

West Virginia General Summative Assessment

2021–2022

Volume 6 Score Interpretation Guide



West Virginia DEPARTMENT OF
EDUCATION

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1. WEST VIRGINIA SCORE REPORTS

In spring 2022, the West Virginia General Summative Assessment (WVGSA) included tests in grades 3–8 English language arts (ELA), grades 3–8 mathematics, and grades 5 and 8 science.

The purpose of the Score Interpretation Guide is to document the features of the West Virginia Centralized Reporting System (CRS), which is designed to assist stakeholders in reviewing and downloading the test results and in understanding and appropriately using the results of the state assessments. Additionally, this volume describes the score types reported for the spring 2022 assessments, the features of the score report, and the appropriate uses and inferences that can be drawn from those score types.

1.1 OVERVIEW OF WEST VIRGINIA’S SCORE REPORTS

WVGSA ELA, mathematics, and science assessments were administered in spring 2022. Test scores from each spring 2022 assessment were provided to districts and schools through the CRS starting on May 2, 2022. The CRS (accessible at <https://wv.reporting.cambiumast.com/>) is a web-based application that provides access to the WVGSA results at various appropriate levels. The availability of test results to any given user is based on a user’s role, as summarized in Volume 5, Appendix I. There are four basic levels of user roles: district level, school level, teacher level, and roster level. Each user is granted drill-down access to reports in the system on the basis of his or her assigned user role. This means that teachers can access data only for their rosters of students, schools can access data only for the students in their school, while districts can access data for all of the schools and students in the district.

Users have the following levels of system access:

- **State Users.** These users have access to all data at the state, district, school, teacher, and student levels.
- **District Administrators (DAs) and District Test Coordinators (DCs).** These users have access to all data for their district and the schools and students in their district.
- **School Test Coordinators (SCs).** These users have access to all data for their school and the students in their school.
- **Teachers (TEs) and ELPA Administrators (EAs) Users.** These users have access to all aggregated data for their rosters and the students within their rosters.

Access to the reports is password protected, and users are able to access data at their assigned level and below. For example, an SC user could access the school report of students for his or her school, but not for another school.

1.2 OVERALL SCORES AND REPORTING CATEGORIES

Each student receives a single scale score for each subject tested if there is a valid score to report. A student’s score is based only on the operational items on the assessment. A scale score is used to describe how well a student performed on a test and can be interpreted as an estimate of the student’s knowledge and skills measured. The scale score is transformed from a theta score, which is estimated

based on mathematical models. Low scale scores can be interpreted as an indication that the student does not possess sufficient knowledge and skills as measured by the test. Conversely, high scale scores can be interpreted as an indication that the student has proficient knowledge and skills as measured by the test. Interpretation of scale scores is more meaningful when the scale scores are used in conjunction with achievement levels and Achievement-Level Descriptors (ALDs).

Students will receive an overall achievement level that is based on their scale scores and represents their level of proficiency. For the WVGSA, scale scores are mapped onto the following four achievement levels:

1. *Does Not Meet Standard*
2. *Partially Meets Standard*
3. *Meets Standard*
4. *Exceeds Standard*

ALDs are a description of content area, knowledge, and skills that students at each achievement level are expected to possess. Thus, achievement levels can be interpreted based on ALDs. Generally, students performing on the WVGSA at Levels 3 and 4 are considered on track to demonstrate progress toward mastery of the knowledge and skills necessary for college and career readiness.

In addition to an overall score, students will receive reporting category scores. Reporting categories represent distinct groups of knowledge within each grade and subject. For the WVGSA, student performance on each reporting category is reported as one of three achievement levels:

1. *Below Mastery*
2. *At/Near Mastery*
3. *Above Mastery*

Unlike the achievement levels for the overall test, student performance on each of the reporting categories is evaluated with respect to the *Meets Standard* achievement standard. Student performance at either *Below Mastery* or *Above Mastery* can be interpreted as student performance clearly below or above the *Meets Standard* cut score for a specific reporting category. Student performance at *At/Near Mastery* can be interpreted as student performance that does not provide enough information to tell whether students reached the *Meets Standard* mark for the specific reporting category.

Table 1, Table 2, and Table 3 display the reporting categories for ELA and mathematics, as well as the reporting disciplines for science, by grade and subject.

Table 1: Reporting Categories for ELA

Grade	Reporting Category
3–8	<ol style="list-style-type: none"> 1. Reading Literary Text 2. Reading Informational Text 3. Writing and Language

Table 2: Reporting Categories for Mathematics

Grade	Reporting Category
3–5	<ol style="list-style-type: none"> 1. Operations and Algebraic Thinking 2. Number and Operations in Base Ten & Fractions 3. Measurement, Data, and Geometry 4. Modeling and Problem Solving 5. Use Mathematical Reasoning
6	<ol style="list-style-type: none"> 1. Ratios and Proportional Relationships and Number Systems 2. Expressions and Equations 3. Geometry & Statistics and Probability 4. Modeling and Problem Solving 5. Use Mathematical Reasoning
7	<ol style="list-style-type: none"> 1. Ratios and Proportional Relationships and Number Systems 2. Expressions and Equations 3. Geometry 4. Statistics and Probability 5. Modeling and Problem Solving 6. Use Mathematical Reasoning
8	<ol style="list-style-type: none"> 1. Expressions and Equations and Number Systems 2. Functions 3. Geometry & Statistics and Probability 4. Modeling and Problem Solving 5. Use Mathematical Reasoning

Table 3: Disciplines for Science

Grade	Discipline
5, 8	<ol style="list-style-type: none"> 1. Physical Sciences 2. Life Sciences 3. Earth and Space Sciences

1.3 CENTRALIZED REPORTING SYSTEM

The CRS generates a set of online score reports that includes the information describing student performance for students, parents, educators, and other stakeholders. The online score reports are produced immediately after students complete tests and the tests are handscored. Because the score reports on students' performance are updated each time students complete tests and the tests are handscored, authorized users (e.g., school principals, teachers) can quickly have available information on students' performance on the tests and use it to improve student learning. In addition to individual students' score reports, the CRS also produces aggregated score reports by class, school, district, and state. The timely accessibility of aggregated score reports could help users monitor students' performance in each subject by grade area, evaluate the effectiveness of instructional strategies, and inform the adoption of strategies to improve student learning and teaching during the school year.

1.4 CRS SCORE REPORTS

The CRS is designed to help educators and students answer questions about how well students have performed on ELA and mathematics assessments. The CRS is the online tool that provides educators and other stakeholders with timely, relevant score reports. The CRS for the WVGSA assessment has been designed with stakeholders, who are not technical measurement experts, in mind in order to make score reports easy to read. This is achieved by using simple language so that users can quickly understand assessment results and make inferences about student achievement. The CRS is also designed to present student performance in a uniform format. For example, similar colors are used for groups of similar elements, such as achievement levels, throughout the design. This design strategy allows readers to compare similar elements and to avoid comparing dissimilar elements.

Once authorized users log in to the CRS, the dashboard page shows overall test results for all tests that the students have taken grouped by test family (i.e., WVGSA ELA.) Once the user clicks the test family that he or she wants to explore further, the CRS will take the user to the detailed dashboard, where the results are shown by test (i.e., grade 3 ELA). Additionally, when authorized state-level users log in to the CRS and select "State View," the CRS generates a summary of student performance data for a test across the entire state.

Generally, the CRS provides two categories of online score reports: (1) aggregate score reports and (2) student score reports. Table 4 summarizes the types of online score reports available at the aggregate level and the individual student level. Detailed information about the online score reports and instructions on how to navigate the score reporting system can be found on the Quick Guides Resources Page, located at <https://wv.portal.cambiumast.com/resources/quick-guides/quick-guides>.

Table 4: West Virginia Score Reports Summary

Report	Description	Level of Availability				
		State	District	School	Roster	Student
Summary Performance	Summary of achievement (to date) across grades and subjects or courses for the current administration	✓	✓	✓	✓	
Aggregate-Level Subject Report	Summary of overall performance for a subject and a grade for all students in the defined level of aggregation	✓	✓	✓	✓	

Report	Description	Level of Availability				
		State	District	School	Roster	Student
Aggregate-Level Reporting Category Report	Summary of overall performance on each reporting category for a given subject and grade across all students within the selected level of aggregation	✓	✓	✓	✓	
Aggregate-Level Item Report (ELA and Mathematics)	Summary of all items in a subject (sorted by reporting category) and the performance of their students (at the level of aggregation they are at) on those items	✓	✓	✓	✓	
Aggregate-Level Disciplinary Core Ideas Report (Science Only)	Summary of overall performance on each disciplinary core idea for a given subject and grade across all students within the selected level of aggregation	✓	✓	✓	✓	
Student-Level Subject Report	List of all students who belong to a school, teacher, or roster with their associated subject or course scores for the current administration			✓	✓	
Student-Level Reporting Category Report	List of all students who belong to a school, teacher, or roster with their associated reporting category performance for the current administration			✓	✓	
Individual Student Report (ISR)	Detailed information about a selected student's achievement in a specified subject or course. Includes overall subject and reporting category results					✓
Data Files	Text/CSV file containing overall and reporting category scale scores and achievement levels along with demographic information		✓	✓	✓	

1.4.1 Reporting by Subgroup

Aggregated score reports at a selected level are provided for students overall and by subgroup. Users can see student assessment results by any of the subgroups. Table 5 presents the types of subgroup and subgroup categories provided in CRS.

Table 5: West Virginia List of Subgroups

Breakdown By Category	Displayed Category
Ethnicity	Multi-Racial
	American Indian/Alaskan Native
	Asian/Pacific Islander
	Asian Race
	Hispanic
	African American
	White
	Pacific Islander Race

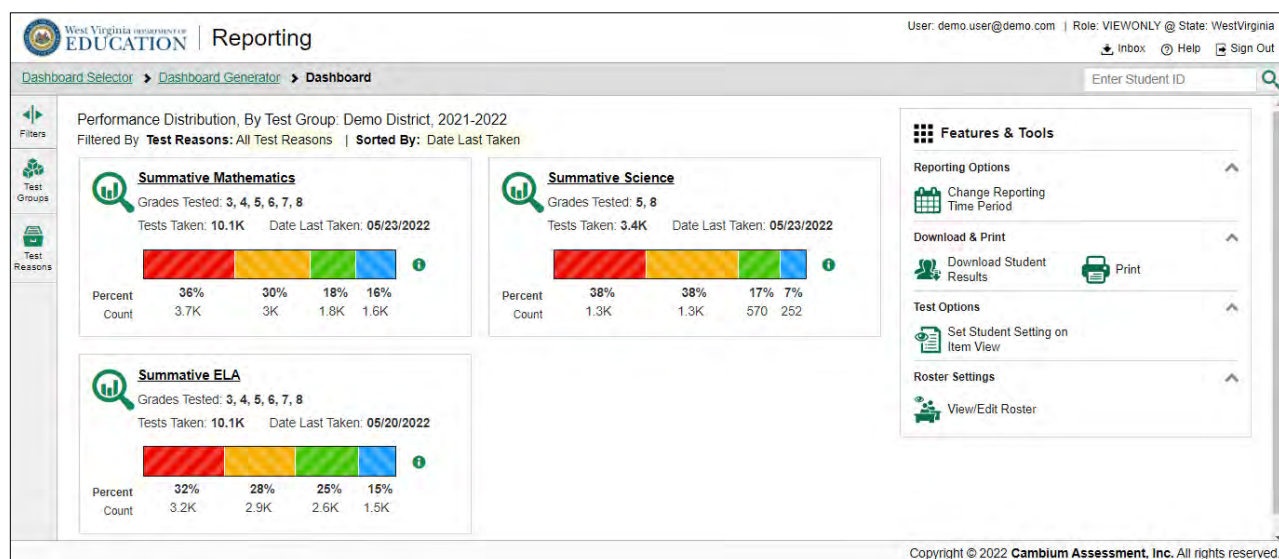
Breakdown By Category	Displayed Category
	Declined to Report
Gender	Male
	Female
English Learner	Yes
	No
Enrolled Grade	Grade 00
	Kindergarten
	Grade 01
	Grade 02
	Grade 03
	Grade 04
	Grade 05
	Grade 06
	Grade 07
	Grade 08
	Grade 09
	Grade 10
	Grade 11
	Grade 12
	Grade 13

1.4.2 Dashboards

The first page that users see when they log into the CRS contains summaries of student performance by test family (e.g., WVGSA Summative Mathematics). District personnel see district summaries, school personnel see school summaries, and teachers see summaries of their students.

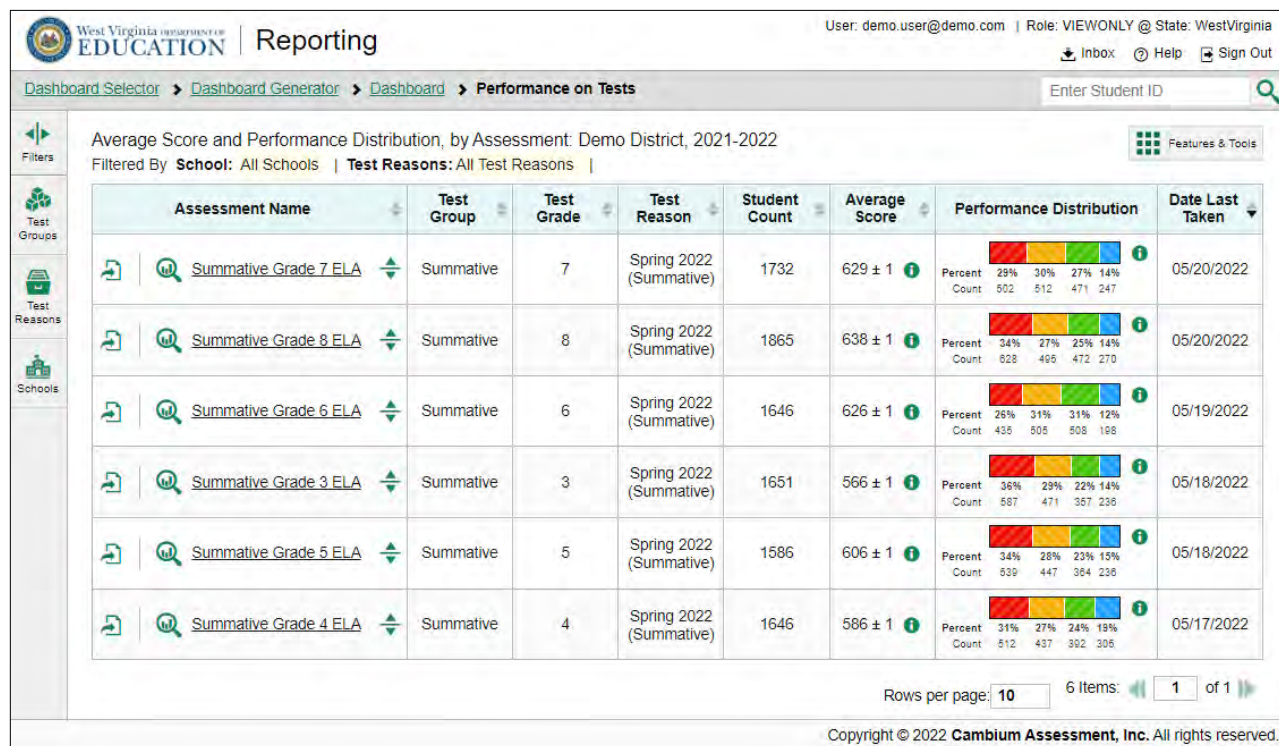
The dashboard summarizes students' performance by test family, including (1) the number of students tested, (2) the grades of the students who have tested, and (3) the percentage and counts of students at each performance level. Figure 1 presents a sampled dashboard page at the district level.

Figure 1: Dashboard



Educators can click the subject group to view individual test results for the selected test group. Once the user clicks the test family that he or she wants to explore further, the detailed dashboard page will appear. The detailed dashboard summarizes students' performance by test, including (1) the number of students tested, (2) average score and standard error of the means, and (3) the percentage and counts of students at each performance level. Figure 2 presents a sample detailed dashboard page for WVGSA Summative ELA at the district level.

Figure 2: Detailed Dashboard: District Level

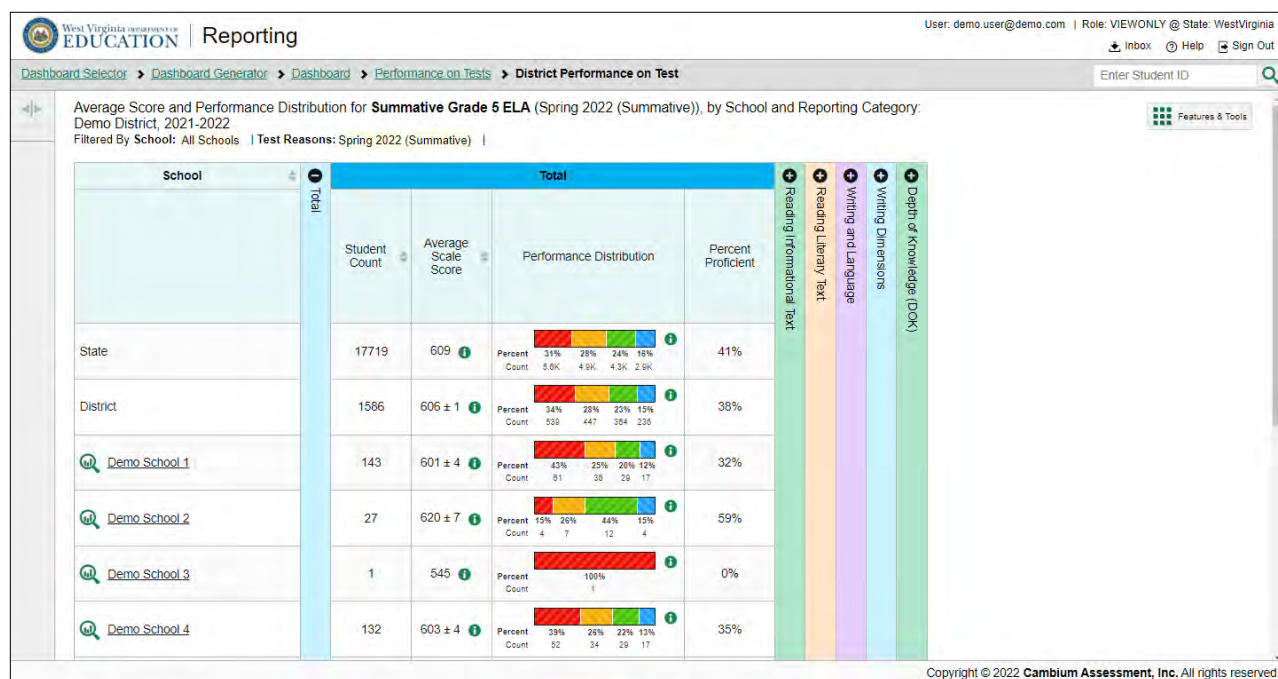


1.4.3 Subject Summary Results

Detailed summaries of student performance for each grade in a subject area for a selected aggregate level are presented when users select a specific assessment name. On each aggregate report, the summary report presents the summary results for the selected aggregate unit and the summary results for the state and the aggregate unit above the selected aggregate. For example, if a school is selected, the summary results of the state and district of the school are provided above the school summary results as well so that school performance can be compared with the aggregated levels.

The aggregated subject summary report provides summaries on a specific subject area, including (1) the number of students tested, (2) the average scale score and standard error associated with the average scale score, (3) the percentage of proficient students, and (4) the percentage and counts of students in each achievement level. The summaries are also presented for students overall and by subgroup. Figure 3 presents an example of subject summary results for grade 5 ELA at the district level.

Figure 3: Subject Summary Results for Grade 5 ELA: District Level

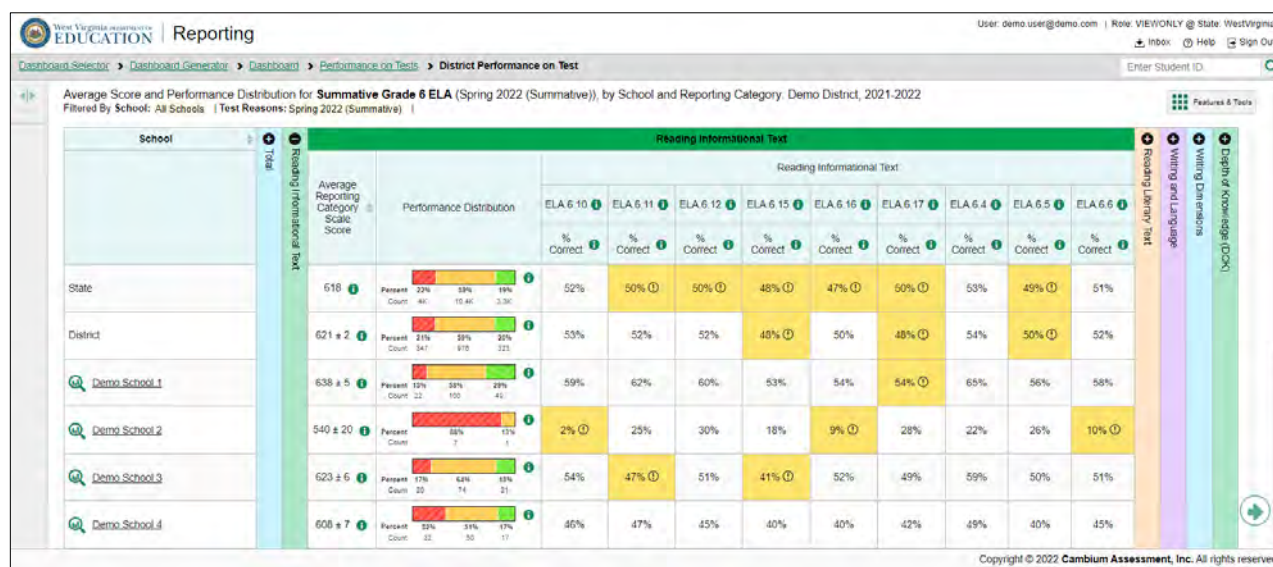


1.4.4 Reporting Category Level Results

Aggregated reporting category results are also available on the same report page as the subject-level results. The reporting category results provide the aggregated summaries of student performance in each reporting category for a particular grade and subject. In addition to reporting overall average scale scores for the test, the results show reporting category average scale scores.

Like the subject-level results, the summary report presents the summary results for the selected aggregate unit and the summary results for the state and aggregate unit above the selected aggregate. Also, the summaries on reporting category level performance can be presented for overall students and by subgroup. Figure 4 presents an example of reporting category level results for grade 6 ELA at a district level.

Figure 4: Reporting Category Level Results for Grade 6 ELA: District Level



1.4.5 Standard Level Results

The standard-level results provide the aggregated summaries of student performance at each standard. For ELA and mathematics, the standard-level results provide the percent correct at each standard. For science, the Disciplinary Core Idea (DCI)-level results provide the performance relative to proficiency. The Performance Expectation (PE)-level results provide the percent correct for science. Strength or weakness indicators in each standard are computed in two ways: (1) performance relative to the test as a whole for ELA and mathematics and (2) performance relative to proficiency for science. Figure 5 presents an example of standard-level results for grade 6 ELA at the district level, and Figure 6 presents an example of DCI and PE results for grade 5 science at the district level.

