



# Adaptive Progress Monitoring (APM) *powered by ClearSight*

**Presentation to District Assessment Coordinators**

September 16, 2020

# Attendees from Cambium Assessment, Inc. (CAI)

- Anurag Kumar, Project Manager, Score Reporting
- Danni Greenberg, Program Director, CBT
- Dina Booher, Project Manager, Score Reports
- Eugenia Kim, Sr. Project Manager, Score Reports
- Ghi Crisafulli, Program Director, Test Administration
- Harold Doran, Managing Director, Psychometrics
- Jennifer Strittmatter, eLearning Training Associate
- Kevin Murphy, Program Director
- Monica Mills, Training Specialist

# Agenda

- 1. Adaptive Progress Monitoring Overview**
  - a) Test Windows
  - b) Adaptive Algorithm
  - c) Linking to the FSA Scale
- 2. APM-TIDE**
  - a) PreID
  - b) User Roles
  - c) Eligibility
  - d) Accommodations
  - e) Rosters
- 3. TA Interface**
  - a) Select a Test
  - b) Selectable Accommodations
  - c) Test Reasons
- 4. Test Delivery System**
  - a) Supported Browsers
  - b) Tools available
  - c) Calculator policy
- 5. APM-Reporting**
- 6. Remote Proctoring**
- 7. Additional resources**

# Adaptive Progress Monitoring Overview

- Objectives
  - Find out where students are at the beginning of the year (Fall 2020)
  - Provide information at student, school, district, and state-level
- The APM tests are short, adaptive tests designed to provide formative information regarding student performance
- The APM will measure growth over time using multiple testing opportunities
- The APM provides information at the student level that can be used to guide instruction

# Adaptive Progress Monitoring Overview

- Administration window: October 1, 2020 – February 19, 2021.
- Available APM Tools
  - Reading: Grades 3–10
  - Mathematics: Grades 3–8
- Student may take each test at any grade up to two times each
- The length of each test ranges from 24-34 items, which are aligned to FSA standards.
- Administration time: Students should receive as much time as they need. The recommended time to complete the administration is 45 – 60 minutes.

# Test Lengths: Reading

Test	Min. Items	Max. Items
Reading-3	27	31
Reading-4	24	31
Reading-5	26	30
Reading-6	26	30
Reading-7	25	29
Reading-8	25	30
Reading-9	25	30
Reading-10	24	29

# Test Lengths: Mathematics

Test	Min. Items	Max. Items
Math-3	32	32
Math-4	34	34
Math-5	34	34
Math-6	34	34
<i>Math-6-Seg1</i>	28	28
<i>Math-6-Seg2</i>	6	6
Math-7	34	34
Math-8	34	34

# Overview of Results Reported

- ***At the aggregate level,***
  - Overall performance distribution and average score on the FSA scale
  - Performance Distribution for each APM-Reporting Category level (3-levels, AT/NEAR, ABOVE, BELOW).
- ***At the student level,***
  - Individual score reported on the FSA scale
  - overall performance level,
  - Reporting category levels (3-levels, AT/NEAR, ABOVE, BELOW).
- Then, the user can drill down to the item and student item response.



# Test Design and Computer Adaptive Testing

# Overall Test Length and Structure

- These are standards-based adaptive tests.
  - The stopping rule is based on when students reach the blueprint min/max requirements at the total test level
  - Stopping rules are not based on overall test precision
- The blueprints are based on min/max item structures at the strand level and using what is referred to as an affinity group
- Affinity groups allow us to have requirements for min/max on areas of interest in addition to the strands
- Affinity groups cut across strands. As an example, an item can have a strand attribute of “EE” and also have an affinity attribute of “DOK 1”

# Adaptive Algorithm Basics

- Adaptive testing chooses items from the pool to construct a unique form for each student.
- The algorithm proceeds in two steps when choosing items (first item is random), then:
  1. A group of items are considered based on their qualities needed to satisfy the test blueprint at each step;
  2. Then, of those items the “best” item is chosen to match the student’s ability at that step.
- This process repeats until test blueprint requirements have been satisfied

# Linking to the FSA Scale

- The APM is linked to the FSA scale via a set of “common items”
- These common items have been previously administered within the state
- The term “linking” means that the scores reported by the APM are on the FSA scale

# Technology Requirements

# Technology Requirements – Classroom

The technology requirements for administering APM in the classroom are nearly the same as administering the FSA except that students can test using the Secure Browser, or Firefox, Chrome, and Chromium Edge. Safari is not supported.

Check the Supported Systems and Requirements page of the FSA Portal at:

<https://fsassessments.org/supported-systems-requirements.shtml>

# Technology Requirements – Remote Proctoring

- Make sure each teacher's device has a supported web browser installed so teachers can access the TDS system.
- Make sure each teacher's device has a built-in microphone, speaker, and webcam (optional). Technology coordinators should also ensure that remote teachers have run the diagnostic test to ensure equipment is working properly.
- Make sure the student's device has either Chrome, Firefox, or Chromium Edge web browser **OR** that students with computers loaned to them by their school have the most recent Secure Browser installed.
- (Optional) Make sure the student's computer has any necessary assistive technology like text-to-speech software or screen readers.

# Technology Requirements – Remote Proctoring

To ensure the teacher's and student's computers meet the minimum requirements (200kb/sec) necessary to administer a remote assessment, they should run the network diagnostic test at

[https://demo.tds.cambiumast.com/systemdiagnostic/pages/default.aspx?c=Florida\\_PT](https://demo.tds.cambiumast.com/systemdiagnostic/pages/default.aspx?c=Florida_PT)

From this site, technology coordinators can help teachers and students test their internet speed to make sure it meets the minimum recommended speed for remote testing. Note this test does not apply to internet speed requirements for students using video conferencing features. Students using video conferencing features may need a faster internet speed for those features to work properly during a test.



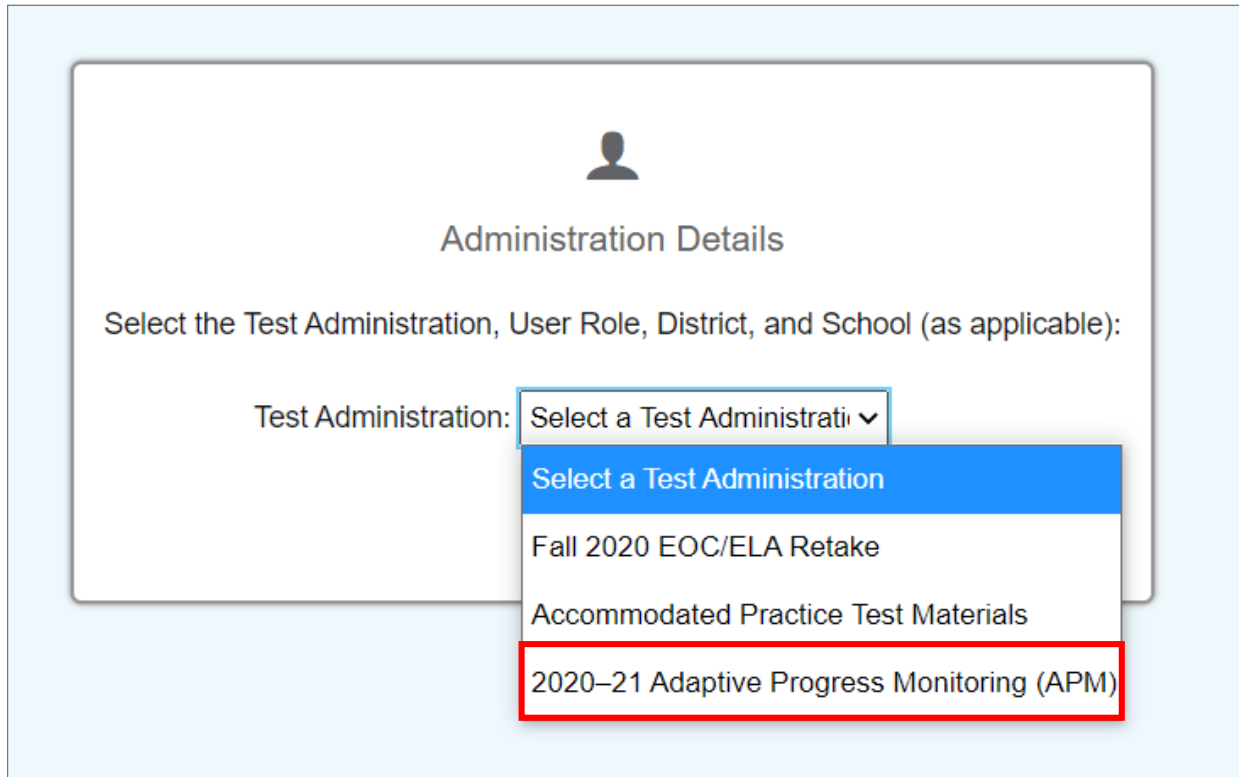
# How to Get Started

TIDE, TA Interface, TDS



# TIDE - Adaptive Progress Monitoring (APM)

- The 2020-21 Adaptive Progress Monitoring (APM) Administration opens on Monday, September 21.



