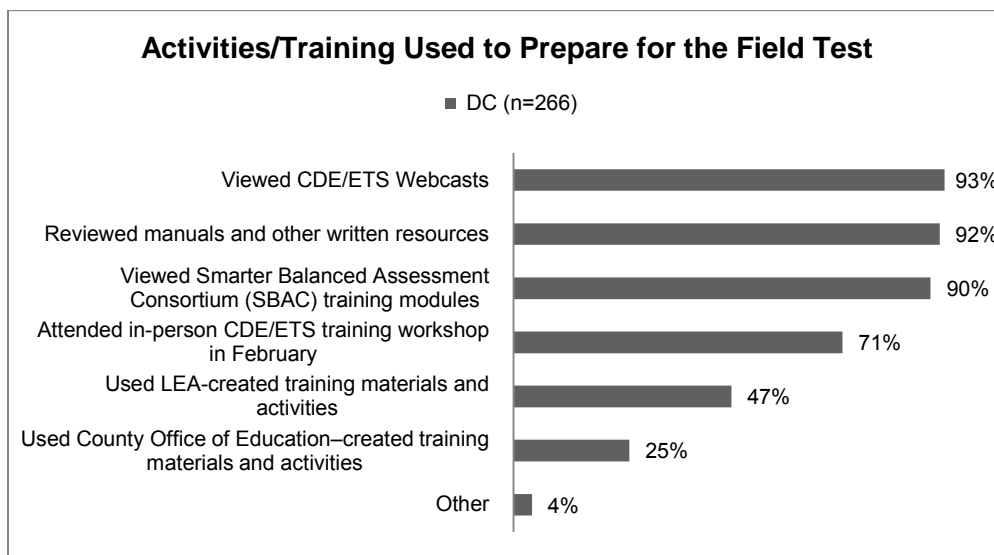
The post-test survey contained six selected-response questions (questions 1–6) and an open-ended response question (question 7) related to training. The content of the questions focused on how respondents prepared for the Field Test, how students and staff used the Practice/Training Tests, the familiarity of the respondents with the testing system, and the areas that the respondents felt required more training activities.

As previously mentioned, approximately 25 percent of the survey respondents were DCs. Therefore, the results presented primarily focus on DCs except in instances where the trends differed for non-DCs. The sample sizes for training questions ranged between 264 to 266 DCs. (See Appendix C for detailed frequency tables of responses for DCs and non-DCs.)

#### ***Selected-Response Questions***

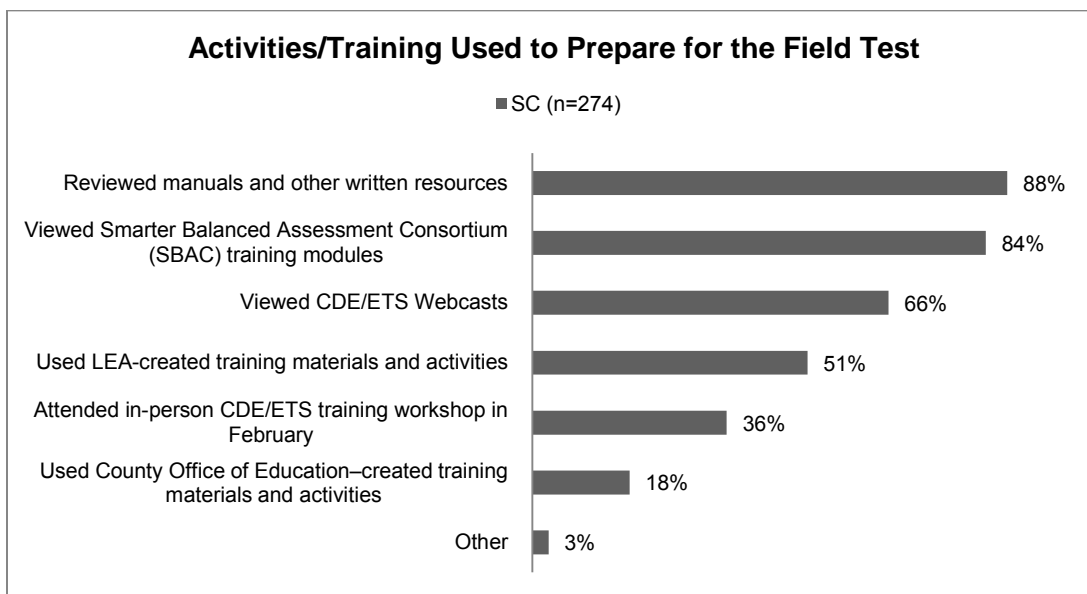
##### **Preparatory Activities/Trainings (Question 1):**

DC respondents generally reported that they participated in three to five different activities/trainings to prepare for the Field Test. The top three preparatory activities/trainings were viewing CDE/ETS Webcasts (93%), reviewing manuals and other written resources (92%), and viewing Smarter Balanced Assessment Consortium (SBAC) training modules (90%). A majority of respondents (71%) also attended in-person CDE/ETS training workshops in February 2014. See Figure 5.1 for the full distribution of responses.



**Figure 5.1 Survey Results—Activities/Training Used by DCs to Prepare for the Field Test**

In contrast, among the non-DCs, the Site Coordinators (SCs) revealed a different pattern of responses. SCs, who work under LEAs, usually have a different set of resources available to them. They reported reviewing manuals and other written resources (88%) and viewing SBAC training modules (84%) as their most frequently reported training activities. The top three choices for SCs are consistent with the DCs; however, the order of the preferences is different. See Figure 5.2 for the full distribution of responses; contrast with the distribution of responses for DCs in Figure 5.1.



**Figure 5.2 Survey Results—Activities/Training Used by SCs to Prepare for the Field Test**

**Student Use of Practice/Training Tests (Question 2):**

DC respondents (69%) indicated that students used Practice Tests in a simulated testing environment. More than half of the DCs stated that students used Training Tests in simulated testing environment (54%) or used Practice Tests in various school settings (59%).

**Staff Use of Practice/Training Tests (Question 3):**

The DC respondents reported that the staff used the Practice Tests outside of school (67%), used the Training Tests outside of school (56%), used the Practice Tests in a simulated testing environment (56%), or used the Practice Tests in various school settings (52%).

**Student Familiarity with the Testing System (Question 4):**

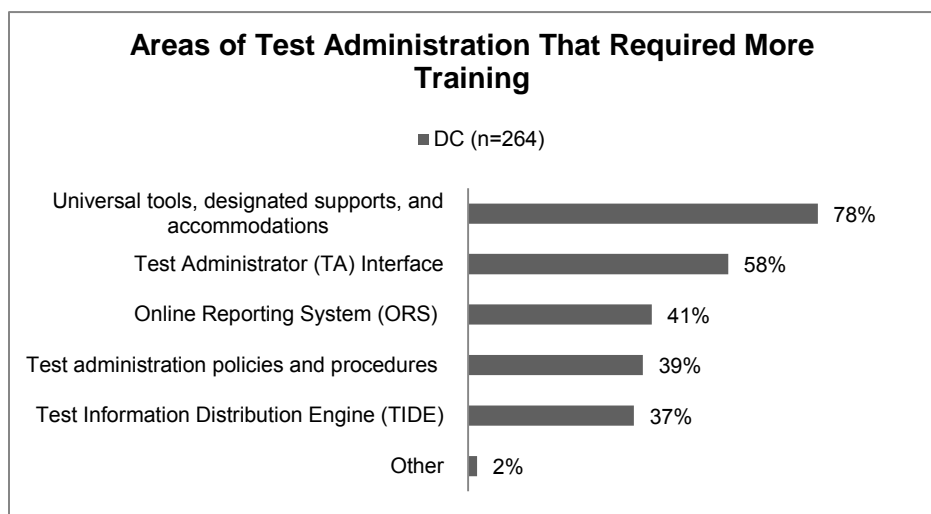
DC respondents indicate that most of the students (57%) were at least somewhat familiar or had some exposure and practice with the testing system.

**Staff Exposure to the Testing System (Question 5):**

The majority of the staff received exposure and practice with the testing system, with 71 percent reporting having received some exposure/practice and 14 percent reporting having received high exposure/practice.

**Areas that Require More Training (Question 6):**

The majority of the (DC) respondents indicated that more training would be particularly beneficial for the use of the universal tools, designated supports, and accommodations (78%) and the test administrator interface (58%). Figure 5.3 presents the full distribution of responses.



**Figure 5.3 Survey Results—Areas of Test Administration That Required More Help**

In addition, the focus groups made similar observations, like this one on page 31 of the *Focus Group Report* in Appendix A: “Many Test Administrators reported that training and professional development as it relates to designated supports and accommodations was not very clear or effective.”

**Additional Feedback on Training (Question 7, open-ended):**

DCs mainly provided feedback on areas that need improvement and how the online test administration could be improved. Three themes emerged with regard to training:

- **Timing:** DCs reported that the training material was made available too late and sometimes revisions were received after the LEA local training was completed.
- **Amount of information:** DCs reported the manuals were too numerous, difficult to follow, and could be overwhelming for teachers. Some DCs suggested creating training materials specific to roles. This suggestion was also reiterated during the focus group (*Focus Group Report*, p.46).
- **Training on designated supports, universal tools, and accommodations:** DCs reported better training in this area was needed and did not think the manuals were helpful. They suggested creating training materials specific to this topic. A similar suggestion was made by the focus group (*Focus Group Report*, p.46).

## 5B. Support

This subsection summarizes both quantitative and qualitative responses related to administration support during the Field Test. The quantitative summaries describe the number of respondents selecting an available option, while qualitative summaries briefly state the most frequent open-ended responses.

Eleven questions (8–17, 20 and 21) that focused on troubleshooting, support needed for universal tools, informational tools, and resources were identified. The content questions 8–16 focused on the processes used for troubleshooting and support, resources, and technology used for supporting the Field Test administration. Question 17 asked respondents to rate the resources they were provided that assisted TAs and TCs in performing the duties of their primary roles. Question 20 focused on the usefulness of the resources provided during the period of the Field Test. Questions 16 and 21 were open-ended questions and asked participants to provide responses related to the usefulness of the tools/resources available in assisting them to perform their duties. The results presented focuses on DCs with the exception of cases where the trends differed for the non-DCs. The sample sizes of the selected response items for this section ranged from 207 to 485 DCs.

### **Processes for Troubleshooting (Question 8):**

Among the DC respondents who reported utilizing troubleshooting services, 69 percent reported that they received phone or e-mail technical support from CalTAC. At least half of the respondents reported that assigning support staff at sites for the start of testing (59%) or for the duration of testing (51%) was part of their troubleshooting process. In their write-in responses (e.g., “other, please specify”), respondents emphasized the importance of staff being present on site during the testing, and creating troubleshooting materials.

Non-DCs differed somewhat in their write-in responses: non-DC respondents mentioned LEAs as providing the most support for the Field Test.

### **Helpful Resources for Finding Solutions (Question 9):**

The majority of the DC respondents (77%) reported that CalTAC was the most useful resource for helping finding solutions to Field Test administration challenges; 59 percent found that the Web-based materials (frequently asked questions [FAQs] documents and Web pages, training modules, recorded Webcasts) were the most helpful, while 53 percent credited the



manuals with being the most helpful. The common responses to the write-in portion of the question identified communication with other LEAs and LEA personnel with being helpful.

#### **Additional Resources Needed for Troubleshooting (Question 10):**

The majority of DCs (62%) reported needing more access to troubleshooting materials, while 55 percent preferred Webcast or training dedicated to troubleshooting. The write-in responses for DCs to this question emphasized the helpfulness of increased phone access to CalTAC, condensed reference materials, separate phone lines for DCs, and onsite technical assistance.

#### **Parties Contacted for Support (Questions 11–13):**

The vast majority of the DC respondents (94%) reported contacting CalTAC for support or troubleshooting a particular problem. Seventy-nine percent also reported that they contacted a technology coordinator for support or to troubleshoot a particular problem.

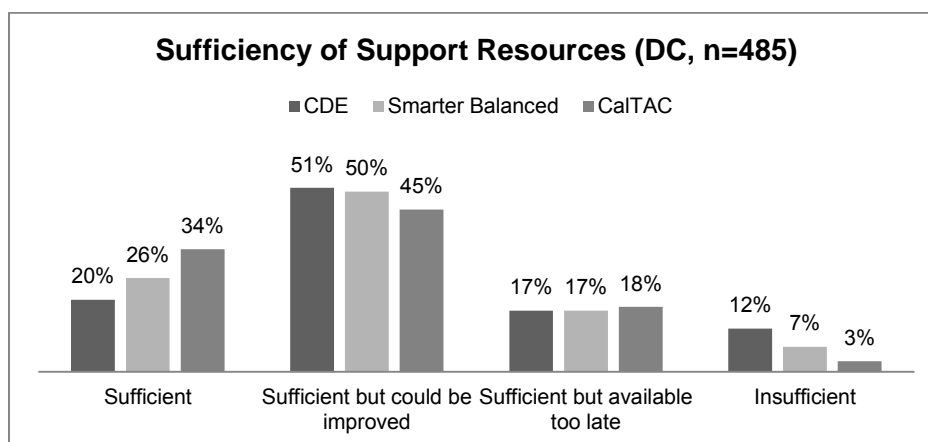
While the DC respondents reported contacting CalTAC for support and troubleshooting, 72 percent of the non-DCs respondents reported contacting their LEA CAASPP Coordinator for support or to troubleshoot a particular problem.

#### **Hiring Additional Staff (Questions 14–15):**

The DC respondents reported that their LEA did not hire additional staff to prepare student registration in CALPADS (86%) or to support the administration of the Field Test (86%).

#### **Rating Sufficiency of Resources Provided by Different Entities (Question 17):**

At least half of the DC participants (51%) indicated that CDE and Smarter Balanced provided sufficient resources, but suggested improvement might be necessary to assist with performance of TAs' and TCs' primary roles. Figure 5.4 presents detailed results of the responses.



**Figure 5.4 Survey Results—Sufficiency of Support Resources**

#### **Rating Helpfulness of Resources (Question 20):**

The DC respondents reported that the Smarter Balanced TA Practice and Training Web site (34%) and CalTAC (35%) were the most helpful resources to support Field Test administration procedures.

In their write-in responses, non-DC respondents reported that LEA-facilitated training and materials were the most helpful resources for the Field Test administration support.

**Additional Feedback on Troubleshooting/Support (Question 16, open-ended):**

Respondents focused their input related to CalTAC and provided suggestions for improvements. Two aspects of CalTAC were identified:

1. **Accessibility of CalTAC:** The dedicated phone line for DCs to CalTAC improved access to support; few recommended direct CalTAC support for school site staff.
2. **Overall helpfulness of CalTAC:** Respondents' perceptions on CalTAC support were mixed. Some thought they were helpful but others thought they were not always helpful.

DCs made the following suggestions to improve support:

- Communicating “known problems,”
- Allowing local staff to reset passwords, and
- Providing more concise manuals.

**Additional Feedback on Helpful Tools/Resources (Question 21, open-ended):**

CalTAC was the resource specifically identified by most DC respondents. DC respondents also reported that exchanging information with colleagues with similar roles was helpful. Shorter, locally developed training materials were also thought to be helpful. Non-DC respondents generally pointed out that support received from LEA CAASPP Coordinators and Test Site Coordinators was helpful.

**5C. Readiness**

This subsection summarizes the quantitative and qualitative responses related to readiness. Three survey items focused on the helpfulness of the Field Test experience in preparing for the new online operational assessment (Question 111) and how technologically ready the LEA/school reported it was before and after the Field Test (Questions 112–113).

Several open-ended questions also focused on readiness and lessons learned during the Field Test. Questions 41a and 42a asked DCs and SCs, respectively, to report processes that were the most effective in determining technology readiness. Question 55 asked respondents to share the methods/tools they used that contributed to a positive testing experience. Question 97 asked respondents whether they will provide increased access to computer-based testing. Questions 114 and 115 asked the respondents to provide input on the top three lessons their LEA learned from the Field Test and the procedures and practices they would recommend to other LEAs. The results presented focused on the DCs; however, the findings for the DCs were consistent with the results for the non-DCs. The sample sizes for the selected response questions in this section ranged from 211 to 424 DCs.

**Utility of Field Test Experience as Preparation for Operational Testing (Question 111):**

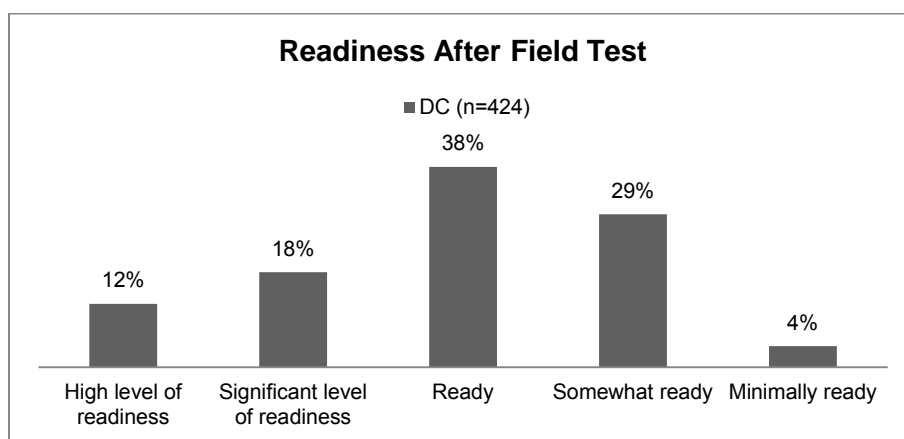
The DC respondents reported that the Field Test experience helped to increase comfort levels with the new online testing system (85%), provided an opportunity to train staff (79%), and brought the issues and considerations that were previously unknown to the surface (73%).

### Rating Technology Readiness *Before* the Field Test (Question 112):

The DC respondents indicated that, prior to the Field Test, they had thought that their LEA or school was ready (21%), significantly ready (12%), or highly ready (8%).

### Rating Technology-Readiness *After* the Field Test (Question 113):

The DC respondents reported that their LEA or school was ready (38%), significantly ready (18%), highly ready (12%) after the Field Test. The detailed findings are presented in Figure 5.5. Table 5.1 shows the distribution of readiness after the Field Test administration by school type.



**Figure 5.5 Survey Results—Readiness After Field Test**

**Table 5.1 Count and Percentage of Schools Readiness**

School Type	Minimally Ready		Somewhat Ready		Ready *	
	n	%	n	%	n	%
Elementary district	3	2%	40	28%	102	70%
Unified school district	5	4%	33	26%	91	70%
High school district	1	6%	8	44%	9	50%
Joint district	0	0%	5	46%	6	54%
Independently testing charter school	5	5%	27	28%	65	66%

\* The “Ready” category combines the categories of “ready,” “significant levels of readiness,” and “high level of readiness.”

### Processes to Determine Technology Readiness (Questions 41a and 42a, open-ended):

DCs and SCs were asked to provide input on processes to determine technology readiness. DCs reported that Practice Tests or run-throughs were most effective; they also reported testing their devices and using the technology readiness tool and online site were effective.

In addition to processes identified by DCs, SCs also pointed out that setting up the testing devices early and identifying “tech savvy” staff during the actual testing are helpful processes.

### Methods and Tools Contributed to a Positive Testing Experience (Question 55, open-ended):

DCs indicated preparation activities such as taking the Practice Test for both staff and students were important. During the actual testing window, assigning additional staff to testing

rooms or labs was helpful. They also indicated having strategies in scheduling is a key factor that contributed to a positive testing experience.

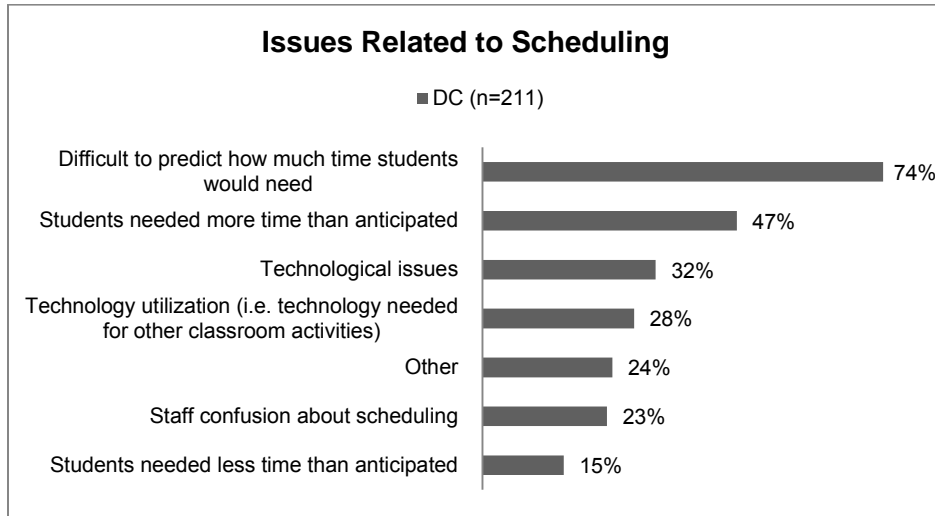
### **Increase Access to Computer-based Testing (Question 97, open-ended):**

Most respondents reported their LEA plans to provide more access to computers in both assessment and instructional settings. They reported that they plan to purchase more devices, increase instruction in keyboarding, and incorporate computer use throughout curriculum. Respondents also reported they would move most of their local testing—interim, benchmark, and formative—to a computer-based format.

### **Top Three Lessons the LEA/School Learned and Practices recommended to other LEAs (Question 114 and 115, open-ended):**

The respondents did not differentiate their responses to these two questions. Many respondents provided recommendations to other LEAs when answering the question about top three lessons learned and vice versa. Responses to these two questions were combined for the analysis. Several themes emerged from their responses:

- **Preparations:** Students need to take Practice Tests in addition to developing computer skills. For teachers and staff, they also need to work with the Practice Test, become trained on using the testing devices, and improve their general computer literacy and proficiency with administering the tests.
- **Scheduling:** Scheduling is a big challenge viewed by DCs. Figure 5.6 shows issues related to scheduling reported by the DCs (Question 52). A large proportion of DCs (74%) reported it was difficult to predict the amount of time students need in completing the test. This sentiment was also observed in the focus group study (*Focus Group Report*, pp. 14, 15, 45). Being flexible seemed to be the strategy used by many DCs.
- **Technology:** DCs recognized that their technology infrastructure needed updating and they need to increase their bandwidth. They also reported that they need more devices for testing. They recommended devices that worked well for them and also the ones that did not work well.
- **Support for staff:** DCs reported it is important to provide site-based technology support for schools and have a sufficient number of proctors in the room during testing.
- **Accommodations and designated supports:** DCs commented on the needs for better understanding of, planning for, and training on designated supports. They also reported that there is a need to develop a process for identifying students' eligibility for various supports.



**Figure 5.6 Issues Related to Scheduling**

---

## Section 6: Discussion and Conclusion

Section 6 summarizes and synthesizes the findings from the two research studies. The two research questions addressed with the post-test survey study and the focus group study were:

1. What are the factors that may have had a significant impact on the administration of the Smarter Balanced Field Test?
2. What feedback/recommendations from the field would improve the operational administration of the Smarter Balanced assessments in 2015?

The findings presented in Section 5 suggested that study participants in both studies identified the factors that impacted Field Test administration and provided recommendations to improve future administration. Findings are organized from the perspectives of training, support, and readiness, which also roughly correspond to three phases: before Field Test administration, during Field Test administration, and after Field Test administration. The perspective and feedback obtained in the two studies appear to be very consistent; findings obtained in the quantitative questions are often mirrored by the focus group findings and open-ended questions.

### 6A. Summary of Findings

#### *Training*

Overall, the training provided to coordinators and administrators delivered the right information with no major gaps. Two areas for improved training are universal tools/designated supports/accommodations, and test administration using the TA Interface. While there was widespread use of Practice and Training Tests before the Field Test, some staff and students could benefit from additional exposure and practice before operational testing begins. Coordinators and administrators also request training to be conducted earlier and with more concise ancillary materials such as shorter training videos and role-specific manuals.

#### *Support*

LEA CAASPP Coordinators depended a great deal on existing resources, such as the CalTAC call center and their own support staff. A few were able to hire outside help. More than 90 percent of DCs contacted CalTAC at some point, and most were happy with the support they received.

Increased availability of CalTAC staff was a frequent request due to extended wait times during peak testing times early in the testing window. While respondents were generally satisfied with the support and resources made available to them, they do see room for improvement. In particular, they want to receive information earlier and be provided with materials that are less overwhelming. School-level staff reported the support provided by their LEA was helpful.

#### *Readiness*

A majority of study respondents reported they are ready for online operational testing in 2015, and responses indicated that experience gained through field testing contributed to increased readiness. Qualitative analyses results point to lessons learned in five areas:

1. preparations using the Practice/Training Test,

2. scheduling,
3. technology,
4. support for staff, and
5. accommodations/designated supports.

Practice Tests need to be used by both students and staff to best prepare them for testing. An appropriate strategy for scheduling student testing needs to be in place before testing. This issue surfaced in both the focus group study and the open-ended responses to surveys. The scheduling issue was quite unique because there seems to be no one-size-fits-all solution. The vast diversity of LEAs was apparent just from the 50 participants of the focus group study. Most study respondents also acknowledged the technology readiness of their LEAs and were making informed decisions in terms of increasing bandwidth and purchasing testing devices. Online testing afforded students with universal tools, accommodations, and designated supports. However, more training and support provided for these new features is likely to be a key factor in LEA's readiness for the operational test administration.

## 6B. Implications

Results obtained from the studies provide the CDE and ETS with actionable items for supporting the operational administration of the Smarter Balanced assessments in 2015. They are:

- Provide statewide training that allows LEAs plenty of time to conduct local training.
- Streamline manuals and supporting materials such as the training videos.
- Increase accessibility of CalTAC support by maintaining a dedicated support line for LEA CAASPP Coordinators and generally keeping call wait times as low as possible.

## 6C. Limitations





The post-test survey reached a broad sample of LEA CAASPP Coordinators and obtained feedback and recommendations from them. However, the survey was not able to reach a broad sample of Site Coordinators or Test Administrations and, consequently, the findings from the study cannot be generalized to the site level or the classroom level. ETS gleaned from the non-DC responses that they received support from their LEA in addition to statewide support from the CDE, ETS, and Smarter Balanced. There might be training and support provided by local LEAs that can be brought up to the state level, but these two studies were not able to identify them. ETS suggests that the CDE develop a forum for LEAs to share information and best practices that would allow the development of successful local training/support programs.

Another lesson learned was the extent of the challenges inherent in developing a survey with many potential topics, and each topic with varying application to multiple respondent roles. ETS suggests that, for similar studies in the future, a focus group meeting should be convened first to help identify the main themes. These themes can then be used to develop a survey that is most efficient in obtaining feedbacks from a larger and much more representative sample.

---

## Appendix A: Related Reports

---

Report	Date	Author	Title
 Pre-test survey results analysis - 2-28	February 28, 2014	ETS	<i>Survey of LEA Readiness for Smarter Balanced Field Test</i>
 Mid-testing survey for LEA CAASPP Coord	May 1, 2014	ETS	Memorandum: 2014 California Smarter Balanced Field Test: Results from the First Distribution of the Mid-Testing Feedback Survey for LEA CAASPP Coordinators
 Mid-testing survey 2nd distribution result	June 6, 2014	ETS	Memorandum: 2014 California Smarter Balanced Field Test: Results from the Second Distribution of the Mid-Testing Feedback Survey for LEA CAASPP Coordinators
 CA Smarter Balanced Field Test Focus Group	September 2014	Clarion Research	<i>California Smarter Balanced Field Test Qualitative Focus Groups Final Report</i>

---



---

## Appendix B: The Post-Test Survey

### B1. Post-Test Survey

#### California Smarter Balanced Field Test

*The purpose of this year's Smarter Balanced Field Test is to "test the test": California is carrying out a full-scale dress rehearsal to be as prepared as possible for operational online testing in 2015. Collecting feedback from you helps the California Department of Education take full advantage of the learning opportunity that the Field Test affords us. Please take a few moments to answer some questions about your Field Test experience.*


#### ROLE

What was your role in administering the California Smarter Balanced Field Test? (Select all that apply)

- LEA CAASPP Coordinator
- LEA Technology Coordinator
- Test Site Coordinator
- School Site Technology Coordinator
- Test Administrator
- Other (please specify)

 [For Test Administrators only:] Are you currently teaching one or more of the tested grades?

- Yes
- No

 [If yes]: Which grade(s) and content area(s) do you teach?

- Grade three
- Grade four
- Grade five
- Grade six
- Grade seven
- Grade eight
- High school
- English–Language Arts
- Mathematics

#### TOPIC

*Please select three or more specific topic areas on which you would like to provide feedback, or select all to provide feedback in all areas. The approximate time needed to complete the questions in each topic area is included. All respondents will also be asked some general questions about the Field Test.*

- Training (4–8 minutes)
- Troubleshooting/Support (3–7 min.)
- Information, Tools, and Resources (4–8 min.)
- Technology (8–15 min.)
- Scheduling (5–10 min.)

- Universal Tools, Designated Supports, and Accommodations (2–5 min.)
- CALPADS/TIDE (1–3 min.)
- TA Interface, Appeals, and Online Reporting System (ORS) (2–5 min.)
- Field Test Format (4–8 min.)