Figure 5: Standard-Level Results for Grade 6 ELA: District Level

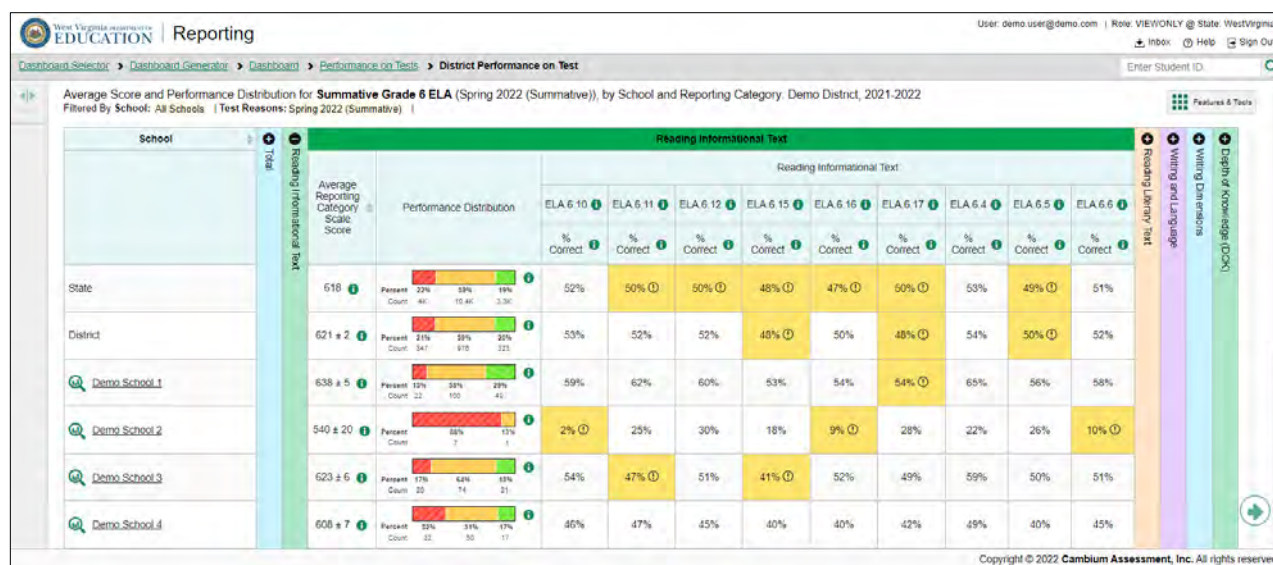
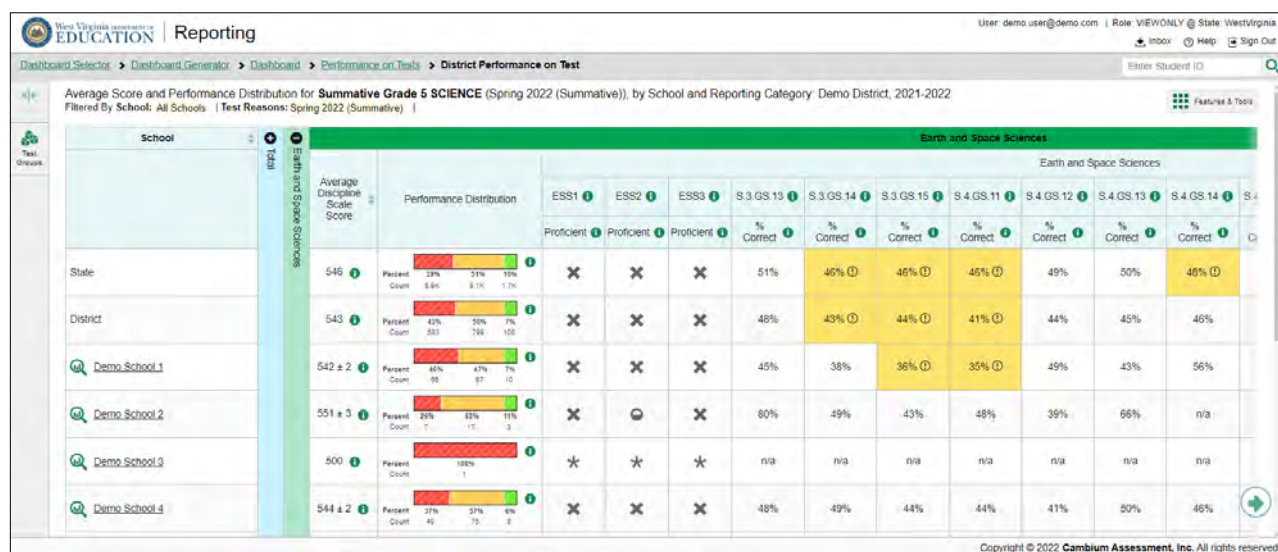


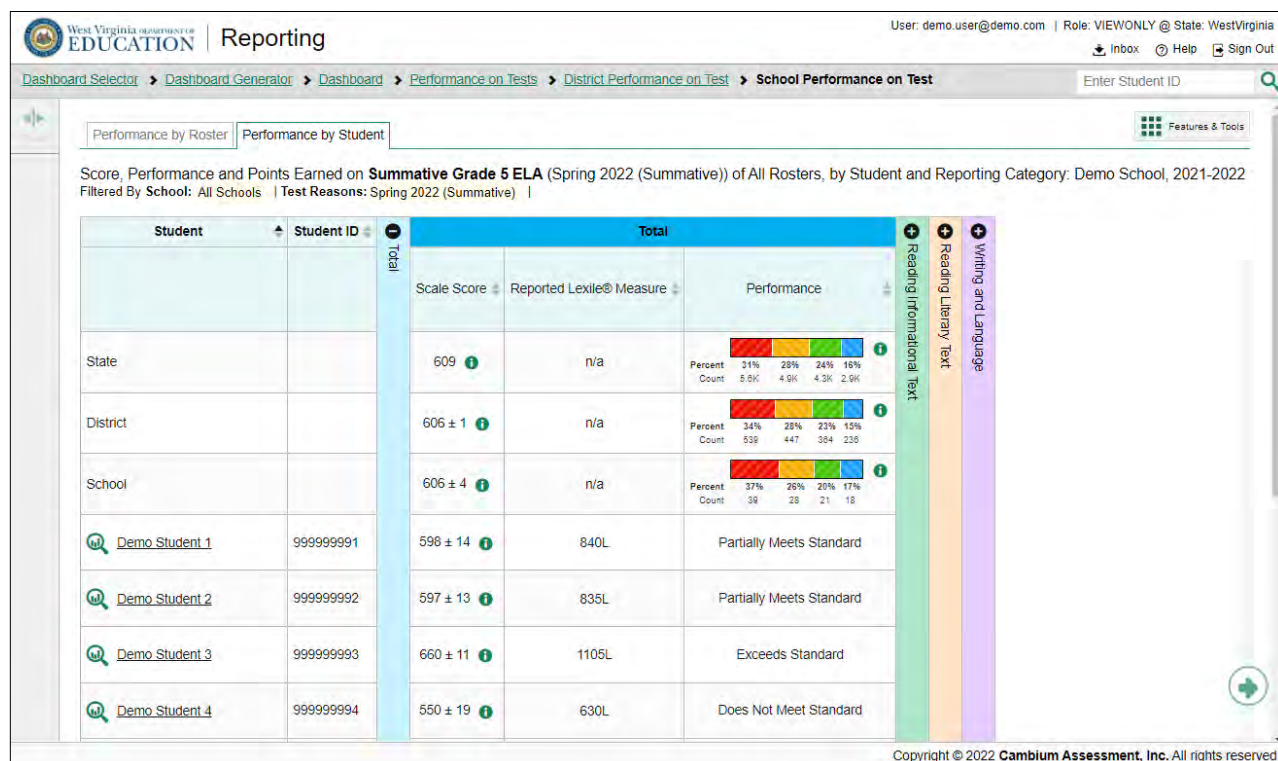
Figure 6: Standard-Level Results for Grade 5 Science: District Level



1.4.6 Roster Performance Report

Class, teacher, and school performance rosters provide users with performance data for a group of students belonging to a system-defined or user-defined class. The report includes (1) the student's overall subject scale scores with standard error of measurement (SEM), (2) the performance level, and (3) reported Lexile® measure of reported Quantile® measure. Figure 7 shows a sample roster performance report for grade 5 ELA.

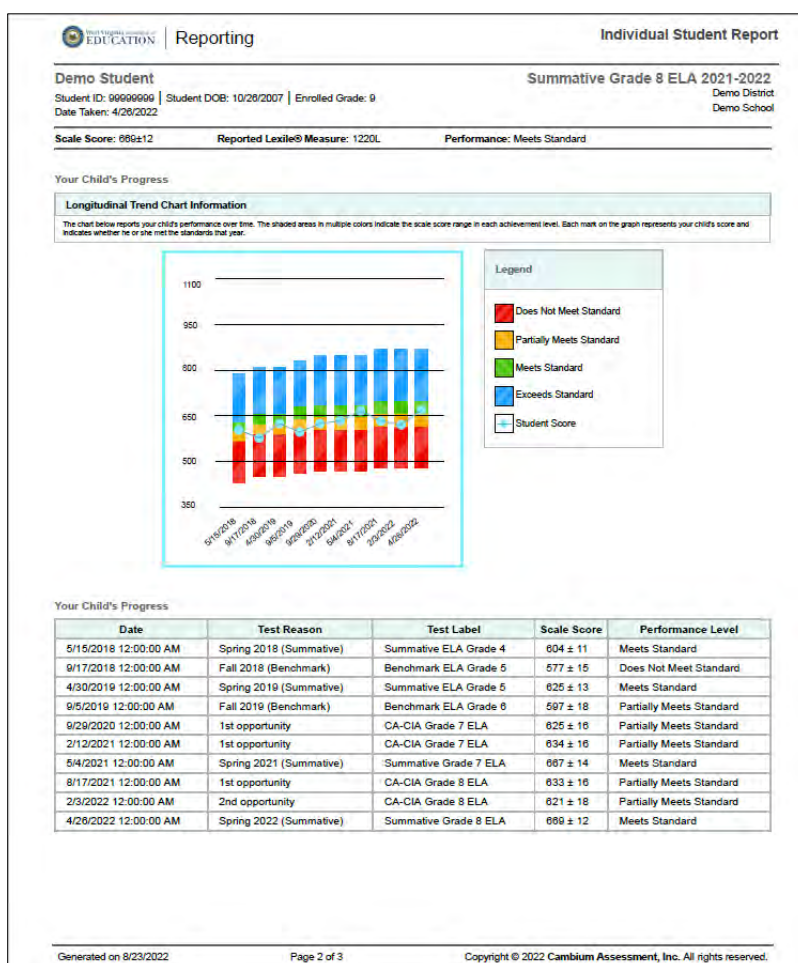
Figure 7: District Aggregate-Level Reporting Category Report for Grade 5 ELA



1.4.7 Trend Report Page

The trend (i.e., longitudinal) page, which is included on an individual student's ISR, provides the trend of student performance over time. The trend report plots a student's scale on the graph for the selected aggregate unit or at the individual student level. Figure 8 presents an example of trend report pages for ELA at the student level.

Figure 8: Trend Report for Grade 8 ELA: Student Level



1.4.8 Individual Student Report

When a student completes a test and the test is handscored, an online score report appears in the individual student report (ISR) in the CRS. The ISR shows individual student performance on a test. In each subject area, the ISR provides (1) the scale score and SEM; (2) achievement level for overall test; (3) reported Lexile measure for ELA or reported Quantile measure for mathematics; (4) average scale scores for student's state, district and school; (5) student growth in scale score and achievement level over time; (6) student's reporting category performance in each reporting category; and (7) writing performance descriptors in each dimension (ELA only).


The student's name, scale score with the SEM, achievement level, and reported Lexile measure for ELA or reported Quantile measure for mathematics are shown at the top of the page. In the middle section, the student's performance is described in detail using a barrel chart. In the barrel chart, the student's scale score is presented with the SEM using a "±" sign. SEM represents the precision of the scale score, or the range in which the student would likely score if a similar test were administered multiple times. Furthermore, in the barrel chart, ALDs with cut scores at each achievement level are

provided. This defines the content area knowledge, skills, and processes that test-takers at each achievement level are expected to possess.

Underneath, average scale scores and standard errors of the average scale scores for state, district, and school are displayed so that student achievement can be compared with the above aggregate levels. It should be noted that the “ \pm ” next to the student’s scale score is the SEM of the scale score, whereas the “ \pm ” next to the average scale scores for aggregate levels represents the standard error of the average scale scores.

On the following pages, student performance in each reporting category is displayed alongside interpretation of student’s performance (What These Results Mean and Next Steps) in Figures 9–11.

Figure 9: Student-Level Subject Report for Grade 8 ELA



Reporting

Individual Student Report

Demo Student

Student ID: 99999999 | Student DOB: 10/26/2007 | Enrolled Grade: 9
Date Taken: 4/26/2022

Summative Grade 8 ELA 2021-2022

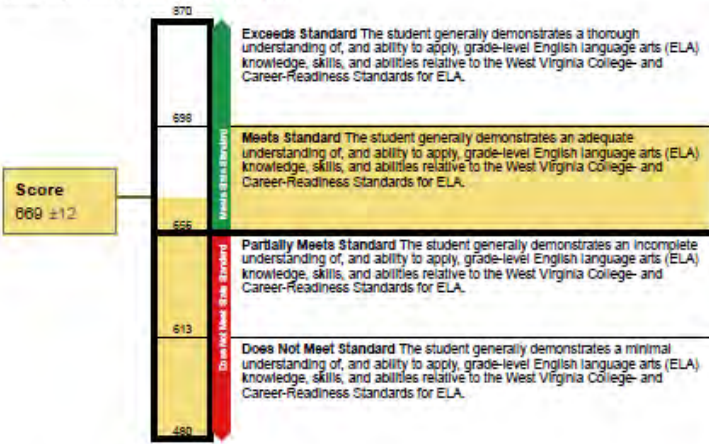
Demo District
Demo School

Scale Score: 889±12

Reported Lexile® Measure: 1220L

Performance: Meets Standard

How Did Your Child Do on the Test?



Score
889 ±12

How Does Your Child's Score Compare?

Name	Average Scale Score
WestVirginia	839
Demo District	838±1
Demo School	870±3

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (±10) indicates a score range between 2290 and 2310.

Lexile® Information

The Lexile® Framework for Reading is a scientific approach to reading and text measurement. There are two Lexile measures: the Lexile reader measure and the Lexile text measure. A Lexile reader measure represents a person's reading ability on the Lexile scale. A Lexile text measure represents a text's difficulty level on the Lexile scale. When used together, they can help a reader choose a book or other reading material that is at an appropriate difficulty level.

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Reporting

Individual Student Report

Demo Student

Student ID: 99999999 | Student DOB: 10/26/2007 | Enrolled Grade: 9
Date Taken: 4/26/2022

Summative Grade 8 ELA 2021-2022

Demo District
Demo School

Scale Score: 889±12

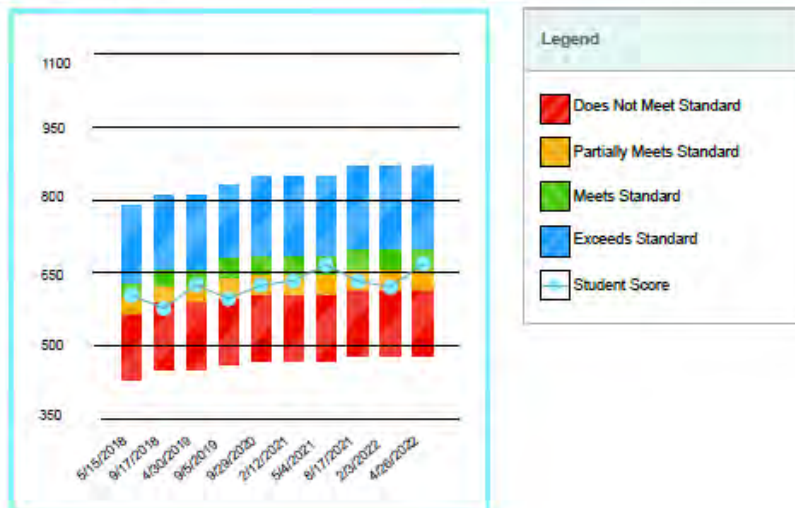
Reported Lexile® Measure: 1220L

Performance: Meets Standard

Your Child's Progress

Longitudinal Trend Chart Information

The chart below reports your child's performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level. Each mark on the graph represents your child's score and indicates whether he or she met the standards that year.



Your Child's Progress

Date	Test Reason	Test Label	Scale Score	Performance Level
5/15/2018 12:00:00 AM	Spring 2018 (Summative)	Summative ELA Grade 4	604 ± 11	Meets Standard
9/17/2018 12:00:00 AM	Fall 2018 (Benchmark)	Benchmark ELA Grade 5	577 ± 15	Does Not Meet Standard
4/30/2019 12:00:00 AM	Spring 2019 (Summative)	Summative ELA Grade 5	625 ± 13	Meets Standard
9/5/2019 12:00:00 AM	Fall 2019 (Benchmark)	Benchmark ELA Grade 6	597 ± 18	Partially Meets Standard
9/29/2020 12:00:00 AM	1st opportunity	CA-CIA Grade 7 ELA	625 ± 16	Partially Meets Standard
2/12/2021 12:00:00 AM	1st opportunity	CA-CIA Grade 7 ELA	634 ± 16	Partially Meets Standard
5/4/2021 12:00:00 AM	Spring 2021 (Summative)	Summative Grade 7 ELA	667 ± 14	Meets Standard
8/17/2021 12:00:00 AM	1st opportunity	CA-CIA Grade 8 ELA	633 ± 16	Partially Meets Standard
2/3/2022 12:00:00 AM	2nd opportunity	CA-CIA Grade 8 ELA	621 ± 18	Partially Meets Standard
4/26/2022 12:00:00 AM	Spring 2022 (Summative)	Summative Grade 8 ELA	889 ± 12	Meets Standard



Reporting

Individual Student Report

Demo Student

Student ID: 99999999 | Student DOB: 10/26/2007 | Enrolled Grade: 8
Date Taken: 4/26/2022

Summative Grade 8 ELA 2021-2022

Demo District
Demo School

Scale Score: 889±12

Reported Lexile® Measure: 1220L

Performance: Meets Standard

How Did Your Child Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

 Below
Mastery

 At/Near
Mastery

 Above
Mastery

Category	Performance	Performance	Performance level Description
Reading Informational Text			<p>What These Results Mean Your student is often able to determine how an author develops a central idea or argument within one or more texts; determine and evaluate authors' points of view in texts or media; analyze how individuals, ideas, and events are connected; and recognize how word choice affects the meaning or tone of a text.</p> <p>Next Steps Ask your student to read different informational sources (articles, books, media) and analyze how the authors develop the central ideas or arguments. Ask your student to evaluate the authors' points of view and determine how individuals, events, and ideas are connected.</p>
Reading Literary Text			<p>What These Results Mean Your student is often able to determine how theme is developed; compare the structure of texts; analyze the effects of particular incidents; recognize how word choice affects meaning or tone; analyze how different points of view create effects; and determine how a modern work draws upon a traditional story.</p> <p>Next Steps Ask your student to read a story and explain how its theme is developed through elements like characters, events, or settings. Ask your student to explain how the author uses different points of view to create effects such as humor or tension. Have your student read literary texts from different genres.</p>
Writing and Language			<p>What These Results Mean Your student is often able to organize writing for a purpose, such as to develop an argument or an explanatory text; develop claims and provide relevant evidence from sources; determine the meaning of words; and demonstrate command of the conventions of standard English grammar, punctuation, and spelling.</p> <p>Next Steps Ask your student to read articles about a topic and then write an essay that explains the topic in detail (informative) or defends a position (argumentative). Argumentative essays should defend a claim against opposing views. All essays need evidence from the texts and formal, subject-specific language.</p>

How Did Your Child Perform on the Essay?

Essay	Conventions	Elaboration	Purpose
Informative/Explanatory	The response demonstrates an adequate command of basic conventions. (2 out of 2 points)	The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. (3 out of 4 points)	The response is adequately sustained and generally focused within the purpose, audience, and task, and it has a clear controlling idea and evident organizational structure with a sense of completeness. (3 out of 4 points)

Figure 10: Student-Level Subject Report for Grade 8 Mathematics

Reporting

Individual Student Report

Demo Student
 Student ID: 99999999 | Student DOB: 5/28/2008 | Enrolled Grade: 8
 Date Taken: 5/4/2022

Summative Grade 8 MATH 2021-2022
 Demo District
 Demo School

Scale Score: 612±16

Reported Quantile® Measure: 1175Q

Performance: Meets Standard

How Did Your Child Do on the Test?

Score
 612 ±16

830

617

587

529

350

Meets Scale Standard

Does Not Meet Scale Standard

Exceeds Standard The student generally demonstrates a thorough understanding of, and ability to apply, grade-level math knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for Mathematics.

Meets Standard The student generally demonstrates an adequate understanding of, and ability to apply, grade-level math knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for Mathematics.

Partially Meets Standard The student generally demonstrates an incomplete understanding of, and ability to apply, math knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for Mathematics.

Does Not Meet Standard The student generally demonstrates a minimal understanding of, and ability to apply, grade-level math knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for Mathematics.

Information on Standard Error of Measurement

 A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (±10) indicates a score range between 2290 and 2310.

Quantile® Information

 The Quantile® Framework for Mathematics is a scientific approach to measuring mathematical achievement and mathematical skills and concepts. There are two Quantile measures: the Quantile student measure and the Quantile skill and concept measure. A Quantile student measure represents a person's mathematical ability on the Quantile scale. A Quantile skill or concept measure represents that skill or concept's difficulty level on the Quantile scale. When used together, they can help a student determine his or her readiness to learn new mathematical skills and concepts.

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Reporting

Individual Student Report

Demo Student

Student ID: 99999999 | Student DOB: 5/28/2008 | Enrolled Grade: 9
Date Taken: 5/4/2022

Summative Grade 8 MATH 2021-2022

Demo District
Demo School

Scale Score: 612±16

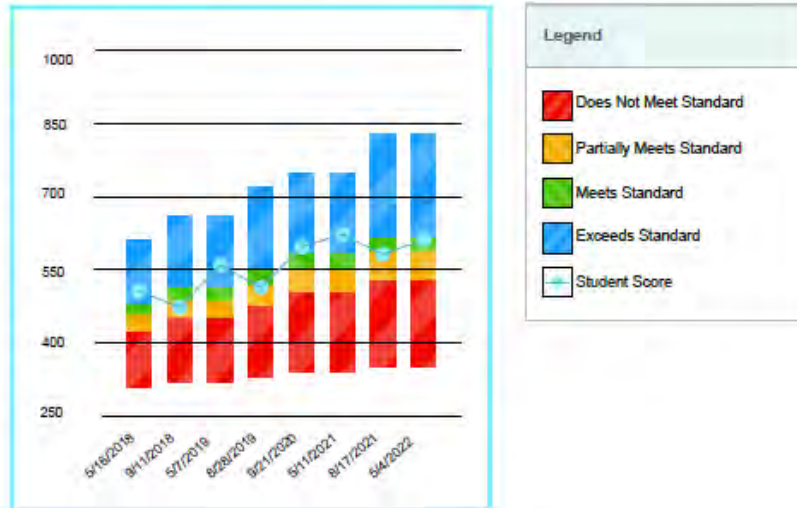
Reported Quantile® Measure: 1175Q

Performance: Meets Standard

Your Child's Progress

Longitudinal Trend Chart Information

The chart below reports your child's performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level. Each mark on the graph represents your child's score and indicates whether he or she met the standards that year.



Your Child's Progress

Date	Test Reason	Test Label	Scale Score	Performance Level
5/16/2018 12:00:00 AM	Spring 2018 (Summative)	Summative Mathematics Grade 4	508 ± 10	Exceeds Standard
9/11/2018 12:00:00 AM	Fall 2018 (Benchmark)	Benchmark Mathematics Grade 5	473 ± 10	Partially Meets Standard
5/7/2019 12:00:00 AM	Spring 2019 (Summative)	Summative Mathematics Grade 5	560 ± 11	Exceeds Standard
8/28/2019 12:00:00 AM	Fall 2019 (Benchmark)	Benchmark Mathematics Grade 6	514 ± 14	Partially Meets Standard
9/21/2020 12:00:00 AM	1st opportunity	CA-CIA Grade 7 Math	597 ± 13	Exceeds Standard
5/11/2021 12:00:00 AM	Spring 2021 (Summative)	Summative Grade 7 MATH	623 ± 13	Exceeds Standard
8/17/2021 12:00:00 AM	1st opportunity	CA-CIA Grade 8 Math	582 ± 17	Partially Meets Standard
5/4/2022 12:00:00 AM	Spring 2022 (Summative)	Summative Grade 8 MATH	612 ± 16	Meets Standard

West Virginia DEPARTMENT OF EDUCATION		Reporting	Individual Student Report
Demo Student		Summative Grade 8 MATH 2021-2022	
Student ID: 99999999 Student DOB: 5/28/2008 Enrolled Grade: 9		Demo District Demo School	
Date Taken: 5/4/2022			
Scale Score: 812±16		Reported Quantile® Measure: 1175Q Performance: Meets Standard	
How Did Your Child Perform on Different Areas of the Test?			
The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.		Below Mastery At/Near Mastery Above Mastery	
Category	Performance	Performance	Performance level Description
Expressions and Equations and Number Systems			What These Results Mean Your student can often understand radicals and exponents, irrational numbers, the connections between proportional relationships, lines, and equations and solve equations and systems. Next Steps With your student, use decimal approximations to compare the sizes of 3 times pi and 10, and draw graphs of proportional relationships such as distance over time when traveling at a set speed.
Functions			What These Results Mean Your student can almost always define, evaluate, and compare functions represented in different ways and collect data and investigate real-world situations leading to linear functions. Next Steps With your student, discuss the qualitative properties of the graph of a car's speed over time. Describe the graph of a ball's height when thrown to your child and have him sketch it.
Geometry & Statistics and Probability			What These Results Mean Your student can often solve problems with cones, cylinders, and spheres; understand congruence, similarity and the Pythagorean Theorem; and analyze patterns of association in bivariate data. Next Steps With your student, use the Pythagorean Theorem to find the height of isosceles and equilateral triangles; use lines of best fit to describe data and examine how it helps extrapolate information.
Modeling and Problem Solving			What These Results Mean Your student can almost always solve complex, real-world problems; apply prior knowledge and problem-solving strategies; and construct mathematical models to interpret and solve problems. Next Steps With your student, solve multi-step problems using different mathematical models and discuss the advantages of each model.
Use Mathematical Reasoning			What These Results Mean Your student can often explain mathematical concepts, interpret well-posed word problems, construct viable arguments to support his or her reasoning, and critique the reasoning of others. Next Steps With your student, practice explaining the mathematics setup in multi-step word problems and the solution processes in detail.
Generated on 8/23/2022		Page 3 of 3 Copyright © 2022 Cambium Assessment, Inc. All rights reserved.	

Figure 11: Student-Level Subject Report for Grade 8 Science



Reporting

Individual Student Report

Demo Student

Student ID: 99999999 | Student DOB: 5/20/2008 | Enrolled Grade: 9
Date Taken: 5/4/2022

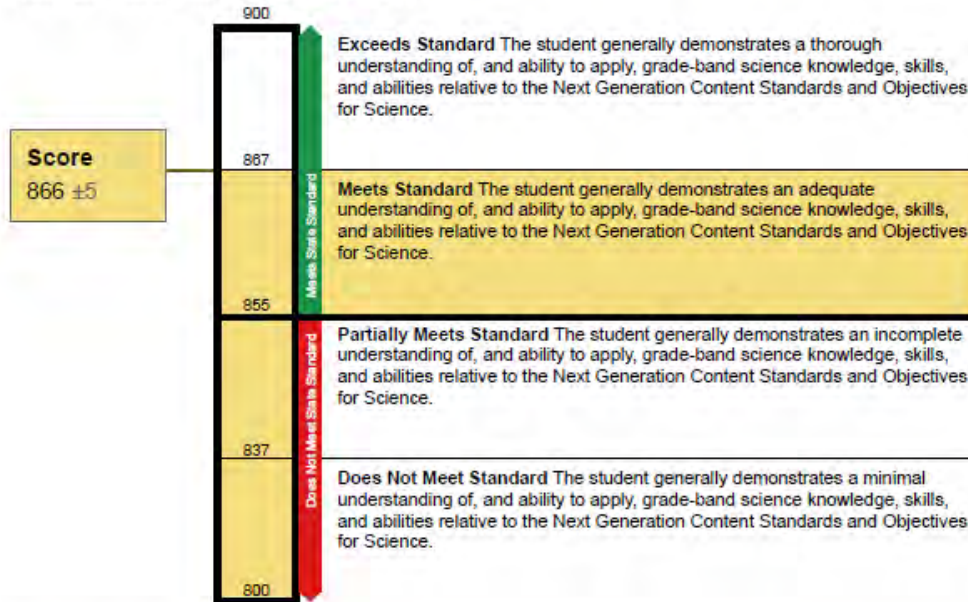
Summative Grade 8 SCIENCE 2021-2022

Demo District
Demo School

Scale Score: 866±5

Performance: Meets Standard

How Did Your Child Do on the Test?



How Does Your Child's Score Compare?