The screenshot displays the 'Administration Details' section of the TIDE system. It features a user icon at the top, followed by the title 'Administration Details'. Below this, a prompt asks the user to 'Select the Test Administration, User Role, District, and School (as applicable):'. The 'Test Administration' field is highlighted with a blue border, and its dropdown menu is open, showing four options: 'Select a Test Administration' (highlighted in blue), 'Fall 2020 EOC/ELA Retake', 'Accommodated Practice Test Materials', and '2020-21 Adaptive Progress Monitoring (APM)' (highlighted with a red border).

Administration Details

Select the Test Administration, User Role, District, and School (as applicable):

Test Administration: Select a Test Administration ▼

- Select a Test Administration
- Fall 2020 EOC/ELA Retake
- Accommodated Practice Test Materials
- 2020-21 Adaptive Progress Monitoring (APM)

# PreID Process/Eligibility

- The PreID process is the same, however, the PreID layout is different.
  - The PreID layout for APM will be distributed to districts later this week.
- Students who will participate in APM testing will need to be added to the APM administration.
  - Districts can start uploading students into the APM administration beginning Monday, 9/21.
  - Students currently added to the Fall EOC/ELA Retake administration will not be eligible take APM tests unless they are also added to the APM administration.
  - Subsequently, students added to the APM administration will not be eligible to test in the Winter 2020 and/or Spring 2021 administrations unless added to those specific administrations.
- Students in grades 3–12 can be added/uploaded into TIDE for APM testing.
- Students added to the APM administration will become eligible to take all grade/subject level tests twice during the test window.
- Students are eligible for online testing ONLY – no paper accommodated tests will be available.

# Users

- Users who are already in TIDE will have access to the same tasks in the APM administration as other administrations.
- For users not currently in TIDE, the District Assessment Coordinator (DAC) or School Assessment Coordinator (SAC) will need to add them manually or via upload.
- All users who will be administering tests or who will need access to their students' scores should be added to TIDE with a Test Administrator (TA) role.
- All schools should already have a SAC that is familiar with adding and/or uploading users.
- It's possible that elementary schools will have a large number of new TAs added given they do not generally administer online tests.
- For TAs who are not familiar with the TA Interface or the student Test Delivery System (TDS), it is highly recommended they complete the standard TA Certification Course that is available on the portal.

# Online Accommodations

- Text-to-Speech (TTS), Masking, American Sign Language (ASL) and Print on Request are available accommodations on the APM tests.
- TTS, Masking, and ASL can be assigned to students:
  - On the **Add Student** page or on the **View/Edit/Export Students** page,
  - In the PreID upload file,
  - Using the *Upload Accommodations* template, or
  - By the TA during the approval process on the TA Interface.
- Print on Request can be turned on by the TA ONLY during the approval process.
- Print on Request is an accommodation that allows the TA to print passages, items, or both passages and items for students one page at a time. This is done while the student is testing if they need a print version of a passage or item – it does not replace a regular print test booklet.
- Print on Request is only available for in-person sessions.

# Rosters

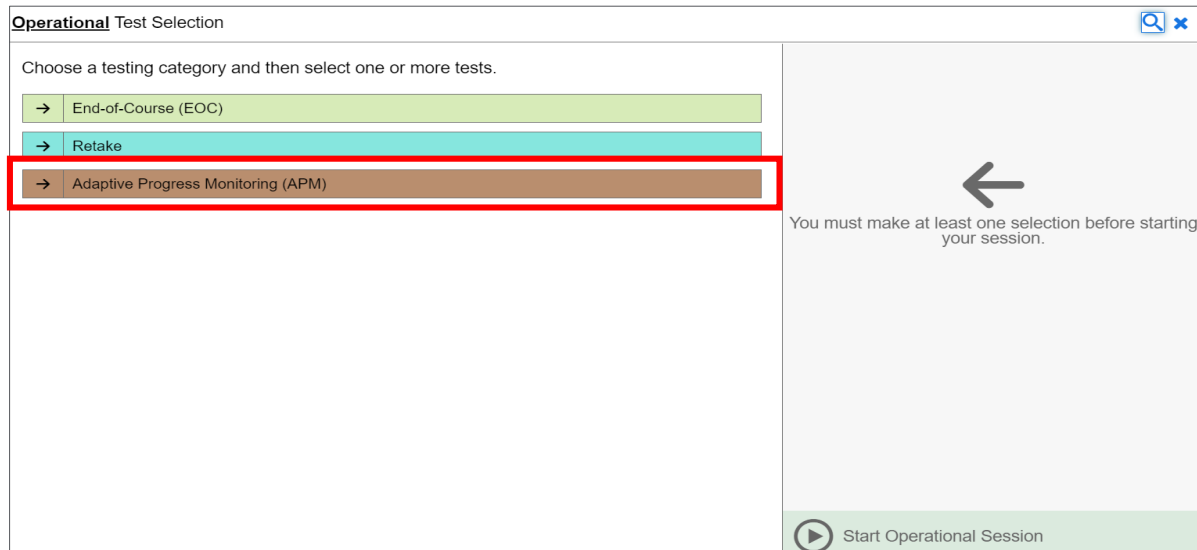
- Rosters will need to be created in TIDE to assign students to teachers for reporting purposes.
- PreID rosters are not created in the APM administration so districts/schools will be responsible for creating user-defined rosters in TIDE.
- Rosters can be added on the UI via **Add Roster** task or **Upload Roster** task.
- TAs will be able to access their students' scores in the APM Reporting System.
  - Note: TAs will not be able to access PANext Reporting for FSA/NGSSS scores.
- TAs will be able to view scores for students in their roster(s) only.
- School Administrators (SA) and SACs will be able to view scores for all students within their school.
- DACs and District Administrators (DA) will be able to view scores for all students within their district.

# Other TIDE Tasks

- Invalidations and Other Requests
  - School and District level users will be able to invalidate or create other requests as needed by following the same procedures used for FSA testing.
  - Result ID is always best to use when creating requests. DACs should confirm any requests they approve are for APM tests to not accidentally invalidate or re-open a Fall EOC/ELA Retake test.
- Test Tickets
  - Students will need a test ticket, which contains their first name (as it appears in TIDE) and their username, to log into APM tests. This may be unfamiliar to students in grades 3–6 since they take the FSA tests on paper.
  - SAC's should provide test tickets for their TAs prior to testing.
- Monitoring Student Progress
  - Participation reports, Test Status reports, and Test Completion reports will be available for APM tests.

# TA Interface – Starting a Session

- TAs will follow the same process for starting a Test Session for APM testing as used for FSA testing.
- APM test sessions should include APM tests only.
- TAs should select the subject/grade for tests that will be completed during the session.
- TAs will log into the *Operational TA Interface* and will see an additional category for **Adaptive Progress Monitoring (APM)**.
- Click on the arrow next to **Adaptive Progress Monitoring (APM)** to begin the process of adding tests to be included in the session.



The screenshot shows a web interface titled "Operational Test Selection". It contains a list of testing categories: "End-of-Course (EOC)", "Retake", and "Adaptive Progress Monitoring (APM)". The "Adaptive Progress Monitoring (APM)" category is highlighted with a red rectangular border. To the right of the list, there is a large grey area with a large left-pointing arrow and the text "You must make at least one selection before starting your session." At the bottom right, there is a green button with a play icon and the text "Start Operational Session".



# TA Interface – Starting a Session

- Prior to seeing the **Test Selection** screen, a TA may see screen listing **Current/Active Test Sessions**.
- This will occur if a test session had been previously opened and wasn't closed properly.
- The TA can select **Join** next to a *Session ID* if they need to continue proctoring that session.
- Or the TA can select **Start a New Session Now** and they will be taken to the **Test Selection** screen to start a new session.

Florida Statewide Assessments | TA Interface for the Test Delivery System

Active Sessions

### Current/Active Test Sessions

The table below shows all the sessions that are active for you right now. Select **Join** to enter one of your active sessions. If you would like to open a new session, select **Start a New Session Now** on the right side of the screen.

Session ID	Action
UAT-4FBD-3	<a href="#">Join</a>
UAT-DA14-3	<a href="#">Join</a>

[Start a New Session Now](#)

# TA Interface – Starting a Session

- Click on the **+** button next to the subject and then click the **+** button next to the grade band to add tests by checking the box next to the test name.

**Operational** Test Selection

Adaptive Progress Monitoring (APM) ⌵

Choose which test(s) to add to your session. If you are ready to start the session, click "Start Session". If you want to add additional tests in another category, select "Back".

**+**

 Reading

**+**

 Mathematics

**Operational** Test Selection

Adaptive Progress Monitoring (APM) ⌵

Choose which test(s) to add to your session. If you are ready to start the session, click "Start Session". If you want to add additional tests in another category, select "Back".

**+**

 Reading

**–**

 Mathematics

**–**

 Grades 3-5

☐

 Grade 3 Mathematics (APM)

☐

 Grade 4 Mathematics (APM)

☐

 Grade 5 Mathematics (APM)

**+**

 Grades 6-8

# TA Interface – Starting a Session

- After checking a box, the test will appear under the *Tests Selected* column.
- If you select a test in error, you can delete it by hovering over the test name and clicking the red x.
- After confirming the test(s) in your session, click the **Start Operational Session** button.