*[NOTE TO REVIEWERS ABOUT ONLINE SURVEY DESIGN: The sections that follow will only appear if selected in the above question, except for the “General” section, which all respondents will see. Additionally, each survey question can be configured to appear or not appear depending on applicability based on the respondent’s role(s). Applicability is indicated in parentheses for each survey question. (DC = LEA CAASPP Coordinator, TC = LEA Technology Coordinator, STC = School Site Technology Coordinator, SC = Site Coordinator, TA = Test Administrator) Test Administrators will be asked if they are also classroom teachers; if they are, they will also receive instructional questions. For selected response questions, a square indicates multiple-select questions, and a circle indicates single-select questions.]*

### Training

1) What activities/trainings did you use to prepare for the Field Test? (Select all that apply) (DC, TC, SC)

- Viewed CDE/ETS Webcasts
- Attended in-person CDE/ETS training workshop in February
- Viewed Smarter Balanced Assessment Consortium (SBAC) training modules
- Reviewed manuals and other written resources
- Used LEA-created training materials and activities
- Used County Office of Education–created training materials and activities
- Other (please specify)

2) How did students use the Practice and Training Tests? (Select all that apply) (DC, SC)

- Used Practice Tests in a simulated testing environment
- Used Training Tests in a simulated testing environment
- Used Practice Tests in various school settings
- Used Training Tests in various school settings
- Assigned students to use the Practice Tests outside of school
- Assigned students to use the Training Tests outside of school
- Limited use of Practice Tests
- Limited use of Training Tests
- Other (please specify)

3) How did staff use the Practice and Training Tests? (Select all that apply) (DC, SC)

- Used Practice Tests in a simulated testing environment
- Used Training Tests in a simulated testing environment
- Used Practice Tests in various school settings
- Used Training Tests in various school settings
- Provided staff time to interact with the Practice Tests
- Provided staff time to interact with the Training Tests

- Limited use of Practice Tests
- Limited use of Training Tests
- Other (please specify)

4) Based on experience with the Smarter Balanced Practice Tests and/or Training Tests, how familiar were your students with the testing system before testing began? (Select one answer) (DC, SC)

- Very familiar with the testing system
- Somewhat familiar with the testing system
- Some exposure and practice with the testing system
- Limited exposure and practice with the testing system
- No exposure or practice with the testing system
- Other (please specify)

5) What degree of exposure and practice did your site staff receive before testing began? (Select one answer) (DC, SC)

- High level exposure with the testing system
- Some exposure and practice with the testing system
- Minimal exposure and practice with the testing system
- No exposure or practice with the testing system
- Other (please specify)

6) What are areas of the test administration that require more training? (Select all that apply) (DC, TC, SC, TA)

- Test Administrator (TA) Interface
- Test Information Distribution Engine (TIDE)
- Online Reporting System (ORS)
- Test administration policies and procedures
- Universal tools, designated supports, and accommodations
- Other (please specify)

7) Do you have any additional feedback on the topic of training, including suggestions for improvements in training?

### ***Troubleshooting/Support***

8) What processes did you use for troubleshooting (e.g., content or technical challenges that could deter test administration)? (Select all that apply) (DC, TC)

- Provided troubleshooting training for sites

- Developed a troubleshooting communication plan for test sites
- Assigned support staff at sites for the start of testing
- Assigned support staff at sites for the duration of testing
- Hired outside help for troubleshooting
- Received in-person technical support from CalTAC
- Received phone/e-mail technical support from CalTAC
- Other (please specify)

9) Which resources were most useful to help you find solutions and answers to Field Test administration challenges? (Select all that apply) (DC, TC, SC, TA)

- Web-based materials (FAQs, training modules, recorded Webcasts)
- Live Webcasts
- Manuals
- In-person trainings
- CDE Web site
- CDE staff
- California Technical Center (CalTAC)
- Other (please specify)

10) What would you find helpful to have for troubleshooting? (Select all that apply) (DC, TC, SC, TA)

- More access to troubleshooting reference materials
- A Webcast or training dedicated to troubleshooting
- Other (please specify)

11) Did you contact CalTAC for support or to troubleshoot a particular problem? (DC, TC)

- Yes
- No

12) Did you contact your LEA CAASPP Coordinator for support or to troubleshoot a particular problem? (SC, TA)

- Yes
- No

13) Did you contact your technology coordinator for support or to troubleshoot a particular problem? (DC, SC, TA)

- Yes
- No

- 14) Did your LEA hire additional staff to prepare (i.e. student registration in CALPADS or school site technology installation) for the Field Test? (DC, TC)

- Yes  
 No  
 If yes, in what role?

- 15) Did your LEA hire additional staff (i.e. test scheduling or test administrators) to support the administration of the Field Test? (DC, TC)

- Yes  
 No  
 If yes, in what role?

- 16) Do you have any additional feedback on the topic of troubleshooting/support? (DC, TC)

### **Information, Tools, and Resources**

- 17) Please rate how sufficient the resources provided by the following entities assisted you to perform the duties of your primary role (e.g., Test Administrator, Technology Coordinator, etc.). (DC, TC, SC, TA)

	Sufficient	Sufficient but could be improved	Insufficient	Sufficient but available too late
CDE				
CalTAC				
Smarter Balanced				
Other				

- Please describe the resources indicated for "other" above:

- 18) How were you made aware of the information, tools, and resources that were available for the Field Test? (Select all that apply) (DC, TC, SC, TA)

- E-mail from CDE  
 E-mail from CalTAC  
 E-mail from Smarter Balanced  
 Site visit from CalTAC/CDE  
 Phone conversation with CalTAC/CDE  
 Communicated by LEA or site testing coordinator  
 Communicated by your County Office of Education  
 Found it myself on Web sites  
 Other (please specify)

19) How timely were the information, tools, and resources you had at your disposal to inform and train staff? (Select one answer) (DC, TC, SC, TA)

- Received with ample time
- Received in moderately sufficient time
- Received in minimally sufficient time
- Not received in time
- Other (please specify)

20) How helpful were each of the following tools/resources? (DC, TC, SC, TA)

Tool/Resource	Least helpful	1	2	3	4	5	Most helpful	Did not use
CDE/ETS in-person workshops								
CDE Field Test introductory videos								
CDE/ETS Webcasts								
Smarter Balanced training modules								
Secure Browser "how to install" videos								
Smarter Balanced TA Practice and Training Web site								
CaITAC								
CDE Web site <i>[Note: The link to the Field Test is no longer valid as of 2017]</i>								
CDE "Flash" updates								
CaITAC Web site ( <a href="http://californiatac.org">http://californiatac.org</a> )								
Site visit(s) to your LEA								
County Office of Education materials								
Other (please specify):								

21) What other tools/resources did you find helpful in performing your duties?

22) Do you have any additional feedback on the topic of information, tools, and resources?

**Technology**

23) How many computing devices are available at your school? (Select one answer) (SC)

- 200 or more
- 100–199
- 50–99

- 25–49
- 11–24
- 1–10

24) What percentage of the computing devices in the previous question was available for use during the Field Test? (Select one answer) (SC)

- All (100 %)
- 75–99%
- 50–74%
- 25–49%
- 1–24%
- None (0 %)

25) How did your LEA use your available computing devices prior to the Field Test, for activities unrelated to the Field Test? (Select all that apply) (SC)

- Instructional materials/resources delivered on devices
- Local assessments delivered on devices
- Devices only used for field testing purposes
- Other (please specify)

D

26) To what degree did the Field Test administration interfere with your weekly use of computing devices? (Select all that apply) (SC)

- Minimal interference with other school computer activities
- Some interference with other school computer activities
- Significant interference with other school computer activities
- Other (please specify)

27) What is the student-to-computer ratio within your LEA, only counting devices used for testing? (Select one answer) (DC)

- 1 student per testing device
- 2–3 students per testing device
- 4–5 students per testing device
- 6–7 students per testing device
- 8–9 students per testing device
- 10 or more students per testing device

28) What is the student-to-computer ratio within your school site, only counting devices used for testing? (Select one answer) (TC)

- 1 student per testing device
- 2–3 students per testing device
- 4–5 students per testing device

- 6–7 students per testing device
- 8–9 students per testing device
- 10 or more students per testing device

29) What percentage of computing devices did your school/LEA acquire specifically for the Field Test? (Select one answer) (DC, TC, SC)

- All (100%)
- 75–99%
- 50–74%
- 25–49%
- 1–24%
- None (0%)

30) Did you use any of the Common Core block grant dollars to purchase these computing devices? (DC, TC)

- Yes
- No

31) By percentage, what types of computing devices did your students use for field testing? (Select all that apply) (DC, TC, SC)

Testing Device	Did not use	Percentage (Please ensure your percents add up to 100%)									
		10	20	30	40	50	60	70	80	90	100
Windows-based desktop											
Windows-based laptop											
Mac OS-based desktop											
Mac OS-based laptop											
Linux-based desktop											
Linux-based laptop											
Chromebook											
iPad tablet											
Android tablet											
Windows tablet											

32) How was Internet access provided to your LEA or site? (Select one answer) (DC, TC, SC)

- Through the K–12 High Speed Network ONLY
- Through an outside Internet service provider ONLY (e.g., Verizon, AT&T, Comcast, etc.)
- Through BOTH the K–12 High Speed Network AND an outside Internet provider
- Not sure
- Other (please specify)



- 33) Approximately how many students at your school participated in the Field Test? (SC)

- 34) What is the maximum number of students you were able to test simultaneously? (Select one answer) (DC, SC, TA)

- 35) Was your LEA's technology infrastructure (e.g., computing devices, networks, Internet, etc.) sufficient for the Field Test? (Select one answer) (DC, TC)

- Yes, it was more than adequate.  
 Yes, it was adequate.  
 No, it was strained by the Field Test.  
 No, it was not adequate for the Field Test.

If not adequate, which component(s) are/were most problematic?

- 36) Was your school site's technology infrastructure (e.g., computing devices, networks, Internet, etc.) sufficient for the Field Test? (Select one answer) (DC, TC)

- Yes, it was more than adequate.  
 Yes, it was adequate.  
 No, it was strained by the Field Test.  
 No, it was not adequate for the Field Test.  
 If not adequate, which component(s) are/were most problematic?

- 37) What physical space did you use at your site to administer the Field Test? (Select all that apply) (SC, TA)

- Dedicated computer lab(s)  
 Classroom(s)  
 Library  
 Off campus  
 Other (please specify)

If you chose off campus, please  specify:

- 38) Are physical space requirements significantly different for online testing than for paper-pencil testing at your site? (SC, TA)

- Yes  
 No

If yes, how do they differ?:

39) Please rate how the following computing devices performed during the Field Test? (Select one answer for each applicable device) (DC, TC)

Testing Device	Good	Fair	Poor	Not Applicable
Windows-based desktop				
Windows-based laptop				
Mac OS-based desktop				
Mac OS-based laptop				
Linux-based desktop				
Linux-based laptop				
Chromebook				
iPad Tablet				
Android tablet				
Windows tablet				

40) What were the specific challenges, if any, that you had with these computing devices? (Select all that apply) (DC, SC, TC)

- No significant issues with our devices
- Problems installing/launching the secure browser
- Problems with some testing system functions not working
- Problems with freezing, timing out, or other interruptions during testing
- Other (please specify)

41) What procedures or processes did your you use to determine technology readiness for the field test at your LEA? (DC, TC)

41a) What procedures or processes were most effective? (DC, TC)

42) What procedures or processes did you use to determine technology readiness for the field test at your school site? (SC, STC, TA)

42a) What procedures or processes were most effective? (SC, TA)

### Scheduling

43) Which testing window(s) were schools in your LEA assigned? (Select all that apply) (DC)

- March 25 – April 25
- April 7 – May 16
- April 28 – June 6

44) Which testing window was your school assigned? (Select one answer) (SC)

- March 25 – April 25
- April 7 – May 16
- April 28 – June 6

45) How many days of testing did it take to test all students in your LEA? (Select one answer) (DC)

- 1 day
- 2–5 days
- 6–10 days
- 11–20 days
- 21–30 days
- 31–40 days
- More than 40 days

46) How many days of testing did it take to test all students at your site? (Select one answer) (SC)

- 1 day
- 2–5 days
- 6–10 days
- 11–20 days
- 21–30 days
- 31–40 days
- More than 40 days

47) What was the average number of days needed to administer the Field Test to a single student at your site? (Select one answer) (SC, TA)

- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- More than 5 days

48) Did you use software to create schedules and/or coordinate scheduling to administer the Field Test? (DC, SC)

- Yes  
 No

[If answer to #48 is "yes"]: 49) What software or systems did you use to create and/or coordinate scheduling? (DC, SC)

50) Which approach(es) to scheduling did you use at your LEA/school? (Select all that apply) (DC, SC, TA)

- All testing in a single week  
 Testing one grade per day  
 Testing two grades per week  
 Testing three (or more) grades per week  
 Testing only in the morning  
 Testing only in the afternoon  
 Other (please specify)

51) Which approach(es) to scheduling did you use at your LEA/school specifically for the classroom activity and accompanying performance task? (Select one answer) (DC, SC)

- Scheduled both in the same day for all tested students  
 Scheduled one day apart for all tested students  
 Scheduled at least two days apart for all tested students  
 Used a variety of scheduling plans for tested students

If you selected "variety of plans", please describe:

52) What were your LEA's major issues and/or challenges related to scheduling students for testing? (Select all that apply) (DC, SC)

- Students needed more time than anticipated  
 Students needed less time than anticipated  
 Difficult to predict how much time students would need  
 Staff confusion about scheduling  
 Technological issues  
 Technology utilization (i.e. technology needed for other classroom activities)  
 Other (please specify)

53) How did you accommodate students who did not test or who finished early? (Select all that apply) (SC, TA)

- Arranged for alternate activities in a different location

- Assigned silent tasks in the testing room
- Other (please specify)

54) How did you provide additional testing time to students who needed it? (Select all that apply) (SC, TA)

- Extended the session length
- Added new, unscheduled test sessions
- Allowed students needing more time to join prescheduled make-up sessions
- Allowed students needing more time to join other regularly scheduled test sessions
- Other (please specify)

55) Please share any methods or tools you used that you believe contributed to a positive testing experience. (DC, SC, TA)

56) If you experienced problems with scheduling, please share any processes or procedures that you think would remedy such problems in the future. (DC, SC, TA)

**Universal Tools, Designated Supports, and Accommodations**

As a reminder before answering the following questions, here are descriptions of the three types of embedded supports available for the Field Test:

- *Universal Tools: Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP Consortium administered tests.*
- *Designated Supports: Are features that are available for use by any pupil for whom the need has been indicated prior to the assessment, by an educator or group of educators.*
- *Accommodations: For the CAASPP Consortium-administered tests, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s Individualized Education Plan (IEP) or Section 504 plan.*

57) How useful were the three types of embedded resources for students?(DC, SC)

Resources	Not Useful	Moderately Useful	Very Useful	Not Applicable
Universal tools				
Designated supports				
Accommodations				

58) What procedures did you use to identify students who needed designated supports? (Select all that apply) (DC, SC)

- School sites developed their own procedures for identifying and assigning designated supports.

- The LEA office provided school sites with direction for identifying and assigning designated supports for English learners (ELs) and other students who would benefit from them.
- The LEA/school is in the process of developing procedures for next year.
- School sites did not assign any designated supports.
- Other (please specify)

69) Who was responsible for loading student test settings in TIDE? (Select one answer) (DC, SC)

- Was the responsibility of each site coordinator
- Was the responsibility of the school site resource specialist teacher
- Was centralized at the LEA level
- Was a shared responsibility between the school and the LEA
- Other (please specify)

60) How did you ascertain if assigned designated supports and accommodations were delivered to students? (Select all that apply) (DC, SC, TA)

- TAs/Proctors checked student computers as they started testing
- Relied on the system's built-in checks
- Other (please specify)

61) What issues, if any, did you have with assigning and/or implementing designated supports and accommodations for students? (Select all that apply) (DC, SC, TA)

- Did not experience issues that prevented testing with designated supports and accommodations
- Had technical problems with particular designated supports and accommodations
- Had difficulty identifying the correct designated support or accommodation
- Did not have access to the list of designated supports or accommodations for particular students
- Other (please specify)

62) Please list the specific technical problems, accessibility problems, or identification problems you encountered with particular designated supports and accommodations. (DC, SC, TA)

63) Do you have any additional feedback on the topic of universal tools, designated supports, and accommodations? (All)

**California Longitudinal Pupil Achievement Data System (CALPADS)/Test Information Distribution Engine (TIDE)**

- 64) What, if any, were your major problems related to using CALPADS data to populate TIDE (i.e., student registration system)? (Select all that apply) (DC, TC, SC)

- Getting data uploaded into CALPADS
- Getting data corrections entered into CALPADS
- Coordination of data information between the LEA and individual school sites
- Difficulties with CALPADS data not migrating to TIDE as expected
- Other (please specify)

- 65) What, if any, were your major problems related to TIDE? (Select all that apply) (DC, TC, SC)

- Difficulties with data not appearing in TIDE
- Difficulties with data not appearing correctly
- Password distribution issues
- Password reset issues
- Understanding the TIDE interface and functions
- Adding/uploading student test settings
- Other (please specify)

- 66) Do you have any additional feedback on the topic of CALPADS/TIDE? (DC, SC, TA, TC)

**TA Interface, Appeals, and ORS**

- 67) Did Test Administrator training at your LEA/school include use of the TA Practice and Training Site? (DC, SC, TA)








- Yes
- No

- 68) What was your schools/LEA's experience using the TA Interface to administer tests? (Select one answer) (TC, DC, SC, TA)

- Positive; it was easy to use and worked well
- Fairly positive; it worked for us
- Neither positive nor negative
- Fairly negative; it was challenging to use and/or did not always work well
- Negative; it was not easy to use and did not work well

- 69) Did you submit an Appeal system during the Field Test? (Select one answer) (DC, SC)

- Yes
- No

-  [If you answered “yes” to question 69]: 70) What process did you use to submit an Appeal system during the Field Test? (Select one answer) (DC, SC)
- Uploaded appeals file
  - Filed appeals for individual students
  - Used both processes (i.e., uploaded file and filed appeal for an individual student)
-  [If you answered “yes” to question 69]: 71) How timely was the response to your Appeal requests? (Select one answer) (DC, SC)
- Received approval of Appeal with ample time to complete testing
  - Received approval of Appeal in moderately sufficient time to complete testing
  - Received approval of Appeal in minimally sufficient time to complete testing
  - Did NOT receive approval of Appeal in time to complete testing
-  [If you answered “yes” to question 69]: 72) What was your experience using the Appeals system during the Field Test? (Select one answer) (DC, SC)
- Positive; it was easy to use and worked well
  - Fairly positive; it worked for us
  - Neither positive nor negative
  - Fairly negative; it was challenging to use and/or did not always work well
  - Negative; it was not easy to use and did not work well
-  73) Did your LEA/school use the Online Reporting System (ORS)? (DC, SC)
- Yes
  - No
-  [If you answered “yes” to question 73]: 74) How useful was the ORS? (Select one answer) (TC, DC, SC)
- Very useful
  - Moderately useful
  - Not useful
-  [If you answered “yes” to question 73]: 75) How useful was the ORS for tracking completion rates at your LEA/school? (Select one answer) (DC, SC)
- Very useful
  - Moderately useful
  - Not useful
  - Did not use ORS to track completion rates
-  [If you answered “yes” to question 73]: 76) How useful was the ORS for helping plan testing (monitoring which students had completed each test component and who had not yet begun testing) at your LEA/school? (Select one answer) (DC, SC)
- Very useful
  - Moderately useful
  - Not useful



Did not use ORS to plan/manage testing

☞ [If you answered “yes” to question 73]: 77) How useful was the ORS for managing testing (monitoring students who still needed to test versus those who had completed testing) at your LEA/school? (Select one answer) (DC, SC)

- Very useful
- Moderately useful
- Not useful
- Did not use ORS to plan/manage testing

☞ 78) Do you have any additional feedback on the TA Interface? (DC, SC)

☞ 79) Do you have any additional feedback on the Appeals process? (DC, SC)

☞ 80) Do you have any additional feedback on the ORS? (DC, SC)

**Field Test Format**

☞ 81) Please describe your students as they took the Field Test: (DC, SC, TA)

Your observation of student engagement	Positively	Indifferently	Negatively	Not Observed
How did students react overall to the new types of test questions?				
How did students react overall to the classroom activity?				
How did students react overall to the performance task?				

82) Content subject for which you made your observations: (DC, SC, TA)

- English–language arts
- Mathematics

83) Grade level for which you made your observations: (DC, SC, TA)

- 3
- 4
- 5
- 6
- 7

- 8
- 9
- 10
- 11

84) To what degree do you think your students tried their best to answer the questions on the Smarter Balanced Field Test? (Select all that apply) (DC, SC, TA)

Assessment	Little or no effort	1	2	3	4	5	High degree of effort	Students did not take this test
English–language arts questions								
English–language arts Performance Task								
Mathematics questions								
Mathematics performance task								

85) How clear were the directions and procedures for administering the classroom activity? (Select one answer) (DC, SC, TA)

- Very clear
- Reasonably clear
- Somewhat unclear
- Very unclear
- Don't know

86) Please use the space below to explain your response to the previous question.

87) Did students complete the classroom activity before the performance task? (TA, SC, DC)

- Yes
- No

[If you answered “yes” to question 87]: 88) Did students use the classroom activity to inform their response to the performance task? (TA, SC, DC)

- Yes
- No

89) How would you describe the ease of coordinating the classroom activity and the performance task? (DC, SC, TA)

	Very Difficult	1	2	3	4	5	Very Easy	N/A
Reschedule student make-up sessions for the classroom activity.								

Reschedule student make-up sessions for the performance task.									
Other									

Please describe what you indicated for "other" above:

90) Did your classroom activity administrations ever include students who were not participating in the performance task associated with that particular classroom activity? (DC, SC, TA)

- Yes
- No

[If you answered "yes" to question 90]: 91) What strategy did you use to engage any nonparticipating students while the classroom activity was conducted? (DC, SC, TA)

- Nonparticipating students also engaged in the classroom activity.
- Nonparticipating students received an alternate assignment during the classroom activity.
- Nonparticipating students were sent to an alternate location.
- Other (please specify)

[If you answered "yes" to question 90]: 92) How did this strategy work for students participating in the assigned performance task? (DC, SC, TA)

- This strategy was very successful for students participating in the classroom activity.
- This strategy was mostly successful for students participating in the classroom activity.
- This strategy was unsuccessful for students participating in the classroom activity.
- Other (please specify)

93) Please use space below to provide any additional comments about the classroom activity and performance task. (DC, SC, TA)

94) Based on your observation during testing, what aspects of the online test format were most challenging to students? (DC, SC, TA)

Format	Least Challenging	1	2	3	4	5	Most Challenging	Not Observed
Using the hardware								
Navigating within the testing system								
Using the universal tools								
Understanding the testing content								
Logging In								
Other								

Please describe the aspect of the online test format indicated for "other" above:

- 95) To what degree do the following statements agree with your observations? (DC, SC, TA)

Statement	Strongly Disagree	1	2	3	4	5	Strongly Agree	Not Observed
Students naturally adapted to the new mode of testing								
The instructions provided were effective								
The testing interface was intuitive								
Close proctoring helped students engage with the test								
The test content was interesting								
Other								

Please describe the statement indicated for "other" above:

- 96) Is your school/LEA planning to provide increased access to students to experience computer-based testing? (DC, SC, TA)

- Yes  
 No  
 Unsure at this time

- 97) Please use this space below to explain your school/LEA response to the previous question, if needed. (DC, SC, TA)

- 98) Which of the following activities is part of your LEA's plan for operational online testing in 2015? (Select all that apply) (DC, TC)

- Purchase or lease additional computing devices  
 Increase Internet bandwidth  
 Increase network/infrastructure capacity  
 Add staffing  
 Provide additional training  
 Not yet determined

- 99) Do you have any additional feedback on the topic of the Field Test format?

**Current Classroom Teachers** [This section will only appear for current classroom teachers]

- 100) Overall, how did your students react to the California Smarter Balanced Field Test experience? (Select one answer)

- Positively

- Negatively
- Indifferently
- Other (please specify)

101) Additional comments regarding student reactions:

102) Did your students use scratch paper? (Select one answer)

- Yes, all
- Yes, many
- Yes, a few
- No
- I didn't distribute scratch paper

103) During the past school year, how many hours of professional development related to technology did you complete, on average? (Select one answer)

- More than 20 hours
- Between 12 and 20 hours
- Between 4 and 12 hours
- Less than 4 hours

104) Please rate yourself on the following questions about technology training and classroom use:

	Strongly Disagree	1	2	3	4	5	Strongly Agree
I have daily access to a classroom computer							
I am able to project the computer onto a screen for whole class instruction							
I use computer instruction on a daily basis							
I use computers at least once a week as part of classroom instruction							
I assign homework that requires the use of computers at least once a week							
My school site regularly holds staff development trainings for instructional technology							
I have administered computer based tests before							
I received school site training in preparation for the administration of the Field Test							
I felt confident administering the Field Test Assessments							

105) During the past school year, how often did you use instructional technology with students for activities such as research, multimedia, simulations, data interpretation, communications, and collaboration? (Select one answer)

- Nearly every day
- About once a week
- About once a month
- Rarely or never

106) What types of tests has your school administered via computing devices? (Select all that apply)

- None
- District benchmarks
- Teacher classroom tests
- Other (please specify)

107) Did your students have prior experience in the classroom **using the same types of computing devices** they used to take the Field Test? (Select one answer)

- Yes, considerable experience in the classroom
- Some experience in the classroom
- No, students did not have prior experience in the classroom

[If answer to #107 is "Yes or Some"]: 108) To what extent do you believe this prior experience was helpful? (Select one answer)

- Very helpful
- Somewhat helpful
- Not at all helpful (please explain)

### General

109) Please identify your school type (Select one answer) (SC)

- High school
- Middle school
- Elementary school
- Other (please specify)

110) Which of these best describes your LEA? (Select one answer) (DC)

- Elementary district
- Unified school district
- High school district
- Joint district
- Independently testing charter school

- Other (please specify)

- 111) How do you think the Field Test experience helped you prepare for the new online operational assessment? (Select all that apply) (All)

- Provided motivation to update/expand technology
- Provided an opportunity to train staff
- Increased comfort levels with the new online testing system
- Brought the issues and considerations that were previously unknown to the surface
- Other (please specify)

- 112) **Before** the Field Test, how technologically ready did you think your LEA/school was? (Select one answer) (DC, TC, SC)

- Minimally ready
- Somewhat ready
- Ready
- Significant level of readiness
- High level readiness

- 113) **After** the Field Test, how technologically ready do you think your LEA/school is for the operational test? (Note: For next year, each student will test in both ELA and mathematics, including a performance task for each of these two content areas.) (Select one answer) (DC, TC, SC)

- Minimally ready
- Somewhat ready
- Ready
- Significant level of readiness
- High level readiness


- 114) What are the top three lessons you think your LEA/school learned from the Field Test? (All)


1.
2.
3.