Name	Average Scale Score
WestVirginia	844
Demo District	842
Demo School	853±1

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (±10) indicates a score range between 2290 and 2310.



Reporting

Individual Student Report

Demo Student

Student ID: 99999999 | Student DOB: 5/20/2008 | Enrolled Grade: 8
Date Taken: 5/4/2022

Summative Grade 8 SCIENCE 2021-2022

Demo District
Demo School

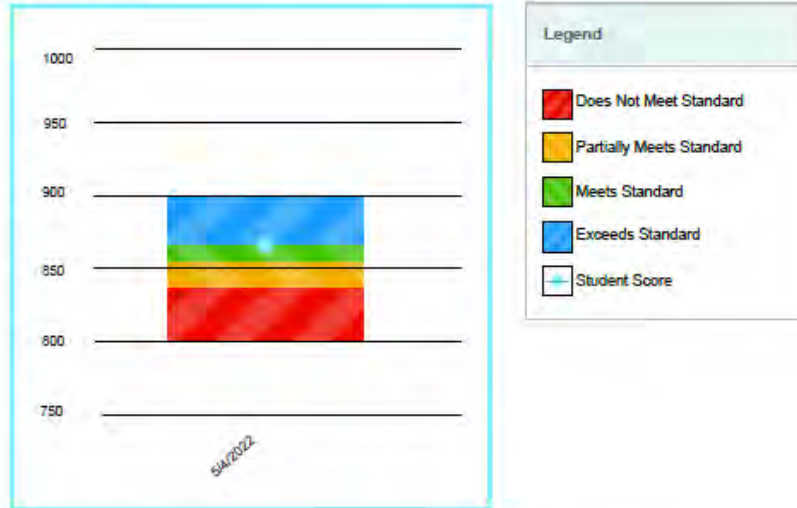
Scale Score: 886±5

Performance: Meets Standard

Your Child's Progress

Longitudinal Trend Chart Information

The chart below reports your child's performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level. Each mark on the graph represents your child's score and indicates whether he or she met the standards that year.



Your Child's Progress

Date	Test Reason	Test Label	Scale Score	Performance Level
5/4/2022 12:00:00 AM	Spring 2022 (Summative)	Summative Grade 8 SCIENCE	886 ± 5	Meets Standard



Reporting

Individual Student Report

Demo Student

Student ID: 99999999 | Student DOB: 5/20/2008 | Enrolled Grade: 9
Date Taken: 5/4/2022

Summative Grade 8 SCIENCE 2021-2022

Demo District
Demo School

Scale Score: 886±5

Performance: Meets Standard

How Did Your Child Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

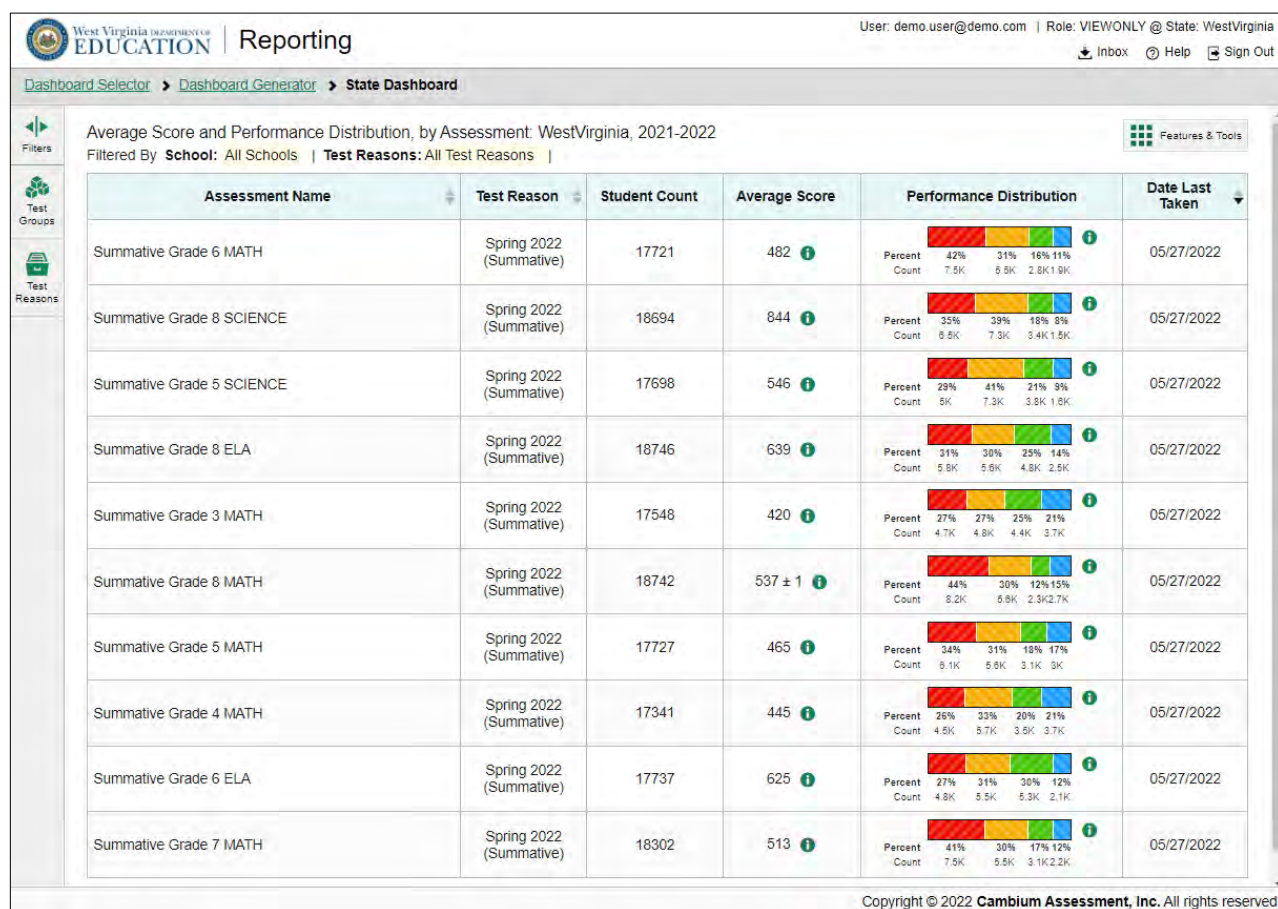
Below
MasteryAt/Near
MasteryAbove
Mastery

Category	Performance	Performance Level	Performance level Description
Earth and Space Sciences			<p>What These Results Mean Your student can consistently develop and use models to describe the motion of celestial bodies, gravity, energy flow, and matter cycles; and analyze data to explain properties of the solar system, Earth's history, geologic time scales and processes, Earth's resources, and human impact on the environment.</p> <p>Next Steps With your student, find a stream or pond. Record observations of living and nonliving parts of the ecosystem. Discuss how matter moves between organisms and the environment, and how water changed the land over time. Then, search "nutrient cycling" and "rock cycle and water erosion" online to further the discussion.</p>
Life Sciences			<p>What These Results Mean Your student can sometimes use experimental data and models to describe cells and systems of living things; model links between genetic variation, organisms, populations, energy, and matter in ecosystems; and use fossil data to explain changes in populations over time.</p> <p>Next Steps With your student, discuss how individuals in a school have diverse roles such as students, teachers, coaches, and principal. Compare this to roles of species in ecosystems, organisms in populations, systems in bodies, and parts in cells. Then, search "biological levels of organization" online for more information.</p>
Physical Sciences			<p>What These Results Mean Your student can consistently model and interpret data about chemical reactions; predict, model, and calculate features and energy of waves; and investigate, graph, and make claims about the motion, mass, forces, and energy of objects.</p> <p>Next Steps With your student, observe chemical changes such as cooking food. Gather data on color, odor, and state, and propose reasons for any changes. Search "cooking chemistry" online to inform the inquiry. Apply forces to various objects and calculate how the size of force and weight of object affect the speed and energy.</p>

1.4.9 State-Level Summary

The CRS provides a state dashboard for authorized state-level users to track student performance for a test across the entire state. Users can specify the test and administration year to display in the report. Figure 12 presents a sample of state-level summaries for ELA, mathematics and science.

Figure 12: State Dashboard for WVGSA



1.4.10 Data File

CRS users have the option to quickly generate a comprehensive data file of their students' scores. Data files (see Figure 13) can be downloaded in Microsoft Excel, CSV, or TXT format and contain a wide variety of data, including scale and reporting category scores, demographic data, achievement levels, Lexile/Quantile scores, and writing dimension scores (ELA only). Data files can be useful as a resource for further analysis and can be generated at the district, school, teacher, or roster level.

Figure 13: Data File

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Student Name	Student ID	Student DOB	Enrolled Grade	Ethnicity	Gender	English Learner	Enrolled District	Enrolled School	Test Reason	Test OppNumber	Date Taken	Summative Grade 6 ELA Scale Score	Summative Grade 6 ELA Scale Score Standard Error	Summative Grade 6 ELA Reported Lexile® Measure	Summative Grade 6 ELA Performance
1	Demo,							Demo	Demo School	Spring 2021	Most Recent					
2	Student A.	123456789	6/15/2008	07	White	Male	No	District (999)	(999_999-999)	(Summative)	Assessment	05/04/2021	642	13	1050L	Meets Standard
3	Demo,							Demo	Demo School	Spring 2021	Most Recent					
4	Student B.	234567890	6/23/2009	07	White	Male	No	District (999)	(999_999-999)	(Summative)	Assessment	05/04/2021	671	12	1165L	Meets Standard
5	Demo,							Demo	Demo School	Spring 2021	Most Recent					
6	Student C.	345678901	9/30/2008	07	White	Male	No	District (999)	(999_999-999)	(Summative)	Assessment	05/08/2021	680	12	1205L	Exceeds Standard
7	Demo,							Demo	Demo School	Spring 2021	Most Recent					
8	Student D.	456789012	11/17/2008	07	Declined to Report	Female	N/A	District (999)	(999_999-999)	(Summative)	Assessment	05/04/2021	718	14	1360L	Exceeds Standard
9	Demo,							Demo	Demo School	Spring 2021	Most Recent					
10	Student E.	567890123	6/18/2009	07	White	Female	No	District (999)	(999_999-999)	(Summative)	Assessment	05/04/2021	596	14	865L	Does Not Meet Standard
11	Demo,							Demo	Demo School	Spring 2021	Most Recent					
12	Student F.	678901234	5/4/2009	07	White	Male	No	District (999)	(999_999-999)	(Summative)	Assessment	05/04/2021	609	14	915L	Partially Meets Standard
13	Demo,							Demo	Demo School	Spring 2021	Most Recent					
14	Student G.	789012345	3/26/2009	07	Multi-Racial	Female	No	District (999)	(999_999-999)	(Summative)	Assessment	05/04/2021	734	15	1425L	Exceeds Standard
15	Demo,							Demo	Demo School	Spring 2021	Most Recent					
16	Student H.	890123456	12/5/2007	07	Declined to Report	Male	N/A	District (999)	(999_999-999)	(Summative)	Assessment	05/04/2021	543	27	650L	Does Not Meet Standard
17	Demo,							Demo	Demo School	Spring 2021	Most Recent					
18	Student I.	901234567	2/9/2009	07	Multi-Racial	Female	No	District (999)	(999_999-999)	(Summative)	Assessment	05/04/2021	696	14	1270L	Exceeds Standard
19	Demo,							Demo	Demo School	Spring 2021	Most Recent					
20	Student J.	012345678	8/20/2009	07	White	Female	No	District (999)	(999_999-999)	(Summative)	Assessment	05/04/2021	578	18	790L	Does Not Meet Standard
21	Demo,							Demo	Demo School	Spring 2021	Most Recent					
22	Student K.	111111111	3/27/2009	07	White	Male	No	District (999)	(999_999-999)	(Summative)	Assessment	05/04/2021	578	17	790L	Does Not Meet Standard
23	Demo,							Demo	Demo School	Spring 2021	Most Recent					
24	Student L.	222222222	4/14/2009	07	White	Female	No	District (999)	(999_999-999)	(Summative)	Assessment	05/04/2021	637	13	1030L	Partially Meets Standard

1.5 TEST INFORMATION DISTRIBUTION ENGINE

Test completion rate reports are available on the Test Information and Distribution Engine (TIDE) website (<https://wv.tide.cambiumast.com>). These reports indicate the students who completed or need to complete computer-based testing and allow users to view participation summary statistics (counts and percentages) of students who have tested. The *TIDE User Guide* is included in Appendix A.

Once a user logs in, he or she is directed to the homepage, which allows users to access the plan and manage testing reports and test completion rate reports.

The plan and manage testing report allows teachers, principals, and district staff to see which students have not yet completed their tests. Users can select from a series of options to customize the group of students whose participation status is to be reviewed for a particular grade and subject, such as those who started but have not completed their test or those who have not yet begun their test. Users can export the list into a Microsoft Excel file and download the file.

The test completion rate report allows teachers, principals, and district staff to see an aggregate report on how many students have started, and how many have completed, their tests. Users can select from a series of options to customize the report by test, grade, and subject. Users can export the list into a Microsoft Excel file and download the file.

1.6 PAPER INDIVIDUAL STUDENT REPORTS FOR FAMILIES

ISRs were delivered as printed materials to the districts where students were enrolled as of June 15, 2022, at 11:59:59 p.m. The primary purpose of the ISR was to provide a document that enabled families to understand their child's performance in the subject in which he or she tested. The ISR also presented information that indicated how a student's performance compared to that of other students who took the same test.

For ELA and mathematics, the spring 2022 ISR had a four-page color design format combining the two subjects, while the spring 2022 science ISR was a separate two-page design. Examples of the printed ISRs are displayed in Appendix B. The first page provided identifying information about the student and included a note from the state superintendent introducing the family to the WVGSA and its report. Subsequent sections provided the student's 2022 WVGSA results, including overall scale

score; achievement-level details; a graphic to compare the student’s performance against school, state, and district average scale scores; reporting category (ELA and mathematics) or discipline (science) scores; and the student’s performance on each dimension of the writing component (ELA only). For ELA and mathematics, the last page contained Lexile and Quantile measures, progress charts displaying students’ performance in each subject through multiple school years, and responses to several frequently asked questions (FAQs). Science included a similar FAQ section at the bottom of the first page.

- **Top of Report.** This section provided the student’s name, student ID, test grade, test date, school, and district. Science reports included an FAQ section here.
- **WVGSA Scores.** This section provided the student’s scale score and corresponding performance level, displayed graphically and explained in accompanying text. A range of scores that is \pm SEM was given with explanatory text.
- **Student Performance Compared.** Included with the WVGSA scores graphic, this section provided a comparison between the student’s scale score, the student’s school, district, and the state as a whole.
- **Reporting Category or Discipline Scores.** In this section, Reporting Category and Discipline tables showed how students performed on each reporting category or discipline. This section included graphic displays of the achievement category (*Below Mastery*, *At/Near Mastery*, or *Above Mastery*), or relative strength/weakness, for each of the reporting categories or disciplines assessed. These results were explained in greater detail next to the graphics, including a “Next Steps” section that families and students could use to improve student performance.
- **Student Writing Performance (ELA Only).** This section provided points earned by the student out of the number of points possible in each dimension of the writing component of the ELA assessment, along with an explanation of what the results meant.
- **Student Progress (ELA and Mathematics).** This section had progress charts that provided a graphic display of the student’s scale score and performance level as they progressed through tested grade and school year.
- **Lexile (ELA Only) or Quantile (Mathematics Only).** This section provided the student’s measures along with hyperlinks to more information about these measures and score-specific resources.

2. INTERPRETATION OF REPORTED SCORES

Students' performances on a test were reported as scale scores and achievement levels for the overall test and as achievement levels for each reporting category. Students' scores and achievement levels were summarized at the aggregate levels. This section describes how to interpret these scores.

2.1 SCALE SCORE

A scale score is used to describe how well a student performed on a test and can be interpreted as an estimate of a student's knowledge and skills as measured by their performance on the test. A scale score is the student's overall numeric score. These scores fall on a continuous scale that increase across grade levels. The WVGSA scale scores are based on a vertical scale, which means that scores from different grades can be compared as long as they are from the same tested subject. The item response theory (IRT) vertical scale is formed by linking tests across grades using common items. A statistical relationship is then determined. A vertical linking study provides the relationship among adjacent grade levels, allowing for meaningful comparisons across grades and, by extension, tracking growth over time as a student or cohort advances through each grade level (refer to Appendix D in Volume 1 for more information).

Scale scores can be used to illustrate a student's current levels of achievement and are most powerful when used to measure their growth over time. Low scale scores can indicate that a student does not possess sufficient knowledge and skills as measured by the test. Conversely, high scale scores can indicate that a student has proficient knowledge and skills as measured by the test. When combined across a student population, scale scores can also describe school- and district-level changes in performance and reveal gaps in achievement among different groups of students. In addition, scale scores can be averaged across groups of students, allowing educators to use group comparison. Interpretation of scale scores is more meaningful when the scale scores are used along with achievement levels and Achievement-Level Descriptors (ALDs). It should be noted that the utility of scale scores is limited when comparing smaller differences among scores (or averaged group scores), particularly when the difference among scores is within the standard error of measurement (SEM). Furthermore, the scale score of individual students should be cautiously interpreted when comparing two scale scores, because small differences in scores may not reflect real differences in achievement.

2.2 STANDARD ERROR OF MEASUREMENT

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and are not just precise numbers. A scale score (the observed score on any test) is an estimate of the true score. If a student takes a similar test several times, the resulting scale scores will vary across administrations; sometimes the scores will be a little higher, a little lower, or the same. The SEM represents the precision of the scale score, or the range in which the student would likely score if a similar test were administered several times. The SEM can be interpreted as the degree of uncertainty of a student's score based on a statistical analysis of the student's answers on a test. When interpreting scale scores, it is recommended to always consider the range of scale scores incorporating the SEM of the scale score.

The “±” next to a student's scale score provides information about the certainty, or confidence, of the score's interpretation. The boundaries of the score band are one SEM above and below the

student’s observed scale score, representing a range of score values that is likely to contain the true score. For example, “680 \pm 10” indicates that if a student were tested again, it is likely that he or she would receive a score between 670 and 690.

2.3 ACHIEVEMENT LEVELS

Achievement levels are proficiency categories on a test, which students fall into based on their scale scores. For the West Virginia General Summative Assessment (WVGSA), scale scores are mapped into four achievement levels (*Does Not Meet Standard*, *Partially Meets Standard*, *Meets Standard*, *Exceeds Standard*) using achievement standards (cut scores; see Section 2.5). ALDs are a description of content area knowledge and skills that students at each achievement level are expected to possess. Thus, achievement levels can be interpreted based on ALDs. Students performing on the WVGSA at *Meets Standard* and *Exceeds Standard* are considered on track to demonstrate progress toward mastery of the knowledge and skills necessary for college and career readiness. ALDs are available on the West Virginia Department of Education webpage at <https://wvde.us/assessment/scaled-score-information/wvgsa-in-grades-3-8/>.

2.4 ACHIEVEMENT CATEGORY FOR REPORTING CATEGORIES

Students’ performance on each reporting category is reported for three achievement categories: *Below Mastery*, *At/Near Mastery*, and *Above Mastery*. Unlike the achievement levels for the overall test, student performance on each of the reporting categories is evaluated with respect to the *Meets Standard* achievement standard. Students performing at either *Below Mastery* or *Above Mastery* can be interpreted as having student performance that is clearly below or above the *Meets Standard* cut score for a specific reporting category. Students performing at *At/Near Mastery* can be interpreted as having student performance that does not provide enough information to tell whether students reached the *Meets Standard* mark for the specific reporting category.

2.5 CUT SCORES

For all grades and subjects in the WVGSA, scale scores are mapped onto four achievement levels (*Does Not Meet Standard*, *Partially Meets Standard*, *Meets Standard*, *Exceeds Standard*). For each achievement level, there is a minimum and a maximum scale score that defines the range of scale scores students in each achievement level have achieved. Collectively, these minimum and maximum scale scores are defined as *cut scores* and are the cut-off points for each achievement level. Table 6, Table 7, and Table 8 show the cut scores for English language arts (ELA), mathematics, and science for all grades.

Table 6: WVGSA ELA Achievement-Level Cut Scores

Grade	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
3	420–549	550–585	586–615	616–750
4	430–562	563–598	599–628	629–790
5	450–587	588–621	622–654	655–810

Grade	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
6	460–596	597–638	639–679	680–830
7	470–601	602–643	644–684	685–850
8	480–612	613–655	656–697	698–870

Table 7: WVGSA Mathematics Achievement-Level Cut Scores

Grade	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
3	300–400	401–425	426–447	448–550
4	310–421	422–455	456–477	478–610
5	320–448	449–486	487–512	513–660
6	330–473	474–517	518–549	550–720
7	340–502	503–547	548–582	583–750
8	350–528	529–586	587–616	617–830

Table 8: WVGSA Science Achievement-Level Cut Scores

Grade	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
5	500–536	537–554	555–567	568–600
8	800–836	837–854	855–866	867–900

2.6 AGGREGATED SCORE

Students' scale scores are aggregated at roster, teacher, school, district, and state levels to represent how a group of students perform on a test. When students' scale scores are aggregated, the aggregated scale scores can be interpreted as an estimate of knowledge and skills that a group of students possesses. This interpretation makes aggregated scores a powerful tool when comparing student performance across different groups of students, whether it be at a similar level of aggregation (e.g., school to school) or an analysis of a subgroup (e.g., comparing a teacher's roster to the overall school).

Given that student scale scores are estimates, the aggregated scale scores are also estimates and are subject to measures of uncertainty, as expressed using the calculated SEM for an aggregate average scale score. In addition to the aggregated scale scores, the percentage of students in each achievement

level is reported at the aggregate level to represent how well a group of students perform overall and by reporting category.

2.7 WRITING PERFORMANCE

ELA reports include descriptions of the student’s performance on the writing portion based on the performance task writing rubric for each criterion. Table 9 shows the three dimensions on which essay responses are scored: Purpose, Focus, and Organization; Evidence and Elaboration; and Conventions of Standard English. Each of these dimensions is independently scored and treated as a separate item in the computation of ELA subject-area and writing domain scores.

If a condition code appears for one or more criteria, the student’s written response could not be scored on those criteria. Unscorable responses include responses that are blank, insufficient, written in a nonscorable language, off topic, or off purpose. It should be noted that the reporting category score for the writing assessment (Writing and Language) consists of the overall writing score from the prompt and language item scores from the reading component.

Table 9: Writing Scoring Dimensions

Dimension	Possible Scores
Purpose, Focus, and Organization	1–4 points
Evidence and Elaboration	1–4 points
Conventions of Standard English	0–2 points

2.8 RELATIVE STRENGTH AND WEAKNESS

Relative strengths and weaknesses at each standard are reported for aggregate levels only (e.g., classroom, school, or district) for Disciplinary Core Idea (DCI) performance. Because an individual student responds to too few items within a standard to generate reliable data, the standard performance is produced by aggregating all items within a standard across students at an aggregate level.

The “Performance Relative to Proficiency” for a standard shows how a group of students performed in each standard relative to the expected performance for proficiency. For summative tests, this is the expected level of performance necessary to achieve the *Meets Standard* performance. This is a standards-based report with the group performance in each standard being compared to performance standard for that standard. Similar to the achievement levels provided for the total test, this is an indication of students’ achievement in the standard with respect to the standards.

Since the “Performance Relative to Proficiency” data for each standard are a comparison to the standards-based expectations, performance across groups can be compared.

2.9 LEXILE MEASURE

The Lexile framework uses quantitative methods based on individual words and sentence lengths rather than qualitative analysis of content to produce scores. A Lexile measure is defined as “the numeric representation of an individual’s reading ability or a text’s readability (or difficulty),

followed by an ‘L’ (Lexile).” (Linking DIBELS®, 2009) A Lexile text measure is obtained by evaluating the readability of a piece of text, such as a book or an article. A Lexile measure of a text can assist in selecting targeted materials that present an appropriate level of challenge for a reader: not too difficult to be frustrating, yet difficult enough to challenge a reader and encourage reading growth.

2.10 QUANTILE MEASURE

Quantile measures provide an alternative, and possibly more useful, measure of mathematics ability to grade-equivalent scores. Similar to the Lexile framework, the Quantile framework measures both the mathematics skill level of the child and the difficulty of mathematics skills and concepts on the same developmental scale. Quantile measures help educators, families, and students determine which skills and concepts they are ready to learn next. Mathematics skills and concepts content, such as mathematics textbooks and online instructional materials, also receive a Quantile measure. Using those two measures together, families and teachers can match students with resources that help them connect the dots between different mathematics skills and concepts and build on their learning.

2.11 APPROPRIATE USES FOR SCORES AND REPORTS

Assessment results can be used to provide information on an individual student’s achievement on a test. Overall, assessment results tell what a student knows and is able to do in certain subject areas and gives further information on whether a student is on track to demonstrate knowledge and skills necessary for college and career readiness. Additionally, assessment results can be used to identify a student’s relative strengths and weaknesses in certain content areas. For example, achievement categories for reporting categories can be used to identify an individual student’s relative strengths and weaknesses among reporting categories within a content area.

Assessment results on student achievement on the test can be used to help teachers or schools make decisions on how to support students’ learning. Score reports aggregated at the teacher and school level provide information about the strengths and weaknesses of students and can be used to improve teaching and student learning. For example, a group of students may have performed very well overall, but did not perform as well in several reporting categories compared to their overall performance. In this case, teachers or schools can identify the strengths and weaknesses of their students through the group performance by reporting category and promote instruction on specific areas where student performance is below their overall performance. Further, by narrowing down the student performance result by subgroup, teachers and schools can determine what strategies may be needed to improve teaching and student learning, particularly for students from disadvantaged subgroups. For example, teachers might see student assessment results by gender and observe that a particular group of students is struggling with literary response and analysis in reading. Teachers can then provide additional instructions for these students to enhance their achievement of the benchmarks for literary response and analysis.

In addition, assessment results can be used to compare student performance among different students and among different groups. Teachers can evaluate how their students perform compared with other students in schools and districts for overall scores and by reporting category. Although all students are administered different sets of items in each computer-adaptive test (CAT), scale scores are comparable across students. Furthermore, scale scores can be used to measure the growth of individual students over time if data are available. The scale score in the WVGSA is a vertical scale,

which means scales are vertically linked across grades, and scores across grades are on the same scale. Therefore, scale scores are comparable across grades.