**Operational Test Selection**

Adaptive Progress Monitoring (APM)

Choose which test(s) to add to your session. If you are ready to start the session, click "Start Session". If you want to add additional tests in another category, select "Back".

- Reading
  - Grades 3-5
  - Grades 6-8
    - ☒ Grade 6 Reading (APM)
    - ☐ Grade 7 Reading (APM)
    - ☐ Grade 8 Reading (APM)
  - Grades 9-10
- Mathematics

Back

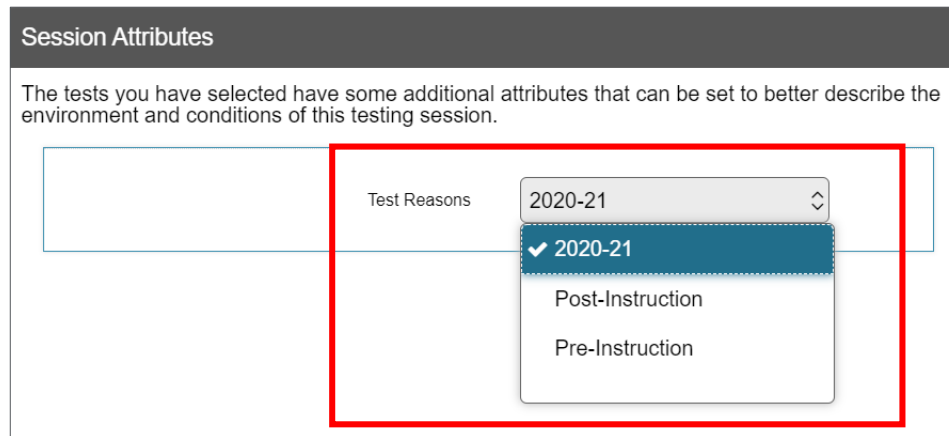
1 Tests Selected Clear All

Adaptive Progress Monitoring (APM)  
Grade 6 Reading (APM)

Start Operational Session

# TA Interface – Selecting a Test Reason


- After clicking the **Start Operational Session** button, a *Session Attributes* window will appear.
- You must chose a test reason to begin the test session.
- Select the drop-down menu to select *Pre-Instruction* or *Post-Instruction*, or the TA can leave it at the default value of *2020-21*.
- The test reason will be used for grouping scores in the APM Reporting system.

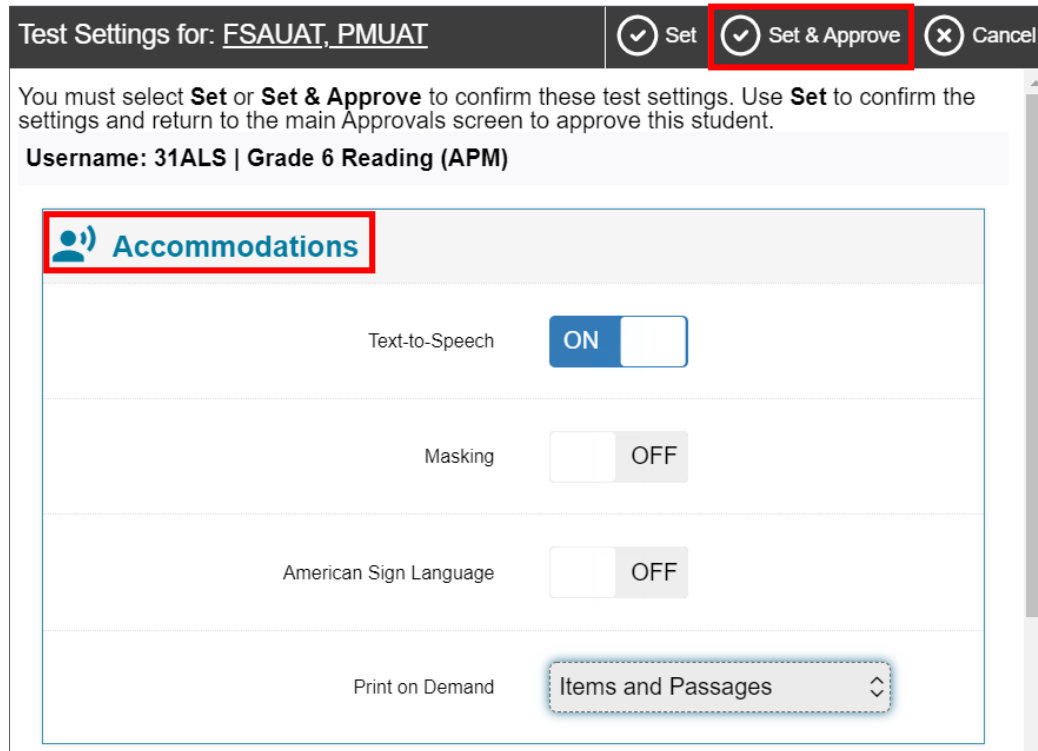





The screenshot shows a window titled "Session Attributes" with a subtitle: "The tests you have selected have some additional attributes that can be set to better describe the environment and conditions of this testing session." Below this, there is a form with a "Test Reasons" label and a dropdown menu. The dropdown menu is open, showing three options: "2020-21" (selected with a checkmark), "Post-Instruction", and "Pre-Instruction". A red rectangle highlights the dropdown menu and its options.

Test Reasons
2020-21
✓ 2020-21
Post-Instruction
Pre-Instruction

# TA Interface – Setting Accommodations


- After students log in, the TA will need to approve students into the test.
- On the **Approvals and Student Test Settings** page, the TA can select the [  icon and then select accommodations, as needed, on the **Test Settings** page for individual students.
- After setting accommodations, TAs select **Set & Approve**.



Test Settings for: FSAUAT, PMUAT  Set  **Set & Approve**  Cancel

You must select **Set** or **Set & Approve** to confirm these test settings. Use **Set** to confirm the settings and return to the main Approvals screen to approve this student.

Username: 31ALS | Grade 6 Reading (APM)

 **Accommodations**

Text-to-Speech	<input checked="" type="checkbox"/> ON
Masking	<input type="checkbox"/> OFF
American Sign Language	<input type="checkbox"/> OFF
Print on Demand	<input type="text" value="Items and Passages"/>

# Test Delivery System

- Students can test using the Secure Browser if installed on the device they will be testing on or they can use one of the following conventional browsers: Firefox, Chrome, or Chromium Edge.
- If using a conventional browser, students will use the following url to log into the test: [fl.tds.cambiumast.com/student](https://fl.tds.cambiumast.com/student)
- All tests are one session with the exception of *Grade 6 Mathematics*. This is a two session test that students will complete in one sitting (no approval is needed to move onto session two.) Session two allows for the use of a calculator. Once a student has moved onto session two they will not be able to return to session one items.
- Grade 7 and Grade 8 Mathematics allow the use of a calculator for the entire test.
- Tools available to all students: Zoom, Line Reader, Strikethrough, Highlighting, Expand/Collapse Passage/Item, Select Response Version, Notepad, Mark for Review, and Tutorials.





# Test Delivery System

- Students should finish their APM test in one day/one sitting.
- All APM tests will be force completed each night and count towards their two opportunities.
- Students can see how many *opportunities* they have left when selecting their test on the **Your Tests** page.

## Your Tests

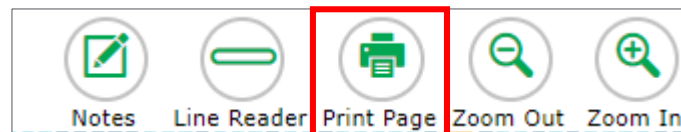
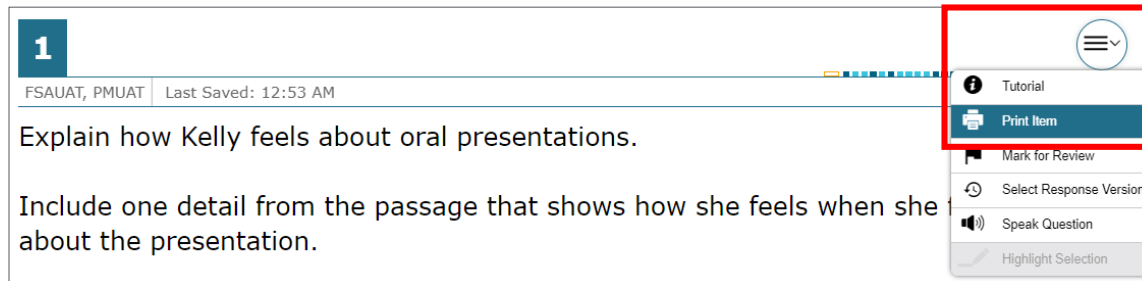
Select the test you need to take.