- 115) What procedure/practice can you recommend to other LEAs/schools? (All)

- LEA name/CDS code (All)

- School name (SC, TA)

 Your name (All) (Optional)

 Your title (All) (Optional)



---

## Appendix C: Post-Test Survey Response Analysis—Closed-ended Questions

### C1. Results, All Respondents

**Table B.1 Survey Sample Size, All Respondents**

<b>Role</b>	<b>N</b>
LEA CAASPP Coordinators (DC)	424
Site Coordinators (SC)	508
Test Administrators (TA)	585
LEA Technology Coordinator (TC)	155
School Site Technology Coordinator (STC)	168
Overall	1,344

### ***Introductory Survey Survey Section***

**Please select three or more specific areas on which you would like to provide feedback.**

	DC (n=424)		SC (n=508)		TA (n=585)		TC (n=155)		STC (n=168)		Overall (n=1344)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Training (4–8 minutes)	266	62.74	274	53.94	274	46.84	71	45.81	91	54.17	695	51.71
Troubleshooting/Support (3–7 min.)	210	49.53	218	42.91	233	39.83	87	56.13	77	45.83	613	45.61
Information, Tools, and Resources (4–8 min.)	166	39.15	171	33.66	195	33.33	59	38.06	60	35.71	464	34.52
Technology (8–15 min.)	126	29.72	162	31.89	250	42.74	101	65.16	93	55.36	543	40.40
Scheduling (5–10 min.)	214	50.47	279	54.92	243	41.54	55	35.48	78	46.43	598	44.49
Universal Tools, Designated Supports, and Accommodations (2–5 min.)	222	52.36	200	39.37	195	33.33	40	25.81	57	33.93	522	38.84
CALPADS/TIDE (1–3 min.)	194	45.75	138	27.17	105	17.95	51	32.90	48	28.57	346	25.74
TA Interface, Appeals, and Online Reporting System (ORS) (2–5 min.)	170	40.09	140	27.56	134	22.91	41	26.45	50	29.76	362	26.93
Field Test Format (4–8 min.)	189	44.58	260	51.18	347	59.32	61	39.35	89	52.98	662	49.26

**Are you currently teaching one or more of the tested grades?**

TA (n=585)		
	Counts	%
Yes	347	59.32
No	238	40.68

**[If yes]: Which grade(s) do you teach?**

TA (n=346)		
	Counts	%
Grade three	75	21.68
Grade four	76	21.97
Grade five	93	26.88
Grade six	85	24.57
Grade seven	72	20.81
Grade eight	86	24.86
High school	64	18.50

**[If yes]: Which content area(s) do you teach?**

TA (n=328)		
	Counts	%
English–language Arts	280	85.37
Mathematics	243	74.09

### Training Survey Survey Section

#### Question 1. What activities/trainings did you use to prepare for the Field Test? (Select all that apply)

	DC (n=266)		SC (n=274)		TC (n=71)		STC (n=91)		Overall (n=541)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Viewed CDE/ETS Webcasts	247	92.86	180	65.69	58	81.69	65	71.43	411	75.97
Attended in-person CDE/ETS training workshop in February	189	71.05	99	36.13	39	54.93	34	37.36	267	49.35
Viewed Smarter Balanced Assessment Consortium (SBAC) training modules	240	90.23	230	83.94	63	88.73	81	89.01	466	86.14
Reviewed manuals and other written resources	245	92.11	240	87.59	59	83.10	77	84.62	477	88.17
Used LEA-created training materials and activities	126	47.37	139	50.73	28	39.44	32	35.16	277	51.20
Used County Office of Education–created training materials and activities	66	24.81	48	17.52	19	26.76	14	15.38	112	20.70
Other	11	4.14	9	3.28	2	2.82	3	3.30	20	3.70

#### Number of Activities Chosen

	DC (n=266)		SC (n=274)		TC (n=71)		STC (n=91)		All (n=541)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
1	2	0.75	12	4.38	2	2.82	6	6.59	23	4.25
2	13	4.89	38	13.87	9	12.68	15	16.48	54	9.98
3	56	21.05	97	35.40	16	22.54	30	32.97	152	28.10
4	86	32.33	81	29.56	27	38.03	23	25.27	165	30.50
5	73	27.44	35	12.77	11	15.49	14	15.38	102	18.85
6	33	12.41	10	3.65	5	7.04	3	3.30	42	7.76
more than 6	3	1.13	1	0.36	1	1.41	0	0.00	3	0.55

**Questions 2, 3. How did students/staff use the Practice and Training Tests? (Select all that apply)**

	How did students use?						How did staff use?					
	DC (n=265)		SC (n=274)		Overall (n=493)		DC (n=265)		SC (n=274)		Overall (n=494)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Used Practice Tests in a simulated testing environment	183	69.06	191	69.71	339	68.76	149	56.23	149	54.38	266	53.85
Used Training Tests in simulated testing environment	143	53.96	127	46.35	241	48.88	115	43.40	110	40.15	203	41.09
Used Practice Tests in various school settings	156	58.87	125	45.62	261	52.94	139	52.45	119	43.43	239	48.38
Used Training Tests in various school settings	118	44.53	87	31.75	189	38.34	114	43.02	97	35.40	196	39.68
Assigned students to use the Practice Tests outside of school	37	13.96	37	13.50	69	14.00	177	66.79	170	62.04	317	64.17
Assigned students to use the Training Tests outside of school	24	9.06	17	6.20	41	8.32	148	55.85	133	48.54	260	52.63
Limited use of Practice Tests	47	17.74	51	18.61	87	17.65	41	15.47	46	16.79	75	15.18
Limited use of Training Tests	45	16.98	32	11.68	69	14.00	32	12.08	28	10.22	56	11.34
Other	9	3.40	6	2.19	16	3.25	8	3.02	6	2.19	14	2.83

**Question 4. Based on experience with the Smarter Balanced Practice Tests and/or Training Tests, how familiar were your students with the testing system before testing began? (Select one answer)**

	DC (n=266)		SC (n=272)		Overall (n=492)	
	Counts	%	Counts	%	Counts	%
Very familiar with the testing system	34	12.78	45	16.54	67	13.62
Somewhat familiar with the testing system	116	43.61	100	36.76	195	39.63
Some exposure and practice with the testing system	69	25.94	72	26.47	137	27.85
Limited exposure and practice with the testing system	35	13.16	34	12.50	61	12.40
No exposure or practice with the testing system	3	1.13	13	4.78	15	3.05
Other	9	3.38	8	2.94	17	3.46

**Question 5. What degree of exposure and practice did your site staff receive before testing began? (Select one answer)**

	DC (n=265)		SC (n=270)		Overall (n=491)	
	Counts	%	Counts	%	Counts	%
High level exposure with the testing system	37	13.96	44	16.30	73	14.87
Some exposure and practice with the testing system	187	70.57	183	67.78	336	68.43
Minimal exposure and practice with the testing system	34	12.83	37	13.70	68	13.85
No exposure or practice with the testing system	0	0.00	4	1.48	4	0.81
Other	7	2.64	2	0.74	10	2.04

**Question 6. What are areas of the test administration that require more training? (Select all that apply)**

	DC (n=264)		SC (n=268)		TA (n=261)		TC (n=66)		STC (n=87)		Overall (n=677)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Test Administrator (TA) Interface	153	57.95	146	54.48	138	52.87	36	54.55	44	50.57	376	55.54
Test Information Distribution Engine (TIDE)	98	37.12	98	36.57	81	31.03	22	33.33	30	34.48	228	33.68
Online Reporting System (ORS)	107	40.53	96	35.82	61	23.37	20	30.30	28	32.18	228	33.68
Test administration policies and procedures	104	39.39	92	34.33	82	31.42	24	36.36	27	31.03	245	36.19
Universal tools, designated supports, and accommodations	205	77.65	187	69.78	166	63.60	42	63.64	58	66.67	465	68.69
Other	4	1.52	7	2.61	8	3.07	1	1.52	2	2.30	22	3.25

### **Troubleshooting/Support Survey Section**

**Question 8. What processes did you use for troubleshooting (e.g., content or technical challenges that could deter test administration)? (Select all that apply)**

	DC (n=209)		TC (n=86)		STC (n=75)		Overall (n=339)	
	Counts	%	Counts	%	Counts	%	Counts	%
Provided troubleshooting training for sites	87	41.63	30	34.88	26	34.67	136	40.12
Developed a troubleshooting communication plan for test sites	88	42.11	26	30.23	22	29.33	124	36.58
Assigned support staff at sites for the start of testing	123	58.85	56	65.12	40	53.33	204	60.18
Assigned support staff at sites for the duration of testing	106	50.72	38	44.19	32	42.67	165	48.67
Hired outside help for troubleshooting	12	5.74	6	6.98	5	6.67	13	3.83
Received in-person technical support from CalTAC	24	11.48	10	11.63	8	10.67	34	10.03
Received phone/e-mail technical support from CalTAC	145	69.38	42	48.84	32	42.67	193	56.93
Other	11	5.26	3	3.49	8	10.67	27	7.96

### **Number of Activities Chosen**

	DC (n=209)		TC (n=86)		STC (n=75)		All (n=339)	
	Counts	%	Counts	%	Counts	%	Counts	%
1	46	22.01	27	31.40	30	40.00	94	27.73
2	45	21.53	18	20.93	14	18.67	74	21.83
3	52	24.88	22	25.58	15	20.00	77	22.71
4	33	15.79	13	15.12	10	13.33	54	15.93
5	26	12.44	6	6.98	6	8.00	33	9.73
6	7	3.35	0	0.00	0	0.00	7	2.06

**Question 9. Which resources were most useful to help you find solutions and answers to Field Test administration challenges? (Select all that apply)**

	DC (n=209)		SC (n=217)		TA (n=229)		TC (n=87)		STC (n=75)		Overall (n=605)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Web-based materials (FAQs, training modules, recorded Webcasts)	124	59.33	122	56.22	108	47.16	57	65.52	40	53.33	330	54.55
Live Webcasts	49	23.44	26	11.98	18	7.86	13	14.94	8	10.67	78	12.89
Manuals	111	53.11	114	52.53	87	37.99	50	57.47	35	46.67	262	43.31
In-person trainings	41	19.62	68	31.34	100	43.67	17	19.54	17	22.67	194	32.07
CDE Web site	15	7.18	14	6.45	18	7.86	10	11.49	10	13.33	51	8.43
CDE staff	24	11.48	18	8.29	15	6.55	7	8.05	4	5.33	51	8.43
California Technical Center (CalTAC)	160	76.56	67	30.88	45	19.65	41	47.13	26	34.67	229	37.85
Other	18	8.61	39	17.97	39	17.03	8	9.20	14	18.67	97	16.03

**Number of Activities Chosen**

	DC (n=209)		SC (n=217)		TA (n=229)		TC (n=87)		STC (n=75)		All (n=605)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
1	49	23.44	65	29.95	101	44.10	21	24.14	23	30.67	217	35.87
2	61	29.19	83	38.25	79	34.50	35	40.23	35	46.67	198	32.73
3	55	26.32	47	21.66	31	13.54	20	22.99	11	14.67	121	20.00
4	27	12.92	15	6.91	13	5.68	5	5.75	2	2.67	43	7.11
5	10	4.78	6	2.76	4	1.75	5	5.75	4	5.33	18	2.98
6 or more	7	3.35	1	0.46	1	0.44	1	1.15	0	0.00	8	1.32

**Question 10. What would you find helpful to have for troubleshooting? (Select all that apply)**

	DC (n=200)		SC (n=201)		TA (n=223)		TC (n=79)		STC (n=69)		Overall (n=580)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
More access to troubleshooting reference materials	123	61.50	131	65.17	145	65.02	48	60.76	46	66.67	372	64.14
A Webcast or training dedicated	110	55.00	108	53.73	107	47.98	37	46.84	28	40.58	291	50.17



---

to troubleshooting													
Other	44	22.00	31	15.42	33	14.80	16	20.25	13	18.84	98	16.90	

---

**Question 11. Did you contact CalTAC for support or to troubleshoot a particular problem?**

	DC (n=208)		TC (n=87)		STC (n=76)		Overall (n=338)	
	Counts	%	Counts	%	Counts	%	Counts	%
Yes	195	93.75	61	70.11	45	59.21	260	76.92
No	13	6.25	26	29.89	31	40.79	78	23.08

**Question 12. Did you contact your LEA CAASPP Coordinator for support or to troubleshoot a particular problem?**

	SC (n=212)		TA (n=228)		Overall (n=393)	
	Counts	%	Counts	%	Counts	%
Yes	158	74.53	148	64.91	270	68.70
No	54	25.47	80	35.09	123	31.30

**Question 13. Did you contact your technology coordinator for support or to troubleshoot a particular problem?**

	DC (n=207)		SC (n=216)		TA (n=231)		Overall (n=542)	
	Counts	%	Counts	%	Counts	%	Counts	%
Yes	164	79.23	168	77.78	173	74.89	420	77.49
No	43	20.77	48	22.22	58	25.11	122	22.51

**Question 14. Did your LEA hire additional staff to prepare (i.e. student registration in CALPADS or school site technology installation) for the Field Test?**

	DC (n=208)		TC (n=87)		STC (n=77)		Overall (n=339)	
	Counts	%	Counts	%	Counts	%	Counts	%
Yes	30	14.42	13	14.94	9	11.69	45	13.27
No	178	85.58	74	85.06	68	88.31	294	86.73

**Question 15. Did your LEA hire additional staff (i.e. test scheduling or test administrators) to support the administration of the Field Test?**

	DC (n=207)		TC (n=86)		STC (n=76)		Overall (n=337)	
	Counts	%	Counts	%	Counts	%	Counts	%
Yes	28	13.53	8	9.30	7	9.21	41	12.17
No	179	86.47	78	90.70	69	90.79	296	87.83

### **Information, Tools, and Resources Survey Section**

**Question 17. Please rate how sufficient the resources provided by the following entities assisted you to perform the duties of you primary role (e.g., Test Administrator, Technology Coordinator, etc.).**

<b>DC</b>									
	<b>N</b>	<b>Sufficient</b>		<b>Sufficient but could be improved</b>		<b>Insufficient</b>		<b>Sufficient but available too late</b>	
		<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>
CDE	158	32	20.25	80	50.63	19	12.03	27	17.09
CalTAC	164	55	33.54	74	45.12	5	3.05	30	18.29
Smarter Balanced	163	42	25.77	82	50.31	11	6.75	28	17.18

**Question 17. Please rate how sufficient the resources provided by the following entities assisted you to perform the duties of you primary role (e.g., Test Administrator, Technology Coordinator, etc.).**

<b>SC</b>									
	<b>N</b>	<b>Sufficient</b>		<b>Sufficient but could be improved</b>		<b>Insufficient</b>		<b>Sufficient but available too late</b>	
		<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>
CDE	150	39	26.00	77	51.33	24	16.00	10	6.67
CalTAC	148	46	31.08	70	47.30	17	11.49	15	10.14
Smarter Balanced	165	49	29.70	84	50.91	18	10.91	14	8.48

**Question 17. Please rate how sufficient the resources provided by the following entities assisted you to perform the duties of you primary role (e.g., Test Administrator, Technology Coordinator, etc.).**

<b>TA</b>									
	<b>N</b>	<b>Sufficient</b>		<b>Sufficient but could be improved</b>		<b>Insufficient</b>		<b>Sufficient but available too late</b>	
		<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>
CDE	162	38	23.46	86	53.09	30	18.52	8	4.94
CalTAC	147	41	27.89	66	44.90	31	21.09	9	6.12
Smarter Balanced	185	56	30.27	93	50.27	24	12.97	12	6.49

**Question 17. Please rate how sufficient the resources provided by the following entities assisted you to perform the duties of you primary role (e.g., Test Administrator, Technology Coordinator, etc.).**

<b>TC</b>									
	<b>N</b>	<b>Sufficient</b>		<b>Sufficient but could be improved</b>		<b>Insufficient</b>		<b>Sufficient but available too late</b>	
		<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>
CDE	55	14	25.45	32	58.18	6	10.91	3	5.45

CalTAC	55	18	32.73	31	56.36	0	0.00	6	10.91
Smarter Balanced	58	16	27.59	35	60.34	1	1.72	6	10.34

**Question 17. Please rate how sufficient the resources provided by the following entities assisted you to perform the duties of you primary role (e.g., Test Administrator, Technology Coordinator, etc.).**

	STC									
	N	Sufficient		Sufficient but could be improved		Insufficient		Sufficient but available too late		
		Counts	%	Counts	%	Counts	%	Counts	%	
CDE	50	15	30.00	25	50.00	8	16.00	2	4.00	
CalTAC	51	22	43.14	21	41.18	6	11.76	2	3.92	
Smarter Balanced	58	18	31.03	34	58.62	4	6.90	2	3.45	

**Question 17. Please rate how sufficient the resources provided by the following entities assisted you to perform the duties of you primary role (e.g., Test Administrator, Technology Coordinator, etc.).**

	Overall									
	N	Sufficient		Sufficient but could be improved		Insufficient		Sufficient but available too late		
		Counts	%	Counts	%	Counts	%	Counts	%	
CDE	411	98	23.84	209	50.85	64	15.57	40	9.73	
CalTAC	393	119	30.28	181	46.06	47	11.96	46	11.70	
Smarter Balanced	447	130	29.08	226	50.56	48	10.74	43	9.62	

**Question 18. How were you made aware of the information, tools, and resources that were available for the Field Test? (Select all that apply)**

	DC (n=166)		SC (n=171)		TA (n=192)		TC (n=59)		STC (n=59)		Overall (n=460)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
E-mail from CDE	132	79.52	76	44.44	56	29.17	39	66.10	26	44.07	223	48.48
E-mail from CalTAC	144	86.75	73	42.69	58	30.21	34	57.63	31	52.54	215	46.74
E-mail from Smarter Balanced	111	66.87	87	50.88	82	42.71	37	62.71	32	54.24	237	51.52
Site visit from CalTAC/CDE	26	15.66	15	8.77	12	6.25	7	11.86	6	10.17	41	8.91
Phone conversation with CalTAC/CDE	51	30.72	17	9.94	11	5.73	11	18.64	7	11.86	70	15.22
Communicated by LEA or site testing coordinator	12	7.23	96	56.14	123	64.06	18	30.51	29	49.15	227	49.35
Communicated by your County Office of Education	34	20.48	20	11.70	30	15.63	12	20.34	10	16.95	69	15.00
Found it myself on Web sites	77	46.39	63	36.84	70	36.46	24	40.68	24	40.68	175	38.04
Other	9	5.42	9	5.26	15	7.81	4	6.78	4	6.78	26	5.65

**Question 19. How timely were the information, tools, and resources you had at your disposal to inform and train staff? (Select one answer)**

	DC (n=165)		SC (n=170)		TA (n=190)		TC (n=59)		STC (n=60)		Overall (n=457)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Received with ample time	15	9.09	43	25.29	40	21.05	10	16.95	19	31.67	88	19.26
Received in moderately sufficient time	51	30.91	68	40.00	76	40.00	32	54.24	29	48.33	164	35.89
Received in minimally sufficient time	59	35.76	43	25.29	53	27.89	13	22.03	10	16.67	135	29.54
Not received in time	28	16.97	9	5.29	11	5.79	1	1.69	0	0.00	44	9.63
Other	12	7.27	7	4.12	10	5.26	3	5.08	2	3.33	26	5.69

**Question 20. How helpful were each of the following tools/resources?**

	DC													
	1 (Least Helpful)			2		3		4		5 (Most helpful)		Did not use		
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
CDE/ETS in-person workshops	158	3	1.90	11	6.96	30	18.99	46	29.11	29	18.35	39	24.68	
CDE Field Test introductory videos	161	6	3.73	22	13.66	53	32.92	54	33.54	15	9.32	11	6.83	
CDE/ETS Webcasts	163	3	1.84	18	11.04	48	29.45	57	34.97	27	16.56	10	6.13	
Smarter Balanced training modules	161	2	1.24	15	9.32	43	26.71	61	37.89	34	21.12	6	3.73	
Secure Browser “how to install” videos	158	4	2.53	11	6.96	27	17.09	34	21.52	20	12.66	62	39.24	
Smarter Balanced TA Practice and Training Web site	162	3	1.85	13	8.02	29	17.90	58	35.80	55	33.95	4	2.47	
CalTAC	161	1	0.62	4	2.48	32	19.88	64	39.75	56	34.78	4	2.48	
CDE Web site	158	7	4.43	35	22.15	53	33.54	43	27.22	11	6.96	9	5.70	
<i>[Note: The link to the Field Test is no longer valid as of 2017]</i>														
CDE “Flash” updates	163	5	3.07	13	7.98	43	26.38	56	34.36	43	26.38	3	1.84	
CalTAC Web site ( <a href="http://californiatrac.org">http://californiatrac.org</a> )	157	0	0.00	7	4.46	39	24.84	69	43.95	39	24.84	3	1.91	
Site visit(s) to your LEA	142	4	2.82	5	3.52	13	9.15	7	4.93	14	9.86	99	69.72	
County Office of Education materials	152	12	7.89	7	4.61	20	13.16	25	16.45	14	9.21	74	48.68	
Other	39	0	0.00	0	0.00	2	5.13	0	0.00	1	2.56	36	92.31	

**Question 20. How helpful were each of the following tools/resources?**

	SC													
	1 (Least Helpful)			2		3		4		5 (Most helpful)		Did not use		
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
CDE/ETS in-person workshops	159	5	3.14	5	3.14	9	5.66	19	11.95	13	8.18	108	67.92	
CDE Field Test introductory videos	164	3	1.83	16	9.76	46	28.05	51	31.10	16	9.76	32	19.51	
CDE/ETS Webcasts	161	6	3.73	12	7.45	30	18.63	33	20.50	17	10.56	63	39.13	
Smarter Balanced training modules	166	1	0.60	9	5.42	49	29.52	59	35.54	37	22.29	11	6.63	
Secure Browser “how to install” videos	160	2	1.25	10	6.25	19	11.88	28	17.50	19	11.88	82	51.25	
Smarter Balanced TA Practice and Training Web site	166	2	1.20	5	3.01	31	18.67	63	37.95	55	33.13	10	6.02	
CalTAC	160	2	1.25	7	4.38	28	17.50	42	26.25	24	15.00	57	35.63	
CDE Web site	160	1	0.63	23	14.38	45	28.13	41	25.63	21	13.13	29	18.13	
<i>[Note: The link to the Field Test is no longer valid as of 2017]</i>														
CDE “Flash” updates	159	5	3.14	15	9.43	39	24.53	40	25.16	23	14.47	37	23.27	
CalTAC Web site ( <a href="http://californiatrac.org">http://californiatrac.org</a> )	153	1	0.65	11	7.19	34	22.22	37	24.18	21	13.73	49	32.03	
Site visit(s) to your LEA	153	1	0.65	8	5.23	18	11.76	17	11.11	29	18.95	80	52.29	

County Office of Education materials	154	9	5.84	8	5.19	16	10.39	19	12.34	12	7.79	90	58.44
Other	52	0	0.00	1	1.92	1	1.92	3	5.77	4	7.69	43	82.69

**Question 20. How helpful were each of the following tools/resources?**

	TA													
	1 (Least Helpful)			2		3		4		5 (Most helpful)		Did not use		
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
CDE/ETS in-person workshops	179	3	1.68	5	2.79	12	6.70	17	9.50	14	7.82	128	71.51	
CDE Field Test introductory videos	185	11	5.95	27	14.59	34	18.38	53	28.65	23	12.43	37	20.00	
CDE/ETS Webcasts	179	6	3.35	10	5.59	28	15.64	23	12.85	16	8.94	96	53.63	
Smarter Balanced training modules	182	4	2.20	18	9.89	36	19.78	63	34.62	35	19.23	26	14.29	
Secure Browser “how to install” videos	173	3	1.73	5	2.89	21	12.14	30	17.34	11	6.36	103	59.54	
Smarter Balanced TA Practice and Training Web site	187	6	3.21	7	3.74	37	19.79	60	32.09	61	32.62	16	8.56	
CalTAC	175	1	0.57	8	4.57	26	14.86	28	16.00	19	10.86	93	53.14	
CDE Web site	181	3	1.66	22	12.15	44	24.31	47	25.97	25	13.81	40	22.10	
<i>[Note: The link to the Field Test is no longer valid as of 2017]</i>														
CDE “Flash” updates	178	12	6.74	15	8.43	28	15.73	31	17.42	20	11.24	72	40.45	
CalTAC Web site ( <a href="http://californiatac.org">http://californiatac.org</a> )	173	3	1.73	11	6.36	25	14.45	29	16.76	19	10.98	86	49.71	
Site visit(s) to your LEA	174	2	1.15	5	2.87	19	10.92	19	10.92	24	13.79	105	60.34	
County Office of Education materials	173	9	5.20	6	3.47	14	8.09	24	13.87	13	7.51	107	61.85	
Other	67	3	4.48	2	2.99	1	1.49	1	1.49	7	10.45	53	79.10	

**Question 20. How helpful were each of the following tools/resources?**

	TC													
	1 (Least Helpful)			2		3		4		5 (Most helpful)		Did not use		
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
CDE/ETS in-person workshops	56	0	0.00	3	5.36	3	5.36	14	25.00	8	14.29	28	50.00	
CDE Field Test introductory videos	56	2	3.57	6	10.71	18	32.14	17	30.36	7	12.50	6	10.71	
CDE/ETS Webcasts	55	3	5.45	5	9.09	14	25.45	17	30.91	7	12.73	9	16.36	
Smarter Balanced training modules	58	0	0.00	4	6.90	20	34.48	20	34.48	7	12.07	7	12.07	
Secure Browser “how to install” videos	57	1	1.75	3	5.26	13	22.81	13	22.81	8	14.04	19	33.33	
Smarter Balanced TA Practice and Training Web site	57	0	0.00	3	5.26	11	19.30	12	21.05	24	42.11	7	12.28	
CalTAC	58	0	0.00	1	1.72	13	22.41	19	32.76	14	24.14	11	18.97	
CDE Web site	56	0	0.00	9	16.07	18	32.14	19	33.93	3	5.36	7	12.50	
<i>[Note: The link to the Field Test is no longer valid as of 2017]</i>														

CDE “Flash” updates	57	1	1.75	5	8.77	15	26.32	19	33.33	12	21.05	5	8.77
CalTAC Web site ( <a href="http://californiatac.org">http://californiatac.org</a> )	57	0	0.00	3	5.26	13	22.81	20	35.09	12	21.05	9	15.79
Site visit(s) to your LEA	53	0	0.00	0	0.00	5	9.43	5	9.43	4	7.55	39	73.58
County Office of Education materials	56	0	0.00	0	0.00	8	14.29	13	23.21	6	10.71	29	51.79
Other	15	0	0.00	1	6.67	0	0.00	1	6.67	0	0.00	13	86.67

**Question 20. How helpful were each of the following tools/resources?**

	STC													
	1 (Least Helpful)			2		3		4		5 (Most helpful)		Did not use		
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
CDE/ETS in-person workshops	57	1	1.75	3	5.26	3	5.26	11	19.30	6	10.53	33	57.89	
CDE Field Test introductory videos	57	3	5.26	4	7.02	14	24.56	19	33.33	10	17.54	7	12.28	
CDE/ETS Webcasts	54	2	3.70	3	5.56	10	18.52	15	27.78	9	16.67	15	27.78	
Smarter Balanced training modules	60	0	0.00	2	3.33	14	23.33	23	38.33	14	23.33	7	11.67	
Secure Browser “how to install” videos	58	0	0.00	3	5.17	6	10.34	16	27.59	10	17.24	23	39.66	
Smarter Balanced TA Practice and Training Web site	57	0	0.00	1	1.75	9	15.79	22	38.60	20	35.09	5	8.77	
CalTAC	56	1	1.79	2	3.57	9	16.07	22	39.29	8	14.29	14	25.00	
CDE Web site	54	0	0.00	6	11.11	21	38.89	14	25.93	6	11.11	7	12.96	
<i>[Note: The link to the Field Test is no longer valid as of 2017]</i>														
CDE “Flash” updates	56	0	0.00	4	7.14	12	21.43	23	41.07	9	16.07	8	14.29	
CalTAC Web site ( <a href="http://californiatac.org">http://californiatac.org</a> )	56	0	0.00	3	5.36	9	16.07	18	32.14	13	23.21	13	23.21	
Site visit(s) to your LEA	54	0	0.00	0	0.00	7	12.96	9	16.67	7	12.96	31	57.41	
County Office of Education materials	55	2	3.64	1	1.82	5	9.09	13	23.64	3	5.45	31	56.36	
Other	19	0	0.00	1	5.26	0	0.00	3	15.79	1	5.26	14	73.68	

**Question 20. How helpful were each of the following tools/resources?**

	Overall													
	1 (Least Helpful)			2		3		4		5 (Most helpful)		Did not use		
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
CDE/ETS in-person workshops	427	9	2.11	20	4.68	43	10.07	68	15.93	52	12.18	235	55.04	
CDE Field Test introductory videos	442	19	4.30	56	12.67	108	24.43	135	30.54	53	11.99	71	16.06	
CDE/ETS Webcasts	430	12	2.79	31	7.21	87	20.23	95	22.09	53	12.33	152	35.35	
Smarter Balanced training modules	444	5	1.13	41	9.23	112	25.23	151	34.01	88	19.82	47	10.59	
Secure Browser “how to install” videos	425	9	2.12	25	5.88	66	15.53	72	16.94	42	9.88	211	49.65	
Smarter Balanced TA Practice and Training Web site	446	10	2.24	24	5.38	85	19.06	146	32.74	146	32.74	35	7.85	



CalTAC	424	2	0.47	14	3.30	81	19.10	110	25.94	76	17.92	141	33.25
CDE Web site	432	11	2.55	58	13.43	129	29.86	112	25.93	53	12.27	69	15.97
<i>[Note: The link to the Field Test is no longer valid as of 2017]</i>													
CDE “Flash” updates	429	16	3.73	31	7.23	89	20.75	110	25.64	79	18.41	104	24.24
CalTAC Web site ( <a href="http://californiatac.org">http://californiatac.org</a> )	418	3	0.72	20	4.78	90	21.53	110	26.32	66	15.79	129	30.86
Site visit(s) to your LEA	403	6	1.49	18	4.47	45	11.17	35	8.68	56	13.90	243	60.30
County Office of Education materials	409	24	5.87	18	4.40	46	11.25	59	14.43	30	7.33	232	56.72
Other	138	3	2.17	2	1.45	4	2.90	6	4.35	10	7.25	113	81.88

### Technology Survey Section

**Question 23. How many computing devices are available at your school? (Select one answer)**

	SC (n=163)		Overall (n=197)	
	Counts	%	Counts	%
200 or more	36	22.09	48	24.37
100–199	43	26.38	49	24.87
50–99	41	25.15	49	24.87
25–49	34	20.86	42	21.32
11–24	5	3.07	5	2.54
1–10	4	2.45	4	2.03

**Question 24. What percentage of the computing devices in the previous question was available for use during the Field Test? (Select one answer)**

	SC (n=163)		Overall (n=199)	
	Counts	%	Counts	%
All (100%)	67	41.10	78	39.20
75–99%	60	36.81	76	38.19
50–74%	14	8.59	19	9.55
25–49%	12	7.36	14	7.04
1–24%	7	4.29	9	4.52
None (0%)	3	1.84	3	1.51

**Question 25. How did your LEA use your available computing devices prior to the Field Test, for activities unrelated to the Field Test? (Select all that apply)**

	SC (n=162)		Overall (n=197)	
	Counts	%	Counts	%
Instructional materials/resources delivered on devices	127	78.40	152	77.16
Local assessments delivered on devices	52	32.10	67	34.01
Devices only used for field testing purposes	36	22.22	41	20.81
Other	15	9.26	20	10.15

**Question 26. To what degree did the Field Test administration interfere with your weekly use of computing devices? (Select all that apply)**

	SC (n=162)		Overall (n=196)	
	Counts	%	Counts	%
Minimal interference with other school computer activities	25	15.43	32	16.33
Some interference with other school computer activities	44	27.16	58	29.59
Significant interference with other school computer activities	91	56.17	104	53.06
Other	12	7.41	14	7.14

**Questions 27. What is the student-to-computer ratio within your LEA, only counting devices used for testing? (Select one answer)**

	DC (n=120)		Overall (n=151)	
	Counts	%	Counts	%
1 student per testing device	16	13.33	24	15.89
2-3 students per testing device	23	19.17	27	17.88
4-5 students per testing device	32	26.67	39	25.83
6-7 students per testing device	18	15.00	21	13.91
8-9 students per testing device	9	7.50	10	6.62
10 or more students per testing device	22	18.33	30	19.87

**Questions 28. What is the student-to-computer ratio within your school site, only counting devices used for testing? (Select one answer)**

	TC (n=101)		STC (n=93)		Overall (n=190)	
	Counts	%	Counts	%	Counts	%
1 student per testing device	14	13.86	16	17.20	33	17.37
2-3 students per testing device	23	22.77	14	15.05	36	18.95
4-5 students per testing device	29	28.71	26	27.96	49	25.79
6-7 students per testing device	16	15.84	11	11.83	23	12.11
8-9 students per testing device	5	4.95	9	9.68	14	7.37
10 or more students per testing device	14	13.86	17	18.28	35	18.42

**Question 29. What percentage of computing devices did your school/LEA acquire specifically for the Field Test? (Select one answer)**