While assessment results provide valuable information to understand student performance, these scores and reports should be used with caution. It is important to note that scale scores are estimates of true scores and hence do not represent the precise measure for student performance. A student's scale score is associated with SEM, and thus users need to consider SEM when using student scores to make decisions about student achievement. Moreover, although student scores may be used to help make important decisions about student placement and retention or teachers' instructional planning and implementation, the assessment results should not be used as the only source of information. Given that assessment results measured by a test provide limited information, other sources on student achievement, such as classroom assessment and teacher evaluation, should be considered when making decisions on student learning. Finally, when student performance is compared across groups, users need to take into account the group size. The smaller the group, the larger the measurement error related to these aggregated data, thus requiring a more cautious interpretation.

3. SUMMARY

The West Virginia General Summative Assessment (WVGSA) results are reported online via the Centralized Reporting System (CRS), as well as through printed individual student reports (ISRs) sent to families. The results were released after the testing window closed and standard setting had been completed. Starting with the 2018–2019 school year, the CRS has been able to report results on tests as they are completed.

The CRS is interactive. When educators or administrators log in, they see a summary of data about students for whom they are responsible (e.g., a principal will see the students in the school; a teacher will see students in his or her class). Users can then drill down through various levels of aggregation all the way to individual reports. The system allows them to tailor the content more precisely, moving from subject area through reporting categories, and even to standards-level reports for aggregates. Aggregated reports are available at every level, and authorized users can print these reports or download them (or the data on which they are based). ISRs can be produced individually or batched as PDF reports.

All authorized users can download files, including data about students for whom they are responsible, at any time. The various reports available may be used to inform stakeholders regarding student performance and instructional strategies.

4. REFERENCES

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Appendix C

**Test Information Distribution Engine (TIDE) User
Guide**



West Virginia DEPARTMENT OF
EDUCATION

Test Information and Distribution Engine (TIDE) User Guide

2021-2022

Published March 14, 2022

Prepared by Cambium Assessment, Inc.



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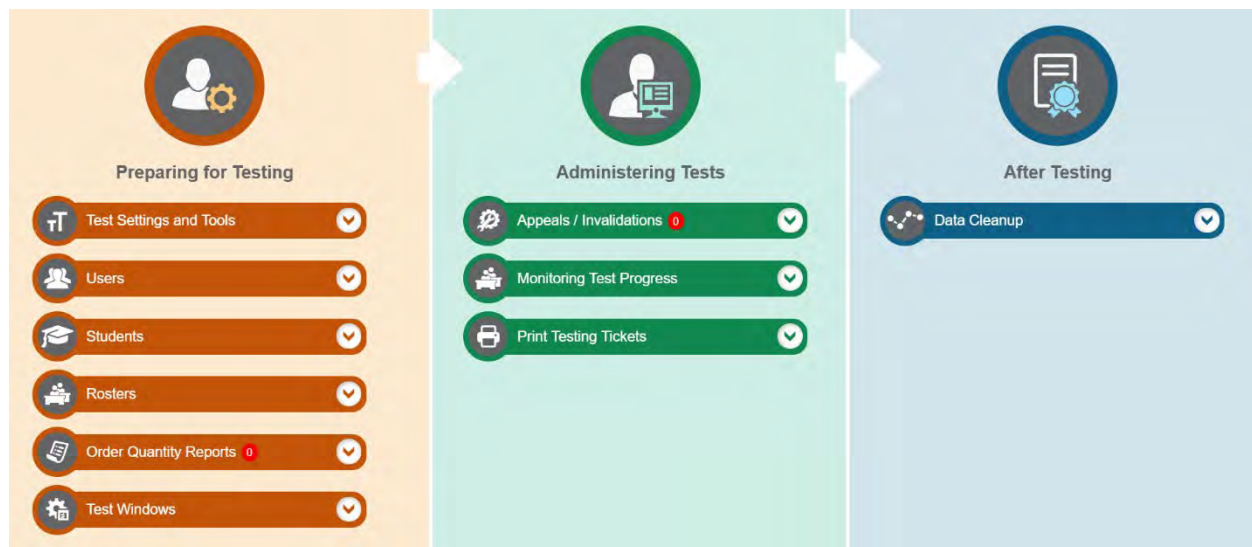
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Introduction to TIDE

This user guide provides instructions on how to use TIDE.

At its core, TIDE is a registration system for users and students who will access West Virginia Assessment Program systems.

Figure 1. TIDE Dashboard



You can use TIDE to perform the following tasks:

- Students must be registered in TIDE to test in TDS. Students are registered in TIDE via the data exchange which occurs hourly between WVEIS and TIDE.
- Rosters must be added in TIDE so Reporting can display scores at the classroom level and so teachers can view student results. You can add new rosters or modify existing rosters. Rosters represent classes or other groups of students. After testing, TIDE sends students' scores to Reporting so that system can display scores at the student, school, district, and state levels, and TIDE sends rosters to Reporting for reporting at the roster level.
- For paper testing material orders: You can place orders for paper Braille and Large Print materials and verify/update points of contact and shipping information.
- You can print hard-copy test tickets that include a student's username so the student can log in to a test.
- You can add new appeal requests or modify existing requests if a test must be retaken or reopened.

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- You can view your district's or school's progress in starting and completing tests as well as participation rate. Note: this participation rate is NOT the participation rate used for accountability; it is simply a rough estimation of the percent of your district's or school's enrollment having tested.
- You can provide reasons why students did not take an ELPA21 Summative test.

TIDE divides tasks by user role. Users with higher roles will have access to more tasks in TIDE than users with lower roles. District-level users have access to the most tasks, followed by school-level users, teachers, and test administrators. The structure of this guide is based on the user role. It includes the following sections:

- **How to Activate Your Account and Log in to TIDE**
- **How District-Level Users Perform Tasks in TIDE**
- **How School-Level Users Perform Tasks in TIDE**
- **How Teachers, Test Administrators, and ELPA Administrators Perform Tasks in TIDE**

There is also an [Appendix](#) with additional information and instructions.

Three Things All TIDE Users Must Know How to Do

Records for users, students, and rosters must be added to TIDE and kept current for the testing process to flow properly. Users not added to TIDE will not have access to any West Virginia Assessment Program systems. Students not added to TIDE will not be able to test. Rosters not added to TIDE will not be available in Reporting, and educators will not be able to view students' test results by roster or by other meaningful groupings. The process for adding and modifying records in TIDE is user-friendly because it's basically the same no matter the user role or which type of record is being added.

All TIDE users must be familiar with the following actions, as they are the same for Users, Rosters, Test Windows, and Appeal Requests:

- **Adding** new records or **modifying** existing records one at a time.
- **Adding** multiple new records or **modifying** multiple existing records all at once through **file upload**.

Note: Student records and accommodations are imported into TIDE via hourly data exchanges with WVEIS. Student records cannot be added to TIDE one at a time or through the file upload feature in TIDE.

How to Add Records One at a Time

1. Start at the dashboard that appears when you first log in to TIDE, select the task for which you want to add a new record, and select **Add**.
2. On the page that appears, fill out the information, verify its accuracy, and select **Save**.

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Figure 2. Add User

Add User

Use this page to add users to assessment systems. [more info](#)

PERSONNEL

*Email Address:

+ Add user or add roles to user with this email

Add Roster

Use this page to add rosters. [more info](#)

Save Cancel

Search for Students to Add to the Roster

*District: Student's Last Name:

*School: Student's First Name:

SSID: Grade Level When Assessed:

+ Advanced Search

Search

How to Modify Existing Records One at a Time

1. Begin by searching for the record you want to modify. Start at the dashboard that appears when you first log in to TIDE, select the task for which you want to search for records, and select **View/Edit/Export**. Fill out the form that appears and select **Search**.

Figure 4. View/Edit/Export User

View/Edit/Export User

Use this page to view, edit, or export users. [more info](#)

Search users

*Role: Last Name:

First Name: Phone:

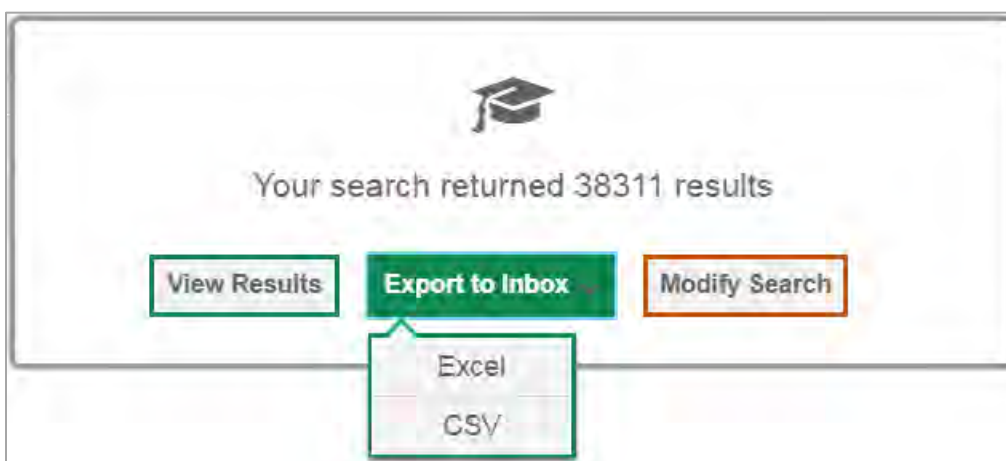
Email:



TA Certified: ☐ Yes ☐ No

Search

2. A pop-up window appears, allowing you to view or export search results or modify your search. To view and edit search results, select **View Results**. To export all search results to the Inbox from the pop-up window, select **Export to Inbox** and then select either **Excel** or **CSV**. The search results will be exported to your Inbox and you will return to the search form.

Figure 5. Search Results







3. If you select **View Results**, the search results will appear in a table. To view individual records, select the edit button by the record you want. To delete individual records, mark the checkbox by that record and select . To export records, mark the checkbox by that record and select .


View/Edit/Export Student


Use this page to view, edit, or export students. [more info](#)



+ Search Students

    Move to Other School

Number of students found: 38311

1-50 of 38311 records | Page: 1 of 767 

Enter search terms to filter search result 

	Edit	School Information		Student Information						
		District	School	SSID	District assigned student identifier	Student's Last Name	Student's First Name	Student's Middle Name	Gender	Birth Date (MMDD)
		000002	000003		ZZ9901502			MiddleName	Male	

How to Add or Modify Multiple Records All at Once

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1. Start at the dashboard that appears when you first log in to TIDE, select the task for which you'd like to upload records, and select **Upload**. An upload screen will appear where you can download a template file.

Figure 7. Upload Roster

Upload Rosters

1. Upload 2. Preview 3. Validate 4. Confirmation

Download Templates ▼

CSV

EXCEL

Use this page to upload a file of rosters you want to add or modify. [more info](#)

Step 1: Upload File

Choose File Browse

2. Once you've downloaded and filled out the template file, return to the upload screen, select **Browse**, locate the file on your computer, and upload it to TIDE. Select **Next**. The upload preview screen appears.

Upload Rosters

1. Upload 2. Preview 3. Validate 4. Confirmation

Verify you uploaded the correct file. Click **Next**. If the values in the columns are incorrect, try re-creating your upload file using one of the available templates from the previous Upload Rosters page.

Step 2: Preview

Row Number	District ID	School ID	Email address	Roster name	Student ID
1	000002	000003		Sample22	ZZ5457413
2	000002	000003		Sample22	ZZ5456112
3	000002	000003		Sample22	ZZ5457075

Next Cancel

3. Once you've verified the information on the preview screen, select **Next** again. The validation screen appears.

Upload Rosters

1. Upload 2. Preview 3. Validate 4. Confirmation

Download Validation Report

Review the validation results, then click **Continue with Upload**. [more info](#)

Step 3: Validate

Legend: ▲ Error: The file can be uploaded, but this row will not be included. ▲ Warning: This field is invalid, but the row will be uploaded.

Row Number	District ID	School ID	Email address	Roster name	Student ID
1	000002	000003	▲	Sample22	ZZ5457413
2	000002	000003	▲	Sample22	ZZ5456112
3	000002	000003	▲	Sample22	ZZ5457075

Continue with Upload Upload Revised File Cancel

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4. The validation screen shows errors or warnings associated with your uploaded file. The email address displayed will be for the teacher who is associated with the roster. To continue with the upload despite these errors or warnings, select **Continue with Upload**. The confirmation screen appears. To revise the file before uploading, select **Upload Revised File**. To upload a new file from the confirmation screen, select **Upload New File**.

Figure 10. Upload Roster Confirmation Page

Upload Rosters

1. Upload 2. Preview 3. Validate 4. Confirmation

Step 4: Confirmation

Results: 0 records are committed.

Upload New File

How to Activate Your Account & Log in to & out of TIDE

Your TIDE administrator creates your account, and then TIDE sends you an activation email. This email contains a link that takes you to the **Reset Your Password** page in TIDE where you can set up your password for logging in to TIDE and other applicable West Virginia Assessment Program systems. This link expires 15 minutes after the email was sent. If you do not set up your password within 15 minutes, you need to request a new link as described in the section “[Password Information](#)” in the appendix.

If you do not receive an activation email, check your spam folder. Emails are sent from DoNotReply@cambiumassessment.com, so you may need to add this address to your contact list.

How to Activate your Account

1. Select the link in the activation email. The **Reset Your Password** page appears (see [Figure 11](#)).
2. In the *New Password* and *Confirm New Password* fields, enter a new password. The password must be at least eight characters long and must include at least one lowercase alphabetic character, one uppercase alphabetic character, one number, and one special character (e.g., %, #, or !).
3. Select **Submit**.

Account activation is complete. You can proceed to TIDE by selecting the **TIDE** card (see [Figure 13](#)) on the West Virginia Assessment Program portal (<https://wv.portal.cambiumast.com/>).

Figure 11. Reset Your Password Page

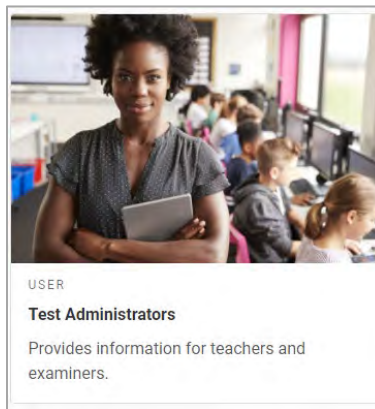
How to Reactivate your Account at the Beginning of the School Year

At the beginning of a new school year, your TIDE password and security details will be automatically reset. You will receive an email from DoNotReply@cambiumassessment.com to notify you of this occurrence and to alert you that you will not be able to log in to TIDE or any other system until you reactivate your account for the new school year.

<https://wv.portal.cambiumast.com/>.

2. Select the **Test Administrators** card.

Figure 12. Test Administrators Card on Portal



3. Select **TIDE** (see [Figure 13](#)). The **Login** page appears (see [Figure 14](#)).

Figure 13. TIDE Card

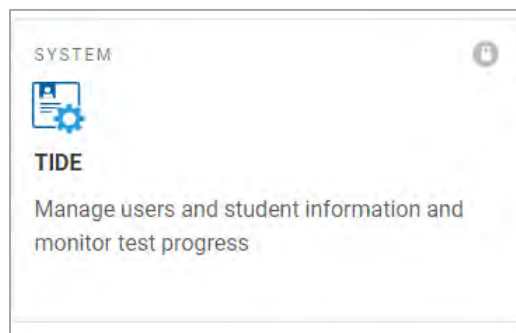


Figure 14. Login Page

4. Select **Request a new one for this school year**. The **Reset Your Password: Find Account** page appears (see [Figure 15](#)).
5. Enter your TIDE email address and select **Submit**. TIDE sends you an email containing a link to reset your password.

[Figure 11](#)).

7. In the *New Password* and *Confirm New Password* fields, enter a new password. The password must be at least eight characters long and must include at least one lowercase alphabetic character, one uppercase alphabetic character, one number, and one special character (e.g., %, #, or !).
8. Select **Submit**.

Figure 15. Fields in the Reset Your Password: Find Account Page

During the reactivation process, you will be taken to the **Enter Code** (see [Figure 16](#)) page and asked to provide the authentication code sent to your email.

- In the *Enter Emailed Code* field, enter the emailed code and select **Submit**.
- You must enter the code within fifteen minutes of the email being sent. If your code expires, you can request a new code by selecting **Resend Code** on the **Enter Code** page.

Figure 16. Enter Code Page

How to Log in to TIDE

Do not share your login information with anyone. All West Virginia Assessment Program systems provide access to student information, which must be protected in accordance with federal privacy laws.

<https://wv.portal.cambiumast.com/>.

2. Select the **Test Administrators** card. (See [Figure 12](#))
3. Select **TIDE** (see [Figure 13](#)). The **Login** page appears (see [Figure 14](#)).
4. On the **Login** page, enter the email address and password you use to access all West Virginia Assessment Program systems.
5. Select **Secure Login**.
 - a. If you have not logged in using this browser before, or if you have cleared your browser cache, the **Enter Code** page appears (see [Figure 16](#)) and an email is sent to your address. This applies every time you access TIDE with a new browser. The email contains an authentication code, which you must use within fifteen minutes of the email being sent.
 - i. In the *Enter Emailed Code* field, enter the emailed code. If the code has expired, Select **Resend Code** to request a new code.
 - ii. Select **Submit**.

The **Dashboard** for your user role appears. Depending on your user role, TIDE may prompt you to select a role, district, or school to complete the login.

Working with TIDE in more than one browser tab or window may result in changes in one tab overwriting changes made in another tab. Do not have more than one TIDE browser tab or window open at one time.

How to Log out of TIDE

- In the TIDE banner (see [Figure 17](#)), select **Log Out**.

Figure 17. Log Out



Logging out of TIDE logs you out of most West Virginia Assessment Program systems. However, you will not be logged out of the TA Interface in order to prevent the accidental interruption of active test sessions.

How District-Level Users Perform Tasks in TIDE

District-level users can perform most of the tasks available in TIDE. Some of these tasks must be performed before testing begins, some must be performed during testing, and some must be performed after testing.

How District-Level Users Perform Tasks in TIDE before Testing Begins

Before testing begins, district-level users must perform the following tasks in TIDE:

- Set up **user accounts** for school-level users so they can log in to TIDE and other West Virginia Assessment Program systems. If user accounts are not set up before testing begins, those users will not be able to access any West Virginia Assessment Program system.
- Verify **student accounts** so students can take the correct tests with the correct test settings at the correct time. If student accounts are not set up in TIDE before testing begins, those students will not be able to test.
- Set up **rosters** so Reporting can display scores at the roster level.
*This is primarily done at the school level but may be completed at the district level.
- Set up customized **test windows** so the correct tests are available when you need them.
- Set up point of contact and shipping information for **paper testing materials** as necessary.

How District-Level Users Set Up User Accounts in TIDE

District-level users must set up user accounts for school-level users to sign in to TIDE and other West Virginia Assessment Program systems. If these users don't have accounts set up in TIDE, they will not be able to access any West Virginia Assessment Program system.

How district-level users add new user accounts one at a time

You can add users to TIDE one at a time. To learn more about adding records to TIDE one at a time, see the section "[How to Add Records One at a Time](#)" in the Introduction.

1. From the **Users** task menu, select **Add Users**. The **Add Users** page appears.


Figure 18. Add User

2. In the *Email Address* field, enter the new user's email address and select **+Add user or add roles to the user with this email**. Additional fields appear.

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3. Enter the new user's first and last names in the required fields and other details in the optional fields.

Figure 19. Add User – Additional Fields


4. From the **Role** drop-down, select a role. From the dropdowns that appear, select a state, district, and school, if applicable.
5. *Optional:* To add multiple roles, select **+Add More Roles** and repeat Step 4.
6. *Optional:* To delete a role, select  next to that role.

How district-level users modify existing user accounts one at a time

You can view and modify existing user accounts one at a time or multiple existing users' accounts all at once through file export. If a user's information changes after you've added the user to TIDE, you must edit the user account to match the most up-to-date information. If the user's account does not include the most up-to-date information, the user may not be able to access other West Virginia Assessment Program systems or features within those systems. You can also delete users from TIDE.

2. Retrieve the individual user account you want to view, edit, export, or delete by following the procedure in the section "[How to Modify Existing Records One at a Time](#)" in the Introduction.
3. In the list of retrieved user accounts, select  for the user whose account you want to view or edit.
4. If your role allows it, modify the user's details as required, using the table "[Fields in the View/Edit Users Page](#)" in the appendix as a reference.
5. *Optional:* To add more roles for this user, select **+Add More Roles** and then follow the steps as described in the section on adding individual users.

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6. *Optional:* To delete a role, select  next to that role. You can also delete the user's entire account from the search results table.
7. Select **Save**.
8. In the affirmation dialog box, select **Continue** to return to the list of user accounts.

How district-level users add or modify multiple user accounts all at once

[How to Add or Modify Multiple Records All at Once](#)” in the Introduction.

1. From the **Users** task menu, select **Upload Users**. The **Upload Users** page appears.
2. Following the instructions in the section “[How to Add or Modify Multiple Records All at Once](#)” in the Introduction and using the table “[Columns in the User Upload File](#)” in the appendix as a reference, fill out the template and upload it to TIDE. Users who have not previously been set up in TIDE will be added in TIDE. Users who already have accounts set up in TIDE will have their accounts modified with the updated content from the upload.

How district-level users upload users' TA Certification attribute (available starting in August 2021)

You can update the TA Certification attribute for multiple users at one time through file uploads. This task requires familiarity with composing comma-separated value (CSV) files or working with Microsoft Excel. Please note that all existing users have Remote TA Certification by default. This feature will most often be used for the Standard TA Certification course.

1. From the **Users** task menu, select **Upload User Attributes**. The **Upload User Attributes** page appears.
2. Following the instructions in the section “How to Add or Modify Multiple Records All at ” in the Introduction and using the table “[Columns in the User Attributes File](#)” in the appendix as a reference, fill out the template and upload it to TIDE.

How District-Level Users View Students Registered in TIDE

Students must be registered in TIDE to be eligible to test in TDS. To confirm all students are registered in the correct district and school in TIDE, you can search for student records one at a time or multiple students all at once.

How district-level users view existing student accounts

You can view detailed information about a student's record. You can also view a student's test participation report, if available.

1. From the **Students** task menu on the TIDE dashboard, select **View/Edit/Export Students**. The **View/Edit/Export Students** page appears.
2. Retrieve the individual student account you want to view, edit, or export by following the procedure in the section “[How to Modify Existing Records One at a Time](#)” in the Introduction.

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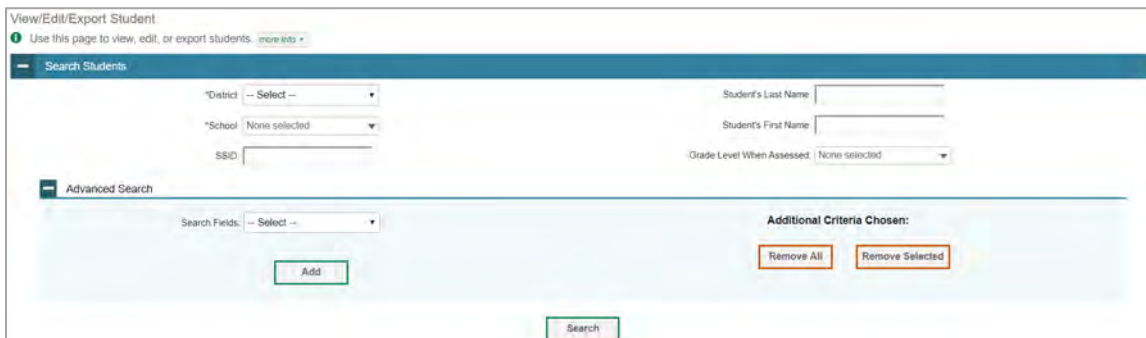
3. In the list of retrieved students, select  for the student whose account you want to view. The **View/Edit Students: [Student's Name]** form appears.

Figure 20. View/Edit/Export Students



4. View the following details for an individual student:
 - In the *Demographics* panel, you can view the student's demographic information, using the table ["Fields in the Demographics Panel"](#) in the appendix as a reference.
 - In the available test settings and tools panels, view the student's test settings, using the table ["Fields in the Test Settings and Tools Panels"](#) in the appendix as a reference. The test settings are grouped into categories. The panels display a column for each of the student's tests. You can view different settings for each test.
5. Select **Save**.
6. In the affirmation dialog box, select **Continue** to return to the list of student records.

How district-level users view a student frequency distribution report

A Frequency Distribution Report (FDR) shows the number of occurrences of a particular category, such as the number of male and female students. You can generate FDRs for the students in your district or school by a variety of demographics and accommodations.

1. From the **Students** task menu on the TIDE dashboard, select **Frequency Distribution Report**. The **Frequency Distribution Report** page appears (see [Figure 21](#)).


Figure 21. Fields in the Frequency Distribution Report Page

The screenshot shows the 'Frequency Distribution Report' page. At the top, there is a header 'Frequency Distribution Report' and a green information icon with the text 'Use this page to generate a Frequency Distribution Report.' and a 'more info' link. Below this is a blue header for the 'Select Demographics' panel. This panel contains three dropdown menus: '*District: -- Select --', '*School: -- Select --', and 'Select Demographics: None selected'. Below the 'Select Demographics' panel is another blue header for the 'Filters for Report' panel. This panel contains three controls: 'Grade: - Select -', 'English Learner Status: ☐ Yes ☐ No', and 'Ethnicity: - Select -'. At the bottom right of the page is a green 'Generate Report' button.

2. In the *Select Demographics* panel:
 - a. From the **District** drop-down list (if available), select a district.
 - b. From the **School** drop-down list (if available), select a school. District-level users can retain the default for all schools within the district.

3. In the *Filters for Report* panel, select:
 - a. Optional: Select a specific grade.
 - b. Optional: Filter by additional demographics and accommodations.

4. Select **Generate Report**. TIDE displays the selected FDRs in grid format (see [Figure 22](#)).

5. Do one of the following:
 - To display the FDRs in tabular format, select **Grid**.
 - To display the FDRs in graphical format, select **Graph**.
 - To display the FDRs in both tabular and graphical format, select **Grid & Graph**.
 - To download a PDF file of the FDRs, select , and then select **Print** on the new browser window that opens displaying the report. The generated PDF file displays the report in your selected format of **Grid**, **Graph**, or **Grid & Graph**.