### Adaptive Progress Monitoring (APM)

 <div><b>Start Grade 3 Reading (APM)</b> This is opportunity 1 of 2</div>	 <div><b>Inactive Grade 3 Mathematics (APM)</b> You have used up your opportunities for this test. [10210]</div>
 <div><b>Start Grade 4 Mathematics (APM)</b> This is opportunity 1 of 2</div>	 <div><b>Start Grade 4 Reading (APM)</b> This is opportunity 2 of 2</div>

# Test Delivery System – Print on Request

- Students with the Print on Request accommodation can use the context menus to request that a passage or item are printed.
- Or they can use the **Print Page** button located in the *Global Tools* menu.








# Test Delivery System – Print on Request

- The print request will appear on the TA Interface by showing a printer icon in the **Actions** column.
- The TA will select the printer icon and then they either approve or deny the request by selecting the check mark button or the x button.
- If they approve the request, depending on what browser they are using, a *Print Preview* page may appear. They should select **Print** from that page to send the request to the printer.



Tests Requiring TA Intervention

Student Information	Test	Progress ⓘ	Status	Test Settings	Actions
FSAUAT, PMUAT Username 31ALS	Grade 5 Mathematics (APM)	0 / 34 answered	Started <a href="#">More Info &gt;</a>	Custom 	 

**Student Print Request(s) For:** ⓧ Close

**Name: FSAUAT, PMUAT Username: 31ALS**  
This page displays a request for each passage that a student would like printed. Select [Approve] if you approve the print request, or [Deny] if you do not.  
Note: Selecting [Approve] brings up a Print Preview page based on the browser you are using. Select [Print] from that page to send this request to your print station.

**Print Requests**

New Requests	Date and Time	Action
Print Item - Item 1	9/15/2020, 1:03:16 AM	 

# Scoring and Reporting

# Score Types to be Reported

- ***At the aggregate level,***
  - Overall performance distribution and average score on the FSA scale
  - Educators can view student performance for each Reporting Category (AT/NEAR, ABOVE, BELOW).
- ***At the student level,***
  - Individual score reported on the FSA scale
  - overall performance level,
  - Reporting category levels (AT/NEAR, ABOVE, BELOW).
- Then, the user can drill down to the item and student item response. This view will also show content alignment.

# Reporting – Landing Page



## Reporting

User: fl-dac1@demo.user | Role: DAC @ District: Demo District 99

[Inbox \(1\)](#) [My Settings](#) [Help](#) [Sign Out](#)

### Dashboard

Enter Student ID



### Filters



#### Test Groups

☒ APM

#### Test Reasons

All Test Reasons

[Clear Filters](#)

Apply

Performance Distribution, By Test Group: Demo District 99, 2020-2021

Filtered By **Test Reasons:** All Test Reasons **Sorted By:** Date Last Taken

[Download Student Results](#)

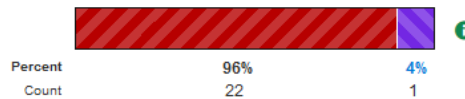
[Print](#)



#### APM Reading

Grades Tested: 3, 4, 5, 6, 7, 8, 9, 10

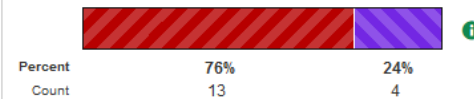
Tests Taken: 23 Date Last Taken: 09/11/2020



#### APM Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 17 Date Last Taken: 09/11/2020



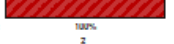

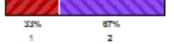

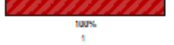
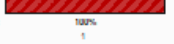

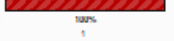


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# Reporting – List of Tests (Performance On Tests)

Average Score and Performance Distribution, by Assessment: Demo District 99, 2020-2021

Filtered By School: [All Schools](#) Test Reasons: [All Test Reasons](#)

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
<a href="#">Grade 6 Mathematics (APM)</a>	APM	6	Pre-Instruction	2	321		09/11/2020
<a href="#">Grade 6 Mathematics (APM)</a>	APM	6	2020-21	3	274		09/10/2020
<a href="#">Grade 3 Mathematics (APM)</a>	APM	3	2020-21	2	253		09/09/2020
<a href="#">Grade 7 Mathematics (APM)</a>	APM	7	2020-21	2	269		09/09/2020
<a href="#">Grade 3 Mathematics (APM)</a>	APM	3	Pre-Instruction	3	313		09/05/2020
<a href="#">Grade 8 Mathematics (APM)</a>	APM	8	2020-21	1	273		09/04/2020
<a href="#">Grade 5 Mathematics (APM)</a>	APM	5	2020-21	1	256		09/04/2020
<a href="#">Grade 4 Mathematics (APM)</a>	APM	4	2020-21	1	251		09/04/2020
<a href="#">Grade 6 Mathematics (APM)</a>	APM	6	Post-Instruction	1	381		09/03/2020
<a href="#">Grade 5 Mathematics (APM)</a>	APM	5	Pre-Instruction	1	268		09/03/2020

Rows per page:  10 Items: [1](#) of 1

# Reporting – Drilling Down on a Test (District Performance on Test)

APM

powered by ClearSight

Reporting

User: fl-dac1@demo.user | Role: DAC @ District: Demo District 99

Inbox (1)

My Settings

Help

Sign Out

Dashboard > Performance on Tests > District Performance on Test

Enter Student ID

Filters

Build Longitudinal Report

Average Score and Performance Distribution for **Grade 6 Mathematics (APM)** (Pre-Instruction), by Student and Reporting Category: Demo District 99, 2020-2021  
Filtered By School: All Schools Test Reasons: Pre-Instruction

Breakdown By

Download Student Results

Print

School	Total	Expressions and Equations	Geometry	Ratios and Proportional Relationships	Statistics and Probability	The Number System
District	<div>Student Count: 2</div> <div>Scale Score: 321</div> <div>Performance Distribution: <div>Percent Count: 50% 1, 50% 1</div></div>	<div>Performance Distribution: <div>Percent Count: 50% 1, 50% 1</div></div>				
<div>Demo School 9...</div>	<div>Student Count: 2</div> <div>Scale Score: 321</div> <div>Performance Distribution: <div>Percent Count: 50% 1, 50% 1</div></div>	<div>Performance Distribution: <div>Percent Count: 50% 1, 50% 1</div></div>				

Rows per page: 10

1 Items: 1 of 1



# Reporting – School Performance on Tests (Performance by Roster tab)

APM

powered by ClearSight

Reporting

User: fl-dac1@demo.user | Role: DAC @ District: Demo District 99

Inbox (1)
My Settings
Help
Sign Out

Dashboard
Performance on Tests
District Performance on Test
School Performance on Test

Filters

Performance by Roster

Performance by Student

Build Longitudinal Report

Average Score, Performance Distribution and Average Points Earned on **Grade 6 Mathematics (APM)** (Pre-Instruction), by Roster and Reporting Category: Demo School 9009 2020-2021  
 Filtered By School: All Schools Test Reasons: Pre-Instruction

Roster

Teacher

Total

Student Count

Test Completion Rate

Scale Score

Performance Distribution

District

2

321

Percent Count

50% 1

50% 1

School

2

321

Percent Count

50% 1

50% 1

(students not in any ro...

1

277

Percent Count

100% 1

Demo Class

TA user, Demo

1

33% (1/3)

365

Percent Count

100% 1

Expressions and Equations

Performance Distribution

Percent Count

50% 1

50% 1

Percent Count

50% 1

50% 1

Percent Count

100% 1

Percent Count

100% 1

Geometry

Ratios and Proportional Relationships

Statistics and Probability

The Number System

Rows per page: 10

2 Items: 1 of 1

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# Reporting – School Performance on Tests (Performance by Student tab)

APM

powered by ClearSight

Reporting

User: fl-dac1@demo.user | Role: DAC @ District: Demo District 99

Inbox (1)

My Settings

Help

Sign Out

Dashboard > Performance on Tests > District Performance on Test > School Performance on Test

Enter Student ID

Filters

Performance by Roster | Performance by Student

Breakdown By

Download Student Results

Print

Build Longitudinal Report

Score, Performance and Points Earned on **Grade 6 Mathematics (APM)** (Pre-Instruction) of All Rosters, by Student and Reporting Category: Demo School 9009, 2020-2021

Filtered By School: All Schools Test Reasons: Pre-Instruction

Student	Student ID	Total	Expressions and Equations	Geometry	Ratios and Proportional Relationships	Statistics and Probability	The Number System
District		321 Percent Count 50% 1 50% 1	Performance Percent Count 50% 1 50% 1				
School		321 Percent Count 50% 1 50% 1	Performance Percent Count 50% 1 50% 1				
FSAUAT.PMUAT	DM999009000490	365 Mastery	Above Standard				
FSAUAT.PMUAT-A	DM999009000872	277 Inadequate	Below Standard				

Rows per page: 10 2 Items: 1 of 1

Notice: Students have completed this assessment with other test statuses.