	DC (n=123)		SC (n=162)		TC (n=101)		STC (n=93)		Overall (n=372)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
All (100%)	22	17.89	21	12.96	11	10.89	16	17.20	60	16.13
75-99%	17	13.82	25	15.43	11	10.89	8	8.60	47	12.63
50-74%	24	19.51	30	18.52	17	16.83	16	17.20	71	19.09
25-49%	22	17.89	25	15.43	18	17.82	18	19.35	57	15.32
1-24%	17	13.82	18	11.11	19	18.81	9	9.68	52	13.98
None (0%)	21	17.07	43	26.54	25	24.75	26	27.96	85	22.85

**Question 30. Did you use any of the Common Core block grant dollars to purchase these computing devices?**

	DC (n=115)		TC (n=99)		STC (n=84)		Overall (n=250)	
	Counts	%	Counts	%	Counts	%	Counts	%
Yes	69	60.00	58	58.59	33	39.29	138	55.20
No	46	40.00	41	41.41	51	60.71	112	44.80

**Question 31. By percentage, what types of computing devices did your students use for field testing? (Select all that apply)**

DC													
Percentage													
	N	10		20		30		40		50		Did not use	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	103	14	13.59	8	7.77	7	6.80	5	4.85	8	7.77	28	27.18
Windows-based laptop	76	12	15.79	9	11.84	1	1.32	2	2.63	3	3.95	33	43.42
Mac OS-based desktop	64	10	15.63	6	9.38	1	1.56	1	1.56	4	6.25	36	56.25
Mac OS-based laptop	62	11	17.74	4	6.45	2	3.23	1	1.61	1	1.61	39	62.90
Linux-based desktop	54	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	53	98.15
Linux-based laptop	54	0	0.00	0	0.00	0	0.00	0	0.00	1	1.85	52	96.30
Chromebook	88	4	4.55	3	3.41	10	11.36	2	2.27	7	7.95	30	34.09
iPad Tablet	62	2	3.23	4	6.45	2	3.23	3	4.84	2	3.23	43	69.35
Android tablet	55	1	1.82	0	0.00	1	1.82	0	0.00	0	0.00	53	96.36
Windows tablet	54	1	1.85	0	0.00	0	0.00	0	0.00	0	0.00	53	98.15

Percentage													
	N	60		70		80		90		100			
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	103	6	5.83	3	2.91	2	1.94	7	6.80	15	14.56		
Windows-based laptop	76	2	2.63	4	5.26	1	1.32	1	1.32	8	10.53		
Mac OS-based desktop	64	1	1.56	2	3.13	1	1.56	0	0.00	2	3.13		
Mac OS-based laptop	62	0	0.00	0	0.00	3	4.84	0	0.00	1	1.61		
Linux-based desktop	54	0	0.00	0	0.00	0	0.00	0	0.00	1	1.85		
Linux-based laptop	54	1	1.85	0	0.00	0	0.00	0	0.00	0	0.00		
Chromebook	88	3	3.41	1	1.14	4	4.55	7	7.95	17	19.32		
iPad Tablet	62	0	0.00	0	0.00	2	3.23	1	1.61	3	4.84		
Android tablet	55	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		
Windows tablet	54	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		

**Question 31. By percentage, what types of computing devices did your students use for field testing? (Select all that apply)**

SC													
Percentage													
	N	10		20		30		40		50		Did not use	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	128	12	9.38	8	6.25	6	4.69	8	6.25	8	6.25	42	32.81
Windows-based laptop	102	6	5.88	7	6.86	2	1.96	3	2.94	6	5.88	51	50.00
Mac OS-based desktop	83	7	8.43	1	1.20	2	2.41	4	4.82	7	8.43	52	62.65
Mac OS-based laptop	79	8	10.13	0	0.00	6	7.59	3	3.80	3	3.80	54	68.35
Linux-based desktop	70	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	69	98.57
Linux-based laptop	71	0	0.00	0	0.00	0	0.00	0	0.00	1	1.41	69	97.18
Chromebook	103	1	0.97	6	5.83	4	3.88	2	1.94	9	8.74	50	48.54
iPad Tablet	78	1	1.28	3	3.85	1	1.28	1	1.28	5	6.41	54	69.23
Android tablet	73	0	0.00	0	0.00	0	0.00	0	0.00	1	1.37	72	98.63
Windows tablet	73	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	72	98.63

Percentage													
	N	60		70		80		90		100			
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	128	3	2.34	4	3.13	3	2.34	6	4.69	28	21.88		
Windows-based laptop	102	6	5.88	2	1.96	1	0.98	5	4.90	13	12.75		
Mac OS-based desktop	83	1	1.20	2	2.41	0	0.00	0	0.00	7	8.43		
Mac OS-based laptop	79	0	0.00	0	0.00	3	3.80	0	0.00	2	2.53		
Linux-based desktop	70	0	0.00	0	0.00	0	0.00	0	0.00	1	1.43		
Linux-based laptop	71	0	0.00	0	0.00	0	0.00	0	0.00	1	1.41		
Chromebook	103	2	1.94	6	5.83	1	0.97	4	3.88	18	17.48		
iPad Tablet	78	1	1.28	1	1.28	1	1.28	3	3.85	7	8.97		
Android tablet	73	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		
Windows tablet	73	0	0.00	0	0.00	0	0.00	0	0.00	1	1.37		

**Question 31. By percentage, what types of computing devices did your students use for field testing? (Select all that apply)**

	TC												
	N	Percentage											
		10		20		30		40		50		Did not use	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	79	9	11.39	2	2.53	11	13.92	3	3.80	2	2.53	18	22.78
Windows-based laptop	65	13	20.00	7	10.77	2	3.08	1	1.54	3	4.62	29	44.62
Mac OS-based desktop	51	5	9.80	6	11.76	0	0.00	0	0.00	2	3.92	29	56.86
Mac OS-based laptop	46	2	4.35	2	4.35	2	4.35	2	4.35	1	2.17	34	73.91
Linux-based desktop	41	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	41	100.00
Linux-based laptop	42	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	41	97.62
Chromebook	66	6	9.09	3	4.55	6	9.09	2	3.03	3	4.55	17	25.76
iPad Tablet	47	2	4.26	3	6.38	1	2.13	1	2.13	2	4.26	33	70.21
Android tablet	41	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	41	100.00
Windows tablet	43	0	0.00	1	2.33	0	0.00	0	0.00	0	0.00	41	95.35

	N	Percentage									
		60		70		80		90		100	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	79	4	5.06	4	5.06	9	11.39	7	8.86	10	12.66
Windows-based laptop	65	1	1.54	1	1.54	0	0.00	0	0.00	8	12.31
Mac OS-based desktop	51	1	1.96	1	1.96	0	0.00	0	0.00	7	13.73
Mac OS-based laptop	46	0	0.00	0	0.00	0	0.00	0	0.00	3	6.52
Linux-based desktop	41	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Linux-based laptop	42	1	2.38	0	0.00	0	0.00	0	0.00	0	0.00
Chromebook	66	3	4.55	4	6.06	2	3.03	5	7.58	15	22.73
iPad Tablet	47	1	2.13	0	0.00	1	2.13	1	2.13	2	4.26
Android tablet	41	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Windows tablet	43	0	0.00	0	0.00	0	0.00	0	0.00	1	2.33

**Question 31. By percentage, what types of computing devices did your students use for field testing? (Select all that apply)**

STC													
Percentage													
	N	10		20		30		40		50		Did not use	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	72	8	11.11	2	2.78	3	4.17	3	4.17	3	4.17	26	36.11
Windows-based laptop	56	6	10.71	4	7.14	0	0.00	0	0.00	2	3.57	30	53.57
Mac OS-based desktop	42	1	2.38	1	2.38	2	4.76	2	4.76	4	9.52	26	61.90
Mac OS-based laptop	39	3	7.69	1	2.56	3	7.69	1	2.56	2	5.13	27	69.23
Linux-based desktop	37	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	37	100.00
Linux-based laptop	37	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	37	100.00
Chromebook	55	4	7.27	2	3.64	5	9.09	1	1.82	3	5.45	18	32.73
iPad Tablet	40	2	5.00	0	0.00	0	0.00	0	0.00	2	5.00	27	67.50
Android tablet	38	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	37	97.37
Windows tablet	38	0	0.00	0	0.00	0	0.00	1	2.63	0	0.00	37	97.37

Percentage													
	N	60		70		80		90		100			
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	72	1	1.39	3	4.17	2	2.78	7	9.72	14	19.44		
Windows-based laptop	56	3	5.36	2	3.57	0	0.00	2	3.57	7	12.50		
Mac OS-based desktop	42	1	2.38	1	2.38	0	0.00	0	0.00	4	9.52		
Mac OS-based laptop	39	0	0.00	0	0.00	1	2.56	0	0.00	1	2.56		
Linux-based desktop	37	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		
Linux-based laptop	37	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		
Chromebook	55	1	1.82	1	1.82	1	1.82	4	7.27	15	27.27		
iPad Tablet	40	0	0.00	0	0.00	0	0.00	3	7.50	6	15.00		
Android tablet	38	1	2.63	0	0.00	0	0.00	0	0.00	0	0.00		
Windows tablet	38	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		

**Question 31. By percentage, what types of computing devices did your students use for field testing? (Select all that apply)**

Overall													
Percentage													
		10		20		30		40		50		Did not use	
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	300	32	10.67	16	5.33	25	8.33	14	4.67	20	6.67	85	28.33
Windows-based laptop	230	27	11.74	22	9.57	4	1.74	6	2.61	12	5.22	108	46.96
Mac OS-based desktop	192	20	10.42	14	7.29	5	2.60	4	2.08	14	7.29	111	57.81
Mac OS-based laptop	180	20	11.11	6	3.33	11	6.11	4	2.22	8	4.44	120	66.67
Linux-based desktop	160	0	0.00	0	0.00	0	0.00	0	0.00	1	0.63	156	97.50
Linux-based laptop	162	0	0.00	1	0.62	0	0.00	0	0.00	2	1.23	156	96.30
Chromebook	251	13	5.18	14	5.58	18	7.17	7	2.79	20	7.97	92	36.65
iPad Tablet	183	9	4.92	8	4.37	3	1.64	4	2.19	11	6.01	121	66.12
Android tablet	164	2	1.22	0	0.00	1	0.61	1	0.61	2	1.22	155	94.51
Windows tablet	166	1	0.60	2	1.20	0	0.00	1	0.60	1	0.60	156	93.98

Percentage													
		60		70		80		90		100			
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	300	10	3.33	13	4.33	16	5.33	16	5.33	53	17.67		
Windows-based laptop	230	7	3.04	11	4.78	2	0.87	8	3.48	23	10.00		
Mac OS-based desktop	192	2	1.04	6	3.13	2	1.04	1	0.52	13	6.77		
Mac OS-based laptop	180	0	0.00	1	0.56	5	2.78	1	0.56	4	2.22		
Linux-based desktop	160	0	0.00	1	0.63	0	0.00	1	0.63	1	0.63		
Linux-based laptop	162	1	0.62	1	0.62	0	0.00	0	0.00	1	0.62		
Chromebook	251	8	3.19	13	5.18	7	2.79	15	5.98	44	17.53		
iPad Tablet	183	2	1.09	2	1.09	3	1.64	7	3.83	13	7.10		
Android tablet	164	1	0.61	1	0.61	0	0.00	0	0.00	1	0.61		
Windows tablet	166	0	0.00	2	1.20	1	0.60	0	0.00	2	1.20		



**Question 32. How was Internet access provided to your LEA or site? (Select one answer)**

	DC (n=124)		SC (n=161)		TC (n=101)		STC (n=93)		Overall (n=372)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Through the K–12 High Speed Network ONLY	42	33.87	78	48.45	38	37.62	45	48.39	162	43.55
Through an outside Internet service provider ONLY (e.g., Verizon, AT&T, Comcast, etc.)	43	34.68	32	19.88	42	41.58	24	25.81	94	25.27
Through BOTH the K–12 High Speed Network AND an outside Internet provider	12	9.68	7	4.35	13	12.87	7	7.53	27	7.26
Not sure	25	20.16	43	26.71	4	3.96	15	16.13	81	21.77
Other	2	1.61	1	0.62	4	3.96	2	2.15	8	2.15

**Questions 35, 36. Was your LEA's/school site's technology infrastructure (e.g., computing devices, networks, Internet, etc.) sufficient for the Field Test? (Select one answer)**

	LEA							
	DC (n=123)		TC (n=100)		STC (n=93)		Overall (n=278)	
	Freq.	%	Counts	%	Counts	%	Counts	%
Yes, it was more than adequate.	19	15.45	17	17.00	15	16.13	49	17.63
Yes, it was adequate.	62	50.41	58	58.00	49	52.69	146	52.52
No, it was strained by the Field Test.	33	26.83	23	23.00	25	26.88	68	24.46
No, it was not adequate for the Field Test.	9	7.32	2	2.00	4	4.30	15	5.40

	School Site							
	DC (n=119)		TC (n=97)		STC (n=91)		Overall (n=273)	
	Freq.	%	Counts	%	Counts	%	Counts	%
Yes, it was more than adequate.	16	13.45	13	13.40	14	15.38	42	15.38
Yes, it was adequate.	59	49.58	58	59.79	49	53.85	141	51.65
No, it was strained by the Field Test.	35	29.41	24	24.74	24	26.37	74	27.11
No, it was not adequate for the Field Test.	9	7.56	2	2.06	4	4.40	16	5.86

**Question 37. What physical space did you use at your site to administer the Field Test? (Select all that apply)**

	SC (n=161)		TA (n=250)		Overall (n=376)	
	Counts	%	Counts	%	Counts	%
Dedicated computer lab(s)	102	63.35	135	54.00	212	56.38
Classroom(s)	111	68.94	134	53.60	231	61.44
Library	31	19.25	36	14.40	68	18.09
Off campus	3	1.86	5	2.00	7	1.86
Other	13	8.07	11	4.40	18	4.79

**Question 38. Are physical space requirements significantly different for online testing than for paper-pencil testing at your site?**

	SC (n=160)		TA (n=250)		Overall (n=375)	
	Counts	%	Counts	%	Counts	%
Yes	78	48.75	126	50.40	183	48.8
No	82	51.25	124	49.60	192	51.2

**Question 39. Please rate how the following computing devices performed during the Field Test? (Select one answer for each applicable device)**

	DC									
	N	Good (3)		Fair (2)		Poor (1)		Not Applicable		
		Counts	%	Counts	%	Counts	%	Counts	%	
Windows-based desktop	101	56	55.45	21	20.79	0	0.00	24	23.76	
Windows-based laptop	85	26	30.59	13	15.29	6	7.06	40	47.06	
Mac OS-based desktop	74	18	24.32	9	12.16	2	2.70	45	60.81	
Mac OS-based laptop	73	11	15.07	12	16.44	1	1.37	49	67.12	
Linux-based desktop	66	0	0.00	1	1.52	0	0.00	65	98.48	
Linux-based laptop	69	2	2.90	1	1.45	0	0.00	66	95.65	
Chromebook	93	43	46.24	14	15.05	1	1.08	35	37.63	
iPad Tablet	70	2	2.86	14	20.00	4	5.71	50	71.43	
Android tablet	65	1	1.54	0	0.00	2	3.08	62	95.38	
Windows tablet	64	0	0.00	1	1.56	0	0.00	63	98.44	

**Question 39. Please rate how the following computing devices performed during the Field Test? (Select one answer for each applicable device)**

	TC									
	N	Good (3)		Fair (2)		Poor (1)		Not Applicable		
		Counts	%	Counts	%	Counts	%	Counts	%	
Windows-based desktop	82	44	53.66	17	20.73	0	0.00	21	25.61	
Windows-based laptop	70	18	25.71	13	18.57	2	2.86	37	52.86	
Mac OS-based desktop	55	17	30.91	5	9.09	0	0.00	33	60.00	
Mac OS-based laptop	54	8	14.81	6	11.11	0	0.00	40	74.07	
Linux-based desktop	49	0	0.00	0	0.00	0	0.00	49	100.00	

TC									
	N	Good (3)		Fair (2)		Poor (1)		Not Applicable	
		Counts	%	Counts	%	Counts	%	Counts	%
Linux-based laptop	48	0	0.00	1	2.08	0	0.00	47	97.92
Chromebook	71	43	60.56	6	8.45	0	0.00	22	30.99
iPad Tablet	51	3	5.88	8	15.69	5	9.80	35	68.63
Android tablet	47	0	0.00	0	0.00	1	2.13	46	97.87
Windows tablet	49	1	2.04	1	2.04	0	0.00	47	95.92

**Question 39. Please rate how the following computing devices performed during the Field Test? (Select one answer for each applicable device)**

STC									
	N	Good (3)		Fair (2)		Poor (1)		Not Applicable	
		Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	73	33	45.21	11	15.07	2	2.74	27	36.99
Windows-based laptop	60	18	30.00	4	6.67	3	5.00	35	58.33
Mac OS-based desktop	53	13	24.53	5	9.43	0	0.00	35	66.04
Mac OS-based laptop	52	7	13.46	5	9.62	0	0.00	40	76.92
Linux-based desktop	47	0	0.00	0	0.00	0	0.00	47	100.00
Linux-based laptop	48	0	0.00	0	0.00	0	0.00	48	100.00
Chromebook	66	30	45.45	6	9.09	1	1.52	29	43.94
iPad Tablet	51	4	7.84	5	9.80	6	11.76	36	70.59
Android tablet	49	0	0.00	0	0.00	1	2.04	48	97.96
Windows tablet	47	0	0.00	0	0.00	1	2.13	46	97.87

**Question 39. Please rate how the following computing devices performed during the Field Test? (Select one answer for each applicable device)**

Overall									
	N	Good (3)		Fair (2)		Poor (1)		Not Applicable	
		Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	230	117	50.87	50	21.74	3	1.30	60	26.09
Windows-based laptop	187	56	29.95	28	14.97	7	3.74	96	51.34
Mac OS-based desktop	163	45	27.61	18	11.04	2	1.23	98	60.12
Mac OS-based laptop	160	26	16.25	21	13.13	1	0.63	112	70.00
Linux-based desktop	145	0	0.00	2	1.38	0	0.00	143	98.62
Linux-based laptop	148	2	1.35	2	1.35	0	0.00	144	97.30
Chromebook	207	96	46.38	25	12.08	2	0.97	84	40.58
iPad Tablet	158	11	6.96	28	17.72	14	8.86	105	66.46
Android tablet	146	1	0.68	3	2.05	3	2.05	139	95.21
Windows tablet	145	3	2.07	3	2.07	1	0.69	138	95.17

**Question 40. What were the specific challenges, if any, that you had with these computing devices? (Select all that apply)**

	DC (n=122)		SC (n=160)		TC (n=99)		STC (n=91)		Overall (n=370)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
No significant issues with our devices	20	16.39	28	17.50	21	21.21	23	25.27	72	19.46
Problems installing/launching the secure browser	37	30.33	43	26.88	23	23.23	20	21.98	104	28.11
Problems with some testing system functions not working	74	60.66	82	51.25	39	39.39	33	36.26	185	50.00
Problems with freezing, timing out, or other interruptions during testing	79	64.75	105	65.63	53	53.54	57	62.64	233	62.97
Other	15	12.30	29	18.13	16	16.16	17	18.68	61	16.49

**Scheduling Survey Section****Question 43. Which testing window(s) were schools in your LEA assigned? (Select all that apply)**

	DC (n=214)		Overall (n=236)	
	Counts	%	Counts	%
March 25–April 25	46	21.50	55	23.31
April 7–May 16	176	82.24	192	81.36
April 28–June 6	50	23.36	54	22.88

**Question 44. Which testing window was your school assigned? (Select one answer)**

	SC (n=279)		Overall (n=302)	
	Counts	%	Counts	%
March 25–April 25	40	14.34	44	14.57
April 7–May 16	192	68.82	208	68.87
April 28–June 6	47	16.85	50	16.56

**Questions 45, 46. How many days of testing did it take to test all students in your LEA/site? (Select one answer)**

	LEA				Site			
	DC (n=213)		Overall (n=238)		SC (n=279)		Overall (n=305)	
	Counts	%	Counts	%	Counts	%	Counts	%
1 day	0	0.00	0	0.00	0	0.00	0	0.00
2–5 days	13	6.10	13	5.46	37	13.26	40	13.11
6–10 days	32	15.02	36	15.13	70	25.09	80	26.23
11–20 days	49	23.00	54	22.69	91	32.62	99	32.46
21–30 days	60	28.17	71	29.83	62	22.22	65	21.31
31–40 days	42	19.72	45	18.91	19	6.81	21	6.89
More than 40 days	17	7.98	19	7.98	0	0.00	0	0.00

**Question 47. What was the average number of days needed to administer the Field Test to a single student at your site? (Select one answer)**

	SC (n=278)		TA (n=242)		Overall (n=439)	
	Counts	%	Counts	%	Counts	%
1 day	18	6.47	18	7.44	30	6.83
2 days	51	18.35	55	22.73	94	21.41
3 days	91	32.73	74	30.58	138	31.44
4 days	71	25.54	53	21.90	98	22.32
5 days	40	14.39	27	11.16	59	13.44
More than 5 day	7	2.52	15	6.20	20	4.56

**Question 48. Did you use software to create schedules and/or coordinate scheduling to administer the Field Test?**

	DC (n=214)		SC (n=275)		Overall (n=440)	
	Counts	%	Counts	%	Counts	%
Yes	53	24.77	67	24.36	106	24.09
No	161	75.23	208	75.64	334	75.91

**Question 50. Which approach(es) to scheduling did you use at your LEA/school? (Select all that apply)**

	DC (n=213)		SC (n=278)		TA (n=242)		Overall (n=572)	
	Counts	%	Counts	%	Counts	%	Counts	%
All testing in a single week	51	23.94	54	19.42	56	23.14	126	22.03
Testing one grade per day	61	28.64	63	22.66	50	20.66	135	23.60
Testing two grades per week	55	25.82	49	17.63	38	15.70	119	20.80
Testing three (or more) grades per week	65	30.52	59	21.22	59	24.38	139	24.30
Testing only in the morning	81	38.03	92	33.09	66	27.27	181	31.64
Testing only in the afternoon	9	4.23	9	3.24	5	2.07	17	2.97
Other	72	33.80	92	33.09	69	28.51	184	32.17

**Question 51. Which approach(es) to scheduling did you use at your LEA/school specifically for the classroom activity and accompanying performance task? (Select one answer)**

	DC (n=211)		SC (n=276)		Overall (n=439)	
	Counts	%	Counts	%	Counts	%
Scheduled both in the same day for all tested students	25	11.85	42	15.22	59	13.44
Scheduled one day apart for all tested students	100	47.39	152	55.07	225	51.25
Scheduled at least two days apart for all tested students	18	8.53	39	14.13	53	12.07
Used a variety of scheduling plans for tested students	68	32.23	43	15.58	102	23.23

**Question 52. What were your LEA's major issues and/or challenges related to scheduling students for testing? (Select all that apply)**

	DC (n=211)		SC (n=277)		Overall (n=440)	
	Counts	%	Counts	%	Counts	%
Students needed more time than anticipated	98	46.45	116	41.88	195	44.32
Students needed less time than anticipated	32	15.17	48	17.33	68	15.45
Difficult to predict how much time students would need	156	73.93	194	70.04	316	71.82
Staff confusion about scheduling	48	22.75	38	13.72	74	16.82
Technological issues	68	32.23	87	31.41	148	33.64
Technology utilization (i.e. technology needed for other classroom activities)	60	28.44	71	25.63	120	27.27
Other	50	23.70	46	16.61	86	19.55

**Question 53. How did you accommodate students who did not test or who finished early? (Select all that apply)**

	SC (n=275)		TA (n=239)		Overall (n=433)	
	Counts	%	Counts	%	Counts	%
Arranged for alternate activities in a different location	129	46.91	98	41.00	183	42.26
Assigned silent tasks in the testing room	199	72.36	174	72.80	312	72.06
Other	25	9.09	29	12.13	45	10.39

**Question 54. How did you provide additional testing time to students who needed it? (Select all that apply)**

	SC (n=274)		TA (n=239)		Overall (n=432)	
	Counts	%	Counts	%	Counts	%
Extended the session length	141	51.46	129	53.97	225	52.08
Added new, unscheduled test sessions	104	37.96	77	32.22	149	34.49
Allowed students needing more time to join prescheduled make-up sessions	140	51.09	116	48.54	218	50.46
Allowed students needing more time to join other regularly scheduled test sessions	116	42.34	88	36.82	160	37.04
Other	11	4.01	20	8.37	27	6.25

### **Universal Tools, Designated Supports, and Accommodations Survey Section**

#### **Question 57. How useful were the three types of embedded resources for students?**

	DC								
	N	Not Useful (1)		Moderately Useful (2)		Very Useful (3)		Not Applicable	
		Counts	%	Counts	%	Counts	%	Counts	%
Universal tools	216	22	10.19	128	59.26	64	29.63	2	0.93
Designated supports	215	33	15.35	128	59.53	45	20.93	9	4.19
Accommodations	212	41	19.34	109	51.42	51	24.06	11	5.19

#### **Question 57. How useful were the three types of embedded resources for students?**

	SC								
	N	Not Useful (1)		Moderately Useful (2)		Very Useful (3)		Not Applicable	
		Counts	%	Counts	%	Counts	%	Counts	%
Universal tools	197	17	8.63	132	67.01	46	23.35	2	1.02
Designated supports	193	36	18.65	116	60.10	25	12.95	16	8.29
Accommodations	191	42	21.99	95	49.74	31	16.23	23	12.04

#### **Question 57. How useful were the three types of embedded resources for students?**

	Overall								
	N	Not Useful (1)		Moderately Useful (2)		Very Useful (3)		Not Applicable	
		Counts	%	Counts	%	Counts	%	Counts	%
Universal tools	382	33	8.64	239	62.57	105	27.49	5	1.31
Designated supports	377	56	14.85	228	60.48	69	18.30	24	6.37
Accommodations	371	70	18.87	188	50.67	79	21.29	34	9.16

#### **Question 58. What procedures did you use to identify students who needed designated supports? (Select all that apply)**

	DC (n=218)		SC (n=197)		Overall (n=379)	
	Counts	%	Counts	%	Counts	%
School sites developed their own procedures for identifying and assigning designated supports	87	39.91	86	43.65	152	40.11
The LEA office provided school sites with direction for identifying and assigning designated supports for English learners (ELs) and other students who would benefit from them	117	53.67	93	47.21	200	52.77
The LEA/school is in the process of developing procedures for next year	63	28.90	20	10.15	80	21.11
School sites did not assign any designated supports	14	6.42	24	12.18	35	9.23
Other	26	11.93	16	8.12	35	9.23

**Question 59. Who was responsible for loading student test settings in TIDE? (Select one answer)**

	DC (n=221)		SC (n=199)		Overall (n=385)	
	Counts	%	Counts	%	Counts	%
Was the responsibility of each site coordinator	56	25.34	87	43.72	129	33.51
Was the responsibility of the school site specialist teacher	23	10.41	20	10.05	37	9.61
Was centralized at the LEA level	89	40.27	46	23.12	124	32.21
Was a shared responsibility between the school and the LEA	36	16.29	31	15.58	65	16.88
Other	17	7.69	15	7.54	30	7.79

**Question 60. How did you ascertain if assigned designated supports and accommodations were delivered to students? (Select all that apply)**

	DC (n=217)		SC (n=196)		TA (n=190)		Overall (n=489)	
	Counts	%	Counts	%	Counts	%	Counts	%
TAs/Proctors checked student computers as they started testing	159	73.27	136	69.39	127	66.84	339	69.33
Relied on the system's built-in checks	100	46.08	86	43.88	82	43.16	221	45.19
Other	18	8.29	19	9.69	29	15.26	55	11.25

**Question 61. What issues, if any, did you have with assigning and/or implementing designated supports and accommodations for students? (Select all that apply)**

	DC (n=215)		SC (n=192)		TA (n=188)		Overall (n=482)	
	Counts	%	Counts	%	Counts	%	Counts	%
Did not experience issues that prevented testing with designated supports and accommodations	48	22.33	63	32.81	64	34.04	137	28.42
Had technical problems with particular designated supports and accommodations	111	51.63	85	44.27	70	37.23	221	45.85
Had difficulty identifying the correct designated support or accommodation	96	44.65	54	28.13	51	27.13	167	34.65
Did not have access to the list of designated supports or accommodations for particular students	18	8.37	22	11.46	31	16.49	62	12.86
Other	30	13.95	24	12.50	29	15.43	66	13.69



**CALPADS/TIDE Survey Section**

**Question 64. What, if any, were your major problems related to using CALPADS data to populate TIDE (i.e., student registration system)? (Select all that apply)**

	DC (n=137)		SC (n=100)		TC (n=34)		STC (n=35)		Overall (n=218)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Getting data uploaded into CALPADS	20	14.60	20	20.00	4	11.76	6	17.14	35	16.06
Getting data corrections entered into CALPADS	42	30.66	27	27.00	10	29.41	10	28.57	61	27.98
Coordination of data information between the LEA and individual school sites	31	22.63	18	18.00	6	17.65	5	14.29	45	20.64
Difficulties with CALPADS data not migrating to TIDE as expected	60	43.80	37	37.00	14	41.18	13	37.14	85	38.99
Other	43	31.39	30	30.00	11	32.35	12	34.29	70	32.11

**Question 65. What, if any, were your major problems related to TIDE? (Select all that apply)**

	DC (n=175)		SC (n=111)		TC (n=47)		STC (n=41)		Overall (n=268)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Difficulties with data not appearing in TIDE	47	26.86	27	24.32	16	34.04	12	29.27	66	24.63
Difficulties with data not appearing correctly	46	26.29	24	21.62	15	31.91	13	31.71	65	24.25
Password distribution	77	44.00	27	24.32	13	27.66	10	24.39	105	39.18
Password reset issues	113	64.57	32	28.83	19	40.43	10	24.39	144	53.73
Understanding the TIDE interface and functions	39	22.29	42	37.84	10	21.28	12	29.27	72	26.87
Adding/uploading student test settings	34	19.43	18	16.22	9	19.15	4	9.76	57	21.27
Other	26	14.86	15	13.51	9	19.15	7	17.07	40	14.93