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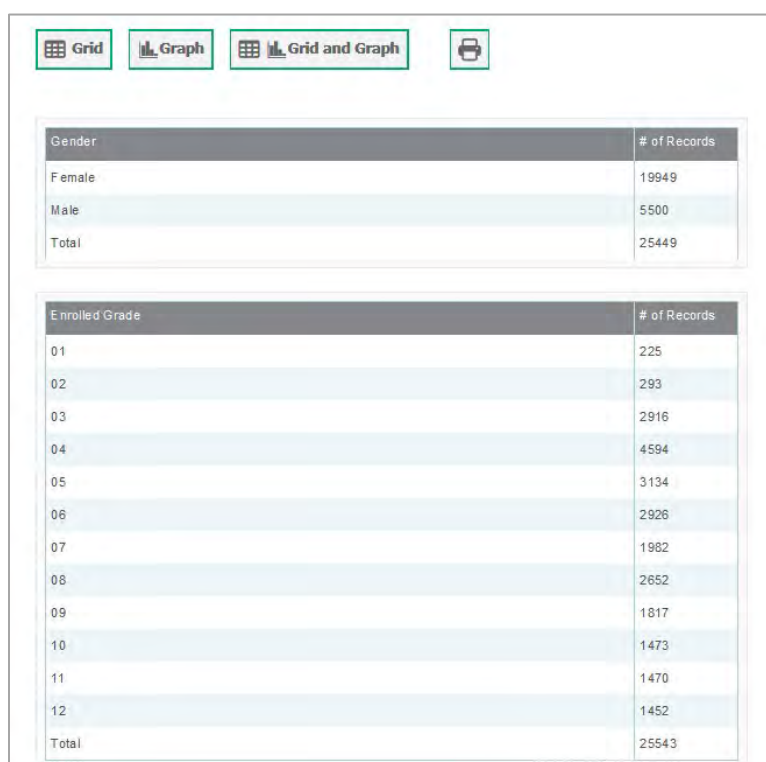
- To export to Excel, select , and in the affirmation dialog box select **OK**.

Figure 22. Frequency Distribution Reports by Grade and Gender



How District-Level Users Manage Rosters

The rosters you create in TIDE are available in Reporting. Reporting can aggregate test scores at these roster levels. You can also use rosters to print test tickets containing students' login information to start taking a test.

When creating rosters, it is recommended to follow the guidelines below:

- Rosters should ideally include about 25–30 students. If a roster is too large or too small, it may affect the credibility and usefulness of the data.

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- One or more rosters may need to be created depending on the subjects taught by a teacher. For example, if a group of Grade 3 students has the same teacher for English language arts, mathematics, and science, then separate rosters do not need to be created for each subject. However, if different teachers are responsible for teaching different subjects, then separate rosters need to be created for each teacher and subject.
- When naming rosters, a clear and consistent naming convention should be used that indicates the grade, class name, teacher, period as applicable. For example, an elementary school class may be named 'Gr3Jones' and a secondary school class may be named 'AikenPeriod3Eng9.'

You can only create rosters from students associated with your school or district.

How district-level users add new rosters one at a time

1. From the **Rosters** task menu on the TIDE dashboard, select **Add Roster**. The **Add Roster** form appears (see [Figure 23](#)).
2. In the *Search for Students to Add to the Roster* panel, search for students by filling out the search criteria and selecting **Search**.

Figure 23. Add Roster Form

[Figure 24](#)), do the following:

- a. In the *Roster Name* field, enter the roster name.
- b. From the *Teacher Name* drop-down list, select a teacher or school personnel associated with the roster.
- c. From the *Students to display* field, select the students you wish to view in the *Available Students* list. The two options are:

Figure 24. Add/Remove Students to Roster Panel: Current and Past Students

Students To Display: ☐ Current Students ☒ Current and Past Students

Select Students from "Available Students" List below to add to the Roster

Available Students (8)					
	Add	Grade	Student Name	SSID	
<input type="checkbox"/>		Grade 3	Washington, George	9990009010	
<input type="checkbox"/>		Grade 3	Adams, John	9990009019	
<input type="checkbox"/>		Grade 3	Jefferson, Thomas	9990009018	
<input type="checkbox"/>		Grade 3	Madison, James	9990009017	
<input type="checkbox"/>		Grade 3	Monroe, James	9990009016	03/2013
<input type="checkbox"/>		Grade 3	Jackson, Andrew	9990009015	01/2016
<input type="checkbox"/>		Grade 3	Harrison, William	9990009014	
<input type="checkbox"/>		Grade 3	Taylor, Zachary	99900090183	

Selected Students (0)				
	Remove	Grade	Student Name	SSID

- **Current Students:** Displays students who match your search criteria and are currently associated with the school.
- **Current and Past Students:** Displays all the students who match your search criteria from the current year even if they are no longer associated with the school. For example, if a Grade 3 student has left the school and you search for Grade 3 students with the *Students to display* field set to **Current and Past Students**, the student who has left the school also will be displayed.

When viewing current and past students from the selected year, students who are no longer associated with your school will display the date on which they left the school. You can still add these students to your roster if desired.

- To move one student to the roster, select for that student.
 - To move all the students in the *Available Students* list to the roster, select **Add All**.
 - To move selected students to the roster, mark the checkboxes for the students you want to add, then select **Add Selected**.
- e. To remove students, do one of the following in the list of students in the roster:



- To remove all the students from the roster, select **Remove All**.
- To remove selected students from the roster, mark the checkboxes for the students you want to remove, then select **Remove Selected**.

2. Select **Save**, and in the affirmation dialog box, select **Continue**.

How district-level users modify an existing roster one at a time



1. You can modify a specific roster if required by performing the following steps: From the **Rosters** task menu on the TIDE dashboard, select **View/Edit/Export Roster**. The **View/Edit/Export Roster** page appears.
2. Retrieve the roster you want to view or edit by following the procedure in the section "[How to Modify Existing Records One at a Time](#)" in the Introduction.
3. In the list of retrieved rosters, select  for the roster whose details you want to view. The **View/Edit Roster** form appears. This form is similar to the form used to add rosters (see [Figure 23](#)).
4. In the *Search for Students to Add to the Roster* panel, search for students by following the procedure in the section "[How to Modify Existing Records One at a Time](#)" in the Introduction.
5. In the *Add/Remove Students to the Roster* panel (see [Figure 24](#)), do the following:
 - a. In the *Roster Name* field, enter the roster name.
 - b. From the *Teacher Name* drop-down list, select a teacher or school personnel associated with the roster.
 - c. From the *Students to display* field, select the students you wish to view in the *Available Students* and *Selected Students* lists. The two options are:
 - **Current Students:** Displays students who match your search criteria and are currently associated with the school and roster. The *Available Students* list displays students who are currently associated with your school and the *Selected Students* list displays students who are currently associated with the roster.
 - **Current and Past Students:** Displays all the students who match your search criteria from the current year even if they are no longer associated with the school or the roster. If a student has been removed from the roster, the date on which the student was removed from the roster is displayed in the *Selected Students* list. If the student who has been removed from the roster is still associated with the school, they are listed in the *Available Students* list as a regular student. However, if a student has left the school then the record will appear in the *Available Students* list with the date the student left the school.
 - d. To add students, from the list of available students, do one of the following:
 - To move one student to the roster, select  for that student.
 - To move all the students in the *Available Students* list to the roster, select **Add All**.
 - To move selected students to the roster, mark the checkboxes for the students you want to add, then select **Add Selected**.

Figure 25. Modifying a Roster: Current and Past Students


Students To Display: ☐ Current Students ☒ Current and Past Students

Select Students from "Available Students" List below to add to the Roster

Available Students (8)					
	Add	Grade	Student Name	SSID	Left School
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Washington, George	9990009010	
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Adams, John	9990009019	
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Jefferson, Thomas	9990009018	
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Madison, James	9990009017	
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Monroe, James	9990009016	03/2013
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Jackson, Andrew	9990009015	01/2016
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Harrison, William	9990009014	
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Taylor, Zachary	9990009013	

Selected Students (5)					
	Remove	Grade	Student Name	SSID	Left Roster
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Doe, Jane	9990009012	
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Doe, John	9990009011	06/2013
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Doe, Janet	9990009009	
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Doe, Jake	99900090108	
<input type="checkbox"/>	<input type="checkbox"/>	Grade 3	Potter, Harry	99900090100	03/2013

e. To remove students, do one of the following in the list of students in the roster:

- To remove one student from the roster, select  for the student.
- To remove all the students from the roster, select **Remove All**.

6. Select **Save**, and in the affirmation dialog box, select **Continue**.

If you have many rosters to add or modify, you can do so through file upload as shown in the section [“How to Add or Modify Multiple Records All at Once”](#) in the Introduction

1. From the **Rosters** task menu on the TIDE dashboard, select **Upload Rosters**. The **Upload Rosters** page appears.
2. Following the instructions in the section [“How to Add or Modify Multiple Records All at Once”](#) in the Introduction and using the table [“Columns in the Roster Upload File”](#) in the appendix as a reference, fill out the Roster template and upload it to TIDE.

How District-Level Users Manage Test Windows

State testing policy states interim and diagnostic tests cannot be administered during the West Virginia General Summative Assessment (WVGSA) test window. The Test Windows module, which encompasses this overall section of TIDE, allows district-level users to create separate Test Windows for interims/diagnostics and the WVGSA.

How district-level users add new test windows one at a time

When you create or edit a test window at the district level, all schools within that district's hierarchy administer the test during that window—except those schools that have their own customized window. A school test window will override the district test window.

1. From the **Test Windows** task menu on the TIDE dashboard, select **Add Test Windows**. The **Add Test Windows** form appears (see [Figure 26](#)).
2. In the *Test Window Information* panel, do the following:
 - a. In the *Window Name* field, enter a new name for the test window. The *Window Name* field only accepts alphanumeric characters. Characters like spaces, dashes, and underscores are not allowed for test window names.

Figure 26. Fields in the Add Test Windows Page

The screenshot shows the 'Add Test Windows' form. At the top, there is a header 'Add Test Windows' with a green information icon and a 'more info' link. Below this are 'Save' and 'Cancel' buttons. The main section is titled 'Test Window Information'. It contains the following fields:

- *Window Name: A text input field.
- *Window Start Date: A date picker field.
- *Entity Type: Radio buttons for 'District' and 'School'.
- *Window End Date: A date picker field.

Below these fields is a section titled 'Available Test Family(ies)'. It is divided into two columns:

- Available Test Family(ies) (8)**: A list of test families with checkboxes and a green plus icon to add them.
 - ☐ Add Test Family(ies)
 - ☐ Science Interim Assessments
 - ☐ Science Interim Assessments-BRAILLE
 - ☐ Fixed Form CIA-ELA
 - ☐ Fixed Form CIA-Math
- Selected Test Family(ies) (0)**: A section for removing test families.
 - ☐ Remove Test Family(ies)

- b. Mark the type of entity for which you want to add a test window: **District** or **School**.
- c. From the **District** and **School** drop-down lists (as available), make selections for the district and school.

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- d. In the *Window Start Date* and *Window End Date* fields, enter the test window's start and end dates.
 - e. Select **Add Test Window**.
3. In the *Add/Remove Tests* section (see [Figure 27](#)), do the following:
 - a. To add tests, from the list of available Test Families do one of the following:
 - To move one test to the window, select  for that test.
 - To move all the tests in the *Available Test Families* list to the window, select **Add All**.
 - To move selected tests to the window, mark the checkboxes for the tests you want to add, then select **Add Selected**.

Figure 27. Add/Remove Tests Panel

Available Test Family(ies)	
<input type="checkbox"/> Add Test Family(ies)	<input type="checkbox"/> Remove Test Family(ies)
<input type="checkbox"/>  Science Interim Assessments	<input type="checkbox"/>  Fixed Form CIA-ELA
<input type="checkbox"/>  Science Interim Assessments-BRAILLE	<input type="checkbox"/>  Interim Module Assessments-ELA
<input type="checkbox"/>  Fixed Form CIA-Math	

- To remove one test from the window, select  for the test.
 - To remove all the tests from the window, select **Remove All**.
 - To remove selected tests from the window, mark the checkboxes for the tests you want to remove, then select **Remove Selected**.
4. Select **Save**, and in the affirmation dialog box, select **Continue**.

How district-level users modify existing test windows one at a time

You can modify a custom test window by changing its name and dates, or by adding or removing students.

1. From the **Test Windows** task menu on the TIDE dashboard, select **View/Edit/Export Test Windows**. The **View/Edit/Export Test Windows** page appears.

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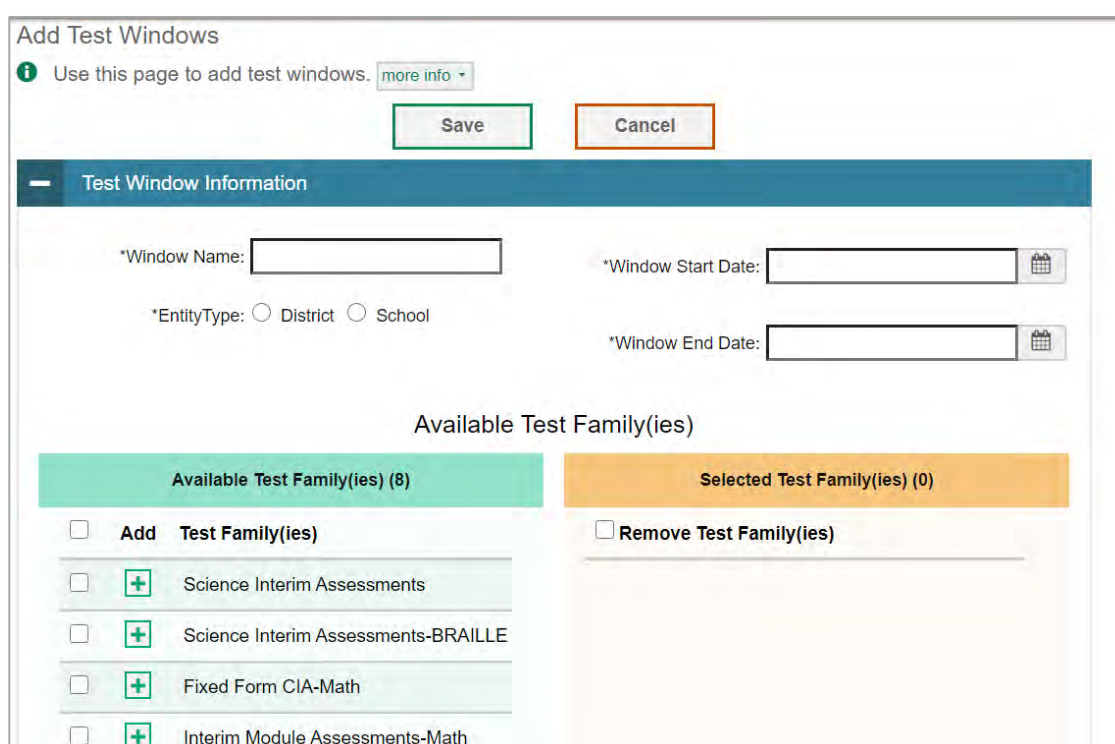

2. Retrieve the test window you want to view or edit by filling out the search criteria and selecting **Search**.
3. In the list of retrieved test windows, select  for the test window whose details you want to view. The **Add Test Windows** form appears. This form is similar to the form used to add test windows ([Figure 28](#)).
4. *Optional:* In the *Test Window Information* panel, do the following:
 - a. In the *Window Name* field, enter a new name for the test window. The *Window Name* field only accepts alphanumeric characters. Characters like spaces, dashes, and underscores are not allowed for test window names.

Figure 28. Fields in the Add Test Windows Page



- b. In the *Window Start Date* and *Window End Date* fields, enter the test window's new start and end dates.
 - c. Select **Add Test Window**.
5. *Optional:* In the *Add/Remove Tests* section (see [Figure 29](#)), do the following:
 - To move one test to the window, select  for that test.
 - To move all the tests in the *Available Test Families* list to the window, select **Add All**.

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- To move selected tests to the window, mark the checkboxes for the tests you want to add, then select **Add Selected**.

Figure 29. Add/Remove Tests Panel

Add Test Windows

Use this page to add test windows. [more info](#)

Save **Cancel**

Test Window Information

*Window Name:

*Entity Type: ☐ District ☐ School

*Window Start Date:

*Window End Date:

Available Test Family(ies)

Available Test Family(ies) (6)		Selected Test Family(ies) (2)	
<input type="checkbox"/>	Add Test Family(ies)	<input type="checkbox"/>	Remove Test Family(ies)
<input type="checkbox"/>	Science Interim Assessments	<input checked="" type="checkbox"/>	Fixed Form CIA-ELA
<input type="checkbox"/>	Science Interim Assessments-BRAILLE	<input checked="" type="checkbox"/>	Interim Module Assessments-ELA
<input type="checkbox"/>	Fixed Form CIA-Math		
<input type="checkbox"/>	Interim Module Assessments-Math		

b. To remove tests, do one of the following in the list of tests in the window:

- To remove one test from the window, select for the test.
- To remove all the tests from the window, select **Remove All**.

6. Select **Save**, and in the affirmation dialog box, select **Continue**.

If you have many test windows to create, it may be easier to perform those transactions through file uploads. This task requires familiarity with composing comma-separated value (CSV) files or working with Microsoft Excel.

1. From the **Test Windows** task menu on the TIDE dashboard, select **Upload Test Windows**. The **Upload Test Windows** page appears.
2. Following the instructions in the section [“How to Add or Modify Multiple Records All at Once”](#) in the Introduction and using the table [“Columns in the Test Window Upload File”](#) in the appendix as a reference, fill out the Test Window template and upload it to TIDE.

How District-Level Users Order Paper Testing Materials

1. You can order paper testing materials for the West Virginia General Summative Assessment and the Comprehensive Interim Assessment if any enrolled students require a Large Print test or Braille paper test. If paper materials are required, the district-level user can place an additional order in TIDE. From the **Paper Ordering** task menu on the TIDE dashboard, select **Additional Orders**.
2. In the *Contact Info* panel, do the following:
 - a. Verify or enter information in the *District Assessment Coordinator Information* panel.
 - b. Verify or enter information in the *Shipping Information* panel. Post Office (P.O.) boxes are not allowed for a shipping address.
 - c. Select **Verify**, and then select **Continue** in the confirmation message that appears.

Figure 30. Contact Info Panel

Additional Orders

Use this page to view and modify additional orders. [more info](#)

Contact Info

Verify your contact information below.

District Assessment Coordinator Information

Name: Demo District 9997

*First Name: Jason

Middle Name:

*Last Name: Demo

*Email Address: Jdemo@k12.wv.us

Alternate Email Address: Jdemo@k12.wv.us

*Phone Number: 997-459-5671

Phone Extension:

Fax Number:

Shipping Information

Contact Person:

*Address Line1: 894 Demo Street

Address Line2:

*City: Democity

*State: WV

*Zip Code: 87945

Zip+4:

*Phone Number: 997-459-5671

Verify

3. The **Additional Orders** form appears (see [Figure 31](#)).

Figure 31. Fields in the Additional Orders Page

Additional Orders

Use this page to view and modify additional orders. [more info](#)

Search for Orders

School Demo School 999701 - 99

Search

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- From the School drop-down, select a school.
- Select **Search**. A list of materials available for ordering appears (see [Figure 32](#)). For information on the columns that appear, see the table [Columns in the Additional Orders Page](#) in the appendix.

Figure 32. List of Available Additional Orders

The following table lists your additional orders for Demo School 999801

Material Description	Quantity You Will Receive	Quantity Approved	Quantity Pending Approval	Additional Quantity
— Summative				
Summative Grade 3 Large Print ELA Kit <i>This kit contains a Grade 3 ELA Large Print book and a Grade 3 regular print test book.</i>	0	0	0	<input type="text" value="0"/>
Summative Grade 3 Braille ELA Kit <i>This kit contains a Grade 3 ELA Braille book and a Grade 3 regular print test book.</i>	0	0	0	<input type="text" value="0"/>

- Optional:** To change the shipping address, reopen the *Contact Info* panel.
- Optional:** To view comments about the order, expand the *Comments* panel if available. The comments panel displays all the comments entered for an order in chronological order. Each comment includes information about who entered the comment and when.

Figure 33. Additional Orders: Comments Panel

+

Contact Info

—

Search for Orders

☒ School

Demo School 999801 - 99

Search

—

Shipping Address for This Order

998 Demo Street

PHILIPPI, WV 87946

—

Comments

Please review my paper materials order.

6/30/2021 10:09:55 AM

Save Orders

Cancel

The following table lists your additional orders for Demo School 999801

Material Description	Quantity You Will Receive	Quantity Approved	Quantity Pending Approval	Additional Quantity
— Summative				
Summative Grade 3 Large Print ELA Kit <i>This kit contains a Grade 3 ELA Large Print book and a Grade 3 regular print test book.</i>	1	1	0	<input type="text" value="1"/>
Summative Grade 3 Braille ELA Kit <i>This kit contains a Grade 3 ELA Braille book and a Grade 3 regular print test book.</i>	0	0	0	<input type="text" value="0"/>

- In the list of additional orders, review the number in the Quantity Approved column; this is the amount of each item you are scheduled to receive.

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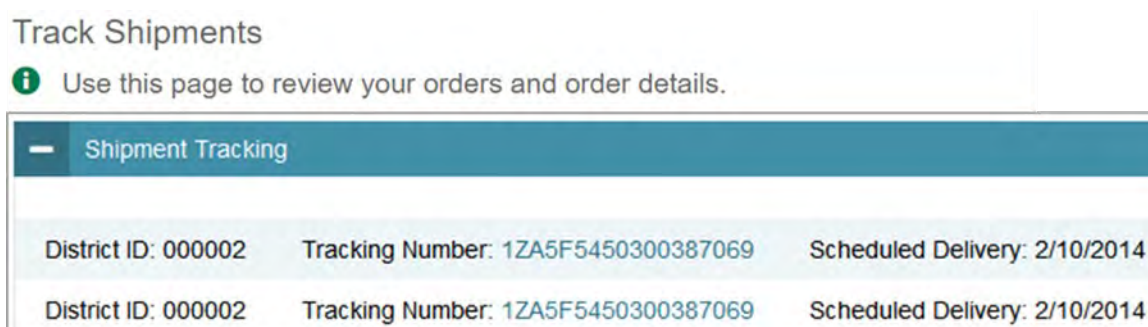
9. If the Quantity Approved is incorrect, enter a different number in the Additional Quantity column. Any additional quantities you order may require approval.
10. Select **Save Orders**. A text box appears allowing you to enter additional comments.
11. Select **Submit** to submit your order. The *Order Summary* pop-up window appears with the new order request on display.
12. Select **Close** to return to the **Additional Orders** page.

How district-level users track shipments of paper testing materials

You can view tracking reports showing the status of additional orders.

1. From the **Paper Ordering** task menu on the TIDE dashboard, select **Track Shipments**. The **Track Shipments** page appears (see [Figure 34](#)).
2. To view the shipping company's tracking report, select its tracking number.

Figure 34. Shipment Tracking Panel in the Track Shipments Page



How district-level users view order history reports

You can review the order history of testing materials for schools in your district.



1. From the **Paper Ordering** task menu on the TIDE dashboard, select **Order History**. The **Order History** page appears (see [Figure 35](#)).
3. To view the order's tracking report, select .
4. To view the order's packing lists, manifests, and security checklists, select .

Figure 35. Fields in the Order History Page

Order History

Use this page to review your orders and order details. [more info](#)

Order History for my District

Order Number	Order Type	Submitted By	Order Status	Submitted Date	Tracking	Reports
District: Demo District 9997 9997						
217155	On-time	system, system	Processed	07/20/2020 05:45 PM (EST)		
School: Demo School 999701 9997_999701						

How district-level users view order summary reports

You can review reports for your school's or district's open orders.

1. From the **Paper Ordering** task menu on the TIDE dashboard, select **Order Summary**. The **Order Summary** page appears (see [Figure 36](#)).

Order Summary

Use this page to review order quantities for your school or district. [more info](#)

Search For Order

*Search Order For: ☐ District ☒ School

Demo School 999801 - 9€

*Search Order By: None selected

☐ Select all ☐ Additional

Search

- Under *Search Order For*, mark **School**, and then select a school, to review orders for an individual school.
2. From the **Search Order By** drop-down list, mark the checkbox for **Additional**.
 3. Select **Search**. The order report appears.

During testing, district-level users can perform the following tasks in TIDE:

- Print **test tickets** to help students log in to tests.
- Add, modify, and upload appeal requests.
- View reports of students' current test statuses, test completion rates, and test status codes.

How District-Level Users Print Test Tickets


A test ticket is a hard-copy form that includes a student's username for logging in to a test.

TIDE generates the test tickets as PDF files that you download with your browser.

Figure 37. Sample Test Ticket

TEST TICKET		
test,test		
99999,Demo Dist		
9999-99999,Demo School1		
Grade: 05	Gender: M	Date of Birth: 03/11 /1999
SSID: 115001		

How district-level users print test tickets from student lists

1. From the **Print Testing Tickets** task menu on the TIDE dashboard, select **Print from Student List**. The **Print Test Tickets from Student List** page appears.
2. Retrieve the students for whom you want to print test tickets by filling out the search criteria and selecting **Search**.
4. Specify the students for whom test tickets need to be printed:
 - To print test tickets for specific students, mark the checkboxes for the students you want to print.
 - To print test tickets for all students listed on the page, mark the checkbox at the top of the table.
 - To print test tickets for all retrieved students, no additional action is necessary. The option to print all retrieved records is available by default.
5. Select  and then select the appropriate action:
 - To print test tickets for selected students, select **My Selected Test Tickets**.
 - To print test tickets for all retrieved students, select **All Test Tickets**.
6. In the new browser window that opens displaying a layout for selecting the printed layout (see [Figure 38](#)), verify **Test Tickets** is selected in the *Print Options* section.

7. Select the layout you require, and then select **Print**.


Your browser downloads the generated PDF.

Figure 38. Layout Model for Test Tickets

How district-level users print test tickets from roster lists

1. From the **Print Test Tickets** task menu on the TIDE dashboard, select **Print from Roster List**. The **View/Edit Rosters** page appears.
2. Retrieve the rosters for which you want to print test tickets by filling out the search criteria and selecting **Search**.
4. Do one of the following:
 - Mark the checkboxes for the rosters you want to print.
 - Mark the checkbox at the top of the table to print tickets for all retrieved rosters.