More Info





# Reporting – Performance by a Student



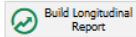
Reporting

User: fl-dac1@demo.user | Role: DAC @ District: Demo District 99

[Inbox \(1\)](#) [My Settings](#) [Help](#) [Sign Out](#)

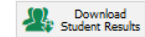
[Dashboard](#) > [Performance on Tests](#) > [District Performance on Test](#) > [School Performance on Test](#) > [Student Performance on Test](#)








Enter Student ID  [Search](#)



Score, Performance and Points Earned on **Grade 6 Mathematics (APM)** (Pre-Instruction) of Demo School 9009, by Student and Reporting Category: 2020-2021

Filtered By School: [All Schools](#) Test Reasons: [Pre-Instruction](#)



Student	Student ID	1 Total	Total		1 Expressions and Equations	Express			
			Scale Score	Performance Distribution		Performance	1 1 pt	2 1 pt	3 2 pt
District			321 	<div><div><div>Percent Count</div><div>50%1</div></div><div><div>50%1</div><div></div></div></div> 		<div><div><div>Percent Count</div><div>50%1</div></div><div><div>50%1</div><div></div></div></div> 	n/a	n/a	n/a
School			321 	<div><div><div>Percent Count</div><div>50%1</div></div><div><div>50%1</div><div></div></div></div> 		<div><div><div>Percent Count</div><div>50%1</div></div><div><div>50%1</div><div></div></div></div> 	n/a	n/a	n/a
FSAUAT, PMUAT	DM999009000490		365 	Mastery		Above Standard	0	1	1

Rows per page:  1 Items: [◀](#)  of 1 [▶](#)

[⚠ Notice:](#) Students have completed this assessment with other test statuses. [More Info](#)

# Reporting – Performance by a Student (Item View)

Grade 3 Reading (APM)

Item 21

Student: FSAUAT, PMUAT

Item 26

Current Item: 25 Score: 1/1

Item & Score

Rubric & Resources

Scoring Assertion	Outcome
1. Correct answer	✓

student setting(s)  
OFF

25

1

2

3

4

1

2

3

4

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Grade 3 Reading (APM)

Item 21

Student: FSAUAT, PMUAT

Item 26

Current Item: 25 Score: 1/1

Item & Score

Rubric & Resources

Details

Topic

Listening Comprehension

Content Alignment

Domain: SL: Speaking and Listening Standards

Cluster: SLJ3.A: Comprehension and Collaboration

Standard: SLJ3.A(SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Rubric

Correct Answer: A

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# Reporting – Sample ISR

## Individual Student Report

### FSAUAT, QA

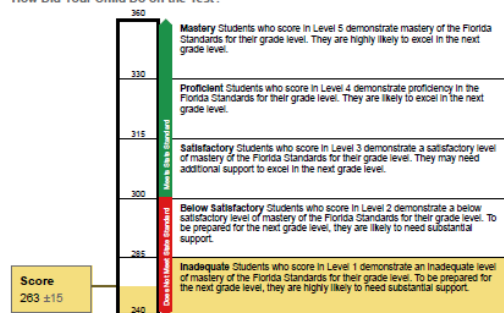
Student ID: DM99000001104 | Student DOB: 7/1/2005 | Enrolled Grade: 3  
Date Taken: 8/31/2020

### Grade 3 Reading (APM) 2020-2021

Demo District 99  
Demo School 9009

Performance: Inadequate Scale Score: 263±15

#### How Did Your Child Do on the Test?



#### How Does Your Child's Score Compare?

Name	Average Scale Score
Demo District 99	291
Demo School 9009	291

#### 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.

#### 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 line indicates the student's score on each reporting category. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

Below Standard    At/Near Standard    Above Standard

Category	Performance	Performance Level	Performance level Description
Language			The student has not met the achievement standard
Reading Informational Text			The student has nearly met the achievement standard
Reading Literature			The student has not met the achievement standard
Listening Comprehension			The student has nearly met the achievement standard

### FSAUAT, QA

Student ID: DM99000001104 | Student DOB: 7/1/2005 | Enrolled Grade: 3  
Date Taken: 8/31/2020

### Grade 3 Reading (APM) 2020-2021

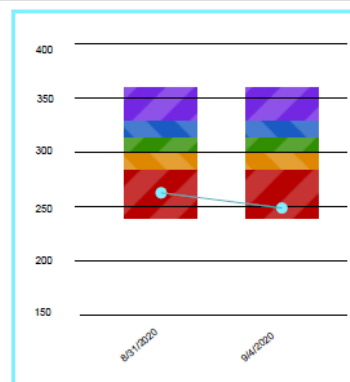
Demo District 99  
Demo School 9009

Performance: Inadequate Scale Score: 263±15

#### 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.



Date	Test Reason	Test Label	Scale Score	Performance Level
8/31/2020 12:00:00 AM	Pre-Instruction	Grade 3 Reading (APM)	263	Inadequate
9/4/2020 12:00:00 AM	Post-Instruction	Grade 3 Reading (APM)	249	Inadequate

These are sample pages.

# Reporting – Sample ISR (continued)

## Individual Student Report

FSAUAT, QA

Student ID: DM990009001104 | Student DOB: 7/1/2005 | Enrolled Grade: 3  
Date Taken: 8/31/2020

Grade 3 Reading (APM) 2020-2021

Demo District 99  
Demo School 9009

Performance: Inadequate Scale Score: 263±15

How Did Your Child Perform on Each Test Question?

Reading Standards for Informational Text		
Item #	Standard	Points
10	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	0/1
11	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	0/1
12	Distinguish their own point of view from that of the author of a text.	1/1
13	Determine the main idea of a text; recount the key details and explain how they support the main idea.	0/1
14	Distinguish their own point of view from that of the author of a text.	0/1
16	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	0/1
17	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	0/1
18	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	1/1
19	Compare and contrast the most important points and key details presented in two texts on the same topic.	1/2

Language Standards		
Item #	Standard	Points
8	Demonstrate understanding of word relationships and nuances in word meanings: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	1/1
15	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: Use sentence-level context as a clue to the meaning of a word or phrase.	0/1
23	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Capitalize appropriate words in titles.	0/2
24	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	0/2
25	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	0/1
28	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	1/1
29	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Capitalize appropriate words in titles.	0/2
30	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	0/2

FSAUAT, QA

Student ID: DM990009001104 | Student DOB: 7/1/2005 | Enrolled Grade: 3  
Date Taken: 8/31/2020

Grade 3 Reading (APM) 2020-2021

Demo District 99  
Demo School 9009

Performance: Inadequate Scale Score: 263±15

How Did Your Child Perform on Each Test Question?

Reading Standards for Literature		
Item #	Standard	Points
1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	0/1
2	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	0/1
3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	0/2
4	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	0/1
5	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	0/1
6	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	1/1
7	Distinguish their own point of view from that of the narrator or those of the characters.	0/1
9	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	0/1

Speaking and Listening Standards		
Item #	Standard	Points
20	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	1/1
21	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	0/1
22	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	1/1
26	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	1/1
27	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Explain their own ideas and understanding in light of the discussion.	0/1

These are sample pages.

# District Level Longitudinal Report

## Longitudinal Report

Longitudinal report of Score and Performance on Grade 6 Mathematics (APM): Demo School 9009, 2020

Filtered By Test Reasons: All Test Reasons School Year: All School Years Reporting Date: 09/11/2020

Filters

Print



Date	Test Label	Test Reason	Overall						
				Average Score	%Inadequate	%Below Satisfactory	%Satisfactory	%Proficient	%Mastery
9/9/2020	Grade 3 Mathematics (APM)	2020-21		253	100	0	0	0	0
9/9/2020	Grade 6 Mathematics (APM)	2020-21		274	100	0	0	0	0

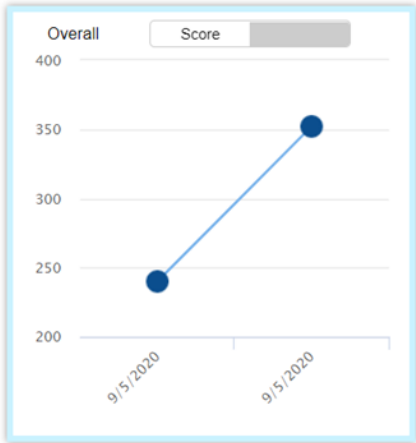
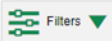
# Student Level Longitudinal Report

## Longitudinal Report



Longitudinal report of Score and Performance on Grade 3 Mathematics (APM): FSAUAT, PMUAT, 2020

Filtered By **Test Reasons:** All Test Reasons **School Year:** All School Years **Reporting Date:** 09/10/2020



Date	Test Label	Test Reason	Overall	Overall	
				My Student's Score	My Student's Performance
9/5/2020	Grade 3 Mathematics (APM)	Pre-Instruction		240	Inadequate
9/5/2020	Grade 3 Mathematics (APM)	Pre-Instruction		352	Mastery

# Additional Feature- Breakdown by Attributes

**APM** | Reporting  
powered by ClearSight

User: fl-dac1@demo.user | Role: DAC @ District: Demo District 99  
Inbox (1) My Settings Help Sign Out

Dashboard > Performance on Tests > District Performance on Test

Enter Student ID

Average Score and Performance Distribution for **Grade 3 Reading (APM)** (Post-Instruction), by Student and Reporting Category: Demo District 99, 2020-2021  
Filtered By School: All Schools Test Reasons: Post-Instruction