### **TA Interface, Appeals, and ORS Survey Section**

#### **Question 67. Did Test Administrator training at your LEA/school include use of the TA Practice and Training Site?**

	DC (n=170)		SC (n=140)		TA (n=133)		Overall (n=338)	
	Counts	%	Counts	%	Counts	%	Counts	%
Yes	152	89.41	135	96.43	121	90.98	305	90.24
No	18	10.59	5	3.57	12	9.02	33	9.76

#### **Question 68. What was your schools/LEA's experience using the TA Interface to administer tests? (Select one answer)**

	DC (n=170)		SC (n=139)		TA (n=132)		TC (n=41)		STC (n=50)		Overall (n=358)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Positive; it was easy to use and worked well	42	24.71	42	30.22	29	21.97	10	24.39	13	26.00	82	22.91
Fairly positive; it worked for us	93	54.71	74	53.24	71	53.79	23	56.10	29	58.00	200	55.87
Neither positive nor negative	28	16.47	14	10.07	13	9.85	6	14.63	5	10.00	44	12.29
Fairly negative; it was challenging to use and/or did not always work well	7	4.12	9	6.47	16	12.12	2	4.88	3	6.00	29	8.10
Negative; it was not easy to use and did not work well	0	0.00	0	0.00	3	2.27	0	0.00	0	0.00	3	0.84

#### **Question 69. Did you submit an Appeal system during the Field Test? (Select one answer)**

	DC (n=168)		SC (n=138)		Overall (n=271)	
	Counts	%	Counts	%	Counts	%
Yes	61	36.31	15	10.87	70	25.83
No	107	63.69	123	89.13	201	74.17

**Question 70. What process did you use to submit an Appeal system during the Field Test? (Select one answer) [If answered “yes” to question 69]**

	DC (n=61)		SC (n=15)		Overall (n=70)	
	Counts	%	Counts	%	Counts	%
Uploaded appeals file	3	4.92	1	6.67	4	5.71
Filed appeals for individual students	52	85.25	13	86.67	59	84.29
Used both processes (i.e., uploaded file and filed appeal for an individual student)	6	9.84	1	6.67	7	10.00

**Question 71. How timely was the response to your Appeal requests? (Select one answer) [If answered “yes” to question 69]**

	DC (n=61)		SC (n=15)		Overall (n=70)	
	Counts	%	Counts	%	Counts	%
Received approval of Appeal with ample time to complete testing	15	24.59	5	33.33	18	25.71
Received approval of Appeal in moderately sufficient time to complete testing	22	36.07	5	33.33	26	37.14
Received approval of Appeal in minimally sufficient time to complete testing	13	21.31	3	20.00	14	20.00
Did NOT receive approval of Appeal in time to complete testing	11	18.03	2	13.33	12	17.14

**Question 72. What was your experience using the Appeals system during the Field Test? (Select one answer) [If answered “yes” to question 69]**

	DC (n=60)		SC (n=14)		Overall (n=68)	
	Counts	%	Counts	%	Counts	%
Positive; it was easy to use and worked well	12	20.00	4	28.57	14	20.59
Fairly positive; it worked for us	24	40.00	5	35.71	27	39.71
Neither positive nor negative	8	13.33	3	21.43	11	16.18
Fairly negative; it was challenging to use and/or did not always work well	12	20.00	2	14.29	12	17.65
Negative; it was not easy to use and did not work well	4	6.67	0	0.00	4	5.88

**Question 73. Did your LEA/school use the Online Reporting System (ORS)?**

	DC (n=163)		SC (n=131)		Overall (n=261)	
	Counts	%	Counts	%	Counts	%
Yes	128	78.53	70	53.44	176	67.43
No	35	21.47	61	46.56	85	32.57

**Question 74. How useful was the ORS? (Select one answer) [If answered “yes” to question 73]**

	DC (n=126)		SC (n=69)		TC (n=16)		Overall (n=173)	
	Counts	%	Counts	%	Counts	%	Counts	%
Very useful	39	30.95	22	31.88	3	18.75	53	30.64
Moderately useful	82	65.08	45	65.22	12	75.00	112	64.74
Not useful	5	3.97	2	2.90	1	6.25	8	4.62

**Question 75. How useful was the ORS for tracking completion rates at your LEA/school? (Select one answer) [If answered “yes” to question 73]**

	DC (n=127)		SC (n=69)		Overall (n=174)	
	Counts	%	Counts	%	Counts	%
Very useful	38	29.92	23	33.33	54	31.03
Moderately useful	73	57.48	38	55.07	97	55.75
Not useful	13	10.24	5	7.25	17	9.77
Did not use ORS to track completion rates	3	2.36	3	4.35	6	3.45

**Question 76. How useful was the ORS for helping plan testing (monitoring which students had completed each test component and who had not yet begun testing) at your LEA/school? (Select one answer) [If answered “yes” to question 73]**

	DC (n=127)		SC (n=69)		Overall (n=174)	
	Counts	%	Counts	%	Counts	%
Very useful	28	22.05	26	37.68	46	26.44
Moderately useful	66	51.97	28	40.58	81	46.55
Not useful	21	16.54	7	10.14	28	16.09
Did not use ORS to track completion rates	12	9.45	8	11.59	19	10.92

**Question 77. How useful was the ORS for managing testing (monitoring students who still needed to test versus those who had completed testing) at your LEA/school? (Select one answer) [If answered yes to question 73]**

	DC (n=125)		SC (n=67)		Overall (n=171)	
	Counts	%	Counts	%	Counts	%
Very useful	31	24.80	22	32.84	45	26.32
Moderately useful	66	52.80	31	46.27	87	50.88
Not useful	18	14.40	7	10.45	24	14.04
Did not use ORS to track completion rates	10	8.00	7	10.45	15	8.77

### Field Test Format Survey Section

#### Question 81. Please describe your students as they took the Field Test:

	DC									
	N	Positively (3)		Indifferently (2)		Negatively (1)		Not Observed		
		Counts	%	Counts	%	Counts	%	Counts	%	
How did students react overall to the new types of test questions?	187	99	52.94	51	27.27	31	16.58	6	3.21	
How did students react overall to the classroom activity?	186	89	47.85	55	29.57	16	8.60	26	13.98	
How did students react overall to the performance task?	184	74	40.22	52	28.26	44	23.91	14	7.61	

#### Question 81. Please describe your students as they took the Field Test:

	SC									
	N	Positively (3)		Indifferently (2)		Negatively (1)		Not Observed		
		Counts	%	Counts	%	Counts	%	Counts	%	
How did students react overall to the new types of test questions?	259	116	44.79	76	29.34	63	24.32	4	1.54	
How did students react overall to the classroom activity?	256	125	48.83	85	33.20	23	8.98	23	8.98	
How did students react overall to the performance task?	259	84	32.43	90	34.75	75	28.96	10	3.86	

#### Question 81. Please describe your students as they took the Field Test:

	TA									
	N	Positively (3)		Indifferently (2)		Negatively (1)		Not Observed		
		Counts	%	Counts	%	Counts	%	Counts	%	
How did students react overall to the new types of test questions?	347	111	31.99	108	31.12	126	36.31	2	0.58	
How did students react overall to the classroom activity?	347	147	42.36	139	40.06	26	7.49	35	10.09	
How did students react overall to the performance task?	346	91	26.30	118	34.10	119	34.39	18	5.20	

**Question 81. Please describe your students as they took the Field Test:**

	Overall									
	N	Positively (3)		Indifferently (2)		Negatively (1)		Not Observed		
		Counts	%	Counts	%	Counts	%	Counts	%	
How did students react overall to the new types of test questions?	630	248	39.37	181	28.73	188	29.84	13	2.06	
How did students react overall to the classroom activity?	626	276	44.09	232	37.06	49	7.83	69	11.02	
How did students react overall to the performance task?	626	193	30.83	204	32.59	191	30.51	38	6.07	

**Question 82. Content subject for which you made your observations:**

	DC (n=180)		SC (n=257)		TA (n=343)		Overall (n=618)	
	Counts	%	Counts	%	Counts	%	Counts	%
English–Language arts	171	95.00	241	93.77	293	85.42	548	88.67
Mathematics	161	89.44	223	86.77	267	77.84	508	82.20

**Question 83. Grade level for which you made your observations:**

	DC (n=181)		SC (n=257)		TA (n=344)		Overall (n=620)	
	Counts	%	Counts	%	Counts	%	Counts	%
Grade 3	122	67.40	149	57.98	129	37.50	292	47.10
Grade 4	122	67.40	145	56.42	121	35.17	281	45.32
Grade 5	126	69.61	152	59.14	144	41.86	308	49.68
Grade 6	122	67.40	140	54.47	125	36.34	281	45.32
Grade 7	108	59.67	93	36.19	95	27.62	210	33.87
Grade 8	102	56.35	89	34.63	97	28.20	208	33.55
Grade 9	19	10.50	10	3.89	13	3.78	33	5.32
Grade 10	20	11.05	14	5.45	16	4.65	41	6.61
Grade 11	57	31.49	64	24.90	58	16.86	142	22.90

**Question 84. To what degree do you think your students tried their best to answer the questions on the Smarter Balanced Field Test? (Select all that apply)**

	DC												
	N	1 (Little or no effort)		2		3		4		5 (High degree of effort)		Students did not take this test	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
English–language arts questions	183	5	2.73	6	3.28	38	20.77	75	40.98	59	32.24	0	0.00
English–language arts Performance Task	181	5	2.76	12	6.63	38	20.99	70	38.67	51	28.18	5	2.76
Mathematics questions	182	5	2.75	9	4.95	43	23.63	69	37.91	55	30.22	1	0.55
Mathematics performance task	180	5	2.78	12	6.67	47	26.11	68	37.78	43	23.89	5	2.78

**Question 84. To what degree do you think your students tried their best to answer the questions on the Smarter Balanced Field Test? (Select all that apply)**

	SC												
	N	1 (Little or no effort)		2		3		4		5 (High degree of effort)		Students did not take this test	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
English–language arts questions	259	2	0.77	15	5.79	66	25.48	98	37.84	75	28.96	3	1.16
English–language arts Performance Task	258	6	2.33	25	9.69	71	27.52	72	27.91	67	25.97	17	6.59
Mathematics questions	257	4	1.56	22	8.56	71	27.63	90	35.02	69	26.85	1	0.39
Mathematics performance task	253	7	2.77	32	12.65	65	25.69	74	29.25	59	23.32	16	6.32

**Question 84. To what degree do you think your students tried their best to answer the questions on the Smarter Balanced Field Test? (Select all that apply)**

	TA												
	N	1 (Little or no effort)		2		3		4		5 (High degree of effort)		Students did not take this test	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
English–language arts questions	338	10	2.96	28	8.28	83	24.56	112	33.14	95	28.11	10	2.96
English–language arts Performance Task	332	14	4.22	38	11.45	81	24.40	84	25.30	73	21.99	42	12.65
Mathematics questions	338	11	3.25	32	9.47	86	25.44	113	33.43	87	25.74	9	2.66
Mathematics performance task	331	20	6.04	38	11.48	80	24.17	78	23.56	70	21.15	45	13.60

**Question 84. To what degree do you think your students tried their best to answer the questions on the Smarter Balanced Field Test? (Select all that apply)**

	Overall												
	N	1 (Little or no effort)		2		3		4		5 (High degree of effort)		Students did not take this test	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
English–language arts questions	614	14	2.28	41	6.68	147	23.94	223	36.32	177	28.83	12	1.95
English–language arts Performance Task	604	19	3.15	60	9.93	152	25.17	172	28.48	147	24.34	54	8.94
Mathematics questions	611	19	3.11	51	8.35	152	24.88	215	35.19	164	26.84	10	1.64
Mathematics performance task	600	27	4.50	67	11.17	146	24.33	168	28.00	134	22.33	58	9.67



**Question 85. How clear were the directions and procedures for administering the classroom activity? (Select one answer)**

	DC (n=186)		SC (n=259)		TA (n=346)		Overall (n=627)	
	Counts	%	Counts	%	Counts	%	Counts	%
Very clear	60	32.26	83	32.05	109	31.50	182	29.03
Reasonably clear	88	47.31	124	47.88	143	41.33	287	45.77
Somewhat unclear	26	13.98	31	11.97	63	18.21	106	16.91
Very unclear	3	1.61	6	2.32	9	2.60	14	2.23
Don't know	9	4.84	15	5.79	22	6.36	38	6.06

**Question 87. Did students complete the classroom activity before the performance task?**

	DC (n=183)		SC (n=255)		TA (n=340)		Overall (n=613)	
	Counts	%	Counts	%	Counts	%	Counts	%
Yes	177	96.72	249	97.65	326	95.88	590	96.25
No	6	3.28	6	2.35	14	4.12	23	3.75

**Question 88. Did students use the classroom activity to inform their response to the performance task? [If answered "yes" to question 87]**

	DC (n=170)		SC (n=239)		TA (n=309)		Overall (n=555)	
	Counts	%	Counts	%	Counts	%	Counts	%
Yes	146	85.88	188	78.66	234	75.73	435	78.38
No	24	14.12	51	21.34	75	24.27	120	21.62

**Question 89. How would you describe the ease of coordinating the classroom activity and the performance task?**

	DC												
	1 (Very Difficult)		2		3		4		5 (Very Easy)		N/A		
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Reschedule student make-up sessions for the classroom activity.	182	56	30.77	51	28.02	25	13.74	21	11.54	14	7.69	15	8.24
Reschedule student make-up	180	25	13.89	33	18.33	50	27.78	36	20.00	22	12.22	14	7.78

sessions for the performance task.

**Question 89. How would you describe the ease of coordinating the classroom activity and the performance task?**

	SC												
	1 (Very Difficult)		2		3		4		5 (Very Easy)		N/A		
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Reschedule student make-up sessions for the classroom activity.	255	73	28.63	51	20.00	44	17.25	43	16.86	21	8.24	23	9.02
Reschedule student make-up sessions for the performance task.	253	36	14.23	36	14.23	53	20.95	63	24.90	45	17.79	20	7.91

**Question 89. How would you describe the ease of coordinating the classroom activity and the performance task?**

	TA												
	1 (Very Difficult)		2		3		4		5 (Very Easy)		N/A		
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Reschedule student make-up sessions for the classroom activity.	343	83	24.20	56	16.33	66	19.24	47	13.70	24	7.00	67	19.53
Reschedule student make-up sessions for the performance task.	338	42	12.43	52	15.38	67	19.82	74	21.89	34	10.06	69	20.41

**Question 89. How would you describe the ease of coordinating the classroom activity and the performance task?**

	Overall												
	1 (Very Difficult)		2		3		4		5 (Very Easy)		N/A		
	N	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Reschedule student make-up sessions for the classroom activity.	616	164	26.62	123	19.97	112	18.18	83	13.47	41	6.66	93	15.10

Reschedule student make-up sessions for the performance task.	610	78	12.79	88	14.43	136	22.30	132	21.64	79	12.95	97	15.90
---	-----	----	-------	----	-------	-----	-------	-----	-------	----	-------	----	-------

**Question 90. Did your classroom activity administrations ever include students who were not participating in the performance task associated with that particular classroom activity?**

	DC (n=177)		SC (n=252)		TA (n=331)		Overall (n=596)	
	Counts	%	Counts	%	Counts	%	Counts	%
Yes	32	18.08	30	11.90	36	10.88	81	13.59
No	145	81.92	222	88.10	295	89.12	515	86.41

**Question 91. What strategy did you use to engage any nonparticipating students while the classroom activity was conducted?**  
[If answered “yes” to question 90]

	DC (n=32)		SC (n=29)		TA (n=35)		Overall (n=80)	
	Counts	%	Counts	%	Counts	%	Counts	%
Nonparticipating students also engaged in the classroom activity.	20	62.50	22	75.86	23	65.71	53	66.25
Nonparticipating students received an alternate assignment during the classroom activity.	7	21.88	4	13.79	4	11.43	12	15.00
Nonparticipating students were sent to an alternate location.	3	9.38	2	6.90	6	17.14	10	12.50
Other	2	6.25	1	3.45	2	5.71	5	6.25

**Question 92. How did this strategy work for students participating in the assigned performance task?** [If answered “yes” to question 90]

	DC (n=31)		SC (n=29)		TA (n=35)		Overall (n=79)	
	Counts	%	Counts	%	Counts	%	Counts	%
This strategy was very successful for students participating in the classroom activity.	8	25.81	10	34.48	14	40.00	23	29.11
This strategy was mostly successful for students participating in the classroom activity.	21	67.74	12	41.38	17	48.57	47	59.49

This strategy was unsuccessful for students participating in the classroom activity.	2	6.45	2	6.90	2	5.71	4	5.06
Other	0	0.00	5	17.24	2	5.71	5	6.33

**Question 94. Based on your observation during testing, what aspects of the online test format were most challenging to students?**

	DC												
	N	1 (Least Challenging)		2		3		4		5 (Most Challenging)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Using the hardware	181	68	37.57	54	29.83	38	20.99	13	7.18	6	3.31	2	1.10
Navigating within the testing system	181	24	13.26	54	29.83	48	26.52	36	19.89	18	9.94	1	0.55
Using the universal tools	181	11	6.08	30	16.57	63	34.81	51	28.18	22	12.15	4	2.21
Understanding the testing content	182	3	1.65	15	8.24	31	17.03	59	32.42	72	39.56	2	1.10
Logging In	181	56	30.94	44	24.31	48	26.52	21	11.60	11	6.08	1	0.55

**Question 94. Based on your observation during testing, what aspects of the online test format were most challenging to students?**

	SC												
	N	1 (Least Challenging)		2		3		4		5 (Most Challenging)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Using the hardware	256	92	35.94	77	30.08	60	23.44	18	7.03	8	3.13	1	0.39
Navigating within the testing system	257	31	12.06	74	28.79	75	29.18	44	17.12	32	12.45	1	0.39
Using the universal tools	254	13	5.12	49	19.29	91	35.83	65	25.59	33	12.99	3	1.18
Understanding the testing content	257	5	1.95	19	7.39	41	15.95	80	31.13	109	42.41	3	1.17
Logging In	256	85	33.20	76	29.69	56	21.88	26	10.16	11	4.30	2	0.78

**Question 94. Based on your observation during testing, what aspects of the online test format were most challenging to students?**

	TA												
	N	1 (Least Challenging)		2		3		4		5 (Most Challenging)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Using the hardware	341	111	32.55	101	29.62	65	19.06	39	11.44	25	7.33	0	0.00
Navigating within the testing system	343	31	9.04	92	26.82	94	27.41	72	20.99	54	15.74	0	0.00
Using the universal tools	341	11	3.23	62	18.18	93	27.27	106	31.09	62	18.18	7	2.05
Understanding the testing content	342	8	2.34	33	9.65	58	16.96	94	27.49	146	42.69	3	0.88
Logging In	340	112	32.94	93	27.35	76	22.35	38	11.18	21	6.18	0	0.00

**Question 94. Based on your observation during testing, what aspects of the online test format were most challenging to students?**

	Overall												
	N	1 (Least Challenging)		2		3		4		5 (Most Challenging)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Using the hardware	617	203	32.90	183	29.66	131	21.23	58	9.40	36	5.83	6	0.97
Navigating within the testing system	618	65	10.52	163	26.38	167	27.02	133	21.52	85	13.75	5	0.81
Using the universal tools	615	29	4.72	104	16.91	191	31.06	172	27.97	100	16.26	19	3.09
Understanding the testing content	618	14	2.27	53	8.58	101	16.34	174	28.16	268	43.37	8	1.29
Logging In	618	192	31.07	163	26.38	148	23.95	71	11.49	39	6.31	5	0.81

**Question 95. To what degree do the following statements agree with your observations?**

	DC												
	N	1 (Strongly Disagree)		2		3		4		5 (Strongly Agree)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Students naturally adapted to the new mode of testing	185	5	2.70	14	7.57	51	27.57	82	44.32	32	17.30	1	0.54
The instructions provided were effective	185	17	9.19	32	17.30	70	37.84	52	28.11	14	7.57	0	0.00
The testing interface was intuitive	185	12	6.49	30	16.22	81	43.78	47	25.41	10	5.41	5	2.70
Close proctoring helped students engage with the test	184	6	3.26	17	9.24	34	18.48	64	34.78	60	32.61	3	1.63
The test content was interesting	185	10	5.41	18	9.73	57	30.81	79	42.70	9	4.86	12	6.49

**Question 95. To what degree do the following statements agree with your observations?**

	SC												
	N	1 (Strongly Disagree)		2		3		4		5 (Strongly Agree)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Students naturally adapted to the new mode of testing	257	10	3.89	26	10.12	75	29.18	89	34.63	57	22.18	0	0.00
The instructions provided were effective	255	23	9.02	31	12.16	98	38.43	81	31.76	21	8.24	1	0.39
The testing interface was intuitive	256	23	8.98	43	16.80	111	43.36	56	21.88	13	5.08	10	3.91
Close proctoring helped students engage with the test	257	13	5.06	19	7.39	52	20.23	92	35.80	78	30.35	3	1.17
The test content was interesting	255	22	8.63	35	13.73	92	36.08	83	32.55	12	4.71	11	4.31

**Question 95. To what degree do the following statements agree with your observations?**

	TA												
	N	1 (Strongly Disagree)		2		3		4		5 (Strongly Agree)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Students naturally adapted to the new mode of testing	346	20	5.78	63	18.21	106	30.64	107	30.92	50	14.45	0	0.00
The instructions provided were effective	344	35	10.17	61	17.73	134	38.95	91	26.45	21	6.10	2	0.58
The testing interface was intuitive	344	40	11.63	78	22.67	142	41.28	67	19.48	7	2.03	10	2.91
Close proctoring helped students engage with the test	344	15	4.36	39	11.34	86	25.00	125	36.34	73	21.22	6	1.74
The test content was interesting	345	23	6.67	70	20.29	122	35.36	93	26.96	12	3.48	25	7.25

**Question 95. To what degree do the following statements agree with your observations?**

	Overall												
	N	1 (Strongly Disagree)		2		3		4		5 (Strongly Agree)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Students naturally adapted to the new mode of testing	625	34	5.44	90	14.40	179	28.64	212	33.92	107	17.12	3	0.48
The instructions provided were effective	622	56	9.00	103	16.56	249	40.03	167	26.85	42	6.75	5	0.80
The testing interface was intuitive	623	61	9.79	123	19.74	254	40.77	139	22.31	23	3.69	23	3.69
Close proctoring helped students engage with the test	623	26	4.17	59	9.47	145	23.27	222	35.63	157	25.20	14	2.25
The test content was interesting	623	43	6.90	103	16.53	211	33.87	188	30.18	30	4.82	48	7.70

**Question 96. Is your school/LEA planning to provide increased access to students to experience computer-based testing?**

	DC (n=186)		SC (n=257)		TA (n=344)		Overall (n=623)	
	Counts	%	Counts	%	Counts	%	Counts	%
Yes	142	76.34	180	70.04	195	56.69	398	63.88
No	11	5.91	9	3.50	10	2.91	21	3.37
Unsure at this time	33	17.74	68	26.46	139	40.41	204	32.74

**Question 98. Which of the following activities is part of your LEA's plan for operational online testing in 2015? (Select all that apply)**

	DC (n=184)		TC (n=61)		STC (n=88)		Overall (n=291)	
	Counts	%	Counts	%	Counts	%	Counts	%
Purchase or lease additional computing devices	106	57.61	33	54.10	45	51.14	164	56.36
Increase Internet bandwidth	57	30.98	20	32.79	20	22.73	86	29.55
Increase network/infrastructure capacity	68	36.96	27	44.26	22	25.00	98	33.68
Add staffing	22	11.96	8	13.11	5	5.68	32	11.00
Provide additional training	117	63.59	38	62.30	36	40.91	159	54.64
Not yet determined	40	21.74	11	18.03	30	34.09	76	26.12

### **Current Classroom Teachers Survey Section**

**Question 100. Overall, how did your students react to the California Smarter Balanced Field Test experience? (Select one answer)**

	TA (n=346)		Overall (n=369)	
	Counts	%	Counts	%
Positively	122	35.26	126	34.15
Negatively	82	23.70	89	24.12
Indifferently	105	30.35	112	30.35
Other	37	10.69	42	11.38

**Question 102. Did your students use scratch paper? (Select one answer)**

	TA (n=347)		Overall (n=369)	
	Counts	%	Counts	%
Yes, all	36	10.37	38	10.30
Yes, many	142	40.92	147	39.84
Yes, a few	126	36.31	136	36.86
No	31	8.93	35	9.49
I didn't distribute scratch paper	12	3.46	13	3.52



**Question 103. During the past school year, how many hours of professional development related to technology did you complete, on average? (Select one answer)**

	TA (n=346)		Overall (n=367)	
	Counts	%	Counts	%
More than 20 hours	36	10.40	38	10.35
Between 12 and 20 hours	42	12.14	44	11.99
Between 4 and 12 hours	126	36.42	134	36.51
Less than 4 hours	142	41.04	151	41.14

**Question 104. Please rate yourself on the following questions about technology training and classroom use:**

	TA											
	N	1 (Strongly Disagree)		2		3		4		5 (Strongly Agree)		
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
I have daily access to a classroom computer	345	14	4.06	5	1.45	9	2.61	22	6.38	295	85.51	
I am able to project the computer onto a screen for whole class instruction	343	29	8.45	7	2.04	9	2.62	24	7.00	274	79.88	
I use computer instruction on a daily basis	344	35	10.17	37	10.76	53	15.41	51	14.83	168	48.84	
I use computers at least once a week as part of classroom instruction	341	33	9.68	26	7.62	42	12.32	42	12.32	198	58.06	
I assign homework that requires the use of computers at least once a week	343	182	53.06	50	14.58	38	11.08	27	7.87	46	13.41	
My school site regularly holds staff development trainings for instructional technology	345	115	33.33	90	26.09	73	21.16	36	10.43	31	8.99	
I have administered computer based tests before	342	141	41.23	33	9.65	32	9.36	40	11.70	96	28.07	
I received school site training in preparation for the Administration of the Field Test	344	22	6.40	38	11.05	55	15.99	85	24.71	144	41.86	

I felt confident administering the Field Test Assessments	345	16	4.64	49	14.20	96	27.83	102	29.57	82	23.77
---	-----	----	------	----	-------	----	-------	-----	-------	----	-------

**Question 104. Please rate yourself on the following questions about technology training and classroom use:**

	Overall											
	N	1 (Strongly Disagree)		2		3		4		5 (Strongly Agree)		
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
I have daily access to a classroom computer	367	15	4.09	5	1.36	9	2.45	23	6.27	315	85.83	
I am able to project the computer onto a screen for whole class instruction	365	30	8.22	7	1.92	12	3.29	25	6.85	291	79.73	
I use computer instruction on a daily basis	366	39	10.66	40	10.93	55	15.03	55	15.03	177	48.36	
I use computers at least once a week as part of classroom instruction	363	36	9.92	27	7.44	45	12.40	45	12.40	210	57.85	
I assign homework that requires the use of computers at least once a week	365	192	52.60	56	15.34	38	10.41	31	8.49	48	13.15	
My school site regularly holds staff development trainings for instructional technology	367	122	33.24	97	26.43	80	21.80	37	10.08	31	8.45	
I have administered computer based tests before	364	148	40.66	40	10.99	36	9.89	42	11.54	98	26.92	
I received school site training in preparation for the Administration of the Field Test	366	24	6.56	41	11.20	62	16.94	89	24.32	150	40.98	
I felt confident administering the Field Test Assessments	365	18	4.93	53	14.52	102	27.95	109	29.86	83	22.74	

**Question 105.** During the past school year, how often did you use instructional technology with students for activities such as research, multimedia, simulations, data interpretation, communications, and collaboration? (Select one answer)

	TA (n=345)		Overall (n=367)	
	Counts	%	Counts	%
Nearly every day	89	25.80	93	25.34
About once a week	112	32.46	122	33.24
About once a month	93	26.96	98	26.70
Rarely or never	51	14.78	54	14.71

**Question 106.** What types of tests has your school administered via computing devices? (Select all that apply)

	TA (n=341)		Overall (n=362)	
	Counts	%	Counts	%
None	126	36.95	131	36.19
District Benchmarks	94	27.57	98	27.07
Teacher classroom tests	111	32.55	114	31.49
Other	70	20.53	80	22.10

**Question 107.** Did your students have prior experience in the classroom using the same types of computing devices they used to take the Field Test? (Select one answer)

	TA (n=344)		Overall (n=366)	
	Counts	%	Counts	%
Yes, considerable experience in the classroom	93	27.03	99	27.05
Some experience in the classroom	171	49.71	184	50.27
No, students did not have prior experience in the classroom	80	23.26	83	22.68

**Question 108.** To what extent do you believe this prior experience was helpful? (Select one answer) [If answer to #107 is "Yes or Some"]

	TA (n=316)		Overall (n=338)	
	Counts	%	Counts	%
Very helpful	173	54.75	183	54.14
Somewhat helpful	120	37.97	127	37.57
Not at all helpful	23	7.28	28	8.28

### General Survey Section

**Question 109.** Please identify your school type (Select one answer)

	SC (n=507)		Overall (n=581)	
	Counts	%	Counts	%
High school	94	18.54	110	18.93
Middle school	73	14.40	86	14.80
Elementary school	242	47.73	268	46.13

Appendix D

---

Other	98	19.33	117	20.14
-------	----	-------	-----	-------

---

**Question 110. Which of these best describes your LEA? (Select one answer)**

	DC (n=423)		Overall (n=501)	
	Counts	%	Counts	%
Elementary district	145	34.28	161	32.14
Unified school district	129	30.50	174	34.73
High school district	18	4.26	23	4.59
Joint district	11	2.60	12	2.40
Independently testing charter school	97	22.93	105	20.96
Other	23	5.44	26	5.19

**Question 111. How do you think the Field Test experience helped you prepare for the new online operational assessment? (Select all that apply)**

	DC (n=422)		SC (n=504)		TA (n=575)		TC (n=153)		STC (n=167)		Overall (n=1329)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Provided motivation to update/expand technology	251	59.48	283	56.15	279	48.52	93	60.78	96	57.49	727	54.70
Provided an opportunity to train staff	332	78.67	369	73.21	297	51.65	102	66.67	117	70.06	878	66.06
Increased comfort levels with the new online testing system	357	84.60	408	80.95	408	70.96	116	75.82	136	81.44	1016	76.45
Brought the issues and considerations that were previously unknown to the surface	309	73.22	372	73.81	390	67.83	99	64.71	115	68.86	965	72.61
Other	16	3.79	13	2.58	20	3.48	4	2.61	7	4.19	45	3.39

**Question 112. Before the Field Test, how technologically ready did you think your LEA/school was? (Select one answer)**

	DC (n=422)		SC (n=506)		TC (n=154)		STC (n=168)		Overall (n=981)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Minimally ready	69	16.35	96	18.97	22	14.29	33	19.64	188	19.16
Somewhat ready	182	43.13	225	44.47	53	34.42	69	41.07	423	43.12
Ready	88	20.85	103	20.36	46	29.87	33	19.64	202	20.59
Significant level of readiness	51	12.09	61	12.06	30	19.48	26	15.48	120	12.23

High level of readiness	32	7.58	21	4.15	3	1.95	7	4.17	48	4.89
-------------------------	----	------	----	------	---	------	---	------	----	------

**Question 113. After the Field Test, how technologically ready do you think your LEA/school is for the operational test? (Note: For next year, each student will test in both ELA and mathematics, including a performance task for each of these two content areas.) (Select one answer)**

	DC (n=424)		SC (n=508)		TC (n=155)		STC (n=168)		Overall (n=984)	
	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Minimally ready	15	3.54	43	8.46	7	4.52	11	6.55	66	6.71
Somewhat ready	122	28.77	146	28.74	37	23.87	47	27.98	289	29.37
Ready	162	38.21	189	37.20	62	40.00	60	35.71	359	36.48
Significant level of readiness	77	18.16	85	16.73	38	24.52	30	17.86	185	18.80
High level of readiness	48	11.32	45	8.86	11	7.10	20	11.90	85	8.64

## C2. Results, District Coordinator and Non-District Coordinator Respondents

**Table B.2 Survey Sample Size, DC and Non-DCs**

Role	N
LEA CAASPP Coordinators (DC)	424
Non-LEA CAASPP Coordinators (non-DC)	920
Overall	1,344

### Introductory Survey Section

Please select three or more specific areas on which you would like to provide feedback:

	DC (n=424)		Non-DC (n=920)	
	Counts	%	Counts	%
Training (4–8 minutes)	266	62.74	429	46.63
Troubleshooting/Support (3–7 min.)	210	49.53	403	43.80
Information, Tools, and Resources (4–8 min.)	166	39.15	298	32.39
Technology (8–15 min.)	126	29.72	417	45.33
Scheduling (5–10 min.)	214	50.47	384	41.74
Universal Tools, Designated Supports, and Accommodations (2–5 min.)	222	52.36	300	32.61
CALPADS/TIDE (1–3 min.)	194	45.75	152	16.52
TA Interface, Appeals, and Online Reporting System (ORS) (2–5 min.)	170	40.09	192	20.87
Field Test Format (4–8 min.)	189	44.58	473	51.41

Are you currently teaching one or more of the tested grades?