When printing multiple roster groups, the total number of students included in the rosters should not exceed 1,000.

5. Select  and then select **Test Tickets**. A layout model appears for selecting the printed layout (see [Figure 38](#)).
6. Verify **Test Tickets** is selected in the *Print Options* section.
7. Select the layout you require, and then select **Print**.

Your browser downloads the generated PDF.

How District-Level Users Manage Appeals

In the normal flow of a test opportunity, a student takes the test in TDS and then submits it. Next, TDS forwards the test for scoring, and then the test scores are reported in Reporting.

Appeal requests are a way of interrupting this normal flow. A student may be required to retake a test or have another test opportunity. A district coordinator may want to invalidate a test because of an impropriety.

For a full list of appeal request types, see the table “[List of Appeal Request Types](#)” in the appendix.

For a list of appeal request statuses, see the table “[List of Appeal Request Statuses](#)” in the appendix.

For a list of available appeal requests by test status, see the table “[List of Appeal Requests by Test Status](#)” in the appendix.

How district-level users add new appeal requests one at a time

You can create an appeal request for a given test result.

1. Retrieve the result for which you want to create an appeal request by doing the following:
 - a. From the Appeals/Invalidations task menu on the TIDE dashboard, select **Create Requests**. The **Create Requests** page appears (see [Figure 39](#)).
 - b. Select a request type.
 - c. From the drop-down lists and in the text field, enter search criteria.

Figure 39. Selection Fields in the Create Requests Page

Create Requests

Use this page to create invalidation requests. [more info](#)

Select Request Type and Search

*Request Type:

*Search Student By: - Select -

☐ Reset a test ?
☐ Invalidate a test ?
☐ Re-open a test ?
☐ Restore a test that was reset ?
☐ Grace period extension (prior WVDE approval required) ?
☐ Re-open test segment ?

Search

- d. Select **Search**. TIDE displays the found results at the bottom of the **Create Requests** page (see [Figure 40](#)).

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2. Mark the checkbox for each result for which you want to create a test appeal, and then select **Create**.

Figure 40. Retrieved Test Results

+ Select Request Type and Search

Create

Number of records found: 3

Enter search terms to filter search results

	Request Type	School IRN	ResultID	SSID	Student's Last Name	Student's First Name	Test Opp #	Test Status	Test Start Date	Date of Last Activity	Test	Case Number	Appeal Status
<input type="checkbox"/>	Re-open a test	9998_999801	6594109	991006702	Smith	Andrew	1	submitted	8/7/2020 5:42:06 PM	8/7/2020 5:52:26 PM	FF-CIA Grade 8 ELA - Reading		
<input type="checkbox"/>	Re-open a test	9998_999801	6594108	991006702	Smith	Andrew	1	submitted	8/7/2020 5:38:21 PM	8/7/2020 5:39:31 PM	CA-CIA Grade 3 ELA - Writing		
<input checked="" type="checkbox"/>	Re-open a test	9998_999801	6594110	991006702	Smith	Andrew	1	submitted	8/7/2020 5:54:28 PM	8/7/2020 5:57:54 PM	Interim MS Physical Science - Wave Properties 2: PS4-1		

3. In the pop-up box, choose the appropriate value from the **Select a reason from the list** drop-down. The reasons may vary based on the appeal request type.
4. *Optional:* In the *Additional Comments* field, enter comments, if desired.
5. Select **Submit**. TIDE displays a confirmation message.

You can view, approve, reject, retract, and export existing appeal requests.

1. From the Appeals/Invalidations task menu on the TIDE dashboard, select **View/Approve/Export Requests**. The **View/Edit/Export Requests** page appears (see [Figure 41](#)).

Figure 41. Selection Fields in the View/Edit/Export Requests Page

View/Approve/Export Requests

Use this page to view, edit, export, or process invalidation requests. [more info](#)

Appeal Information

Choose a Request Type

Request Type:

☐ All ?

☐ Reset a test ?

☐ Invalidate a test ?

☐ Re-open a test ?

☐ Restore a test that was reset ?

☐ Grace period extension (prior WVDE approval required) ?

☐ Re-open test segment ?

Choose a Request Status

Request Status:

☐ All ?

☐ Submitted for Processing ?

☐ Processed ?

☐ Rejected by System ?

☐ Error Occurred ?

☐ Requires Resubmission ?

☐ Pending Approval ?

☐ Rejected ?

☐ Retracted ?

Additional Request Criteria

Session ID:

Filter By:

- Retrieve the requests you want to view by filling out the search criteria and selecting **Search**. [Figure 42](#) shows retrieved requests.

Figure 42. Retrieved Requests

Process

Reset A Test requests found: 3

<input type="checkbox"/>	Status	Case Number	Result ID	School ID	Request Type	Last Name	First Name	SSID
<input checked="" type="checkbox"/>	Processed	17816	832	99-999	Reset a Test	Smith	Tim	992421311
<input type="checkbox"/>	Pending Approval	16316	818	99-999	Reset a Test	Brown	Patricia	992421523
<input type="checkbox"/>	Rejected	16399	834	99-999	Reset a Test	Taylor	John	992421867

How district-level users add or modify multiple appeal requests all at once

If you have many appeal requests to create, it may be easier to perform those transactions through file uploads. This task requires familiarity with composing comma-separated value (CSV) files or working with Microsoft Excel.

- Following the instructions in the section [“How to Add or Modify Multiple Records All at Once”](#) in the Introduction and using the table [“Columns in the Online Appeals Template Upload File”](#) in the appendix as a reference, fill out the Appeals Request template and upload it to TIDE.

How District-Level Users Monitor Test Progress

The tasks available in the **Monitoring Test Progress** task menu allow you to generate various reports that provide information about a test administration's progress.

The following reports are available in TIDE:

- **Plan and Manage Testing Report:** Details a student's test opportunities and the status of those test opportunities. You can generate this report from the ***Plan and Manage Testing*** page or the ***Participation Search by SSID*** page.
- **Test Completion Rates Report:** Summarizes the number and percentage of students who have started or completed a test.
- **Test Status Code Report and Test Session Status Report:** Displays all the non-participation codes for a test administration.

How district-level users view students' current test status reports

TIDE includes a Plan and Manage Testing Report that details all of a student's test opportunities and the status of those test opportunities.

Because the report lists testing opportunities, a student can appear more than once on the report.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Plan and Manage Testing**. The ***Plan and Manage Testing*** page appears (see [Figure 43](#)).
2. In the *Choose What* panel, select the parameters for which tests to include in your report:
 - a. From the **Test Instrument** drop-down list, select a test category.

Figure 43. Plan and Manage Testing Page

Plan and Manage Testing

Use this page to view participation report. [more info](#)

Choose What

Test Instrument: Computer Adaptive CIA

*Test Name: All selected (18)

Administration: 2020-2021

Search Students

*District: -- Select --

*School: None selected

SSID:

Student's Last Name:

Student's First Name:

Grade: None selected

Student ID Type: None selected

Advanced Search

Search Fields: -- Select --

Additional Criteria Chosen:

Remove All Remove Selected

Get Specific

☒ students who have completed Any opportunity in the selected administration

Note: The report for untested students is limited to 100,000 records.

☐ students on their Any opportunity in the selected administration, and have a status of None selected

☐ search student(s) by SSID : Enter up to 20 SSID(s) separated by commas

☐ students whose current opportunity will expire in days.

☐ students whose most recent SessionID was SessionID (optional) between 08/04/2020 and 08/04/2020

Note: If no TA or Session ID is specified, date range cannot exceed 15 days

Generate Report Export Report

- b. Optional: From the **Test Name** drop-down list, select the name of the test(s) you wish to view. The drop-down will default to "All selected."
3. In the *Search Students* panel, select the parameters for whose information to include in your report:
 - a. From the **District** drop-down list, select a district if applicable.
 - b. From the **School** drop-down list, select a school if applicable.
 - c. *Optional:* If a single school was selected, choose a teacher from the **Teacher** drop-down list.

The **Teacher** drop-down list includes all school-level users, such as teachers, test administrators, and principals associated with the selected school. When you select a person from the **Teacher** drop-down list, TIDE performs a check to see if the person is associated with any roster. If no rosters exist for the selected person, no data is displayed when you generate the report. If the selected person has an associated roster, the Plan and Manage Testing Report shows the test attempts of the students included in the roster.

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If you do not select any person from the **Teacher** drop-down list and use the default value of **All** to generate the report, you will see all the tests taken in that school, irrespective of roster associations.

It is important to note the TA Name displayed on the Plan and Manage Testing Report, see [Figure 44](#) below, does not imply the name of the teacher. The TA is the person who conducts the test. This can be the same as the teacher or it can mean a different person.

- d. *Optional:* In the *Student's Last Name* field, enter a student's last name.
 - e. *Optional:* In the *Student's First Name* field, enter a student's first name.
 - f. *Optional:* In the *SSID* field, enter an SSID.
 - g. *Optional:* From the **Grade** drop-down list, select a grade. You may select one, multiple, or all grades from this list.
4. In the *Get Specific* panel, select the radio button for one of the options and then set the parameters for that option. The following options are available (parameters for each option are listed in {brackets}):
- Students who {have/have not} {completed/started} the {1st/2nd/Any} opportunity in the selected administration.
 - Search for students who have not started the 1st/Any opportunity will return results for students who have not started their first opportunity on the selected test.
 - Students whose current opportunity will expire {in/between} {number/range} days.
 - If you select "in," you may enter any number in the displayed text box to determine tests expiring in the specified number of days. You may also enter 0 to see opportunities expiring that day.
 - If you select "between," you may enter two numbers in the displayed text boxes to signify a range of days (such as 1-3).
 - Students on their {1st/2nd/Any} opportunity in the selected administration and have a status of {student test status}.
 - Students who have a status of {student test status} in the selected administration.
 - Students whose most recent {Session ID/TA Name} was {Optional Session ID/TA Name} between {start date} and {end date}.
 - Search student(s) by {SSID/Student Name}
5. Do one of the following:
- To view the report on the page, select Generate Report.

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- To open the report in Microsoft Excel, select Export Report.

Figure 44. Plan and Manage Testing Report

Number of students found: 4

Enter search terms to filter search results

1-4 of 4 records | Page: 1 of 1

Name	District Name	SSID	Enrolled Grade	School Name	Restricted Subjects	Test	Language	Opportunity	TA Name	SessionID	Date Started	Date Completed
Demo, Demoo	Demo District 9999	130100005	08	Demo School 999901		CA-CIA Grade 8 ELA - Writing	ENU	1	Lname, Fname	UAT-BB96-3	07/22/2020	07/22/2020
Demo, Demoo	Demo District 9999	130103479	08	Demo School 999901		CA-CIA Grade 6 Math	ENU	1	Lname, Fname	UAT-4CB7-3	07/22/2020	07/22/2020
Demo, Demoo	Demo District 9999	130103479	08	Demo School 999901		CA-CIA Grade 7 Math	ENU	1	Lname, Fname	UAT-EAC0-3	07/22/2020	07/22/2020
Demo, Demoo	Demo District 9999	130103479	08	Demo School 999901		CA-CIA Grade 8 Math	ENU	1	Lname, Fname	UAT-6CA4-3	07/22/2020	07/22/2020

1-4 of 4 records | Page: 1 of 1

For descriptions of the columns in this report, see the table “[Columns in the Plan and Manage Testing Report](#)” in the appendix.

How district-level users view students’ current test status reports by student ID

You can also generate Participation Reports for specific students by SSID. This section describes how to generate Participation Reports for one or more students using students’ SSIDs.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select Participation Search by SSID. The *Participation Search by SSID* page appears (see [Figure 45](#)).
2. Do one of the following:
 - To enter students’ SSIDs, select Search by SSID(s). Next, enter one or more SSIDs, separated by commas, in the Student IDs field. You can enter up to 1,000 SSIDs.

Figure 45. Participation Search by SSID Page

Participation Search by SSID

i Use this page to view participation reports for specified students. [more info](#)

☒ Enter ☐ Upload

Enter SSID(s)

Use a comma to separate multiple values.

Student ID(s)

Generate Report

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- To upload SSIDs, select Upload SSID. Next, select Browse and then use the file browser to select an Excel or CSV file with Student IDs listed in a single column. You can upload up to 1,000 SSIDs.

3. Select **Generate Report**. The Participation Report by SSID appears (see [Figure 44](#)).

For descriptions of the columns in this report, see the table “[Columns in the Plan and Manage Testing Report](#)” in the appendix.

How district-level users view test completion rates reports

The Test Completion Rate Report summarizes the number and percentage of students who have started or completed a test.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Test Completion Rates**. The **Test Completion Rates** page appears.
2. In the *Report Criteria* panel (see [Figure 46](#)), select the parameters for which tests to include in your report.

Figure 46. Test Completion Rates Search Fields

3. To open the report in Microsoft Excel, select **Export Report**. [Figure 47](#) displays a sample Test Completion Rate Report.
4. For a description of the columns in this report, see the table “[Columns in the Test Completion Rate Report](#)” in the appendix.

Figure 47. Test Completion Rate Report

Date	Test Name	Opportunity	Total Student	Total Student Started	Total Student Completed	Percent Started	Percent Completed
8/4/2020	CA-CIA Grade 3 ELA - Reading	1	12455	1	0	0.01%	0.00%
8/4/2020	CA-CIA Grade 3 ELA - Writing	1	12455	1	0	0.01%	0.00%

How district-level users view test status codes reports

If students do not start or complete tests to which they are assigned, school officials assign special codes to those tests. The Test Status Code Report displays all the non-participation codes for a test administration.

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1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Test Status Code Report**. The **Test Status Code Report** page appears.
2. In the *Report Criteria* panel (see [Figure 48](#)), select search criteria for the test and administration.

Figure 48. Test Status Code Report Search Results

Test Status Code Report

Use this page to view students' test statuses and special codes. [more info](#)

Report Criteria

Test Instrument: Computer Adaptive CIA Administration: 2020-2021

[Generate Report](#) [Export Report](#)

3. Do one of the following:
 - To view the report on the page, select Generate Report.
 - To open the report in Microsoft Excel, select Export Report.

[Figure 49](#)).

Figure 49. Test Status Code Report

Number of records found: 2

Student Name	SSID	Test Name	Test Status	Date Started	Special Code	Assigned School ID	Assigned School Name
Washington, George	1234567890	Grade 3 ELA Summative		01/15/16	ky75321p	9998_01	Demo inst 9999
Lincoln, Abraham	98876543F	Grade 6 ELA Summative		01/15/16	fr78900w	9998_02	Demo inst 9999

For a description of the columns in this report, see the table [“Special Codes and Their Descriptions”](#) in the appendix.

For a description of each status a test opportunity can have, see the table [“Test Opportunity Status Descriptions”](#) in the appendix.

How district-level users view test session status reports

District-level users also can view school-level Test Session Status Reports for each school in their district. These reports show each active and inactive session ID for a school, along with information like proctor name, test name, the start time of the test session, the total number of students taking the test, and the number of students who have started, paused, and completed the test.

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1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Test Session Status Report**. The **Session Report** page appears.

Figure 50. Session Report Page

Test Session Status Report

Use this page to view session reports for a school. [more info](#)

Session Report

*District: -- Select --

*School: None selected

Generate Report

2. From the **District** drop-down list, select a district.
3. From the **School** drop-down list, select an individual school to view a detailed report for that school or select multiple schools to view a summary report for the schools you select. To view a summary report for all schools in your district, select **All Schools**.
4. Select **Generate Report**. If you selected an individual school in Step 3, skip Step 5.

3, a summary report page appears. For a description of the columns in this report, see the table “[Columns in the Summary Session Report Page](#)” in the appendix.

Figure 51. Summary Session Report

Test Session Status Report

Use this page to view session reports for a school. [more info](#)

Session Report

Generate Report

Number of Schools found: 1

Schools	Total # of Tests	Tests in Progress	Tests Paused	Tests Completed
Demo School 1(999999999-999999999)	12	0	12	0

6. Select a school from the summary report page to view a detailed report for that school. If you selected an individual school in Step 3, a detailed report will appear after you complete Step 4. For a description of the columns in this report, see the table “[Columns in the Test Session Status Report Page](#)” in the appendix.

Figure 52. Detailed Session Report

Demo School 1(999999999-999999999)

Expand All Sessions Collapse All Sessions Include inactive sessions


Number of Sessions (active and inactive) found: 3


Session ID	Teacher Name	Test Name	Start Time of Session	Total # of Tests	Tests in Progress	Tests Paused	Tests Completed
UAT-30EC-3	test_test	Interim Elementary School Earth and Space Science - Earth's Systems 2: 5-ESS2-2	01:49 PM	1	0	1	0
UAT-59AT-3	test_test	Interim Elementary School Physical Science - Motion and Stability: 5-PS2-1	12:37 PM	1	0	1	0
UAT-F3DS-3	test_test	Milestone Tests	01:28 PM	10	0	10	0


Figure 53. School Report Page with All Sessions Expanded

Demo School 999701(9997_999701) X

Number of Sessions (active and inactive) found: 3

☒ Include inactive sessions
 

Proctor Name	Test Name	Session ID	Session Start Time	Total Tests	Tests In Progress	Tests Paused	Tests Completed	Earliest Start Time of Student Testing
DemoUser, User265	CA-CIA Grade 5 ELA - Writing	WV-3297-28	02:56 PM	1	0	0	1	02:58 PM
DemoUser, User265	CA-CIA Grade 5 ELA - Reading	WV-A76D-28	10:58 AM	1	0	0	1	11:03 AM
Meyer, Amy	 Multiple Tests	WV-AFE7-29	11:30 AM	2	0	2	0	12:12 PM
	CA-CIA Grade 5 ELA - Writing			1	0	1	0	
	Module: Writing Grade 3 Opinion-A			1	0	1	0	

7. *Optional:* To view inactive test sessions, mark the Inactive Test Sessions checkbox. Inactive test sessions will appear in italics. Sessions will be considered inactive if all students in the session are paused or have completed the test opportunity, and no new opportunities have been started.
8. *Optional:* Select  to refresh the list of available sessions. Data is refreshed in near real-time.

How District-Level Users Use TIDE after Testing

How District-Level Users Perform Data Cleanup for ELPA21

After ELPA21 Summative testing is complete, you must clean up data by adding or editing non-participation codes for students who did not take a test as intended.


How district-level users view or edit non-participation codes

There are circumstances in which a student did not participate in ELPA 21. In such instances, you need to assign a special code to the student's test so Reporting can accurately explain the non-participation. For a list of special codes and their descriptions, see the table "[Special Codes and Their Descriptions](#)" in the appendix.

1. From the **Data Cleanup** task menu on the TIDE dashboard, select **Reason Not Tested**. The **Reason Not Tested** page appears (see [Figure 54](#)).
2. Retrieve the student whose non-participation codes you want to view or edit by filling out the search criteria and selecting **Search**.

Figure 54. Fields in the Reason Not Tested Page

Reason Not Tested

 Use this page to enter codes explaining a student's non-participation. [more info](#)

Search Students

*District: -- Select -- Student's First Name:

*School: None selected Grade: None selected

SSID: Student ID Type: None selected

Student's Last Name:

Advanced Search

Search Fields: -- Select -- **Additional Criteria Chosen:**


- In the list of retrieved students, select  for the student whose non-participation codes you want to edit. The **Edit Non-Participation Codes** form appears, listing the student's demographic information in the *Student Information* panel, and the student's available tests and special codes in the *Special Codes* panel (see [Figure 55](#)).

Figure 55. Edit Non-Participation Codes

Edit Non-Participation Codes

Use this form to add or modify a student's non-participation codes. [more info](#)

Save **Cancel**

Go to section:

1

2

Student Information

District: 9997 - Demo District 9997 Middle Name:

School: 9997_999701 - Demo School 999701 Gender: F

SSID: 777778888 Birth Date (MMDDYYYY): 01012000

Student's Last Name: Last Grade: 05

Student's First Name: First Paper Tester: Largeprint

Special Codes

Special Codes

ELPA21 Screener

Grades 4-5-DEI: None

4. From the drop-down lists in the *Special Codes* panel, select the special code for each available test, as required. For a listing of special codes, see the table [“Special Codes and Their Descriptions”](#) in the appendix.
5. Select **Save**.

How School-Level Users Perform Tasks in TIDE

School-level users have access to many of the same tasks as district-level users and perform these tasks the same way a district-level user performs them. For these tasks, this section of the guide refers school-level users back to the instructions presented in the district-level user section.

How School-Level Users Perform Tasks in TIDE before Testing Begins

Before testing begins, school-level users must perform the following tasks in TIDE:

- Set up **user accounts** for teachers and test administrators so they can sign in to TIDE and other West Virginia Assessment Program systems. If teachers or test administrators do not have accounts set up in TIDE, they will not be able to access any West Virginia Assessment Program system or administer tests.
- Students must be registered in TIDE to test in TDS. Students are registered in TIDE via the data exchange which occurs hourly between WVEIS and TIDE.
- Set up **rosters** so Reporting can display scores at the roster, school, district, and state levels.

How School-Level Users Set up User Accounts in TIDE

School-level users must set up user accounts in TIDE for teachers and test administrators. If teachers and test administrators do not have user accounts set up in TIDE before testing begins, they will not have access to any West Virginia Assessment Program system or be able to administer tests.

Like district-level users, school-level users can add or modify user accounts one at a time or multiple user accounts all at once through file upload. These tasks can be performed following the procedure as described in the section "[How District-Level Users Set Up User Accounts in TIDE](#)." For detailed information, please refer to the following sections:

- [How district-level users add new user accounts one at a time](#)
- [How district-level users modify existing user accounts one at a time](#)
- [How district-level users add or modify multiple user accounts all at once](#)

How School-Level Users View Students Registered in TIDE

Students must be registered in TIDE to be eligible to test in TDS. To view students in your school who are registered in TIDE, you can search for student records one at a time or multiple students all at once.

How school-level users view existing student accounts

You can view detailed information about a student's record. You can also view a student's test participation report, if available. These tasks can be performed following the procedure described in the section "[How District-Level Users View Students Registered in TIDE](#)."

How School-Level Users Manage Rosters

School-level users can manage rosters for students in their school. These rosters are then sent to Reporting.

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Like district-level users, school-level users can add or modify rosters one at a time or all at once through file upload. These tasks can be performed following the procedure in the section “[How District-Level Users Manage Rosters](#).” For detailed information, please refer to the following sections:

- [How district-level users add new rosters one at a time](#)
- [How district-level users modify existing rosters one at a time](#)
- [How district-level users add or modify multiple rosters all at once](#)

How School-Level Users View Test Windows

Test windows are set by the district coordinator. School-level users can search for test windows in their district and/or school by selecting the **Test Windows** task menu, selecting **View/Edit/Export Test Windows**, filling out the search criteria, and selecting **Search**. Search results can be viewed in TIDE or exported to the Inbox.

How School-Level Users Use TIDE during Test Administration

During testing, school-level users can perform the following tasks in TIDE:

- Print **test tickets** to help students log in to tests.
- View appeal requests.
- View reports of students’ current test statuses, test completion rates, and test status codes.

How School-Level Users Print Test Tickets

School-level users can print test tickets for students in their school. Test tickets are hard-copy forms that include a student’s username for logging in to a test.

Test tickets can be printed by following the procedure in the section “[How District-Level Users Print Test Tickets](#).” For detailed information, please refer to the following sections:

- [How district-level users print test tickets from student lists](#)
- [How district-level users print test tickets from roster lists](#)

How School-Level Users View Appeal Requests

District-level users submit appeals, but school-level users can view appeal requests for students in their school by selecting the **Appeals/Invalidations** task menu, selecting **View/Edit/Export Requests**, filling out the search criteria, and selecting **Search**. Search results can be viewed in TIDE or exported to the Inbox.

How School-Level Users Monitor Test Progress

Like district-level users, school-level users can view reports of students’ current test statuses, test completion rates, and test status codes. These tasks can be performed by following the procedure in the section “[How District-Level Users Monitor Test Progress](#).” For detailed information, please refer to the following sections:

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- [How district-level users view students' current test status reports](#)
- [How district-level users view students' current test status reports by student ID](#)
- [How district-level users view test completion rates reports](#)
- [How district-level users view test session status reports](#)

How Teachers, Test Administrators, and ELPA Administrators Perform Tasks in TIDE

Teachers, test administrators, and ELPA administrators have access to some of the same tasks as district-level and school-level users and perform these tasks the same way a district-level or school-level user performs them. For these tasks, this section of the guide refers these users back to the instructions presented in the district-level user section.

How Teachers, Test Administrators, and ELPA Administrators Perform Tasks in TIDE before Testing Begins

Before testing begins, teachers, test administrators, and ELPA administrators can perform the following tasks in TIDE:

- View **user accounts** to verify their own account information.
- Students must be registered in TIDE to test in TDS. Students are registered in TIDE via the data exchange which occurs hourly between WVEIS and TIDE.
- View roster(s) that have been created on their behalf by the school coordinator.

How Teachers, Test Administrators, and ELPA Administrators View User Accounts in TIDE

Teachers, test administrators, and ELPA administrators can view their own user account information in TIDE by selecting **Manage Accounts** from the banner.

How Teachers, Test Administrators, and ELPA Administrators View Student Information

Teachers and test administrators can view student accounts and student distribution reports by selecting the **Student** task menu, selecting **View Students**, filling out the search criteria, and selecting **Search**. Search results can be viewed in TIDE or exported to the Inbox.

How Teachers, Test Administrators, and ELPA Administrators View Rosters

Teachers and ELPA administrators can view rosters of students that have been created on their behalf by the school or district coordinator by selecting the **Rosters** task menu, selecting **View/Edit/Export Roster**, filling out the search criteria, and selecting **Search**. Search results can be viewed in TIDE or exported to the Inbox. These rosters are sent to Reporting so teachers and ELPA administrators can view students' test results.

How Teachers, Test Administrators, and ELPA Administrators Use TIDE during Testing

During testing, teachers and test administrators can perform the following tasks in TIDE:

- Print **test tickets** to help students log in to tests.
- View reports of students' current test statuses, test completion rates, and test status codes.

Test Information and Distribution Engine User Guide

How Teachers and Test Administrators Print Test Tickets

Teachers and test administrators can print test tickets for their students. Test tickets are hard-copy forms that include a student's username for logging in to a test.