Breakdown By Download Student Results Print

School	Total	Language	Listening Com	Reading Information	Reading Literature
	Student Count	Scale Score	Performance Distribution		

**APM** | Reporting  
powered by ClearSight

User: fl-dac1@demo.user | Role: DAC @ District: Demo District 99  
Inbox (1) My Settings Help Sign Out

Dashboard > Performance on Tests > District Performance on Test > Breakdown

Enter Student ID

Build Longitudinal Report Breakdown of **Grade 3 Reading (APM)** (Post-Instruction), by Enrolled Grade and Gender: Demo District 99, 2020-2021  
Filtered By School: All Schools Test Reasons: Post-Instruction

Breakdown By Download Student Results Print

View Details	Enrolled Grade	Gender	Student Count	Scale Score	Performance Distribution	Language	Listening Comprehension	Reading Informational Text	Reading Literature
	All	All	9	282	Percent Count: 56% 11% 22% 11%				
	03	Female	4	275	Percent Count: 50% 25% 25%				
	03	Male	2	337	Percent Count: 50% 50%				
	04	Male	1	240	Percent Count: 100%				
	10	Female	1	258	Percent Count: 100%				
	07	Male	1	265	Percent Count: 100%				

Rows per page: 10 5 Items: 1 of 1

**Breakdown Attributes**

Select up to three options

☐ English Language Learner (ELL) Status ☒ Enrolled Grade

☐ Ethnicity ☒ Gender

☐ Primary Exceptionality ☐ Section 504

☐ Include unspecified values

Apply Cancel

# Remote Proctoring



# Several Slides Follow, but ....

- The Test Administrator Interface and user experience resemble FSA or in-person administrations
- The Student Interface and user experience resemble the FSA or in-person administrations
- Differences:
  - TA's must take the remote proctoring training course (~30 minutes)
  - Districts must obtain permission to have the student appear via webcam (if webcam will be used). Collected in TIDE
  - A TA can chat with a student or broadcast a text announcement to an entire class.

# Advantages of CAI's Implementation

## Embedded into the test delivery platform

- No additional software to purchase or install.
- Works in Firefox, Chrome, Chromium Edge on desktop and ChromeOS.
- Works in Secure Browsers without requiring permissive mode.

## No third parties

- We will not engage third parties for remote proctoring software.
- The same people who proctor in-person tests now will proctor remote tests.

# Advantages of CAI's Implementation

## Remote test administration and observation

- TAs will be able to see and talk to all their students via broadcast or one-on-one. Students cannot see or talk to one another. In fact, students will not know how many other students, if any, are in that test session.
- Everything will be on the screen, and student test content will not be obscured by the new functionality.

## No intermediary. Security, privacy, and performance are a priority.

- All video conferencing capabilities happen over a peer-to-peer connection between the TA and students' machines. After a connection is made between the two parties, CAI will not have the ability to view ongoing conversations.
- Nothing will be recorded, saved or routed through CAI's servers, so the introduction of this feature will have no performance impact on the existing system capacity.

# Remote Proctoring – Video Consent

- All students are eligible for remote proctoring
- To use the student's webcam, video consent must be received.
- Video Consent is a new field on the Add Student page in TIDE.
- This is NOT a required field and is NOT part of the PreID layout.
- If student's will be testing remotely, this field will be used to allow students and TAs to communicate via video.
- If this field is left blank or marked N/A – students can still test but will only be able to communicate with the TA via chat messages.
- It is the responsibility of the district/school to collect consent information and enter this information on the UI or via the Video Consent upload task.

# Remote Proctoring – Video Consent

**View/Edit Student: PMUAT FSAUAT**

Use this page to edit student details. [more info](#)

Go to section:

1

2

3

4

Student Demographics

District: 99 - Demo District 99

School: 99-9009 - Demo School 9009

\*Enrolled Grade: 03

\*Last Name: FSAUAT

\*First Name: PMUAT

Middle Initial:

\*FLEID: DM999009000163

Reporting ID: DM999009000163

\*Birth Date (MMDDYYYY): 07012005

\*Gender: ☐ Male ☒ Female

Section 504: ☐ Yes ☐ N/A

\*English Language Learner (ELL): ☐ Yes ☒ No

Primary Exceptionality: - Select -

District Use:

Parent/Guardian Video Consent for Remote Testing

Video Consent: ☐ Yes ☐ N/A



# Remote Proctoring – TA Certification

- TAs who will be administering APM tests remotely will need to complete the Remote Proctoring TA Certification Course.
- This course is different than the Standard TA Certification Course currently offered on the portal.
- TAs can complete both courses but **MUST** complete the remote course in order to begin a remote testing session on the TA Interface.
- On the View/Edit/Export Users page, the TA Course(s) Completed column will indicate whether a user has completed the Standard TA Certification course and/or the Remote Proctoring TA Certification course.
- If they have completed neither of the courses, the field will be left blank.

View/Edit/Export Users





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

+ Search Users

Number of users found: 11

Enter search terms to filter search results

<input type="checkbox"/>	Edit	Role	District	School	Email	First Name	Last Name	Phone	TA Course(s) Completed
<input type="checkbox"/>		TA	99-Demo District 99	99-9009-Demo School 9009	apm-ta@demo.user	TA	APM		
<input type="checkbox"/>		TA	99-Demo District 99	99-9009-Demo School 9009	apm-ta1@demo.user	TA	APM		Standard
<input type="checkbox"/>		TA	99-Demo District 99	99-9009-Demo School 9009	apm-ta2@demo.user	TA	APM		Remote
<input type="checkbox"/>		TA	99-Demo District 99	99-9009-Demo School 9009	apm-ta3@demo.user	TA	APM		Remote Standard

# Overview of Remote Testing and Proctoring

- A teacher can create a remote test session and enable communication between proctor and student during the test.
- Teachers use the same test administration site they would use if administering a test in the classroom.
- Remote students use a web browser or Secure Browser (if available based on your state's policy) to access the same testing website they would access when taking a test in the classroom.

# Testing a Remote Student's Internet Speed

This page allows you to check the **current** bandwidth of your network. Select a test from the drop-down list and enter the maximum number of students likely to test at one time, then click [Run Network Diagnostics Tests].

Your Operating System: Windows 10

Your Browser Version: Chrome v85

Secure Browser: false

## Network Diagnostics:

Select Test:

Enter the total number of students you would like to test at one time:

Run Network Diagnostics Tests

[https://demo.tds.cambiumast.com/systemdiagnostic/pages/default.aspx?c=Florida\\_PT](https://demo.tds.cambiumast.com/systemdiagnostic/pages/default.aspx?c=Florida_PT)

## Network Diagnostics:

Select Test:

Enter the total number of students you would like to test at one time:

Run Network Diagnostics Tests

Download Results: 10.061 Mbps download.

Upload Results: 15.071 Mbps upload.

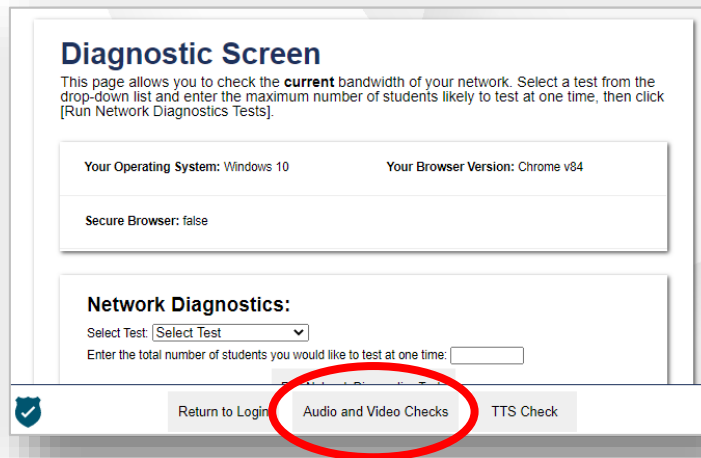
### Bandwidth Summary:

Given the current load on your system, you should be able to test the requested number of students at this location. (Please note: The throughput estimates include the encryption/decryption overhead for data transfer. Throughput estimates change as the network conditions change and can vary from run to run.)



# Ensuring that Teacher and Remote Student Hardware is Functioning

[https://demo.tds.cambiumast.com/systemdiagnostic/pages/default.aspx?c=Florida\\_PT](https://demo.tds.cambiumast.com/systemdiagnostic/pages/default.aspx?c=Florida_PT)



**Diagnostic Screen**

This page allows you to check the **current** bandwidth of your network. Select a test from the drop-down list and enter the maximum number of students likely to test at one time, then click [Run Network Diagnostics Tests].