Non-DC (n=562)		
	Counts	%
Yes	343	61.03
No	219	38.97

[If yes]: Which grade(s) do you teach?

Non-DC (n=342)		
	Counts	%
Grade three	80	23.39
Grade four	77	22.51
Grade five	91	26.61
Grade six	82	23.98
Grade seven	65	19.01
Grade eight	78	22.81
High school	62	18.13

**[If yes]: Which content area(s) do you teach?**

	<b>Non-DC (n=324)</b>	
	<b>Counts</b>	<b>%</b>
English–Language Arts	277	85.49
Mathematics	240	74.07

**Training Survey Section****Question 1. What activities/trainings did you use to prepare for the Field Test? (Select all that apply)**

	<b>DC (n=266)</b>		<b>Non-DC (n=275)</b>	
	<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>
Viewed CDE/ETS Webcasts	247	92.86	164	59.64
Attended in-person CDE/ETS training workshop in February	189	71.05	78	28.36
Viewed Smarter Balanced Assessment Consortium (SBAC) training modules	240	90.23	226	82.18
Reviewed manuals and other written resources	245	92.11	232	84.36
Used LEA-created training materials and activities	126	47.37	151	54.91
Used County Office of Education–created training materials and activities	66	24.81	46	16.73
Other	11	4.14	9	3.27

**Number of Activities Chosen**

	<b>DC (n=266)</b>		<b>Non-DC (n=275)</b>	
	<b>Counts</b>	<b>%</b>	<b>Counts</b>	<b>%</b>
1	2	0.75	21	7.64
2	13	4.89	41	14.91
3	56	21.05	96	34.91
4	86	32.33	79	28.73
5	73	27.44	29	10.55
6	33	12.41	9	3.27
more than 6	3	1.13	0	0.00



**Questions 2, 3. How did students/staff use the Practice and Training Tests? (Select all that apply)**

	How did students use?				How did staff use?			
	DC (n=265)		Non-DC (n=228)		DC (n=265)		Non-DC (n=229)	
	Counts	%	Counts	%	Counts	%	Counts	%
Used Practice Tests in a simulated testing environment	183	69.06	156	68.42	149	56.23	117	51.09
Used Training Tests in simulated testing environment	143	53.96	98	42.98	115	43.40	88	38.43
Used Practice Tests in various school settings	156	58.87	105	46.05	139	52.45	100	43.67
Used Training Tests in various school settings	118	44.53	71	31.14	114	43.02	82	35.81
Assigned students to use the Practice Tests outside of school	37	13.96	32	14.04	177	66.79	140	61.14
Assigned students to use the Training Tests outside of school	24	9.06	17	7.46	148	55.85	112	48.91
Limited use of Practice Tests	47	17.74	40	17.54	41	15.47	34	14.85
Limited use of Training Tests	45	16.98	24	10.53	32	12.08	24	10.48
Other	9	3.40	7	3.07	8	3.02	6	2.62

**Question 4. Based on experience with the Smarter Balanced Practice Tests and/or Training Tests, how familiar were your students with the testing system before testing began? (Select one answer)**

	DC (n=266)		Non-DC (n=226)	
	Counts	%	Counts	%
Very familiar with the testing system	34	12.78	33	14.60
Somewhat familiar with the testing system	116	43.61	79	34.96
Some exposure and practice with the testing system	69	25.94	68	30.09
Limited exposure and practice with the testing system	35	13.16	26	11.50
No exposure or practice with the testing system	3	1.13	12	5.31
Other	9	3.38	8	3.54

**Question 5. What degree of exposure and practice did your site staff receive before testing began? (Select one answer)**

	DC (n=265)		Non-DC (n=226)	
	Counts	%	Counts	%
High level exposure with the testing system	37	13.96	36	15.93
Some exposure and practice with the testing system	187	70.57	149	65.93
Minimal exposure and practice with the testing system	34	12.83	34	15.04

No exposure or practice with the testing system	0	0.00	4	1.77
Other	7	2.64	3	1.33

**Question 6. What are areas of the test administration that require more training? (Select all that apply)**

	DC (n=264)		Non-DC (n=413)	
	Counts	%	Counts	%
Test Administrator (TA) Interface	153	57.95	223	54.00
Test Information Distribution Engine (TIDE)	98	37.12	130	31.48
Online Reporting System (ORS)	107	40.53	121	29.30
Test administration policies and procedures	104	39.39	141	34.14
Universal tools, designated supports, and accommodations	205	77.65	260	62.95
Other	4	1.52	18	4.36

**Troubleshooting/Support Survey Section**

**Question 8. What processes did you use for troubleshooting (e.g., content or technical challenges that could deter test administration)? (Select all that apply)**

	DC (n=209)		Non-DC (n=130)	
	Counts	%	Counts	%
Provided troubleshooting training for sites	87	41.63	49	37.69
Developed a troubleshooting communication plan for test sites	88	42.11	36	27.69
Assigned support staff at sites for the start of testing	123	58.85	81	62.31
Assigned support staff at sites for the duration of testing	106	50.72	59	45.38
Hired outside help for troubleshooting	12	5.74	1	0.77
Received in-person technical support from CalTAC	24	11.48	10	7.69
Received phone/e-mail technical support from CalTAC	145	69.38	48	36.92
Other	11	5.26	16	12.31

**Number of Activities Chosen**

	DC (n=209)		Non-DC (n=130)	
	Counts	%	Counts	%
1	46	22.01	48	36.92
2	45	21.53	29	22.31
3	52	24.88	25	19.23
4	33	15.79	21	16.15
5	26	12.44	7	5.38
6	7	3.35	0	0.00

**Question 9. Which resources were most useful to help you find solutions and answers to Field Test administration challenges? (Select all that apply)**

	DC (n=209)		Non-DC (n=396)	
	Counts	%	Counts	%
Web-based materials (FAQs, training modules, recorded Webcasts)	124	59.33	206	52.02
Live Webcasts	49	23.44	29	7.32
Manuals	111	53.11	151	38.13
In-person trainings	41	19.62	153	38.64
CDE Web site	15	7.18	36	9.09
CDE staff	24	11.48	27	6.82
California Technical Center (CalTAC)	160	76.56	69	17.42
Other	18	8.61	79	19.95

**Number of Activities Chosen**

	DC (n=209)		Non-DC (n=396)	
	Counts	%	Counts	%
1	49	23.44	168	42.42
2	61	29.19	137	34.60
3	55	26.32	66	16.67
4	27	12.92	16	4.04
5	10	4.78	8	2.02
6 or more	7	3.35	1	0.25

**Question 10. What would you find helpful to have for troubleshooting? (Select all that apply)**

	DC (n=200)		Non-DC (n=380)	
	Counts	%	Counts	%
More access to troubleshooting reference materials	123	61.50	249	65.53
A Webcast or training dedicated to troubleshooting	110	55.00	181	47.63
Other	44	22.00	54	14.21

**Question 11. Did you contact CalTAC for support or to troubleshoot a particular problem?**

	DC (n=208)		Non-DC (n=130)	
	Counts	%	Counts	%
Yes	195	93.75	65	50.00
No	13	6.25	65	50.00

**Question 12. Did you contact your LEA CAASPP Coordinator for support or to troubleshoot a particular problem?**

	Non-DC (n=331)	
	Counts	%
Yes	237	71.60
No	94	28.40

**Question 13 Did you contact your technology coordinator for support or to troubleshoot a particular problem?**

	DC (n=207)		Non-DC (n=335)	
	Counts	%	Counts	%
Yes	164	79.23	256	76.42
No	43	20.77	79	23.58

**Question 14. Did your LEA hire additional staff to prepare (i.e. student registration in CALPADS or school site technology installation) for the Field Test?**

	DC (n=208)		Non-DC (n=131)	
	Counts	%	Counts	%
Yes	30	14.42	15	11.45
No	178	85.58	116	88.55

**Question 15 Did your LEA hire additional staff (i.e. test scheduling or test administrators) to support the administration of the Field Test?**

	DC (n=207)		Non-DC (n=130)	
	Counts	%	Counts	%
Yes	28	13.53	13	10.00
No	179	86.47	117	90.00

### Information, Tools, and Resources Survey Section

**Question 17.** Please rate how sufficient the resources provided by the following entities assisted you to perform the duties of you primary role (e.g., Test Administrator, Technology Coordinator, etc.).

	DC									
	N	Sufficient		Sufficient but could be improved		Insufficient		Sufficient but available too late		
		Counts	%	Counts	%	Counts	%	Counts	%	
CDE	158	32	20.25	80	50.63	19	12.03	27	17.09	
CalTAC	164	55	33.54	74	45.12	5	3.05	30	18.29	
Smarter Balanced	163	42	25.77	82	50.31	11	6.75	28	17.18	

**Question 17.** Please rate how sufficient the resources provided by the following entities assisted you to perform the duties of you primary role (e.g., Test Administrator, Technology Coordinator, etc.).

	Non-DC									
	N	Sufficient		Sufficient but could be improved		Insufficient		Sufficient but available too late		
		Counts	%	Counts	%	Counts	%	Counts	%	
CDE	253	66	26.09	129	50.99	45	17.79	13	5.14	
CalTAC	229	64	27.95	107	46.72	42	18.34	16	6.99	
Smarter Balanced	284	88	30.99	144	50.70	37	13.03	15	5.28	

**Question 18.** How were you made aware of the information, tools, and resources that were available for the Field Test? (Select all that apply)

	DC (n=166)		Non-DC (n=294)	
	Counts	%	Counts	%
E-mail from CDE	132	79.52	91	30.95
E-mail from CalTAC	144	86.75	71	24.15
E-mail from Smarter Balanced	111	66.87	126	42.86
Site visit from CalTAC/CDE	26	15.66	15	5.10
Phone conversation with CalTAC/CDE	51	30.72	19	6.46
Communicated by LEA or site testing coordinator	12	7.23	215	73.13
Communicated by your County Office of Education	34	20.48	35	11.90
Found it myself on Web sites	77	46.39	98	33.33
Other	9	5.42	17	5.78

**Question 19.** How timely were the information, tools, and resources you had at your disposal to inform and train staff? (Select one answer)

	DC (n=165)		Non-DC (n=292)	
	Counts	%	Counts	%
Received with ample time	15	9.09	73	25.00
Received in moderately sufficient time	51	30.91	113	38.70
Received in minimally sufficient time	59	35.76	76	26.03

---

Not received in time	28	16.97	16	5.48
Other	12	7.27	14	4.79

---

**Question 20. How helpful were each of the following tools/resources?**

	DC													
	N	1 (Least Helpful)		2		3		4		5 (Most helpful)		Did not use		
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
CDE/ETS in-person workshops	158	3	1.90	11	6.96	30	18.99	46	29.11	29	18.35	39	24.68	
CDE Field Test introductory videos	161	6	3.73	22	13.66	53	32.92	54	33.54	15	9.32	11	6.83	
CDE/ETS Webcasts	163	3	1.84	18	11.04	48	29.45	57	34.97	27	16.56	10	6.13	
Smarter Balanced training modules	161	2	1.24	15	9.32	43	26.71	61	37.89	34	21.12	6	3.73	
Secure Browser “how to install” videos	158	4	2.53	11	6.96	27	17.09	34	21.52	20	12.66	62	39.24	
Smarter Balanced TA Practice and Training Web site	162	3	1.85	13	8.02	29	17.90	58	35.80	55	33.95	4	2.47	
CalTAC	161	1	0.62	4	2.48	32	19.88	64	39.75	56	34.78	4	2.48	
CDE Web site	158	7	4.43	35	22.15	53	33.54	43	27.22	11	6.96	9	5.70	
<i>[Note: The link to the Field Test is no longer valid as of 2017]</i>														
CDE “Flash” updates	163	5	3.07	13	7.98	43	26.38	56	34.36	43	26.38	3	1.84	
CalTAC Web site ( <a href="http://californiatac.org">http://californiatac.org</a> )	157	0	0.00	7	4.46	39	24.84	69	43.95	39	24.84	3	1.91	
Site visit(s) to your LEA	142	4	2.82	5	3.52	13	9.15	7	4.93	14	9.86	99	69.72	
County Office of Education materials	152	12	7.89	7	4.61	20	13.16	25	16.45	14	9.21	74	48.68	
Other	39	0	0.00	0	0.00	2	5.13	0	0.00	1	2.56	36	92.31	

**Question 20. How helpful were each of the following tools/resources?**

	Non-DC													
	N	1 (Least Helpful)		2		3		4		5 (Most helpful)		Did not use		
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
CDE/ETS in-person workshops	269	6	2.23	9	3.35	13	4.83	22	8.18	23	8.55	196	72.86	
CDE Field Test introductory videos	281	13	4.63	34	12.10	55	19.57	81	28.83	38	13.52	60	21.35	
CDE/ETS Webcasts	267	9	3.37	13	4.87	39	14.61	38	14.23	26	9.74	142	53.18	
Smarter Balanced training modules	283	3	1.06	26	9.19	69	24.38	90	31.80	54	19.08	41	14.49	
Secure Browser “how to install” videos	267	5	1.87	14	5.24	39	14.61	38	14.23	22	8.24	149	55.81	
Smarter Balanced TA Practice and Training Web site	284	7	2.46	11	3.87	56	19.72	88	30.99	91	32.04	31	10.92	
CalTAC	263	1	0.38	10	3.80	49	18.63	46	17.49	20	7.60	137	52.09	
CDE Web site	274	4	1.46	23	8.39	76	27.74	69	25.18	42	15.33	60	21.90	
<i>[Note: The link to the Field Test is no longer valid as of 2017]</i>														
CDE “Flash” updates	266	11	4.14	18	6.77	46	17.29	54	20.30	36	13.53	101	37.97	
CalTAC Web site ( <a href="http://californiatac.org">http://californiatac.org</a> )	261	3	1.15	13	4.98	51	19.54	41	15.71	27	10.34	126	48.28	
Site visit(s) to your LEA	261	2	0.77	13	4.98	32	12.26	28	10.73	42	16.09	144	55.17	
County Office of Education materials	257	12	4.67	11	4.28	26	10.12	34	13.23	16	6.23	158	61.48	

---

Other	99	3	3.03	2	2.02	2	2.02	6	6.06	9	9.09	77	77.78
-------	----	---	------	---	------	---	------	---	------	---	------	----	-------

---



**Question 23. How many computing devices are available at your school? (Select one answer)**

	Non-DC (n=157)	
	Counts	%
200 or more	42	26.75
100–199	43	27.39
50–99	35	22.29
25–49	33	21.02
11–24	3	1.91
1–10	1	0.64

**Question 24. What percentage of the computing devices in the previous question was available for use during the Field Test? (Select one answer)**

	Non-DC (n=159)	
	Counts	%
All (100%)	61	38.36
75–99%	61	38.36
50–74%	15	9.43
25–49%	12	7.55
1–24%	7	4.40
None (0%)	3	1.89

**Question 25. How did your LEA use your available computing devices prior to the Field Test, for activities unrelated to the Field Test? (Select all that apply)**

	Non-DC (n=157)	
	Counts	%
Instructional materials/resources delivered on devices	123	78.34
Local assessments delivered on devices	57	36.31
Devices only used for field testing purposes	30	19.11
Other	18	11.46

**Question 26. To what degree did the Field Test administration interfere with your weekly use of computing devices? (Select all that apply)**

	Non-DC (n=157)	
	Counts	%
Minimal interference with other school computer activities	25	15.92
Some interference with other school computer activities	45	28.66
Significant interference with other school computer activities	84	53.50
Other	13	8.28

**Question 27. What is the student-to-computer ratio within your LEA, only counting devices used for testing? (Select one answer)**

	DC (n=120)		Non-DC (n=31)	
	Counts	%	Counts	%
1 student per testing device	16	13.33	8	25.81
2–3 students per testing device	23	19.17	4	12.90
4–5 students per testing device	32	26.67	7	22.58
6–7 students per testing device	18	15.00	3	9.68
8–9 students per testing device	9	7.50	1	3.23
10 or more students per testing device	22	18.33	8	25.81

**Question 28. What is the student-to-computer ratio within your school site, only counting devices used for testing? (Select one answer)**

	Non-DC (n=154)	
	Counts	%
1 student per testing device	28	18.18
2–3 students per testing device	27	17.53
4–5 students per testing device	39	25.32
6–7 students per testing device	16	10.39
8–9 students per testing device	13	8.44
10 or more students per testing device	31	20.13

**Question 29. What percentage of computing devices did your school/LEA acquire specifically for the Field Test? (Select one answer)**

	DC (n=123)		Non-DC (n=249)	
	Counts	%	Counts	%
All (100%)	22	17.89	38	15.26
75–99%	17	13.82	30	12.05
50–74%	24	19.51	47	18.88
25–49%	22	17.89	35	14.06
1–24%	17	13.82	35	14.06
None (0%)	21	17.07	64	25.70

**Question 30. Did you use any of the Common Core block grant dollars to purchase these computing devices?**

	DC (n=115)		Non-DC (n=135)	
	Counts	%	Counts	%
Yes	69	60.00	69	51.11
No	46	40.00	66	48.89

**Question 31. By percentage, what types of computing devices did your students use for field testing? (Select all that apply)**

DC													
Percentage													
	N	10		20		30		40		50		Did not use	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	103	14	13.59	8	7.77	7	6.80	5	4.85	8	7.77	28	27.18
Windows-based laptop	76	12	15.79	9	11.84	1	1.32	2	2.63	3	3.95	33	43.42
Mac OS-based desktop	64	10	15.63	6	9.38	1	1.56	1	1.56	4	6.25	36	56.25
Mac OS-based laptop	62	11	17.74	4	6.45	2	3.23	1	1.61	1	1.61	39	62.90
Linux-based desktop	54	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	53	98.15
Linux-based laptop	54	0	0.00	0	0.00	0	0.00	0	0.00	1	1.85	52	96.30
Chromebook	88	4	4.55	3	3.41	10	11.36	2	2.27	7	7.95	30	34.09
iPad Tablet	62	2	3.23	4	6.45	2	3.23	3	4.84	2	3.23	43	69.35
Android tablet	55	1	1.82	0	0.00	1	1.82	0	0.00	0	0.00	53	96.36
Windows tablet	54	1	1.85	0	0.00	0	0.00	0	0.00	0	0.00	53	98.15

Percentage													
	N	60		70		80		90		100			
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	103	6	5.83	3	2.91	2	1.94	7	6.80	15	14.56		
Windows-based laptop	76	2	2.63	4	5.26	1	1.32	1	1.32	8	10.53		
Mac OS-based desktop	64	1	1.56	2	3.13	1	1.56	0	0.00	2	3.13		
Mac OS-based laptop	62	0	0.00	0	0.00	3	4.84	0	0.00	1	1.61		
Linux-based desktop	54	0	0.00	0	0.00	0	0.00	0	0.00	1	1.85		
Linux-based laptop	54	1	1.85	0	0.00	0	0.00	0	0.00	0	0.00		
Chromebook	88	3	3.41	1	1.14	4	4.55	7	7.95	17	19.32		
iPad Tablet	62	0	0.00	0	0.00	2	3.23	1	1.61	3	4.84		
Android tablet	55	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		
Windows tablet	54	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		

**Question 31. By percentage, what types of computing devices did your students use for field testing? (Select all that apply)**

Non-DC													
Percentage													
	N	10		20		30		40		50		Did not use	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	197	18	9.14	8	4.06	18	9.14	9	4.57	12	6.09	57	28.93
Windows-based laptop	154	15	9.74	13	8.44	3	1.95	4	2.60	9	5.84	75	48.70
Mac OS-based desktop	128	10	7.81	8	6.25	4	3.13	3	2.34	10	7.81	75	58.59
Mac OS-based laptop	118	9	7.63	2	1.69	9	7.63	3	2.54	7	5.93	81	68.64
Linux-based desktop	106	0	0.00	0	0.00	0	0.00	0	0.00	1	0.94	103	97.17
Linux-based laptop	108	0	0.00	1	0.93	0	0.00	0	0.00	1	0.93	104	96.30
Chromebook	163	9	5.52	11	6.75	8	4.91	5	3.07	13	7.98	62	38.04
iPad Tablet	121	7	5.79	4	3.31	1	0.83	1	0.83	9	7.44	78	64.46
Android tablet	109	1	0.92	0	0.00	0	0.00	1	0.92	2	1.83	102	93.58
Windows tablet	112	0	0.00	2	1.79	0	0.00	1	0.89	1	0.89	103	91.96

Percentage													
	N	60		70		80		90		100			
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Windows-based desktop	197	4	2.03	10	5.08	14	7.11	9	4.57	38	19.29		
Windows-based laptop	154	5	3.25	7	4.55	1	0.65	7	4.55	15	9.74		
Mac OS-based desktop	128	1	0.78	4	3.13	1	0.78	1	0.78	11	8.59		
Mac OS-based laptop	118	0	0.00	1	0.85	2	1.69	1	0.85	3	2.54		
Linux-based desktop	106	0	0.00	1	0.94	0	0.00	1	0.94	0	0.00		
Linux-based laptop	108	0	0.00	1	0.93	0	0.00	0	0.00	1	0.93		
Chromebook	163	5	3.07	12	7.36	3	1.84	8	4.91	27	16.56		
iPad Tablet	121	2	1.65	2	1.65	1	0.83	6	4.96	10	8.26		
Android tablet	109	1	0.92	1	0.92	0	0.00	0	0.00	1	0.92		
Windows tablet	112	0	0.00	2	1.79	1	0.89	0	0.00	2	1.79		

**Question 32. How was Internet access provided to your LEA or site? (Select one answer)**

	DC (n=124)		Non-DC (n=248)	
	Counts	%	Counts	%
Through the K–12 High Speed Network ONLY	42	33.87	120	48.39
Through an outside Internet service provider ONLY (e.g., Verizon, AT&T, Comcast, etc.)	43	34.68	51	20.56
Through BOTH the K–12 High Speed Network AND an outside Internet provider	12	9.68	15	6.05
Not sure	25	20.16	56	22.58
Other	2	1.61	6	2.42

**Questions 35, 36. Was your LEA's/school site's technology infrastructure (e.g., computing devices, networks, Internet, etc.) sufficient for the Field Test? (Select one answer)**

	LEA				School Site			
	DC (n=123)		Non-DC (n=155)		DC (n=119)		Non-DC (n=154)	
	Freq.	%	Counts	%	Freq.	%	Counts	%
Yes, it was more than adequate.	19	15.45	30	19.35	16	13.45	26	16.88
Yes, it was adequate.	62	50.41	84	54.19	59	49.58	82	53.25
No, it was strained by the Field Test.	33	26.83	35	22.58	35	29.41	39	25.32
No, it was not adequate for the Field Test.	9	7.32	6	3.87	9	7.56	7	4.55

**Question 37. What physical space did you use at your site to administer the Field Test? (Select all that apply)**

	Non-DC (n=332)	
	Counts	%
Dedicated computer lab(s)	189	56.93
Classroom(s)	203	61.14
Library	60	18.07
Off campus	6	1.81
Other	12	3.61

**Question 38. Are physical space requirements significantly different for online testing than for paper-pencil testing at your site?**

	Non-DC (n=331)	
	Counts	%
Yes	165	49.85
No	166	50.15

**Question 39. Please rate how the following computing devices performed during the Field Test? (Select one answer for each applicable device)**

	DC									
	N	Good (3)		Fair (2)		Poor (1)		Not Applicable		
		Counts	%	Counts	%	Counts	%	Counts	%	
Windows-based desktop	101	56	55.45	21	20.79	0	0.00	24	23.76	
Windows-based laptop	85	26	30.59	13	15.29	6	7.06	40	47.06	
Mac OS-based desktop	74	18	24.32	9	12.16	2	2.70	45	60.81	
Mac OS-based laptop	73	11	15.07	12	16.44	1	1.37	49	67.12	
Linux-based desktop	66	0	0.00	1	1.52	0	0.00	65	98.48	
Linux-based laptop	69	2	2.90	1	1.45	0	0.00	66	95.65	
Chromebook	93	43	46.24	14	15.05	1	1.08	35	37.63	
iPad Tablet	70	2	2.86	14	20.00	4	5.71	50	71.43	
Android tablet	65	1	1.54	0	0.00	2	3.08	62	95.38	
Windows tablet	64	0	0.00	1	1.56	0	0.00	63	98.44	

**Question 39. Please rate how the following computing devices performed during the Field Test? (Select one answer for each applicable device)**

	Non-DC									
	N	Good (3)		Fair (2)		Poor (1)		Not Applicable		
		Counts	%	Counts	%	Counts	%	Counts	%	
Windows-based desktop	129	61	47.29	29	22.48	3	2.33	36	27.91	
Windows-based laptop	102	30	29.41	15	14.71	1	0.98	56	54.90	
Mac OS-based desktop	89	27	30.34	9	10.11	0	0.00	53	59.55	
Mac OS-based laptop	87	15	17.24	9	10.34	0	0.00	63	72.41	
Linux-based desktop	79	0	0.00	1	1.27	0	0.00	78	98.73	
Linux-based laptop	79	0	0.00	1	1.27	0	0.00	78	98.73	
Chromebook	114	53	46.49	11	9.65	1	0.88	49	42.98	
iPad Tablet	88	9	10.23	14	15.91	10	11.36	55	62.50	
Android tablet	81	0	0.00	3	3.70	1	1.23	77	95.06	
Windows tablet	81	3	3.70	2	2.47	1	1.23	75	92.59	

**Question 40. What were the specific challenges, if any, that you had with these computing devices? (Select all that apply)**

	DC (n=122)		Non-DC (n=248)	
	Counts	%	Counts	%
No significant issues with our devices	20	16.39	52	20.97
Problems installing/launching the secure browser	37	30.33	67	27.02
Problems with some testing system functions not working	74	60.66	111	44.76
Problems with freezing, timing out, or other interruptions during testing	79	64.75	154	62.10
Other	15	12.30	46	18.55

### Scheduling Survey Section

**Question 43. Which testing window(s) were schools in your LEA assigned? (Select all that apply)**

	DC (n=214)		Non-DC (n=22)	
	Counts	%	Counts	%
March 25–April 25	46	21.50	9	40.91
April 7–May 16	176	82.24	16	72.73
April 28–June 6	50	23.36	4	18.18

**Question 44. Which testing window was your school assigned? (Select one answer)**

	Non-DC (n=226)	
	Counts	%
March 25–April 25	33	14.6
April 7–May 16	158	69.91
April 28–June 6	35	15.49

**Questions 45, 46. How many days of testing did it take to test all students in your LEA/site? (Select one answer)**

	LEA				Site	
	DC (n=213)		Non-DC (n=25)		Non-DC (n=229)	
	Counts	%	Counts	%	Counts	%
1 day	0	0.00	0	0.00	0	0.00
2–5 days	13	6.10	0	0.00	28	12.23
6–10 days	32	15.02	4	16.00	61	26.64
11–20 days	49	23.00	5	20.00	71	31.00
21–30 days	60	28.17	11	44.00	51	22.27
31–40 days	42	19.72	3	12.00	18	7.86
More than 40 days	17	7.98	2	8.00	0	0.00