Test tickets can be printed by following the procedure in the section "[How District-Level Users Print Test Tickets](#)." For detailed information, please refer to the following sections:

- [How district-level users print test tickets from student lists](#)
- [How district-level users print test tickets from roster lists](#)

How Teachers and Test Administrators Monitor Test Progress

Like district- and school-level users, teachers, and test administrators can view reports of students' current test statuses, test completion rates, and test status codes. These tasks can be performed by following the procedure in the section "[How District-Level Users Monitor Test Progress](#)." For detailed information, please refer to the following sections:

- [How district-level users view students' current test status reports](#)
- [How district-level users view students' current test status reports by student ID](#)
- [How district-level users view test completion rates reports](#)

Appendix

A

Account Information

Figure 56. TIDE Banner



You can modify your name, phone number, and other account information in TIDE. (To change your email address, your school or district coordinator must create a new account with the updated email address.)

1. In the TIDE banner (see [Figure 56](#), from the **Manage Account** drop-down list, select **My Contact**. The **My Contact Information** page appears (see [Figure 57](#)).
2. Enter updates as necessary.
3. Select **Save**.

TIDE saves your changes, and a confirmation message appears.

Figure 57. Fields in the My Contact Information Page

 The screenshot shows the "My Contact Information" page. At the top, there are "Save" and "Cancel" buttons. Below them is a blue header bar that says "Add/Edit My Account". The form contains the following fields:

- Role: TA
- Phone: 303-000-0000
- *First Name: Fname
- *Last Name: Lname
- *Email: WVA@TIDE.com (disabled)

 At the bottom, there are "Save" and "Cancel" buttons.

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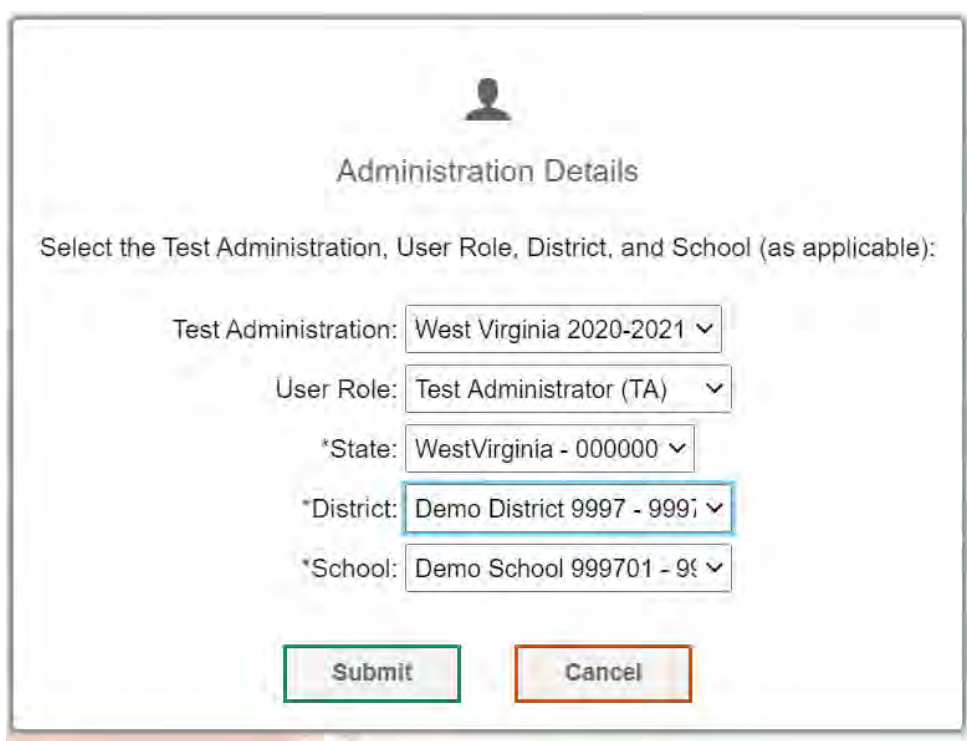
C

Changing Your Associated Test Administration, Institution, or Role

Depending on your permissions, you can switch to different test administrations, schools, districts, and user roles in TIDE.

1. In the TIDE banner (see [Figure 56](#), select **Change Role** from the **Manage Account** drop-down menu. The **Administration Details** window appears (see [Figure 58](#)).
2. Update the information as necessary.
3. Select **Submit**. A new home page appears that is associated with your selections.

Figure 58. Administration Details Window



The screenshot shows a window titled "Administration Details" with a user icon at the top. Below the title, it says "Select the Test Administration, User Role, District, and School (as applicable):". There are five dropdown menus: "Test Administration" (West Virginia 2020-2021), "User Role" (Test Administrator (TA)), "*State" (WestVirginia - 000000), "*District" (Demo District 9997 - 9997), and "*School" (Demo School 999701 - 999701). At the bottom are "Submit" and "Cancel" buttons. The "*District" dropdown is highlighted with a blue border.

Columns in the Additional Orders Page

You can use the information in the table below to [place orders for additional paper testing materials during testing](#).

Status	Description
Material Description	Description of the materials included in the order.
Quantity You Will Receive	Cumulative quantity sent to the printer. This number always increases after each transmission. This number is rounded up to the multiple in a pack or box.

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Status	Description
Quantity Approved	Latest quantity approved. Resets to zero after transmission to the printer.
Quantity Pending Approval	Latest quantity sent for approval. Resets to zero after approved or disapproved.
Additional Quantity	Amount to order. The entered amount should include the quantity displayed in the <i>Quantity You Will Receive</i> column along with any additional quantity. For example, if the quantity displayed in the <i>Quantity You Will Receive</i> column shows 135 and you need 10 more, enter 145 to reach the total quantity that will be ordered.

Columns in the Online Appeals Template Upload File

You can use the information in the table below to [add or modify multiple appeal requests all at once through file upload](#).

Column Name	Description	Valid Values
Type*	Type of appeal request.	One of the following: Reset a test Invalidate a test Re-open a test Restore a test that was reset Grace Period Extension Re-open test segment
Search Type*	Student field to search.	One of the following: Result ID Session ID SSID
Search Value*	Search value corresponding to the search type.	Up to 1,000 alphanumeric characters. The value must exist in TDS or TIDE. For example, specifying a result ID of 123456 requires this result ID exist in TDS.
Reason*	Reason for creating appeal request.	Up to 1,000 alphanumeric characters. One of the options available for the selected appeal request type.
Description	Additional comments explaining the reason for the appeal request.	Up to 1,000 alphanumeric characters.

*Required field.

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Columns in the Order Details Form

Column	Description
Material Description	Description of the materials included in the order.
Expected Shipment Quantity	Quantity to be shipped from the vendor.
Approved Quantity	Quantity of the material that is approved. This includes the original quantity plus any additional quantities you ordered.
Awaiting Approval Quantity	Additional quantities you ordered that are pending approval.
Approval Status	Approval status of additional quantities you ordered.

Columns in the Order History Page

Column	Description
Order Number	Purchase order number.
Order Type	Type of order: initial or additional.
Submitted By	User who generated the order.
Order Status	Order's current status.
Submitted Date	Date order was generated.

Columns in the Plan and Manage Testing Report

You can use the information in the table below to view reports of students' current test statuses through the [Plan and Manage Testing module, which encompasses this overall section of TIDE](#), or when [searching by student ID](#).

Attribute	Description
Name	Student's legal name (Last Name, First Name).
District Name	Name of the district associated with the record.
SSID	Student's Statewide Student Identifier number.
Enrolled Grade	The grade in which a student is enrolled.
School Name	Name of the school associated with the record.
Restricted Subjects	Not applicable.
Current LEP	Indicates whether the student is an English Learner.

Attribute	Description
Interim Test Grade	Indicates the interim grades set up for the student.
Test	Test name for this student record.
Language	The language setting assigned to the student (English, Spanish, or Braille).
Opportunity	The opportunity number for that student's specific record.
TA Name	The test administrator who created the session in which the student is currently testing (or in which the student completed the test).
Session ID	The Session ID to which the test is linked.
Status	The status for that specific opportunity.
Results ID	The unique identifier linked to the student's results for that specific opportunity.
Restarts	The total number of times a student has resumed an opportunity (e.g., if a test has been paused three times and the student has resumed the opportunity after each pause, this column will show three restarts). (This includes Restarts within Grace Period—see below.)
Restarts within Grace Period	The total number of times a student has resumed an opportunity within 20 minutes after a test was paused. For example, if a test has been paused three times and the student resumed the opportunity within 20 minutes of two pauses but 25 minutes after the third pause, this column shows two Restarts within Grace Period). A student has a grace period of 20 minutes to pause the test at a test item and then resume the test at that same item. However, if a test is paused for more than 20 minutes, the student will not be able to review any previous answers.
Date Started	The date when the first test item was presented to the student for that opportunity.
Date Completed	The date when the student submitted the test for scoring.
Last Activity	The date of the last activity for that opportunity or record. A completed test can still have activity as it goes through the QA and reporting process.
Expiration Date	The date the test opportunity expires.
Force Complete Date	The date a test expired and was force-completed.
Test Duration	The time it took a student to complete a test.

Columns in the Roster Upload File

You can use the information in the table below to [add or modify multiple rosters all at once](#).

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Column Name	Description	Valid Values
District ID*	District associated with the roster.	District ID that exists in TIDE. Up to 20 characters.
School ID*	School associated with the roster.	School ID that exists in TIDE. Up to 20 characters. Must be associated with the district ID.
User Email ID*	Email address of the teacher associated with the roster.	Email address of a teacher existing in TIDE.
Roster Name*	Name of the roster.	Up to 20 characters.
SSID*	Student's unique identifier within the district.	Up to 30 alphanumeric characters.
Action	Action column to add or delete students from roster.	Add – adds student to roster. Delete – deletes student from roster.

*Required field.

Columns in the Summary Session Report Page

You can use the information in the table below to [view test session status reports](#).

Column	Description
Proctor Name	Name of proctor (educator) who administered the test.
Test Name	Name of the test included in the test session.
Session ID	Session ID number.
Session Start Time	The time the proctor started the test session.
Total Tests	Total number of tests that have been started and completed.
Tests in Progress	Number of tests that have been started and have not been completed or paused.
Tests Paused	Number of students who have paused their test.
Tests Completed	Number of students who have completed their test.
Earliest Start Time of Student Testing	The time that the first student in the test session began testing.

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Columns in the Test Completion Rate Report

You can use the information in the table below to [view the report of test completion rates](#).

Column	Description
Date	Date and time the file was generated.
Test Name	Grade, test, and subject being reported.
Test	Test instrument (e.g., Computer Adaptive CIA) being reported.
Administration	Administration being reported.
District Name	The name of the reported district.
District ID	The ID of the reported district.
School Name	The name of the reported school. This column is only included in the school-level report.
School ID	The ID of the reported school. This column is only included in the school-level report.
Opportunity	Test opportunity number being reported.
Total Student	Number of students with an active relationship to the school in TIDE.
Total Student Started	Number of students who have started the test.
Total Student Completed	Number of students who have finished the test and submitted it for scoring.
Percent Started	Percentage of students who have started the test out of the total number of students with an active relation to the school in TIDE.
Percent Completed	Percentage of students who have completed the test out of the total number of students with an active relation to the school in TIDE.

Columns in the Test Session Status Report Page

You can use the information in the table below to [view test session status reports](#).

Column	Description
Proctor Name	Name of the proctor (educator) associated with the Session ID.
Test Name	Name of the test associated with the Session ID. Multiple tests may be associated with one Session ID.
Session ID	The Session ID to which the test is linked.
Session Start Time	Start time of the session.
Total Tests	Total number of students testing in each school.

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Column	Description
Tests in Progress	Number of tests that have been started and have not been completed or paused.
Tests Paused	Number of students who have paused their test.
Tests Completed	Number of students who have completed their test.
Earliest Start Time of Student Testing	The time the first test opportunity was started by the first student in the session.

Columns in the Test Window Upload File

You can use the information in the table below to [add or modify multiple test windows all at once through file upload](#).

Column Name	Description	Valid Values
INSTITUTIONTYPE*	Type of institution to which the test window applies.	One of the following: D—Window applies to districts. S—Window applies to schools.
INSTITUTIONIRN*	District's or school's ID.	For district-level windows, a district ID that exists in TIDE. For school-level windows, use DD-SS, where DD is the district ID and SS is the school ID. The institution must be associated with the user uploading the file.
WINDOWNAME*	Name for the test windows.	Up to 35 printable characters.
TESTNAME*	Test included in the test window.	One of the available test names from the drop-down list in the template.
WINDOWSTARTDATE*	Date test window starts.	Timestamp in MMDDYYYY hh:mm:ss format.
WINDOWENDDATE*	Date test window ends.	Timestamp in MMDDYYYY hh:mm:ss format.
ACTION*	Indicates if this is an add, modify, or delete transaction.	One of the following: Add—Add new window or edit existing window. Delete—Remove existing window.

*Required field.

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Columns in the Upload User Attributes File

You can use the information in the table below for uploading a file to indicate the completion of the TA Certification course for multiple users at once.

Field Name	Description	Valid Values
User ID*	User's email address	Any standard email address. Up to 128 characters that are valid for an email address. This is the user's username for logging in to TIDE.
AttributeName*	Name of the attribute.	Select TA Certified from the drop-down.
Subject*	Does not apply.	Select N/A from the drop-down.
Value*	Value of the attribute.	Enter either Standard or Remote.

Columns in the User Upload File

You can use the information in the table below to [add or modify multiple user accounts all at once through file upload](#).

Column	Description	Valid Values
DISTRICTID*	District associated with the user.	District ID that exists in TIDE, and must be associated with the user uploading the file. Up to 20 characters.
SCHOOLID	School associated with the user.	School ID that exists in TIDE, and must be associated with the user uploading the file. Up to 20 characters. Must be associated with the district ID. Can be blank when adding district-level users.
FirstName*	User's first name.	Up to 35 characters.
LastName*	User's last name.	Up to 35 characters.
Email*	User's email address.	Any standard email address. Up to 128 characters that are valid for an email address. This is the user's username for logging in to TIDE.
Phone	User's phone number.	Phone number in xxx-xxx-xxxx format. Extensions allowed.

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Column	Description	Valid Values
Role*	User's role. For an explanation of user roles, see User Role Permissions.	One of the following: DC—District Coordinator DA—District Administrator SC—School Coordinator TE—Teacher TA—Test Administrator EA—ELPA Administrator Must be lower in the hierarchy than the user uploading the file.
Action*	Indicates if this is an add, modify, or delete transaction.	One of the following: Add—Add new user or edit existing user record. Delete—Remove existing user record.

*Required field.

D

Deleting Records from TIDE

You can delete existing records for users and rosters from TIDE. For users with multiple roles, individual roles can be deleted without deleting the entire user account.

1. Retrieve the records you want to delete by following the procedure in the section [Searching for Records in TIDE](#).
2. Do one of the following:
 - Mark the checkboxes for the record you want to delete.
 - Mark the checkbox at the top of the table to delete all retrieved records.
3. Select , and in the affirmation dialog box select **OK**.

E

Exporting Records in TIDE

You can export search results for users, students, rosters, students' test settings, test windows, and appeal requests to the Inbox.

1. Retrieve the records you want to export by following the procedure in the section [Searching for Records in TIDE](#).


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2. In the search results pop-up window, select **Export to Inbox** and select the file format (CSV or Excel) in which the data should be exported. You can navigate away from the page and perform other tasks if required. When your file is available for download, you will receive an email to the email account registered in TIDE. After receiving the email, you can download the exported file from the Inbox.

Figure 59. Search Results



You can also export records from the search results grid.

1. Retrieve the records you want to delete by following the procedure in the section [Searching for Records in TIDE](#).
2. Do one of the following:
 - Mark the checkboxes for the record you want to export.
 - Mark the checkbox at the top of the table to export all retrieved records.
3. Select , and in the affirmation dialog box select **OK**.

F

Fields in the Demographics Panel

You can use the information in the table below to [modify existing student accounts one at a time](#).

Field	Description
District*	District in which student is enrolled during the test administration.
School*	School in which student is enrolled during the test administration.
SSID*	Student's Statewide Student Identifier (SSID) within the enrolled district.
Last Name	Student's last name.

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Field	Description
First Name	Student's first name.
Middle Name	Student's middle name.
Gender*	Student's gender.
Birth Date	Student's date of birth.
Grade*	Grade in which student is enrolled during the test administration.
Paper Tester – P03 Braille and P19 Large Print	Indicates if student requires a Large Print or Braille paper test.
District Assigned Student Identifier	Not applicable (for WVDE use only).
English Learner Status	Student's English Learner status.

*Required field.

Fields in the Test Settings and Tools Panels

You can use the information in the table below to view a student's computer-based test settings for each test.

Field	Description
Visual Assistance Tools	
Language Format	Indicates test content format (English, Braille, or Spanish). *See the <i>Guidelines for Participation in West Virginia Assessments</i> or contact your district test coordinator for further guidance.
P35 Braille	Indicates use of fixed form online test with tactile graphics – available only for WVGSA Math.
P22 – Zoom	List of available zoom levels.
P37 – Masking	Indicates use of embedded masking tool.
P38 – Color Choices	List of available color settings.
P43 – Streamlined Interface Mode	Indicates use of embedded streamlined mode.
P44 – Line Tracker	Indicates use of embedded line tracker tool.
Mouse Pointer	List of available mouse pointer sizes and colors.

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Field	Description
Integration with Assistive Technology	
P01 or P13 Text-to-Speech	Indicates use of embedded TTS accommodation.
P34 – American Sign Language	Indicates use of embedded American Sign Language videos (available only for Reading tests).
P36 – Closed Captioning	Indicates use of embedded Closed Captioning (available only for Reading tests).
P40 – Print on Demand	Indicates use of print on demand feature.
R11/R21 – Permissive Mode for Assistive Tech	Indicates use of permissive mode which allows student to use pre-approved hardware or software with the secure browser.
R21 – Dictation Embedded Speech-To-Text	Indicates use of the embedded speech-to-text tool.

Fields in the View/Edit Users Page

You can use the information in the table below to [modify existing user accounts](#).

Field	Description
Role*	User's role. For an explanation of user roles, see User Role Permissions.
First Name	User's first name.
Last Name	User's last name.
Phone	User's phone number.
Email*	Email address for logging in to TIDE.
TA Certified	Indicates if the user has been trained to use online assessment systems (Standard and/or Remote).

*Required field.

I

Inbox Files

When searching for users, students, students' test settings, test windows, and appeal requests you can choose to export the search results to the Inbox. The shared Inbox serves as a secure repository that lists files containing the data you have exported in TIDE and other West Virginia Assessment Program

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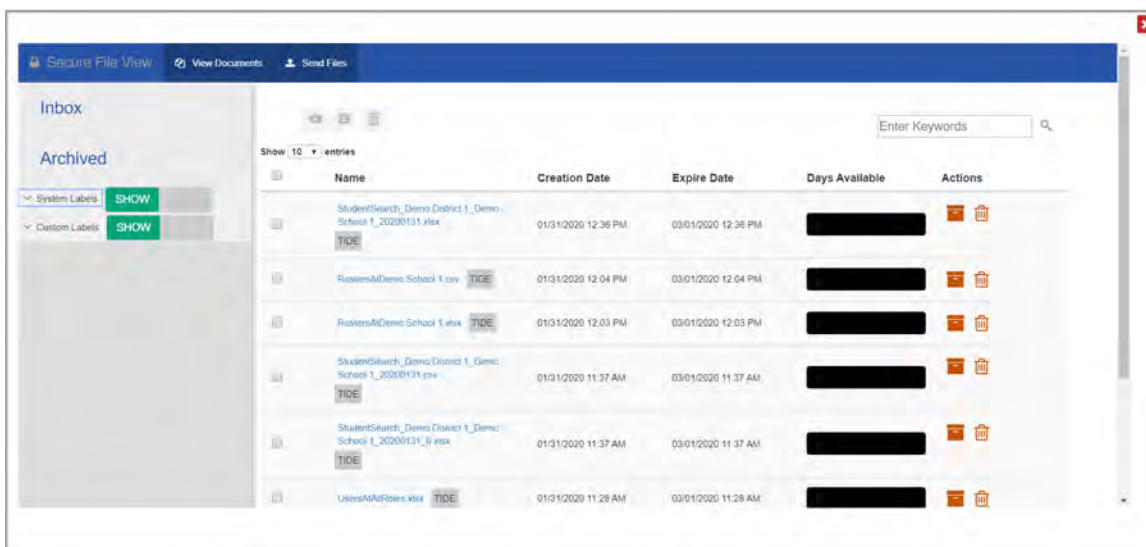
systems. When you choose to export search results to the Inbox, TIDE sends you an email when the export task is completed and the file is available in the Inbox for download.



The Inbox also lists any secure documents that have been externally uploaded to the Inbox and that you have privileges to view.

The files in the Inbox are listed in the order in which they were created. The file creation and file expiration dates appear, if applicable. The number of days remaining until a file expires is also displayed next to a file. By default, exported files are available for 30 days while secure documents are available for the period specified by the WVDE. You can access the Inbox from any page in TIDE to either download the file or archive the file for future reference. You can also delete the files you have exported, provided you have not archived them.

1. From the TIDE banner (see [Figure 56](#)), select **Inbox**. The **Inbox** page appears (see [Figure 60](#)). By default, TIDE displays the *View Documents* tab.
2. *Optional:* Select the file view from the available tabs:
 - **Inbox:** This is the default view and displays all the files except for the ones you have archived.
 - **Archived:** Displays the files you have archived.

Figure 60. Inbox – View Documents



3. *Optional:* To filter the files by keyword, enter a search term in the text box above the list of files. TIDE displays only those files containing the entered file name.
4. *Optional:* To hide or display system labels, toggle  / .
5. *Optional:* To hide files with a system label, unmark the checkbox for that system label.




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6. *Optional:* To hide or display custom labels, toggle



7. *Optional:* To hide files with a custom label, unmark the checkbox for that custom label.

8. Do one of the following:

- To download a file, select the file name.
- To add a new custom label or apply an existing custom label, select .
 - To apply a new custom label, mark the checkbox, enter a new custom label in the text box, and select **Save New Label**.
 - To apply an existing custom label, mark the checkbox, enter an existing custom label in the text box, and select **Apply Label**.
- To archive a file, select .
- To delete a file, select .

About File Deletion

- Archived files cannot be deleted.
- You can delete files you have exported, but you cannot delete secure documents uploaded to the Inbox by admin users.

L

List of Appeal Requests by Test Status

You can use the information in the table below to [manage appeal requests](#).

Test Status	Invalidate a Test	Reset a Test	Re-open a Test	Re-open Test Segment	Restore a Test that was Reset	Grace Period Extension
Approved		✓			✓	
Completed	✓	✓	✓		✓	
Denied	✓	✓		✓	✓	✓
Expired	✓	✓	✓		✓	
Paused	✓	✓		✓	✓	✓
Pending		✓			✓	

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Test Status	Invalidate a Test	Reset a Test	Re-open a Test	Re-open Test Segment	Restore a Test that was Reset	Grace Period Extension
Processing		✓			✓	
Reported	✓	✓	✓		✓	
Review		✓			✓	
Scored	✓	✓	✓		✓	
Started		✓			✓	
Submitted	✓	✓	✓		✓	
Suspended		✓			✓	
Invalidated		✓	✓		✓	

List of Appeal Request Statuses

You can use the information in the table below to [manage appeal requests](#).

Appeal Request Status	Description of Status
Error Occurred	An error occurred while the request was being processed.
Pending Approval	Request is pending approval.
Processed	Request was successfully processed, and the test opportunity has been updated.
Rejected	Another user rejected the request.
Rejected by System	Test Delivery System was unable to process the appeal request.
Requires Resubmission	Request must be resubmitted.
Retracted	Originator retracted the request.
Submitted for Processing	Request submitted to Test Delivery System for processing.

List of Appeal Request Types

You can use the information in the table below to [manage appeal requests](#).

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Reset and restore appeal requests must be submitted at least one day prior to the end of a test window so students can complete their test opportunity or data entry can be completed for paper-based tests.

Type	Description
Invalidate a Test	Eliminates the test opportunity, and the student has no further opportunities for the test. You can submit these requests until the end of the test window.
Reset a Test	Allows the student to restart a test opportunity (removing all responses on the test) or allows the data entry operator to restart the data entry process. You can submit these requests until the end of the test window.
Re-open a Test	Reopens a test that was completed, invalidated, or expired.
Re-open Test Segment	<p>Reopens a test segment a student submitted. Available only if the student has not yet started a new test segment. For example, use this request type if a student submitted a test segment, and wants to change a response on that segment before starting a new test segment.</p> <ul style="list-style-type: none"> • If you submit this request before the 20-minute pause timer expires, students can review and answer all questions in the reopened test segment. <p>If you submit this request after the 20-minute pause timer expires, students can review and answer only unanswered test questions in the reopened test segment. If you want students to review and answer all questions (even answered ones) in the reopened test segment after the pause timer expires, submit and get approval for a Grace Period Extension request.</p>
Restore a Test that was Reset	Reverses a reset, restoring the student's responses on the test when the reset was processed.
Grace Period Extension (prior WVDE approval required)	<p>Allows the student to review previously answered questions upon resuming a test or test segment after expiration of the pause timer. For example, a student pauses a test, and a 20-minute pause timer starts running, the following scenarios are possible:</p> <ul style="list-style-type: none"> • If resuming the test within 20 minutes, student can review previously answered questions. • Without a GPE, student resuming the test after 20 minutes cannot review previously answered questions—student can only work on unanswered questions. • Upon receiving a GPE, student can review previously answered questions upon resuming the test. The normal pause rules apply to this opportunity.

O

Ordering Materials

Some students take tests using Large Print or Braille paper tests. CAI will ship these materials to districts based on student accommodation data. If a school needs more than the quantity shipped with initial orders, the district coordinator can order additional materials during the additional order window.

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Understanding an Order's Status

In the normal workflow for an additional order, the district coordinator generates the order, then reviews and submits it for approval. If approved, TIDE sends the order to the vendor, who prints and ships the order. TIDE tracks the order through each stage and assigns a status code accordingly.

On the **View Order History** page (see the section “How district-level users view order history reports”) TIDE displays an order's status depending on its most recent activity. The “List of Order Statuses” table below describes those statuses.