Your Operating System: Windows 10      Your Browser Version: Chrome v84

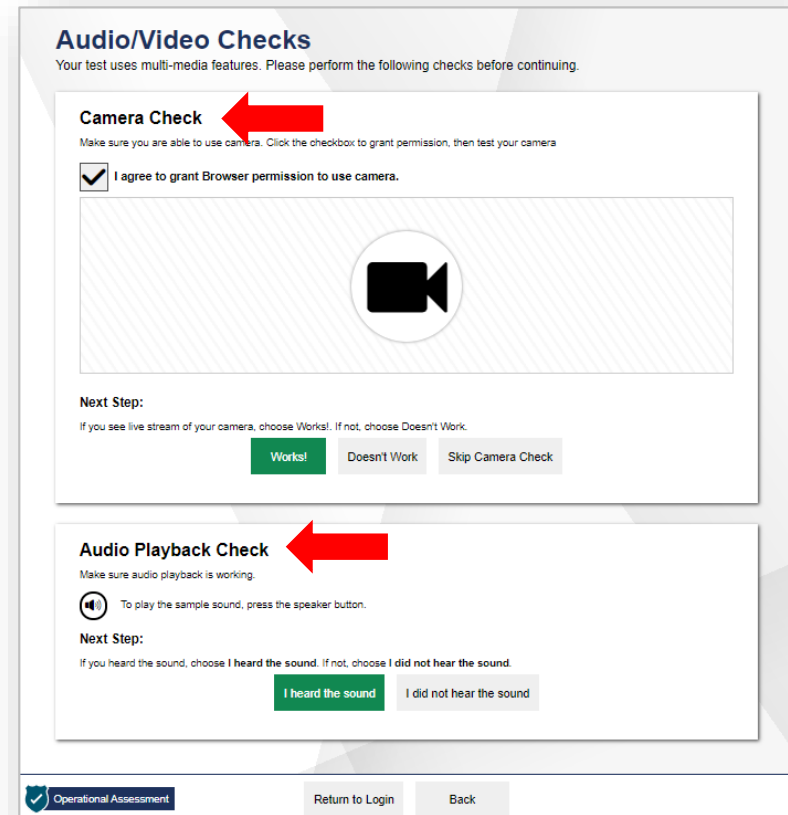
Secure Browser: false

**Network Diagnostics:**

Select Test: Select Test ▼


Enter the total number of students you would like to test at one time:

 [Return to Login](#) [Audio and Video Checks](#) [TTS Check](#)




**Audio/Video Checks**

Your test uses multi-media features. Please perform the following checks before continuing.

**Camera Check** 

Make sure you are able to use camera. Click the checkbox to grant permission, then test your camera.


☒ I agree to grant Browser permission to use camera.




**Next Step:**

If you see live stream of your camera, choose Works!. If not, choose Doesn't Work.

[Works!](#) [Doesn't Work](#) [Skip Camera Check](#)

**Audio Playback Check** 


Make sure audio playback is working.

 To play the sample sound, press the speaker button.

**Next Step:**

If you heard the sound, choose I heard the sound. If not, choose I did not hear the sound.

[I heard the sound](#) [I did not hear the sound](#)

 [Operational Assessment](#) [Return to Login](#) [Back](#)

# Test Administrator (TA) Interface – Remote Sessions

- TAs will follow the same process used to start an In-Person session but will instead select the Remote radio button above the Start Operational Session button.

**Operational** Test Selection 🔍 ✕

Adaptive Progress Monitoring (APM) ⌵ ⌶

Choose which test(s) to add to your session. If you are ready to start the session, click "Start Session". If you want to add additional tests in another category, select "Back".

– Reading

– Grades 3-5

☒ Grade 3 Reading (APM)

☒ Grade 4 Reading (APM)

☐ Grade 5 Reading (APM)

+ Grades 6-8

+ Grades 9-10

– Mathematics

– Grades 3-5

4 Tests Selected 🗑️ Clear All

**Adaptive Progress Monitoring (APM)**

Grade 3 Reading (APM)

Grade 4 Reading (APM)

Grade 3 Mathematics (APM)

Grade 4 Mathematics (APM)

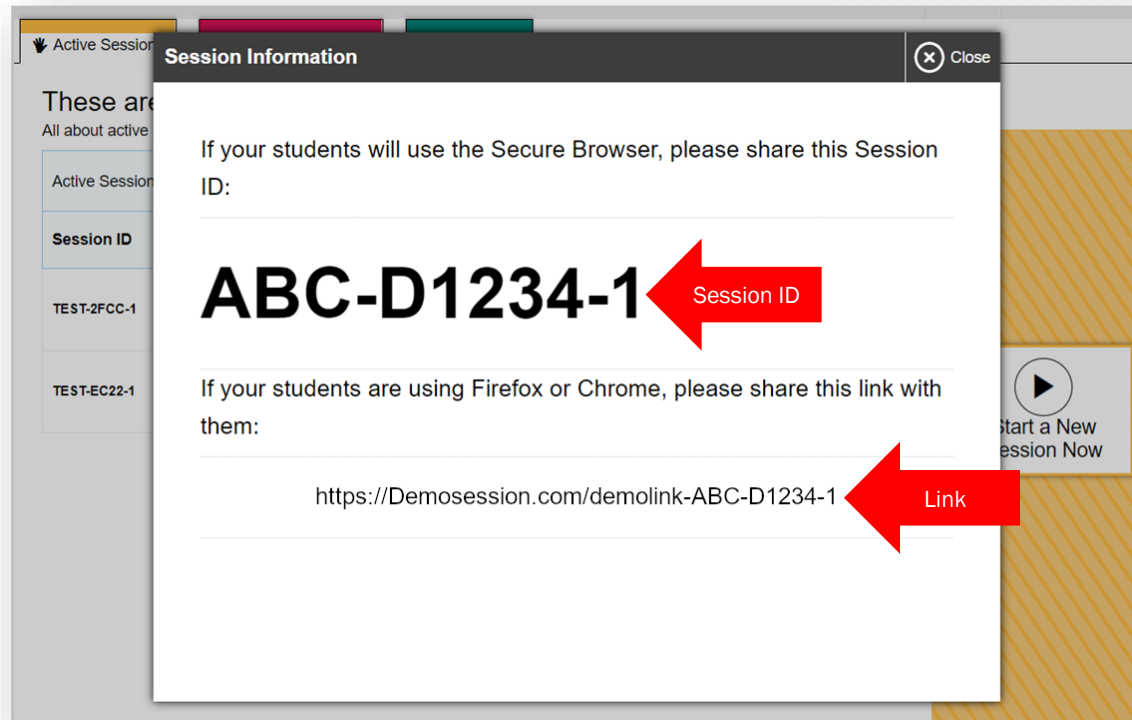
**Session Settings**

Session Type:  
☒ In Person ☐ Remote

▶️ Start Operational Session

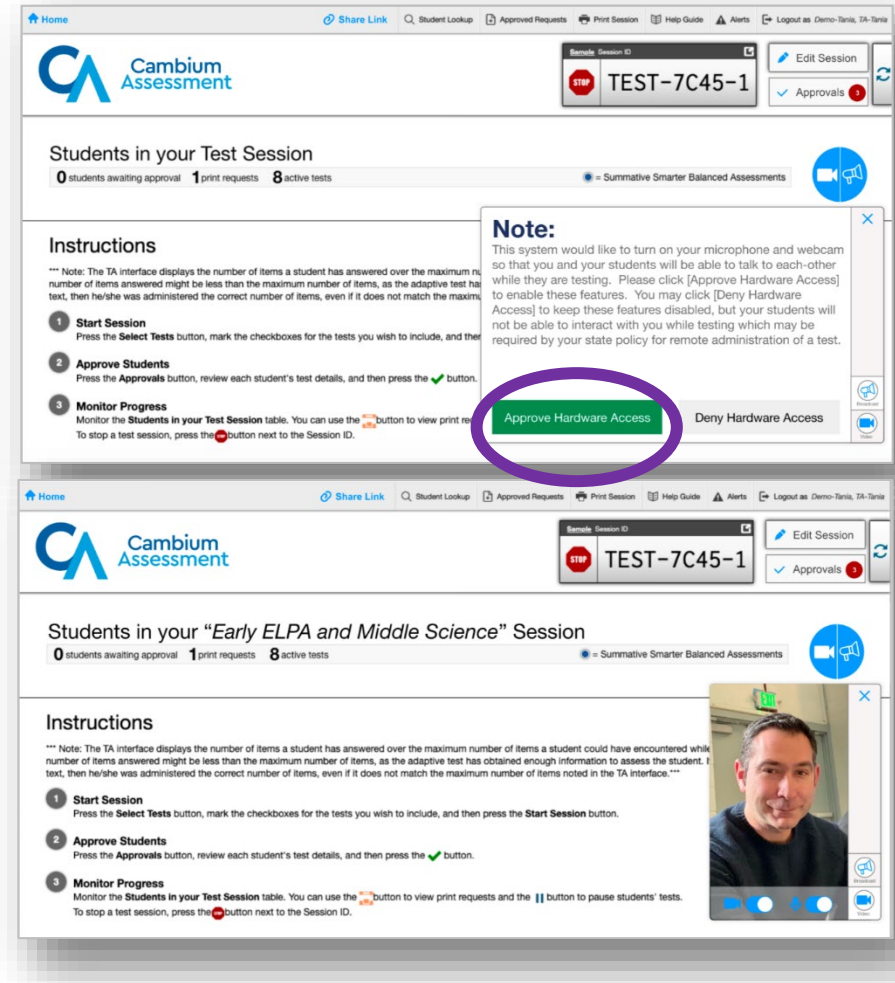
Back

# Sharing Remote Test Session Links with Students




# Test Administrator Interface – Approving Students


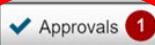
- Now that the TA has started a session, they will wait for students to join and ask for approval.
- Approve use of webcam and microphone.
- At this point the TA is now waiting for the students to log in and reach the 'Waiting for Approval' screen.