**Question 47. What was the average number of days needed to administer the Field Test to a single student at your site? (Select one answer)**

	Non-DC (n=359)	
	Counts	%
1 day	27	7.52
2 days	83	23.12
3 days	111	30.92
4 days	77	21.45
5 days	46	12.81
More than 5 day	15	4.18

**Question 48. Did you use software to create schedules and/or coordinate scheduling to administer the Field Test?**

	DC (n=214)		Non-DC (n=226)	
	Counts	%	Counts	%
Yes	53	24.77	53	23.45
No	161	75.23	173	76.55

**Question 50. Which approach(es) to scheduling did you use at your LEA/school? (Select all that apply)**

	DC (n=213)		Non-DC (n=359)	
	Counts	%	Counts	%
All testing in a single week	51	23.94	75	20.89
Testing one grade per day	61	28.64	74	20.61
Testing two grades per week	55	25.82	64	17.83
Testing three (or more) grades per week	65	30.52	74	20.61
Testing only in the morning	81	38.03	100	27.86
Testing only in the afternoon	9	4.23	8	2.23
Other	72	33.80	112	31.20

**Question 51. Which approach(es) to scheduling did you use at your LEA/school specifically for the classroom activity and accompanying performance task? (Select one answer)**

	DC (n=211)		Non-DC (n=228)	
	Counts	%	Counts	%
Scheduled both in the same day for all tested students	25	11.85	34	14.91
Scheduled one day apart for all tested students	100	47.39	125	54.82
Scheduled at least two days apart for all tested students	18	8.53	35	15.35
Used a variety of scheduling plans for tested students	68	32.23	34	14.91

**Question 52. What were your LEA's major issues and/or challenges related to scheduling students for testing? (Select all that apply)**

	DC (n=211)		Non-DC (n=229)	
	Counts	%	Counts	%
Students needed more time than anticipated	98	46.45	97	42.36
Students needed less time than anticipated	32	15.17	36	15.72
Difficult to predict how much time students would need	156	73.93	160	69.87
Staff confusion about scheduling	48	22.75	26	11.35
Technological issues	68	32.23	80	34.93
Technology utilization (i.e. technology needed for other classroom activities)	60	28.44	60	26.20
Other	50	23.70	36	15.72



**Question 53. How did you accommodate students who did not test or who finished early? (Select all that apply)**

	Non-DC (n=354)	
	Counts	%
Arranged for alternate activities in a different location	145	40.96
Assigned silent tasks in the testing room	253	71.47
Other	38	10.73

**Question 54. How did you provide additional testing time to students who needed it? (Select all that apply)**

	Non-DC (n=352)	
	Counts	%
Extended the session length	175	49.72
Added new, unscheduled test sessions	121	34.38
Allowed students needing more time to join prescheduled make-up sessions	182	51.70
Allowed students needing more time to join other regularly scheduled test sessions	132	37.50
Other	22	6.25

**Universal Tools, Designated Supports, and Accommodations Survey Section**

**Question 57. How useful were the three types of embedded resources for students?**

	DC									
	N	Not Useful (1)		Moderately Useful (2)		Very Useful (3)		Not Applicable		
		Counts	%	Counts	%	Counts	%	Counts	%	
Universal tools	216	22	10.19	128	59.26	64	29.63	2	0.93	
Designated supports	215	33	15.35	128	59.53	45	20.93	9	4.19	
Accommodations	212	41	19.34	109	51.42	51	24.06	11	5.19	

**Question 57. How useful were the three types of embedded resources for students?**

	Non-DC									
	N	Not Useful (1)		Moderately Useful (2)		Very Useful (3)		Not Applicable		
		Counts	%	Counts	%	Counts	%	Counts	%	
Universal tools	166	11	6.63	111	66.87	41	24.70	3	1.81	
Designated supports	162	23	14.20	100	61.73	24	14.81	15	9.26	
Accommodations	159	29	18.24	79	49.69	28	17.61	23	14.47	

**Question 58. What procedures did you use to identify students who needed designated supports? (Select all that apply)**

	DC (n=218)		Non-DC (n=161)	
	Counts	%	Counts	%
School sites developed their own procedures for identifying and assigning designated supports	87	39.91	65	40.37
The LEA office provided school sites with direction for identifying and assigning designated supports for English learners (ELs) and other students who would benefit from them	117	53.67	83	51.55
The LEA/school is in the process of developing procedures for next year	63	28.90	17	10.56
School sites did not assign any designated supports	14	6.42	21	13.04
Other	26	11.93	9	5.59

**Question 59. Who was responsible for loading student test settings in TIDE? (Select one answer)**

	DC (n=221)		Non-DC (n=164)	
	Counts	%	Counts	%
Was the responsibility of each site coordinator	56	25.34	73	44.51
Was the responsibility of the school site specialist teacher	23	10.41	14	8.54
Was centralized at the LEA level	89	40.27	35	21.34
Was a shared responsibility between the school and the LEA	36	16.29	29	17.68
Other	17	7.69	13	7.93

**Question 60. How did you ascertain if assigned designated supports and accommodations were delivered to students? (Select all that apply)**

	DC (n=217)		Non-DC (n=272)	
	Counts	%	Counts	%
TAs/Proctors checked student computers as they started testing	159	73.27	180	66.18
Relied on the system's built-in checks	100	46.08	121	44.49
Other	18	8.29	37	13.60

**Question 61. What issues, if any, did you have with assigning and/or implementing designated supports and accommodations for students? (Select all that apply)**

	DC (n=215)		Non-DC (n=267)	
	Counts	%	Counts	%
Did not experience issues that prevented testing with designated supports and accommodations	48	22.33	89	33.33
Had technical problems with particular designated supports and accommodations	111	51.63	110	41.20
Had difficulty identifying the correct designated support or accommodation	96	44.65	71	26.59
Did not have access to the list of designated supports or accommodations for particular students	18	8.37	44	16.48
Other	30	13.95	36	13.48

### ***CALPADS/TIDE Survey Section***

**Question 64. What, if any, were your major problems related to using CALPADS data to populate TIDE (i.e., student registration system)? (Select all that apply)**

	DC (n=137)		Non-DC (n=81)	
	Counts	%	Counts	%
Getting data uploaded into CALPADS	20	14.60	15	18.52
Getting data corrections entered into CALPADS	42	30.66	19	23.46
Coordination of data information between the LEA and individual school sites	31	22.63	14	17.28
Difficulties with CALPADS data not migrating to TIDE as expected	60	43.80	25	30.86
Other	43	31.39	27	33.33

**Question 65. What, if any, were your major problems related to TIDE? (Select all that apply)**

	DC (n=175)		Non-DC (n=93)	
	Counts	%	Counts	%
Difficulties with data not appearing in TIDE	47	26.86	19	20.43
Difficulties with data not appearing correctly	46	26.29	19	20.43
Password distribution	77	44.00	28	30.11
Password reset issues	113	64.57	31	33.33
Understanding the TIDE interface and functions	39	22.29	33	35.48
Adding/uploading student test settings	34	19.43	23	24.73
Other	26	14.86	14	15.05

### ***TA Interface, Appeals, and ORS Survey Section***

**Question 67. Did Test Administrator training at your LEA/school include use of the TA Practice and Training Site?**

	DC (n=170)		Non-DC (n=168)	
	Counts	%	Counts	%
Yes	152	89.41	153	91.07
No	18	10.59	15	8.93

**Question 68. What was your schools/LEA's experience using the TA Interface to administer tests? (Select one answer)**

	DC (n=170)		Non-DC (n=188)	
	Counts	%	Counts	%
Positive; it was easy to use and worked well	42	24.71	40	21.28
Fairly positive; it worked for us	93	54.71	107	56.91
Neither positive nor negative	28	16.47	16	8.51
Fairly negative; it was challenging to use and/or did not always work well	7	4.12	22	11.70
Negative; it was not easy to use and did not work well	0	0.00	3	1.60

**Question 69. Did you submit an Appeal system during the Field Test? (Select one answer)**

	DC (n=168)		Non-DC (n=103)	
	Counts	%	Counts	%
Yes	61	36.31	9	8.74
No	107	63.69	94	91.26

**Question 70. What process did you use to submit an Appeal system during the Field Test? (Select one answer) [If answered "yes" to question 69]**

	DC (n=61)		Non-DC (n=9)	
	Counts	%	Counts	%
Uploaded appeals file	3	4.92	1	11.11
Filed appeals for individual students	52	85.25	7	77.78
Used both processes (i.e., uploaded file and filed appeal for an individual student)	6	9.84	1	11.11

**Question 71. How timely was the response to your Appeal requests? (Select one answer) [If answered "yes" to question 69]**

	DC (n=61)		Non-DC (n=9)	
	Counts	%	Counts	%
Received approval of Appeal with ample time to complete testing	15	24.59	3	33.33
Received approval of Appeal in moderately sufficient time to complete testing	22	36.07	4	44.44
Received approval of Appeal in minimally sufficient time to complete testing	13	21.31	1	11.11
Did NOT receive approval of Appeal in time to complete testing	11	18.03	1	11.11

**Question 72. What was your experience using the Appeals system during the Field Test? (Select one answer) [If answered "yes" to question 69]**

	DC (n=60)		Non-DC (n=8)	
	Counts	%	Counts	%
Positive; it was easy to use and worked well	12	20.00	2	25.00
Fairly positive; it worked for us	24	40.00	3	37.50
Neither positive nor negative	8	13.33	3	37.50
Fairly negative; it was challenging to use and/or did not always work well	12	20.00	0	0.00
Negative; it was not easy to use and did not work well	4	6.67	0	0.00

**Question 73. Did your LEA/school use the Online Reporting System (ORS)?**

	DC (n=163)		Non-DC (n=98)	
	Counts	%	Counts	%
Yes	128	78.53	48	48.98
No	35	21.47	50	51.02

**Question 74. How useful was the ORS? (Select one answer) [If answered “yes” to question 73]**

	DC (n=126)		Non-DC (n=47)	
	Counts	%	Counts	%
Very useful	39	30.95	14	29.79
Moderately useful	82	65.08	30	63.83
Not useful	5	3.97	3	6.38

**Question 75. How useful was the ORS for tracking completion rates at your LEA/school? (Select one answer) [If answered “yes” to question 73]**

	DC (n=127)		Non-DC (n=47)	
	Counts	%	Counts	%
Very useful	38	29.92	16	34.04
Moderately useful	73	57.48	24	51.06
Not useful	13	10.24	4	8.51
Did not use ORS to track completion rates	3	2.36	3	6.38

**Question 76. How useful was the ORS for helping plan testing (monitoring which students had completed each test component and who had not yet begun testing) at your LEA/school? (Select one answer) [If you answered “yes” to question 73]**

	DC (n=127)		Non-DC (n=47)	
	Counts	%	Counts	%
Very useful	28	22.05	18	38.30
Moderately useful	66	51.97	15	31.91
Not useful	21	16.54	7	14.89
Did not use ORS to track completion rates	12	9.45	7	14.89

**Question 77. How useful was the ORS for managing testing (monitoring students who still needed to test versus those who had completed testing) at your LEA/school? (Select one answer) [If answered yes to #73]**

	DC (n=125)		Non-DC (n=46)	
	Counts	%	Counts	%
Very useful	31	24.80	14	30.43
Moderately useful	66	52.80	21	45.65
Not useful	18	14.40	6	13.04
Did not use ORS to track completion rates	10	8.00	5	10.87

### Field Test Format Survey Section

#### Question 81. Please describe your students as they took the Field Test:

	DC								
	N	Positively (3)		Indifferently (2)		Negatively (1)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%
How did students react overall to the new types of test questions?	187	99	52.94	51	27.27	31	16.58	6	3.21
How did students react overall to the classroom activity?	186	89	47.85	55	29.57	16	8.60	26	13.98
How did students react overall to the performance task?	184	74	40.22	52	28.26	44	23.91	14	7.61

#### Question 81. Please describe your students as they took the Field Test:

	Non-DC								
	N	Positively (3)		Indifferently (2)		Negatively (1)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%
How did students react overall to the new types of test questions?	443	149	33.63	130	29.35	157	35.44	7	1.58
How did students react overall to the classroom activity?	440	187	42.50	177	40.23	33	7.50	43	9.77
How did students react overall to the performance task?	442	119	26.92	152	34.39	147	33.26	24	5.43

#### Question 82. Content subject for which you made your observations:

	DC (n=180)		Non-DC (n=438)	
	Counts	%	Counts	%
English–language arts	171	95.00	377	86.07
Mathematics	161	89.44	347	79.22

#### Question 83. Grade level for which you made your observations:

	DC (n=181)		Non-DC (n=439)	
	Counts	%	Counts	%
Grade 3	122	67.40	170	38.72
Grade 4	122	67.40	159	36.22
Grade 5	126	69.61	182	41.46

	DC (n=181)		Non-DC (n=439)	
	Counts	%	Counts	%
Grade 6	122	67.40	159	36.22
Grade 7	108	59.67	102	23.23
Grade 8	102	56.35	106	24.15
Grade 9	19	10.50	14	3.19
Grade 10	20	11.05	21	4.78
Grade 11	57	31.49	85	19.36

**Question 84. To what degree do you think your students tried their best to answer the questions on the Smarter Balanced Field Test? (Select all that apply)**

	DC													
	N	1 (Little or no effort)		2		3		4		5 (High degree of effort)		Students did not take this test		
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
English–language arts questions	183	5	2.73	6	3.28	38	20.77	75	40.98	59	32.24	0	0.00	
English–language arts Performance Task	181	5	2.76	12	6.63	38	20.99	70	38.67	51	28.18	5	2.76	
Mathematics questions	182	5	2.75	9	4.95	43	23.63	69	37.91	55	30.22	1	0.55	
Mathematics performance task	180	5	2.78	12	6.67	47	26.11	68	37.78	43	23.89	5	2.78	

**Question 84. To what degree do you think your students tried their best to answer the questions on the Smarter Balanced Field Test? (Select all that apply)**

	Non-DC													
	N	1 (Little or no effort)		2		3		4		5 (High degree of effort)		Students did not take this test		
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
English–language arts questions	431	9	2.09	35	8.12	109	25.29	148	34.34	118	27.38	12	2.78	
English–language arts Performance Task	423	14	3.31	48	11.35	114	26.95	102	24.11	96	22.70	49	11.58	
Mathematics questions	429	14	3.26	42	9.79	109	25.41	146	34.03	109	25.41	9	2.10	

Mathematics performance task	420	22	5.24	55	13.10	99	23.57	100	23.81	91	21.67	53	12.62
------------------------------	-----	----	------	----	-------	----	-------	-----	-------	----	-------	----	-------

**Question 85. How clear were the directions and procedures for administering the classroom activity? (Select one answer)**

	DC (n=186)		Non-DC (n=441)	
	Counts	%	Counts	%
Very clear	60	32.26	122	27.66
Reasonably clear	88	47.31	199	45.12
Somewhat unclear	26	13.98	80	18.14
Very unclear	3	1.61	11	2.49
Don't know	9	4.84	29	6.58

**Question 87. Did students complete the classroom activity before the performance task?**

	DC (n=183)		Non-DC (n=430)	
	Counts	%	Counts	%
Yes	177	96.72	413	96.05
No	6	3.28	17	3.95

**Question 88. Did students use the classroom activity to inform their response to the performance task? [If answered "yes" to question 87]**

	DC (n=170)		Non-DC (n=385)	
	Counts	%	Counts	%
Yes	146	85.88	289	75.06
No	24	14.12	96	24.94

**Question 89. How would you describe the ease of coordinating the classroom activity and the performance task?**

	DC												
	N	1 (Very Difficult)		2		3		4		5 (Very Easy)		N/A	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Reschedule student make-up sessions for the classroom activity.	182	56	30.77	51	28.02	25	13.74	21	11.54	14	7.69	15	8.24



Reschedule student make-up sessions for the performance task.	180	25	13.89	33	18.33	50	27.78	36	20.00	22	12.22	14	7.78
---	-----	----	-------	----	-------	----	-------	----	-------	----	-------	----	------

**Question 89. How would you describe the ease of coordinating the classroom activity and the performance task?**

	Non-DC												
	N	1 (Very Difficult)		2		3		4		5 (Very Easy)		N/A	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Reschedule student make-up sessions for the classroom activity.	434	108	24.88	72	16.59	87	20.05	62	14.29	27	6.22	78	17.97
Reschedule student make-up sessions for the performance task.	430	53	12.33	55	12.79	86	20.00	96	22.33	57	13.26	83	19.30

**Question 90. Did your classroom activity administrations ever include students who were not participating in the performance task associated with that particular classroom activity?**

	DC (n=177)		Non-DC (n=419)	
	Counts	%	Counts	%
Yes	32	18.08	49	11.69
No	145	81.92	370	88.31

**Question 91. What strategy did you use to engage any nonparticipating students while the classroom activity was conducted?**

*[If answered "yes" to question 90]*

	DC (n=32)		Non-DC (n=48)	
	Counts	%	Counts	%
Nonparticipating students also engaged in the classroom activity.	20	62.50	33	6.88
Nonparticipating students received an alternate assignment during the classroom activity.	7	21.88	5	1.04
Nonparticipating students were sent to an alternate location.	3	9.38	7	1.46
Other	2	6.25	3	0.63

**Question 92. How did this strategy work for students participating in the assigned performance task? [If answered “yes” to question 90]**

	DC (n=31)		Non-DC (n=48)	
	Counts	%	Counts	%
This strategy was very successful for students participating in the classroom activity.	8	25.81	15	31.25
This strategy was mostly successful for students participating in the classroom activity.	21	67.74	26	54.17
This strategy was unsuccessful for students participating in the classroom activity.	2	6.45	2	4.17
Other	0	0.00	5	10.42

**Question 94. Based on your observation during testing, what aspects of the online test format were most challenging to students?**

	DC												
	N	1 (Least Challenging)		2		3		4		5 (Most Challenging)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Using the hardware	181	68	37.57	54	29.83	38	20.99	13	7.18	6	3.31	2	1.10
Navigating within the testing system	181	24	13.26	54	29.83	48	26.52	36	19.89	18	9.94	1	0.55
Using the universal tools	181	11	6.08	30	16.57	63	34.81	51	28.18	22	12.15	4	2.21
Understanding the testing content	182	3	1.65	15	8.24	31	17.03	59	32.42	72	39.56	2	1.10
Logging In	181	56	30.94	44	24.31	48	26.52	21	11.60	11	6.08	1	0.55

**Question 94. Based on your observation during testing, what aspects of the online test format were most challenging to students?**

	Non-DC												
	N	1 (Least Challenging)		2		3		4		5 (Most Challenging)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Using the hardware	436	135	30.96	129	29.59	93	21.33	45	10.32	30	6.88	4	0.92
Navigating within the testing system	437	41	9.38	109	24.94	119	27.23	97	22.20	67	15.33	4	0.92
Using the universal tools	434	18	4.15	74	17.05	128	29.49	121	27.88	78	17.97	15	3.46
Understanding the testing content	436	11	2.52	38	8.72	70	16.06	115	26.38	196	44.95	6	1.38
Logging In	437	136	31.12	119	27.23	100	22.88	50	11.44	28	6.41	4	0.92

**Question 95. To what degree do the following statements agree with your observations?**

	DC												
	N	1 (Strongly Disagree)		2		3		4		5 (Strongly Agree)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Students naturally adapted to the new mode of testing	185	5	2.70	14	7.57	51	27.57	82	44.32	32	17.30	1	0.54
The instructions provided were effective	185	17	9.19	32	17.30	70	37.84	52	28.11	14	7.57	0	0.00
The testing interface was intuitive	185	12	6.49	30	16.22	81	43.78	47	25.41	10	5.41	5	2.70
Close proctoring helped students engage with the test	184	6	3.26	17	9.24	34	18.48	64	34.78	60	32.61	3	1.63
The test content was interesting	185	10	5.41	18	9.73	57	30.81	79	42.70	9	4.86	12	6.49

**Question 95. To what degree do the following statements agree with your observations?**

	Non-DC												
	N	1 (Strongly Disagree)		2		3		4		5 (Strongly Agree)		Not Observed	
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	Counts	%
Students naturally adapted to the new mode of testing	440	29	6.59	76	17.27	128	29.09	130	29.55	75	17.05	2	0.45
The instructions provided were effective	437	39	8.92	71	16.25	179	40.96	115	26.32	28	6.41	5	1.14
The testing interface was intuitive	438	49	11.19	93	21.23	173	39.50	92	21.00	13	2.97	18	4.11
Close proctoring helped students engage with the test	439	20	4.56	42	9.57	111	25.28	158	35.99	97	22.10	11	2.51
The test content was interesting	438	33	7.53	85	19.41	154	35.16	109	24.89	21	4.79	36	8.22

**Question 96. Is your school/LEA planning to provide increased access to students to experience computer-based testing?**

	DC (n=186)		Non-DC (n=437)	
	Counts	%	Counts	%
Yes	142	76.34	256	58.58
No	11	5.91	10	2.29
Unsure at this time	33	17.74	171	39.13

**Question 98. Which of the following activities is part of your LEA's plan for operational online testing in 2015? (Select all that apply)**

	DC (n=184)		Non-DC (n=107)	
	Counts	%	Counts	%
Purchase or lease additional computing devices	106	57.61	58	54.21
Increase Internet bandwidth	57	30.98	29	27.10
Increase network/infrastructure capacity	68	36.96	30	28.04
Add staffing	22	11.96	10	9.35
Provide additional training	117	63.59	42	39.25
Not yet determined	40	21.74	36	33.64

### **Current Classroom Teachers Survey Section**

**Question 100. Overall, how did your students react to the California Smarter Balanced Field Test experience? (Select one answer)**

	Non-DC (n=342)	
	Counts	%
Positively	110	32.16
Negatively	86	25.15
Indifferently	104	30.41
Other	42	12.28

**Question 102. Did your students use scratch paper? (Select one answer)**

	Non-DC (n=342)	
	Counts	%
Yes, all	36	10.53
Yes, many	133	38.89
Yes, a few	127	37.13
No	34	9.94
I didn't distribute scratch paper	12	3.51

**Question 103. During the past school year, how many hours of professional development related to technology did you complete, on average? (Select one answer)**

	Non-DC (n=340)	
	Counts	%
More than 20 hours	35	10.29
Between 12 and 20 hours	41	12.06
Between 4 and 12 hours	122	35.88
Less than 4 hours	142	41.76

**Question 104. Please rate yourself on the following questions about technology training and classroom use:**

	Overall											
	N	1 (Strongly Disagree)		2		3		4		5 (Strongly Agree)		
		Counts	%	Counts	%	Counts	%	Counts	%	Counts	%	
I have daily access to a classroom computer	340	13	3.82	5	1.47	8	2.35	20	5.88	294	86.47	
I am able to project the computer onto a screen for whole class instruction	339	26	7.67	5	1.47	11	3.24	22	6.49	275	81.12	
I use computer instruction on a daily basis	339	35	10.32	37	10.91	51	15.04	49	14.45	167	49.26	
I use computers at least once a week as part of classroom instruction	336	33	9.82	24	7.14	42	12.50	41	12.20	196	58.33	
I assign homework that requires the use of computers at least once a week	338	185	54.73	46	13.61	36	10.65	27	7.99	44	13.02	
My school site regularly holds staff development trainings for instructional technology	340	109	32.06	91	26.76	80	23.53	34	10.00	26	7.65	
I have administered computer based tests before	338	141	41.72	38	11.24	33	9.76	40	11.83	86	25.44	
I received school site training in preparation for the Administration of the Field Test	339	19	5.60	38	11.21	58	17.11	83	24.48	141	41.59	
I felt confident administering the Field Test Assessments	338	17	5.03	50	14.79	95	28.11	101	29.88	75	22.19	

**Question 105. During the past school year, how often did you use instructional technology with students for activities such as research, multimedia, simulations, data interpretation, communications, and collaboration? (Select one answer)**

	Non-DC (n=340)	
	Counts	%
Nearly every day	82	24.12
About once a week	115	33.82
About once a month	91	26.76
Rarely or never	52	15.29

**Question 106. What types of tests has your school administered via computing devices? (Select all that apply)**

	Non-DC (n=335)	
	Counts	%
None	125	37.31
District Benchmarks	90	26.87
Teacher classroom tests	102	30.45
Other	73	21.79

**Question 107. Did your students have prior experience in the classroom using the same types of computing devices they used to take the Field Test? (Select one answer)**

	Non-DC (n=339)	
	Counts	%
Yes, considerable experience in the classroom	88	25.96
Some experience in the classroom	172	50.74
No, students did not have prior experience in the classroom	79	23.30

**Question 108. To what extent do you believe this prior experience was helpful? (Select one answer) [If answer to #107 is "Yes or Some"]**

	Non-DC (n=313)	
	Counts	%
Very helpful	169	53.99
Somewhat helpful	117	37.38
Not at all helpful	27	8.63

### **General Survey Section**

**Question 109. Please identify your school type (Select one answer)**

	Non-DC (n=443)	
	Counts	%
High school	93	20.99
Middle school	71	16.03
Elementary school	207	46.73

Other	72	16.25
-------	----	-------

**Question 110. Which of these best describes your LEA? (Select one answer)**

	DC (n=423)		Non-DC (n=78)	
	Counts	%	Counts	%
Elementary district	145	34.28	16	20.51
Unified school district	129	30.50	45	57.69
High school district	18	4.26	5	6.41
Joint district	11	2.60	1	1.28
Independently testing charter school	97	22.93	8	10.26
Other	23	5.44	3	3.85

**Question 111. How do you think the Field Test experience helped you prepare for the new online operational assessment? (Select all that apply)**

	DC (n=422)		Non-DC (n=907)	
	Counts	%	Counts	%
Provided motivation to update/expand technology	251	59.48	476	52.48
Provided an opportunity to train staff	332	78.67	546	60.20
Increased comfort levels with the new online testing system	357	84.60	659	72.66
Brought the issues and considerations that were previously unknown to the surface	309	73.22	656	72.33
Other	16	3.79	29	3.20

**Question 112. Before the Field Test, how technologically ready did you think your LEA/school was? (Select one answer)**

	DC (n=422)		Non-DC (n=559)	
	Counts	%	Counts	%
Minimally ready	69	16.35	119	21.29
Somewhat ready	182	43.13	241	43.11
Ready	88	20.85	114	20.39
Significant level of readiness	51	12.09	69	12.34
High level of readiness	32	7.58	16	2.86

**Question 113. After the Field Test, how technologically ready do you think your LEA/school is for the operational test? (Note: For next year, each student will test in both ELA and mathematics, including a performance task for each of these two content areas.) (Select one answer)**

	DC (n=424)		Non-DC (n=560)	
	Counts	%	Counts	%
Minimally ready	15	3.54	51	9.11
Somewhat ready	122	28.77	167	29.82
Ready	162	38.21	197	35.18
Significant level of readiness	77	18.16	108	19.29



---

High level of readiness	48	11.32	37	6.61
-------------------------	----	-------	----	------

---

## Appendix D: Analysis of Common Responses to Open-Ended Questions of Post-Test Survey

### Notes:

Roles in which there was a response rate of fewer than five percent of respondents were marked as N/A and were not analyzed.

The counts and percentages represent rate of the “Other” open-ended option chosen for the question.

Gray shading indicates responses that reiterate the selected response options.

Responses in the “Common Responses” column can be verbatim and, if edited, were edited to correct spelling only.

### *Troubleshooting/Support Survey Section*

**Question 8. What processes did you use for troubleshooting (e.g., content or technical challenges that could deter test administration)? (Select all that apply.)**

	Counts	%	Common Responses	# Resp
DC	11	5.26	• District call center	1
			• Created troubleshooting materials	2
			• Had staff be on site during testing	3
Non-DC	16	12.31	• LEA provided support	5
			• Teacher assigned to supervise test	3
			• Created tiered level support structure	1

**Question 9. Which resources were most useful to help you find solutions and answers to Field Test administration challenges? (Select all that apply.)**

	Counts	%	Common Responses	# Resp
DC	18	8.61	• Onsite technical assistance	1
			• Communication w/ other districts	3
			• “Lessons from Week One” document	1
			• In-person trainings	1
			• District personnel	2
			• CalTAC phone support	4
Non-DC	79	19.95	• Created own materials	3
			• District support	20
			• Onsite staff support	11
			• Trial and Error	8
			• Site Test Coordinator	10
			• District Test Coordinator	13
			• Communication with other districts	1

**Question 10. What would you find helpful to have for troubleshooting? (Select all that apply.)**

	<b>Counts</b>	<b>%</b>	<b>Common Responses</b>	<b># Resp</b>
<b>DC</b>	44	22.00	• Increased phone access to CaITAC	17
			• Local admin have ability to reset passwords for individual users	1
			• More communication with CaITAC about what they have learned	1
			• More knowledgeable CaITAC	4
			• On site tech assistance	2
			• Live chat	1
			• Condensed reference material	3
			• Continued updates like “Lessons from Week One” document	1
			• Earlier distribution of testing materials	1
			• Listing of issues faced by other LEAs	2
			• Searchable documents	1
			• Separate phone line for DC	3
			• Email responses	1
			• In person training	1
			<b>Non-DC</b>	54
• Better CaITAC support	3			
• Point-of-contact/in-person help	16			
• Access to phone line/e-mail/live chat support	11			
• Simpler interface	1			
• Earlier distribution of materials	1			
• Website with FAQ	2			
• Pop up windows	1			
• Database of common problems and solutions	1			

### Information, Tools, and Resources Survey Section

**Question 18. How were you made aware of the information, tools, and resources that were available for the Field Test ? (Select all that apply.)**

	Counts	%	Common Responses	# Resp
DC	9	5.42	• FAQ	1
			• Multiple e-mails from different sources	5
			• Other LEA Coordinators	2
Non-DC	17	5.78	• District e-mail	3
			• District Coordinator	1
			• District training	5
			• From site admin	2
			• CEPTA conference	1
			• From other teachers	1

**Question 19. How timely were the information, tools, and resources you had at your disposal to inform and train staff?**

	Counts	%	Common Responses	# Resp
DC	12	7.27	• Information was updated too often	1
			• Resources came after testing started	2
			• Too many e-mails diluted information	1
			• Needed more time to read and process materials	2
			• Some resources were received on time, some weren't	3
Non-DC	14	4.79	• Insufficient time to review materials before testing started	4
			• Some on time and some not on time	2
			• Received on time, but had unforeseen complications	3
			• Many updates came late	1
			• Received too early	1

**Question 20. How helpful were each of the following tools/resources?**

- Common responses of the open-ended question (i.e. "If you marked "Other" in the previous question, please specify) linked to this matrix question were analyzed.
- Responses were looked at first by role, then by rating. If rating had more 5% response, all responses were analyzed.