List of Order Statuses

Status	Description
Awaiting Approval	Order is awaiting approval.
Rejected	Order was not approved.
Approved	All line items in the order were approved.
Processed	Order was transmitted to vendor.
Partially Approved	At least one line item in the order was rejected.
In Process	Order is approved, not yet transmitted to vendor.
Canceled	Order was canceled.

P

Password Information

Your username is the email address associated with your account in TIDE. When you are added to TIDE, you receive an activation email containing a temporary link to the **Reset Your Password** page. To [activate your account](#), you must set your password within 15 minutes of the email being sent.

- **If your first temporary link expired:**

In the activation email you received, select the second link provided and proceed to request a new temporary link.

- **If you forgot your password:**

On the **Login** page, select **Forgot Your Password?** and then enter your email address in the *Email Address* field. You will receive an email with a new temporary link to reset your password.

- **If you did not receive an email containing a temporary link or authentication code:**



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Check your spam folder to make sure your email program did not categorize it as junk mail. If you still do not have an email, contact your school or district coordinator to make sure you are listed in TIDE.

- **Additional help:**

If you are unable to log in, contact the West Virginia Assessment Program Helpdesk for assistance. You must provide your name and email address. Contact information is available in the User Support section of this user guide.

Printing Records in TIDE

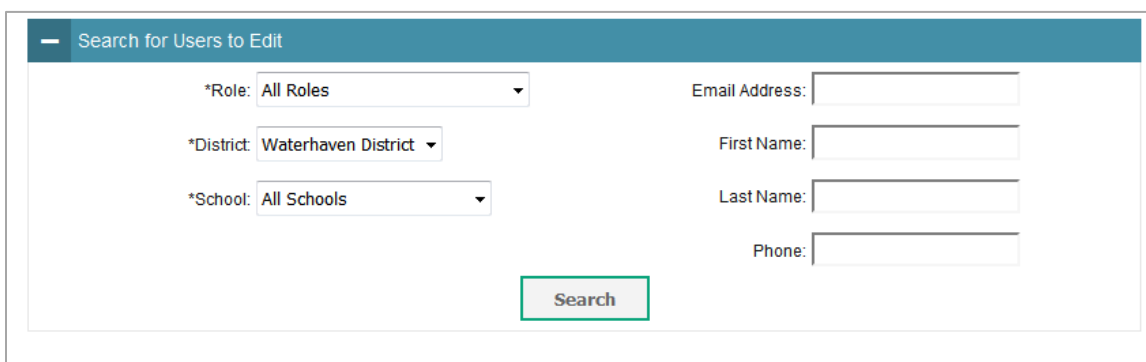
1. Retrieve the records you want to print by following the procedure in the section [Searching for Records in TIDE](#).
2. Do one of the following:
 - To print some records, mark the checkboxes for the records you want to print, select , select My Selected, and then select Print.
 - To print all records, select , select All, and then select Print.

S

Searching for Records in TIDE

Many tasks in TIDE require you to retrieve a record or group of records (for example, locating a set of users to work with when performing the **View/Edit/Export Users** task). For such tasks, a search panel appears when you first access the task page (see [Figure 61](#)). This section explains how to use this search panel and navigate search results.

Figure 61. Sample Search Panel



The image shows a search panel titled "Search for Users to Edit". It contains several search criteria on the left and text input fields on the right. The criteria are:

- *Role: All Roles (dropdown)
- *District: Waterhaven District (dropdown)
- *School: All Schools (dropdown)

 The text input fields are:

- Email Address:
- First Name:
- Last Name:
- Phone:

 A green "Search" button is located at the bottom center of the panel.

1. In the search panel, enter search terms and select values from the available search parameters, as required. Some fields may allow you to select multiple values. For example, the school and grade drop-down lists on the student search pages and discrepancy resolution pages will allow you to select one, multiple, or all values. Similarly, the **Test ID** drop-down list on the **Plan and Manage Testing** page will allow you to select one, multiple, or all values.

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The search parameters available in the search panel depend on the record type. Required search parameters are marked with an asterisk.

2. *Optional:* If the task page includes an additional search panel, select values to further refine the search results:
 - To include an additional search criterion in the search, select it and select Add or Add Selected as available
 - *Optional:* To delete an additional search criterion, select it and select Remove Selected. To delete all additional search criteria, select Remove All.
3. Select **Search**.
 - If searching for users, students, students' test settings, test windows, and appeal requests, proceed to the next step.
 - If searching for other types of records, such as rosters, skip to Step [7](#).
4. In the search results pop-up window (see [Figure 62](#)) that indicates the number of records that matched your search criteria and provides you with options to view or export the records or modify your search parameters, do one of the following:
 - To view the retrieved records on the page, select **View Results**. Continue to Step [7](#). This option is not available if TIDE detects this action might adversely affect its performance.

Figure 62. Search Results Pop-up Window



- To export the retrieved results to the Inbox, select **Export to Inbox** and select the file format (CSV or Excel) in which the data should be exported. You can navigate away from the page and perform other tasks if required. When your file is available for download, you will receive an email to the email account registered in TIDE. After receiving the email, you can download the exported file from the Inbox (see [Inbox Files](#)).

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- To return to the page and modify your search criteria, select **Modify Search**. Repeat Steps 1–3.
5. The list of retrieved records appears below the search panel (see [Figure 63](#)).

Figure 63. Sample Search Results

Number of students found: 180

Enter search terms to filter search results

1-50 of 180 records | Page: 1 of 4

	Edit	School Information		Student Information					
		District	School IRN	SSID	Student's Last Name	Student's First Name	Middle Name	Gender	Birth Date (MMDD)
<input type="checkbox"/>		9997	9997_999701	123322325	Test P	Test N		Male	

1-50 of 180 records | Page: 1 of 4

6. *Optional:* To filter the retrieved records by keyword, enter a search term in the text box above the search results and select . TIDE displays only those records containing the entered value.
7. *Optional:* To sort the search results by a given column, select its column header.
- To sort the column in descending order, select the column header again.
8. *Optional:* If the table of retrieved records is too wide for your browser window, you can select and at the sides of the table to scroll left and right, respectively.
9. *Optional:* If the search results span more than one page, select or to view previous or next pages, respectively.

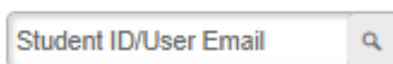
10. *Optional:* To hide columns, select (if available) and uncheck the checkboxes for the columns you wish to hide. To show columns again, mark the applicable checkboxes.

Searching for Students or Users by ID

A *Student ID/User Email* field appears in the upper-right corner of every page in TIDE. You can use this field to navigate to the **View and Edit Student** or **View/Edit User** *View/Edit User: [User's Name]* form for a specified student or user.

1. In the *Student ID/User Email* field, enter a student's SSID or a user's email address. The SSID or email address must be an exact match; TIDE does not search by partial SSID or email address.
2. Select . The **View and Edit Student** or **View/Edit User** form for that student or user appears.

Figure 64. Student ID/User Email



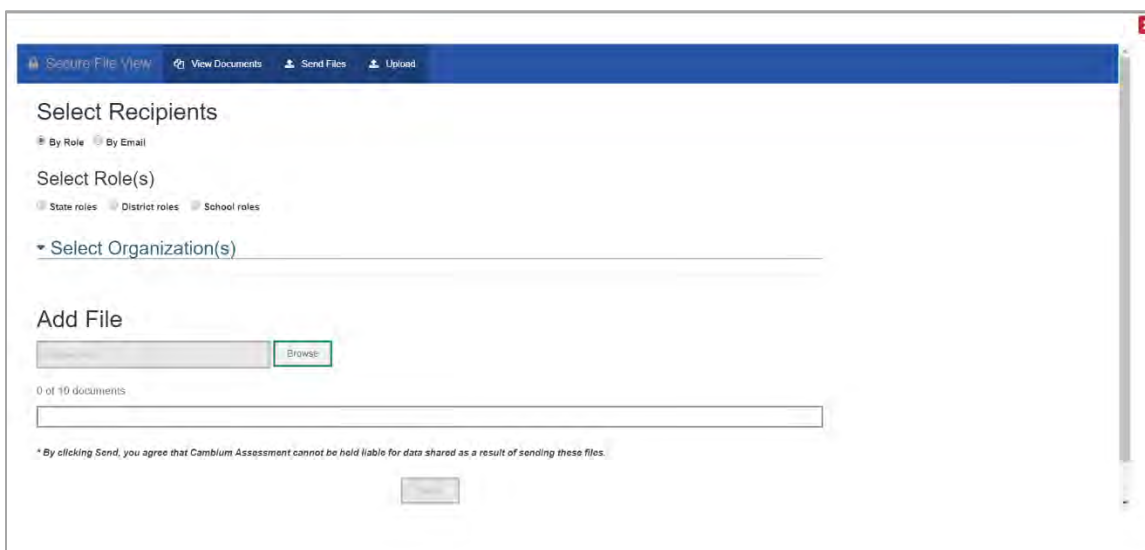
Sending Files from the Inbox

You can send a file or files from TIDE to individual recipients by email address or to groups of recipients by user role.

1. From the TIDE banner (see [Figure 56](#), select **Inbox**. The **Inbox** page appears (see [Figure 60](#)). By default, TIDE displays the *View Documents* tab.
2. Select the **Send Files** tab. The **Send Files** page appears (see [Figure 65](#)).
3. In the *Select Recipients* field, do one of the following:
 - Select **By Role** to send a file or files to a group of users by user role.
 - Select **By Email** to send a file or files to a single recipient by email address.

If you select **By Email**, skip to Step [7](#).

Figure 65. Inbox – Send Files



4. In the *Select Role(s)* field, select the role group to which you want to send a file or files. A drop-down list appears (see [Figure 66](#)).
5. From the drop-down list, select the role(s) to which you want to send a file or files. You can choose **Select all** to send a file or files to all roles in the selected role group.

Test Information and Distribution Engine User Guide

Figure 66. Send Files – Select Roles

- From the *Select Organization(s)* drop-down lists, select organizations that will receive the file(s) you send (see [Figure 67](#)). These drop-down lists adhere to TIDE's user role hierarchy. For example, district-level users will be able to filter at their role level and below.

Figure 67. Send Files – Select Organization(s)

- If you selected **By Role** in Step 3, skip this step. If you selected **By Email** in Step 3, enter the email address of the recipient to whom you wish to send a file or files.
- To select a file or files to send, in the *Add File* field, select **Browse**. A file browser appears.
- Select the file(s) you wish to send. You may send up to 10 files totaling no more than 20MB at once.

Test Information and Distribution Engine User Guide

10. Select **Send**.

Special Codes and Their Descriptions for ELPA21

You can use the information in the table below to [view or edit non-participation codes for ELPA21](#).

Special Code	Code Type	Description
None	Participation	Student took the test under standard testing conditions.
No longer enrolled	Non-participation	Student is no longer enrolled in the district or school.
Emergency medical waiver	Non-participation	Student is unable to test during the testing window due to an unanticipated medical circumstance.
Student Misclassified/No Longer LEP/EL	Non-participation	Student was misclassified or is no longer classified as an English Learner.
Parent/Guardian Refusal	Non-participation	A parent or legal guardian has requested the student not take the test.
Absent for Entire/Partial Testing Window	Non-participation	Student was not present during any part of the test administration period and was not able to make up the test.

T

Test Opportunity Status Descriptions

You can view descriptions of each status in the table below when you [view reports of test status codes](#).

Status	Definitions
Approved	The TA has approved the student for the session, but the student has not yet started or resumed the test.
Completed	The student has submitted the test for scoring. No additional action can be taken by the student.
Denied	The TA denied the student entry into the session. If the student attempts to enter the session again, this status will change to “Pending” until the TA approves or denies the student.
Expired	The student’s test has not been completed and cannot be resumed because the test has expired.
Invalidated	The test result has been invalidated.

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Status	Definitions
Paused	<p>The student's test is currently paused (as a result of one of the following):</p> <ul style="list-style-type: none"> • The student paused his or her test by selecting the Pause button. • The student idled for too long (more than 20 minutes) and the test was automatically paused. • The test administrator stopped the session in which the student was testing. • The test administrator paused the individual student's test. The student's browser or computer shut down or crashed.
Pending	The student is awaiting TA approval for a new test opportunity.
Reported	<p>The student's score for the completed test in TDS has passed the quality assurance review and has been submitted to Reporting.</p> <p>Some items must be hand-scored before they appear in Reporting.</p>
Review	The student has answered all test items and is currently reviewing his or her answers before submitting the test. (A test with a "review" status is not considered complete.)
Started	The student has started the test and is actively testing.
Submitted	<p>The test has been submitted for quality assurance review and scoring before it is sent to Reporting.</p> <p>Note: All tests go through an internal scoring process during quality assurance review.</p>
Suspended	The student is awaiting TA approval to resume testing.

U

User Role Permissions

Each user in TIDE has a role, such as a district coordinator or test administrator. Each role has an associated list of permissions to access certain features within TIDE.

The table below indicates which users can access specific features and tasks within each West Virginia Assessment Program system. The corresponding user guide for each system contains complete information about each feature.

Test Information and Distribution Engine User Guide

Note: Beginning in the 20-21 SY, a new role, ELPA Administrator (EA), has been created. Only users with the role of EA will be allowed to administer the ELPA Screener and ELPA Summative Tests.

Task or Site	STATE	DA*	DC*	SC*	TE*	TA*	EA*
Access to Test Information Distribution Engine (TIDE) Features and Tasks							
Working with Student Information							
Adding Student Accounts	✓						
Viewing and Editing Students	✓	✓	✓	✓	✓	✓	✓
Uploading Student Settings	✓						
Uploading Interim Test Grades	✓						
Managing Users							
Adding User Accounts	✓	✓	✓	✓			
Viewing and Editing User Details	✓	✓	✓	✓			
Deleting User Accounts	✓	✓	✓	✓			
Uploading User Accounts	✓	✓	✓	✓			
Working with Appeals							
Creating Appeals	✓		✓				
Viewing Appeals	✓	✓	✓	✓	✓	✓	✓
Creating Appeals through File Uploads	✓		✓				
Approving Appeals	✓						
Working with Rosters of Students							
Viewing Rosters	✓	✓	✓	✓	✓	✓	✓
Adding a New Roster	✓	✓	✓	✓			
Modifying an Existing Roster	✓	✓	✓	✓			
Deleting a Roster	✓	✓	✓	✓			
Printing a Roster	✓	✓	✓	✓	✓	✓	✓
Creating Rosters through File Uploads	✓	✓	✓	✓			

*DA—District Administrator; DC—District Coordinator; SC—School Coordinator; TE—Teacher, TA—Test Administrator; EA—ELPA Administrator.

Test Information and Distribution Engine User Guide

User Support

For additional information and assistance in using TIDE, contact the West Virginia Assessment Program Helpdesk.

The Helpdesk is open 6am-6pm Monday-Friday (except holidays or as otherwise indicated on the West Virginia Assessment Program portal).

West Virginia Assessment Program Helpdesk

Toll-Free Phone Support: 1.844.560.7367

Email Support: WVHelpdDesk@cambiumassessment.com

Please provide the Helpdesk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the SSID and associated district or school for that student. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages that appeared.
- Operating system and browser information, including version numbers (e.g., Windows 10 and Firefox 60).

Change Log

Location	Change	Date
Throughout	Updated with WV Specific Information for 20-21	9/25/20

Student Name: Jennifer S. Doe
Student ID: 9999123456
Grade: 7
Test Date: Spring 2022

School: Demo School (123-456)
District: Demo District (123)



West Virginia DEPARTMENT OF EDUCATION



In Spring 2022, Jennifer participated in the administration of the West Virginia General Summative Assessment. The West Virginia Department of Education is pleased to provide you this report on Jennifer's performance on the English language arts (ELA) and mathematics tests.

These online tests are designed to measure student performance on our ELA and mathematics standards in Grades 3-8.

The results from these assessments are an important component of how schools assess students' achievement from the previous school year and plan to assist students in the current school year.

This four-page report includes Jennifer's individual student reports for the ELA and mathematics tests taken this past spring. While information in this report is reflective of the last school year, the information is vital to improving Jennifer's achievement during this school year.

We encourage you to use this report to start a conversation about Jennifer's progress in school so together we can provide the best education for our students as we address learning gaps that might exist.

Sincerely,

W. Clayton Burch
State Superintendent of Schools

West Virginia General Summative ELA & Mathematics Assessment Results

What does this tell you
about Jennifer?

Scores
for
ELA

Scores
for
Math

Ideas
for
Help

For additional information:
www.wvde.us/assessment



Grade

7

2021-2022



West Virginia DEPARTMENT OF
EDUCATION



Jennifer's ELA Score

665

Meets Standard

Jennifer's ELA score is **665**. This score is **lower than** the average score of seventh graders in the school, **higher than** that of seventh graders in the district, and **similar to** that of seventh graders statewide.

A student's test score can vary if the test is taken several times. If your student were tested again, it is likely that Jennifer would receive a score between **640** and **690**.

*Calculated with public school students only.

**Calculated with students in this school.

Jennifer's score in ELA is **665**, which **Meets Standard**

**School Average: 703

*State Average: 658

*District Average: 635

850

Exceeds Standard The student generally demonstrates a thorough understanding of, and ability to apply, grade-level English language arts (ELA) knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for ELA.

685

Meets Standard The student generally demonstrates an adequate understanding of, and ability to apply, grade-level English language arts (ELA) knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for ELA.

644

Partially Meets Standard The student generally demonstrates an incomplete understanding of, and ability to apply, grade-level English language arts (ELA) knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for ELA.

602

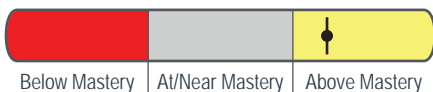
Does Not Meet Standard The student generally demonstrates a minimal understanding of, and ability to apply, grade-level English language arts (ELA) knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for ELA.

470

How Did Your Student Perform in the Different Areas of ELA?

Next Steps

Reading Literary Text



Your student can almost always use details from a text to draw conclusions; determine a theme of a text; explain how an author uses point of view to distinguish characters' perspectives; understand word meanings and structural elements; and compare fictional and historical texts relating to the same time period.

Ask your student to read a story set in a specific time and place and explain how the different elements (characters, setting, plot) interact. Then have your student read a historical account of the same period and discuss how the author used or changed historical details.

Reading Informational Text



Your student can often analyze the development of the central ideas of one or more texts; analyze the interactions between individuals, events, and ideas; distinguish an author's point of view; understand word meanings; and analyze how authors writing about the same topic present information differently.

Ask your student to read different informational texts (articles, books) and analyze the main ideas and how they are supported with evidence. Ask your student to compare different interpretations of the same topic or idea and analyze how the authors present information to advance their purposes and points of view.

Writing and Language



Your student may have trouble organizing writing for different purposes (such as to develop an argument or convey information); developing a topic or claim with relevant evidence from sources; acknowledging opposing claims; and writing sentences that use correct spelling, grammar, and punctuation.

Ask your student to read articles about a topic and then write an essay that explains the topic in detail (informative) or defends a position (argumentative). Essays should be organized and well developed with evidence from the articles. Ask your student to revise and edit the draft.

In the ELA Reporting Category of Writing and Language, each student completes an essay that is evaluated on three criteria. The chart below shows your student's performance on each criterion.

Writing Essay Performance

Essay	Purpose, Focus & Organization	Evidence and Elaboration	Conventions of Standard English
Informative/Explanatory	(3 out of 4 Points) The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness.	(3 out of 4 Points) The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details.	(2 out of 2 Points) The response demonstrates an adequate command of basic conventions.

Jennifer's Mathematics Score

560
Meets
Standard

Jennifer's mathematics score is **560**. This score is **lower than** the average score of seventh graders in the school, **higher than** that of seventh graders in the district, and **similar to** that of seventh graders statewide.

A student's test score can vary if the test is taken several times. If your student were tested again, it is likely that Jennifer would receive a score between **535** and **585**.

*Calculated with public school students only.

**Calculated with students in this school.

**School Average: 600

*State Average: 561

*District Average: 540

Jennifer's score in mathematics is **560**, which **Meets Standard**

750

583

548

503

340

Exceeds Standard The student generally demonstrates a thorough understanding of, and ability to apply, grade-level math knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for Mathematics.

Meets Standard The student generally demonstrates an adequate understanding of, and ability to apply, grade-level math knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for Mathematics.

Partially Meets Standard The student generally demonstrates an incomplete understanding of, and ability to apply, grade-level math knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for Mathematics.

Does Not Meet Standard The student generally demonstrates a minimal understanding of, and ability to apply, grade-level math knowledge, skills, and abilities relative to the West Virginia College- and Career-Readiness Standards for Mathematics.

How Did Your Student Perform in the Different Areas of Mathematics?

Next Steps

Ratios and Proportional Relationships and Number Systems



Your student can almost always compute unit rates, recognize proportional relationships, and make and justify assumptions to simplify a complicated situation using proportional reasoning.

With your student, find the price of a common product and write the price of buying x copies of the product as an equation.

Expressions and Equations



Your student can often create equivalent equations and expressions, use them to solve problems, and generate equations and inequalities using variables to solve multi-step problems.

With your student, express percentage increases in different but equivalent forms; for example, a 7% increase in m is $1.07m$ or $m(1 + 0.07)$.

Geometry



Your student sometimes may recognize 2- and 3-D geometric figures and given geometric formulas solve problems involving area, surface area, and volume.

With your student, identify and memorize the equations for the area and the circumference of a circle. $A = \pi r^2$; $C = 2\pi r$

Statistics and Probability



Your student can often find probability through experimentation, develop a model to find theoretical probability, and determine probability for compound events.

With your student, find the experimental and theoretical probability of drawing a nine out of a deck of playing cards.

Modeling and Problem Solving



Your student may have trouble with well-posed problems; using prior knowledge, strategies, or models; or analyzing scenarios.

With your student, discuss examples of how mathematics is used in construction work: scale drawings, estimating costs, etc.

Use Mathematical Reasoning



Your student can often explain math concepts, interpret word problems, support his or her reasoning, and critique others' reasoning.

With your student, practice explaining the mathematics setup in multi-step word problems and the solution processes in detail.



Reported Lexile® Measure

700L

The number above provides your student's Lexile reading measure, which represents your student's reading ability on the Lexile scale. For more information about Lexile measures, be sure to view the supplemental Lexile and Quantile Parent Report your student received and visit www.lexile.com.

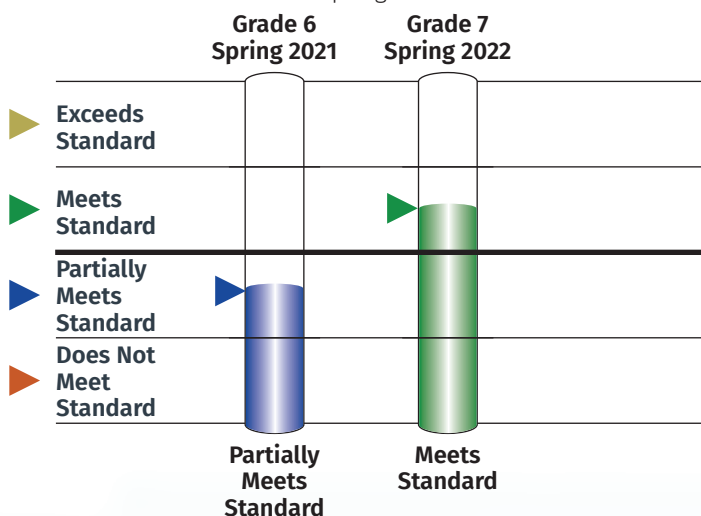
Reported Quantile® Measure

700Q

The number above provides your student's Quantile measure, which represents your student's ability to apply mathematical skills in areas such as numbers and operations, geometry and measurement. For more information about Quantile measures, be sure to view the supplemental Lexile and Quantile Parent Report your student received and visit www.quantiles.com.

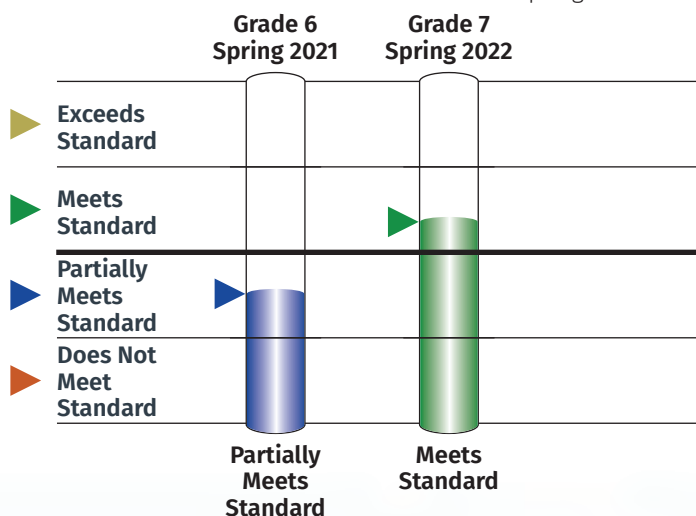
Jennifer's Summative ELA Progress

This chart displays your student's performance in ELA assessments over time. It reports the proficiency level for the most recently completed tests in ELA (if available). You can use this information to determine your student's progress in ELA. The test was not administered in spring 2020.



Jennifer's Summative Mathematics Progress

This chart displays your student's performance in mathematics assessments over time. It reports the proficiency level for the most recently completed tests in mathematics (if available). You can use this information to determine your student's progress in mathematics. The test was not administered in spring 2020.



Frequently Asked Questions

Why is the West Virginia General Summative Assessment administered?

Each rigorous content area test is aligned to the state content standards and designed to provide information about students. The results from this test, along with your student's performance in the classroom, will give you a more accurate picture of your student's progress toward graduating high school equipped with the knowledge and skills necessary for success.

What information does the test provide?

The assessment is like an academic checkup. It helps teachers and parents/guardians see how students performed after a year of learning. The results can reveal areas where your student is excelling and where your student may need extra help. They also provide valuable information your student's school can use to improve student learning to ensure all students are ready for college and careers when they graduate high school.

Where can I find more information?

Information is available to help you better understand your student's test results. This information and additional resources are available from your student's school and by visiting <https://wvde.us/assessment/learn-more-about-testing>.

How should I use this report?

The student report can provide a basis for conversations with your student's teachers. Now is a good time to work together with your student, student's teacher, and principal to utilize the results, along with a variety of other factors, for help in making instructional decisions. As parents and guardians, your involvement is key to your student's success in the classroom and beyond.