# Viewing Students in Your Remote Test Session

Operational Session ID


 ABCD-A123-R1







**Operational** Test Session

1 students awaiting approval 0 print requests 1 active tests

= Interims  = Checkpoints




Tests without issue

Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
 Smith, Andrew Student ID: 9999999999	1	Interim: ELA Grade 5	8 / 31 answered	Started	Standard 	
 Smith, Sally Student ID: 7777777777	1	Checkpoint: ELA Grade 6 Editing - 5	7 / 7 answered	Paused , 6 min 	Standard 	

# Communicating with All Students at Once During a Remote Session

Operational Session ID


 ABCD-A123-R1

Select Tests



Approvals **1**

## Operational Test Session

1 students awaiting approval 0 print requests 1 active tests


● = Interims ● = Checkpoints 


Tests without issue

Student Information	Opp #	Test	Progress	Status	Test Settings
 Smith, Andrew Student ID: 9999999999	1	Interim: ELA Grade 5	8 / 31 answered	Started	Standard
 Smith, Sally Student ID: 7777777777	1	Checkpoint: ELA Grade 6 Editing - 5	7 / 7 answered	Paused - 6 min <a href="#">More Info &gt;</a>	Standard

8/10/2020, 11:32:19 AM

**Announcement:**  
Ten minutes left in the test.

Type a new message 



Broadcast 


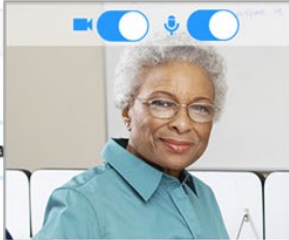
# Communicating with a Single Student During a Remote Session

## Operational Test Session

0 students awaiting approval 0 print requests 1 active tests

Tests without issue

Student Information	Opp #	Test	Progress	Sta
 Smith, Andrew Student ID: 9999999999	1	Interim: ELA Grade 5	8 / 31 answered	Start
 Smith, Sally Student ID: 7777777777	1	Checkpoint: ELA Grade 6 Editing - 5	7 / 7 answered	Paused More In




raise hand

video





messages

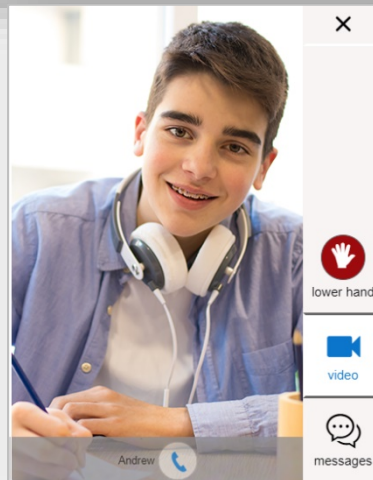
# Responding to a Remote Student Requesting Help

**Operational** Test Session

0 students awaiting approval 0 print requests 1 active tests ● = Interim Module Assessments 

Tests without issue

Student Information	Opp #	Test	Progress 	Status	Test Settings	Actions
 Smith, Andrew Student ID 999999999	1	Module: Math Grade 3 - Measurement Data and Geometry A	0 / 11 answered	Started	Standard 	








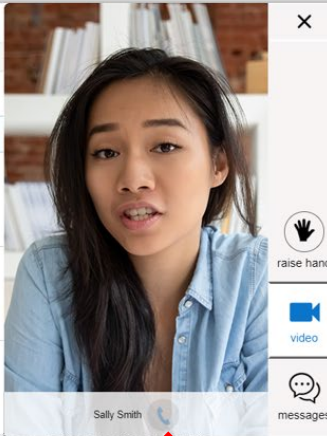
# Observing a Student During a Remote Test Session

**Operational Test Session**

0 students awaiting approval 0 print requests 3 active tests

Tests without issue

Student Information	Opp #	Test	Progress	Status
 Smith, Andrew Student ID 999999999	1	Module: Math Grade 3 - Measurement Data and Geometry A	0 / 11 answered	Started
 Smith, Becky Student ID 888888888	1	Module: Math Grade 3 - Measurement Data and Geometry A	0 / 11 answered	Started
 Smith, Sally Student ID 777777777	3	Module: Math Grade 3 - Measurement Data and Geometry A	0 / 11 answered	Started



Sally Smith

raise hand

video


messages

Low-resolution  
of all students




High-resolution  
of one student

# Responding to a Test Alert

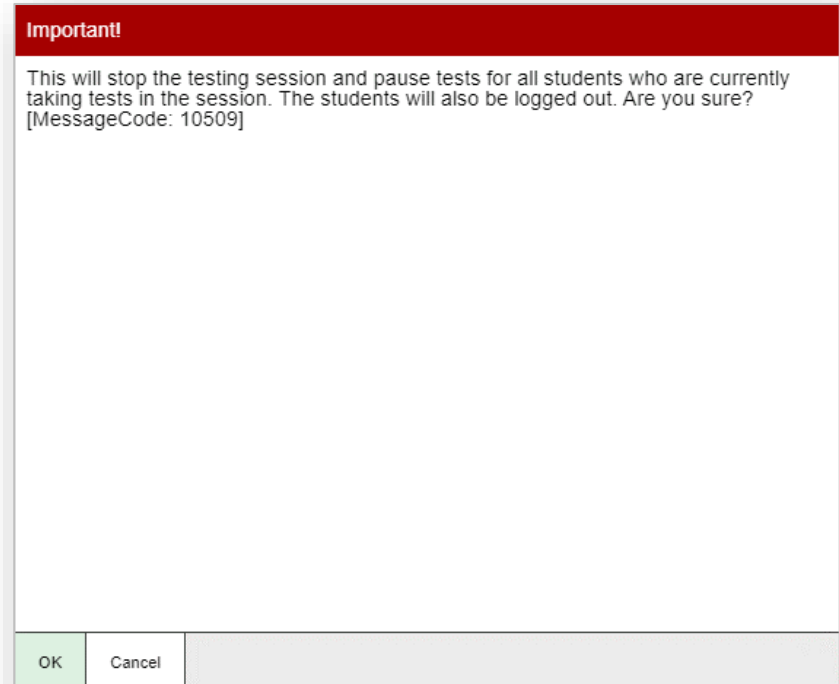
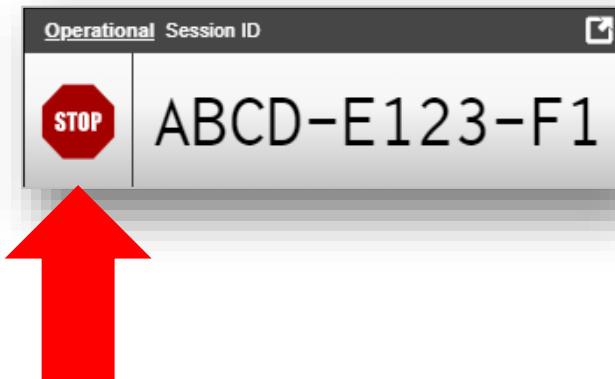
**Operational Test Session**

0 students awaiting approval 0 print requests 1 active tests ● = Interim Module Assessments 

Tests with potential issues

Student Information	Opp #	Test	Progress 	Status	Test Settings	Actions
 Smith, Andrew Student ID 999999999	1	Module: Math Grade 3 - Measurement Data and Geometry A	0 / 11 answered	Inactive <a href="#">More Info</a>	<div><b>Test Alert</b><ul style="list-style-type: none"><li>We have not seen any activity on this student's testing device for a while. This could be due to the device going to sleep or the student experiencing some interruption.</li></ul></div>	

# Stopping a Remote Session



# Additional Resources

# Additional Resources

## User Guides/Manuals

1. APM-Reporting User Guide: How to Access your APM Results
2. APM Administration Manual
3. APM User Guide (Technology, TIDE, TDS)
4. Quick Guide: Remote Proctoring for Students and Families

## PowerPoint/Training

1. Accessing APM Results in Reporting
2. Remote Proctoring Certification Course

## FAQs

1. Parents
2. Teachers

# Additional Resources

## Short instructional Videos

- *How to Access Your Adaptive Progress Monitoring (APM) Data in the APM-Reporting System (approx. 10 minutes)*
- *How to Understand a Demographic Breakdown Report and a Student Portfolio Report (5:51)*
- *How to Track Student Performance Over Time Using the Longitudinal Report (9:46)*
- *How to Print Individual Student Reports (ISR) and Student Data Files (9:29)*
- *How to Use the Roster Manager to Add, Modify, and Upload Rosters (7:37)*

## APM Help Desk

Toll-Free Phone Support: 1-888-944-5001

Email Support: [FloridaAPM@cambiumassessment.com](mailto:FloridaAPM@cambiumassessment.com)

7:30 am – 8:30 pm ET

# Questions?

Remote observation, administration, and  
chatting