	Rating	Counts	%	Common Responses	# Resp
DC	1	N/A	N/A	N/A	N/A
	2	N/A	N/A	N/A	N/A
	3	2	5.13	• Manuals	1
	4	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A

	Rating	Counts	%	Common Responses	# Resp
Non-DC	1	3	3.03	• District personnel	1
	2	2	2.02	• Late arrival of Chromebooks made for no practice time	1
				• Too many e-mails from too many different sources	1
	3	2	2.02	• Training facilitated by site coordinator	1
				• LEA Materials	1
	4	6	6.06	• Universal Tools webcast	1
				• Technology	1
				• CEPTA Discussions	1
	5	9	9.09	• District facilitated training & materials	6
				• School created materials	1
• Site administrator				1	
			• Communication w/ other schools	1	

### Technology Survey Section

**Question 25. How did your LEA use your available computing devices prior to the Field Test, for activities unrelated to the Field Test (Select all that apply.)**

	Counts	%	Common Responses	# Resp
Non-DC	18	11.46	• Learning programs for students	5
			• Computer Lab	3
			• Practicing for the Field Test	2
			• Devices used only for Field Test	4
			• Speech and Language Services	1

**Question 26. To what degree did the Field Test administration interfere with your weekly use of computing devices? (Select all that apply.)**

	Counts	%	Common Responses	# Resp
Non-DC	13	8.28	• Computer lab unavailable for instruction	4
			• Computer lab unavailable for 4+ weeks	3
			• No effect	3
			• Teachers unable to access computers	1

**Question 37. What physical space did you use at your site to administer the Field Test? (Select all that apply.)**

	Counts	%	Common Responses	# Resp
Non-DC	12	3.61	• University/College Lab/Library	2
			• Other work space	4
			• Multipurpose room	3

**Question 40. What were the specific challenges, if any, that you had with these computing devices? (Select all that apply)**

	Counts	%	Common Responses	# Resp			
DC	15	12.30	• Students were dropped/logged off	3			
			• Accommodations wouldn't work	2			
			• Secure Test App didn't work	1			
			• Older devices didn't work	1			
			• SBAC app didn't work on Chromebook	1			
			• Sporadic internet connection	3			
			• Secure Browser didn't work for iPad	1			
			• New computers received too late	1			
			• Once choosing incorrect test, locked into it	1			
			• iTunes auto update interrupted SBAC app	1			
			• Dragging, sorting, selecting not working	1			
			Non-DC	46	18.55	• Volume issues	6
						• Auto updates interrupted testing	4
• Devices did not work	7						
• Login issues	7						
• Aspects of test (i.e. answer boxes, test questions, etc.) did not appear properly	5						
• Accommodations did not work	3						
• Connectivity issues	7						
• Wrong test appeared	1						

**Scheduling Survey Section**

**Question 50. Which approach(es) to scheduling did you use at your LEA/school? (Select all that apply.)**

	Counts	%	Common Responses	# Resp
DC	72	33.80	• One school site per week	4
			• Varied by school	12
			• Testing in morning & afternoon	5
			• Block scheduling	4
			• One grade per week	15
Non-DC	112	31.20	• One grade per week	39
			• Varied by school	2
			• Tested during specific subject period	6
			• Tested ELA/Math in separate sittings	9
			• Multiple grades per day	10
			• Testing in morning and afternoon	9
			• Testing two grades per day	1
			• All testing in 2+ weeks	6
• Used three consecutive days to test	1			

**Question 52. What were your LEA's major issues and/or challenges related to scheduling students for testing? (Select all that apply.)**

	Counts	%	Common Responses	# Resp
DC	50	23.70	• Not enough devices/facilities to fit testing window	12
			• Downtime for Smarter Balanced	3
			• Student absences/makeups	5
			• Holidays affected testing window	2
			• Connectivity issues	4
			• Students took longer than expected	2
			• Students took less time than expected	2
			• Overlap with AP testing schedule	3
			• Loss of instructional time	4
			Non-DC	36
• Student absences/makeup	2			
• Not enough devices/facilities to fit testing window	9			
• Connectivity	1			
• Fitting block scheduling	2			
• Holidays affected testing window	2			
• Downtime for system affected testing window	2			
• Loss of instructional time	2			
• Accessing accommodations	1			
• Login issues affected schedule	1			
• Power outages	1			
• Other technical difficulties	1			

**Question 53. How did you accommodate students who did not test or finished early? (Select all that apply.)**

	Counts	%	Common Responses	# Resp
Non-DC	38	10.73	• Had students engage in silent activity	10
			• Students sent back to class	8
			• Sent students home	2
			• Those not testing were absent	2
			• Unfinished students sent to separate location	5

### ***Universal Tools, Designated Supports, and Accommodations Survey Section***

**Question 58. What procedures did you use to identify students who needed designated supports? (Select all that apply)**

	Counts	%	Common Responses	# Resp
DC	26	11.93	• Resource teacher	1
			• Individually because of our small size	1
			• Supports were for Special Ed, IEP, 504, or ELL identified students; special education staff involved	6
			• Very few designated supports were used	1
			• SIS pulled student record	1
Non-DC	9	5.59	• District Coordinator set it up	2
			• Scores	1
			• Supports were for Special Ed, IEP, 504, or ELL identified students; special education staff involved	3
			• SIS pulled student record	1

**Question 59. Who was responsible for loading student test settings in TIDE?**

	Counts	%	Common Responses	# Resp
DC	17	7.69	• LEA and school are single entity	2
			• LEA made bulk upload and schools were responsible for tweaking it	5
			• DC uploaded it themselves	3
Non-DC	13	7.93	• LEA and school are single entity	3
			• School psychologist	1
			• Principal	1
			• Resource Specialist	1
			• Unknown	2

**Question 60. How did you ascertain if assigned designated supports and accommodations were delivered to students?**

	Counts	%	Common Responses	# Resp
DC	18	8.29	• Designated supports didn't arrive	2
			• Special Ed teachers	1
			• Spot checking throughout testing window	1



	Counts	%	Common Responses	# Resp
<b>Non-DC</b>	37	13.60	• Special Ed teachers	4
			• Accommodations such as text to speech did not function properly	1
			• Told there were no accommodations for field test	2
			• Resource specialist	3
			• Designated supports and accommodations not delivered	1
			• In-person survey	1
			• IEPs	2
			• Teachers checked with student while testing	4

**Question 61. What issues, if any, did you have with assigning and/or implementing designated supports and accommodations for students?**

	Counts	%	Common Responses	# Resp
<b>DC</b>	30	13.95	• Discrepancy between options listed in manual and options available in system	3
			• Students with IEPs who had physical issues with hand movements (needing occupational therapy) had some difficulty in dropping an answer close to the field	1
			• Vague descriptors made it difficult to ascertain which supports a student really needed	2
			• Supports unnecessary/ hurt more than they helped	2
			• Not all supports available	2
<b>Non-DC</b>	36	13.48	• Students couldn't read from computer screen	1
			• Text-to-speech function didn't work	1
			• Did not use accommodations	4
			• Not enough languages in the bilingual glossary	1
			• Addition and subtraction tool only goes horizontally but most students learn vertically	1
			• Vague descriptors made it difficult to ascertain which supports a student really needed	1
			• Not enough personnel for read-loud/scribe	2
			• Needed more training	1
• Closed Captioning didn't work	1			

**CALPADS/TIDE Survey Section**

**Question 64. What, if any, were your major problems related to using CALPADS data to populate TIDE (i.e., student registration system)? (Select all that apply)**

	Counts	%	Common Responses	# Resp
<b>DC</b>	43	31.39	• No issue	16
			• Discrepancy on grade levels listed in CALPADS and the student's actual grade	2
			• Lengthy process	3
			• Resolving concurrent enrollments in CALPADS	1
			• Delay of entering a new student	2
<b>Non-DC</b>	27	33.33	• No issue	13
			• Delay for entering a new student	3
			• Length of time it took CalTAC to answer a question	1
			• CALPADS went offline due to capacity issue briefly	1
			• New students appear in old school in TIDE	1
			• Special Ed. Students did not migrate properly	1
			• Students not enrolled in school appear on TIDE	1
			• Difficulty with TIDE student export limits	1
			• Interface not user friendly	1

**Question 65. What, if any, were your major problems related to TIDE?**

	Counts	%	Common Responses	# Resp
<b>DC</b>	26	14.86	• No issue	7
			• Few students incorrectly entered into TIDE	1
			• Password issues	10
			• Site Coordinator access issues	1
			• Would like to see students in alphabetical order	1
			• Uploading student test settings time consuming	1
			• Accommodations inconsistent depending on method of upload (1)	
			• Using first name only is confusing	1

	Counts	%	Common Responses	# Resp
Non-DC	14	15.05	• No issue	7
			• No feedback appears on system to indicate if support has been accepted	1
			• Temporary password expiration issues	1
			• Inability to change minor data fields on-the-fly	1
			• Screens freeze/test session disappears after a student logs out	1

### Field Test Format Survey Section

**Question 90. What strategy did you use to engage any nonparticipating students while the classroom activity was conducted?**

	Counts	%	Common Responses	# Resp
DC	N/A	N/A	N/A	N/A
Non-DC	3	0.63	• TA was unaware of who would participate in performance task	1

**Question 91. How did this strategy work for students participating in the assigned performance task?**

	Counts	%	Common Responses	# Resp
DC	N/A	N/A	N/A	N/A
Non-DC	5	10.42	• I cannot assess how successful the classroom activity strategy was	1
			• Two different combination classes with two different performance tasks	1
			• Special Day Class, grades 4-6 classroom, as well as General Ed., grade 4-5 classroom	1
			• Students were inconsistent	1

### **Current Classroom Teachers Survey Section**

**Question 96. Overall, how did your students react to the California Smarter Balanced Field Test experience?**

	Counts	%	Common Responses	# Resp
Non-DC	42	12.28	• Students had mixed reactions	18
			• Students reacted with anxiety	6
			• Students found the test hard	10

### **General Survey Section**

**Question 105. Please identify your school type (Select one answer.)**

	Counts	%	Common Responses	# Resp
Non-DC	72	16.25	• K–12	24
			• Charter School	8
			• 6–12	2
			• NPS	3
			• District office	6
			• K–8	17
			• Home/Hospital Instruction	3
			• Special education school	2
			• 7–12	7
			• Independent Study	5
			• Continuation High School	6

**Question 106. Which of these best describes your LEA? (Select one answer.)**

	Counts	%	Common Responses	# Resp
DC	23	5.44	• K–8 LEA	6
			• County Office of Education	9
			• Joint Unified School District	2
			• K–12 Charter	3
			• California Education Authority	1
			• Juvenile Court/Community School	1
Non-DC	N/A	N/A	N/A	

---

## Appendix E: Post-Test Survey Response Analysis—Qualitative Analyses Results of Open-ended Questions

### Question (Q) 7: Do you have any additional feedback on the topic of training, including suggestions for improvements in training?

#### *Responses from DCs (n= 114)*

##### **Positive Comments:**

Most of the DCs' comments focused on areas that need improvement. However, eight DCs offered the following positive feedback.

- Two DCs felt the modules were helpful.
- Two DCs commented that the February training was very good.
- One DC thought the material was “great,” although late in coming.
- One DC liked the newsflashes.
- One DC said the TAM provided good information for the DCs and SCs.
- One DC said that the “jobaid how to create a test session” was helpful.

##### **Areas That Need Improvement:**

The two most frequent comments related to when training materials were made available and the *volume* of information that was provided.

###### *1. The timing of training materials*

37 DCs reported that training materials were made available too late, leaving too little time for people to be thoroughly trained or to practice. Some reported they received revisions to training material after they had already held trainings or even after testing had begun.

Three DCs acknowledged that the lateness of the training materials was likely the result of initial year “start-up” issues and may not be a problem next year.

###### *2. The amount of information*

34 DCs commented on the amount and organization of information that was provided. Almost all said that the manuals were too numerous, long, and difficult to follow, making it difficult to locate and convey relevant information. Many said the amount of information provided in the materials was overwhelming to busy teachers.

Four DCs suggested creating concise “cheat sheets” with step-by-step instructions and/or best practices clearly listed.

Six DCs suggested creating training materials (e.g., videos) tailored to the needs of specific roles to avoid people having to sit through information that was not relevant to what they needed to do.

### 3. *Training on designated supports, universal tools, and accommodations*

Eleven DCs suggested that more and better training was needed on universal tools, designated supports, and accommodations.

DCs variously reported that the manual on this topic was too long or information was scattered in too many places.

Suggestions for improvement included creating a video training or a guide for determining who should receive supports.

#### **Responses from Non-DCs (n=116)**

##### **Positive Comments:**

Four non-DCs had positive comments. One specifically mentioned the value of the Webinars and another praised the SBAC video.

##### **The Timing of Training Materials:**

Nine non-DCs commented on the lateness of the training materials. This seemed to be a less pressing issue for non-DCs than for the DCs.

##### **The Amount of Information:**

Twenty-one non-DCs had comments similar to those of the DCs regarding the overwhelming amount of information they received and the need for more concise and user-friendly manuals and directions.

##### **Quality of Training Resources and Materials**

Thirty-seven non-DCs commented on the quality or format of the training or offered suggestions for how to improve quality.

Of these, eight said the trainings were confusing, lacked clarity, or did not adequately prepare them; four reported that modules or videos were not engaging or were repetitive; and four said the training materials were not consistent with the actual testing environment or interface.

Six respondents requested more hands-on training.

## **Q 16: Do you have any additional feedback on the topic of troubleshooting/support?**

#### **Responses from DCs (n=70)**

70 DCs provided open-ended comments, most of which were related to two broad topics: accessibility and the helpfulness of support.

##### **Accessibility of CalTAC—The Direct Line**

Nineteen DCs commented on the dedicated phone line. Most (13) reported that the addition of a dedicated phone line for LEAs to reach CalTAC technical support greatly reduced wait time and improved access.

Nine LEAs felt channeling direct access to CalTAC through the LEA was not always efficient and that it would be helpful if school site staff (e.g., Site Coordinators, Test Administrators) had direct access to CalTAC technical support.

## **Overall Helpfulness of CalTAC in Resolving Technology Problems**

Nine DCs reported that, overall, the technical support they received from CalTAC was very helpful.

Almost twice as many (16) DCs reported that responses from CalTAC staff were not always helpful. They commented that the information they received was not consistent from person to person, phone staff were not as well informed as they should have been, and technical issues remained unresolved.

### **DCs' Suggestions**

DC respondents made the following suggestions for improvement.

- Four said communicating “known problems” on an ongoing basis would be helpful and would reduce stress.
- Five said local site staff should have the ability to reset teacher passwords; the centralized system was overly time-consuming.
- Three suggested providing more concise, simple-to-use manuals and directions would be helpful.

### **Responses from Non DCs (n=40)**

Forty non-DCs provided open-ended responses. Four respondents were very positive about the support they received from CalTAC. Five wrote that communicating “known problems” on an ongoing basis would be helpful and would reduce stress. Four reported specific technology-related problems, such as students being locked out of the test even though they had not finished.

Four wrote that having direct access to technology support—either on the phone or through online chat—would be helpful, especially during testing times. And finally, three individuals mentioned that resetting teachers’ passwords was time-consuming and cumbersome.

## **Q 21: What other tools/resources did you find helpful in performing your duties?**

### **Responses from DCs (n=57)**

Fifty-seven DCs responded to this question. CalTAC resources were mentioned by nearly half of the DCs (n=24). Specifically mentioned were: videos, training materials, and Webcasts (n=8); the phone support (n=5); and the manuals (n=7), although some respondents remarked the manuals were too long and complicated, were cumbersome, and arrived late.

Eleven DCs felt talking with colleagues with similar roles on the project was helpful.

Self- or locally created materials, such as simplified directions, guides, and training materials were cited as being helpful by nine DCs.

### **Responses from Non-DCs (n=67)**

Sixty-seven non-DCs responded to this question. Ten were coded “not applicable (N/A)” because the responses were not relevant to the question, were unclear, or the respondent reported using no additional resources. (Although some responses were coded N/A in all of the open-

ended questions reviewed, the number for this group/question was larger than for other groups/questions.)

CalTAC resources were the most frequently mentioned. They include the following:

- The training and support they received from their LEA or from unspecified district-level staff or resources ( $n=12$ )
- Support from the Site Coordinators ( $n=8$ )
- Training materials (generated by CalTAC?) such as videos and presentations ( $n=6$ )

In addition to CalTAC resources, the following tools/resources were mentioned:

- Consulting with colleagues with similar roles ( $n=8$ )
- Locally created materials ( $n=6$ ), such as simplified directions, guides, and training materials; some were created by the LEA or the Site Coordinator (e.g., cheat sheets, simplified manuals)

### **Q 41a: What procedures or processes were most effective (in determining your LEA's technology readiness)?**

#### ***Responses from DCs (n=68)***

Sixty-eight DC respondents wrote open-ended comments.

The most frequently mentioned procedures and processes were the following.

- Twenty DCs reported that using Practice Tests or run-throughs was the most effective procedure for determining technology readiness. The few DCs who provided additional details suggested that practice run-throughs were used to identify bugs and glitches in the browser, logon, and other aspects of the testing system, as well as to test bandwidth and the capacity of their overall technology infrastructure.
- Fifteen DCs specifically mentioned that testing their devices (e.g., computers or tablets), overall technology infrastructure, and/or their bandwidth was most effective
- Five identified the Technology Readiness Tool or online sites as the most effective process (although they did not specify how they used the tool or the online sites).
- Five DCs said having technical support staff (e.g., technology liaisons, TAs) at their sites was most effective. One specifically mentioned the value of having technical support staff install browsers; another mentioned that technical staff helped them establish testing schedules.

#### ***Responses from Non-DCs (n=52)***

Fifty-two non-DCs wrote open-ended comments. The most frequently mentioned procedures and processes were the following.

- Sixteen reported that using Practice Tests or run-throughs was the most effective procedure for determining technology readiness.
- Nine specifically mentioned testing their devices (e.g., computers or tablets), overall technology infrastructure, and/or their bandwidth was most effective .



- Nine identified the Technology Readiness Tool as most effective.

## **Q 42a: What procedures or processes were most effective (in determining the technology readiness at the school site)?**

### ***Responses from SCs (n=176)***

The most frequently mentioned procedures and processes were given as most effective. Sixty-six individuals cited the Practice Tests or run-throughs as the most effective procedure. Some said the Practice Tests were used to troubleshoot bandwidth or other network issues; 27 individuals specifically mentioned Practice Tests in terms of their effectiveness in familiarizing students and/or teachers with the devices (computers, tablets), the logon process, and the test itself.

Seventeen SCs mentioned testing their overall technology infrastructure and/or bandwidth and, to a lesser extent, the devices (e.g., computers or tablets). Twelve mentioned trainings for teachers who would administer the test as most effective.

Eleven SCs wrote that onsite support from tech-savvy staff was most effective. Five of these individuals referred specifically to the value of having such support during the actual Field Test to troubleshoot and resolve any technology problems that arose. Four individuals specifically mentioned the tech coordinator as a valuable resource and two said having LEA technology staff come to the schools to deal with technology issues was most effective.

Seven SCs mentioned setting up early, e.g., loading the secure browsers in advance, setting up the computers and tablets beforehand as being the most effective procedure.

Eight SCs reported that nothing was helpful. About half referred to the fact it was difficult to prepare students to deal with the computer-based test, and the others referred specifically to ongoing local network or bandwidth problems.

## **Q 55: Please share any methods or tools you used that you believe contributed to a positive testing experience.**

### ***Responses from DCs (n=88)***

Eighty-eight DCs responded to this question. The responses clustered into two major categories—the school (including the staff and the technology) being ready for the testing sessions and student preparedness for the test.

#### **Readiness of Staff**

Most DCs focused on the testing experience from the perspective of their school and staff.

Thirty-one DCs indicated preparation and planning prior to testing resulted in a positive experience for their staff. Examples included using the Practice Test as preparation for the staff as well as the students, training the teachers on the process and/or having them observe a session before they took the lead. DCs also mentioned full communication about the process and engaging some key staff early was helpful.

Fourteen DCs noted they assigned extra staff to the testing rooms or labs to assist with logons or other questions, which allowed things to run more smoothly; five DCs specifically noted

having a centralized “help desk” or dedicated contact person on the technical side for support was important. However, two DCs noted that providing additional staff support might not be possible during actual testing.

Twelve DCs either provided a set schedule to their schools or provided a template schedule to ensure efficient scheduling and timing. Conversely, six DCs suggested allowing schools flexibility in scheduling and/or the ability to extend the testing window was a benefit. Three DCs specifically mentioned that having staggered start times helped in terms of resources and support.

Six DCs also mentioned specific technology issues that made the testing go smoothly, such as having a dedicated computer lab for testing all students or having enough devices available for testing.

### **Student Preparedness**

Some DC respondents focused on the student testing experience. For example, 14 DCs mentioned their students took the Practice Test, which made the students more comfortable with the process overall. A few DCs also indicated their students had general familiarity with computer-delivered assessments and technology.

Six DCs noted that understanding the Field Test was a practice test allowed all parties—the teachers, the staff, and especially the students—a reduced amount of stress from the experience. And two DCs indicated they rewarded the participating students (e.g., ear buds with the school logo or a raffle for a gift card).

### **Responses from Non-DCs (n=115)**

One hundred fifteen non-DCs responded to this question. The non-DC responses clustered into the same two major categories—the school (including the staff and the technology) being ready for the testing sessions and also student preparedness for the test. However, the non-DCs focused on the student experience more than the DCs did. Also, the non-DCs had comments that relayed some negative experiences along with the positive.

### **Readiness of Staff**

Most DCs focused on the testing experience from the perspective of their school and staff. For example, 19 non-DC respondents indicated preparation and planning prior to testing. They referenced previewing the process, prior training in the system, and support and coordination within their school as positives.

Twenty-one non-DCs appreciated that extra staff were assigned to the testing rooms or labs to assist with logons or other questions. Seven non-DCs noted that testing in a central area or having enough technology was helpful.

Fifteen non-DCs felt flexibility—in terms of scheduling and timing of tests—was a benefit. Some noted that having the flexibility to release students who had completed the test, or allowing students needing extra time to have it, was also a benefit.

### **Student Preparedness**

Non-DCs focused on the student testing experience more than the DCs did. The most mentioned response for the non-DCs was the way having the students take the Practice Test led to the students’ testing experience being positive, with 35 indicating this in their response.

Non-DCs also mentioned the lack of pressure because the Field Test was a practice test situation; but a more common answer was because they ensured the attitude during the testing was positive and exhibited calm in the face of any issues that arose—this was mentioned by 12 non-DCs in various ways.

### **Q 97: Is your school planning to provide increased access to students to experience computer-based tests?**

**Open-ended Q 93: Please use this space below to explain your school/LEA's response to previous question, if needed.**

#### ***Responses from DCs (n=84)***

##### **Comments from Those Who Answered “Yes”**

Seventy-three DCs who answered “yes” added comments. Many of their comments related to increasing access to and practice using computers, such as the following:

- Sixteen said they planned or already have purchased more computers or tablets—or plan to do so,
- Ten said they planned to increase instruction in keyboarding and other computer skills, and
- Seven said they planned to increase students’ use of computers/tablets in the classroom and/or incorporate computer use throughout the curriculum.

The comments of 35 of the DCs who answered “yes” related directly to the issue of increased use of computer-based or online tests. Most of the comments stated that the DCs planned to move more of their testing throughout the year—interim, benchmark, formative—to computer-based or online formats.

Most DCs said they would be moving to more online testing for both summative (benchmark) and formative testing. Seven specifically mentioned they were planning benchmark testing online. A few mentioned specific tests they were using: Measures of Academic Progress (MAP), the diagnostic online reading assessment (DORA), and Northwest Evaluation Association (NWEA).

Six said they planned to use Smarter Balanced interim assessments when they are available and four said they were going to align their assessments with Smarter (e.g., Smarter-like tools, questions, and procedures).

##### **Comments from Those Who Answered “No” to the Previous Question**

Four DCs who answered “no” to the previous question added comments. Of these, three said they currently have sufficient access and one said he or she did not need additional technology.

One also said he or she would rather assess student learning through “authentic performance tasks using Bloom’s taxonomy.”

##### **Comments from Those Who Answered “Unsure at This Time” to the Previous Question.**

Seven DCs who checked “unsure at this time” to the previous question added comments. Of these, three did not want to take away from instructional time to learn/practice computer skills or computer-based testing; , two pointed to the fact their current technology capacity was very

limited; and, of the other two DCs, one was still deciding and the other said it was up to individual principals until they hired a technology director.

### ***Responses from Non-DCs (n=115)***

One hundred fifteen non-DCs added comments to the previous question.

#### **Comments from Those Who Answered “Yes” to the Previous Question**

Eighty-six non-DC respondents who answered “yes” to the previous question added comments. Fifteen said they planned on buying new computers/tablets or otherwise upgrade their technology, 16 said they planned to increase instruction in keyboarding and other computer skills, and 11 said they planned to increase students’ use of computers/tablets in the classroom and/or incorporate computer use throughout the curriculum.

The comments of 37 of the non-DCs who answered “yes” directly addressed the issue of increased use of computer-based or online tests. As was the case with the DCs, most of these individuals said they planned to move more of their testing throughout the year—interim, benchmark, formative—to computer-based or online formats. Three said they planned to use Smarter Balanced interim assessments when they are available, and five said they were going to align their assessments with Smarter Balanced.

#### **Comments from Those Who Answered “No” to the Previous Question**

Four non-DCs who answered “no” to the previous question added comments. Of these, three said they currently have sufficient access and one said he or she did not have the staff or technological capacity to do so.

#### **Comments from Those Who Answered “Unsure at This Time” to the Previous Question.**

Twenty-five non-DC respondents who checked “unsure at this time” to the previous question added comments. The most frequently given explanations were the following:

- Nine said they lack the necessary resources (technology, computer lab time/space),
- Three indicated they hoped to do so, and
- Four indicated they did not want to increase time devoted to practicing computer-based testing.

### **Question 114 and 115: What are the top three lessons you think your LEA/school learned from the Field Test?**

The number of discrete lessons learned that respondents provided ranged from one to three. The counts reported in this subsection represent the number of times any given lesson was mentioned by a DC or a non-DC. Because of the large number of non-DCs responding to this question, a random sample of 150 were selected for analysis.

Participant responses can be grouped into the following broad categories: preparation, scheduling, technology, support for school staff, and accommodations and designated supports.

#### ***Findings for the DCs n=305***

A total of 305 DCs responded to the open-ended question.

## Preparation

The respondents emphasized the importance of **early** planning and preparation for both students and teachers/test administrators

### 1. *The importance of preparing students*

Sixty-seven DC respondents remarked that students should have ample opportunities to take the Practice Tests as well as practice with computer-based tests in general so they can become familiar with the new testing format, tools and question types. Sixty-six DCs wrote that, to prepare students for the new types of tests, schools should put more emphasis on developing students' computer skills—such as keyboarding and technological literacy by integrating computers and technology—throughout the curriculum and throughout the school year.

### 2. *The importance of preparing teachers and other staff*

Thirty-one DC respondents commented that is valuable for teachers to work with the Practice Tests. Sixty-three emphasized the importance of early and adequate training for teachers, test administrators (TAs), and other school staff. Those who specified the type of training that is needed mentioned the following:

- Training on the use of the testing devices (e.g., iPads, Chromebooks)
- Training in technology and computer literacy more generally
- Training on the test administration (e.g., how to respond to student questions)

## Scheduling

Scheduling was viewed by many DCs (79) as challenging, and coming up with a good scheduling plan was considered vital to the success of the Field Test. Several respondents remarked that a successful schedule bears the following characteristics:

- Is flexible enough to respond to the unforeseen;
- Includes time for make-up sessions;
- Avoids overloading the school's available bandwidth (e.g., schools should consider staggered testing);
- Maximizes test administrators' access to tech support;
- Takes into consideration students' focus and fatigue (e.g., school should consider scheduling morning rather than afternoon sessions); and
- Sets aside enough time for all students to finish.

## Technology

### 1. *Infrastructure*

As a result of their experience, 56 DCs said they realized that they needed to update, expand and improve the technological infrastructure of the schools/district, with the need to increase bandwidth was mentioned most often.

### 2. *Hardware*

Forty-two DCs said they learned that the schools needed to have more computers and/or devices on hand for testing. DCs who specified said that Chromebooks worked better than iPads.

**Support for School Staff**

22 DCs felt that providing site-based support for school staff is important. In particular, test administrators/teachers should have access to hands-on, onsite tech support during testing to resolve any issues that emerge, and there needs to be a sufficient number of proctors in the room during testing

**Accommodations and Designated Supports**

Twenty-two DCs commented on the need for better understanding of, planning for, and training on the availability and use of accommodations and designated supports, as well as the need to develop a process for identifying eligible students.

***Findings for the Non-DCs (n= 150)***

The lessons learned cited by the non-DC group mirrored those cited by the DCs in terms of the issues that were identified.

However, in the sample that was analyzed, a greater proportion of non-DCs (19, or about 13 percent of non-DCs vs. 11, or about 3 percent of DCs) drew lessons about instructional practices from their experience with the test: several said that, to meet the demands of the new tests and standards, it would be necessary to make classroom instruction more rigorous.