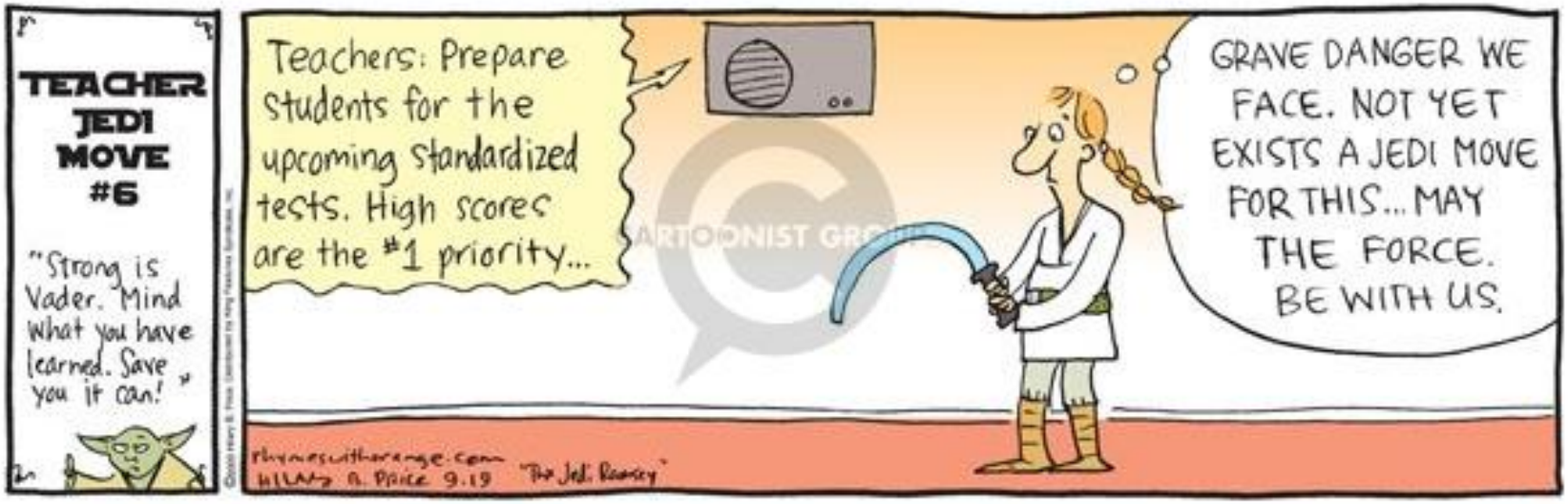
CMAS Assessment Interface Training for Teachers

Lake County School District

Spring 2014



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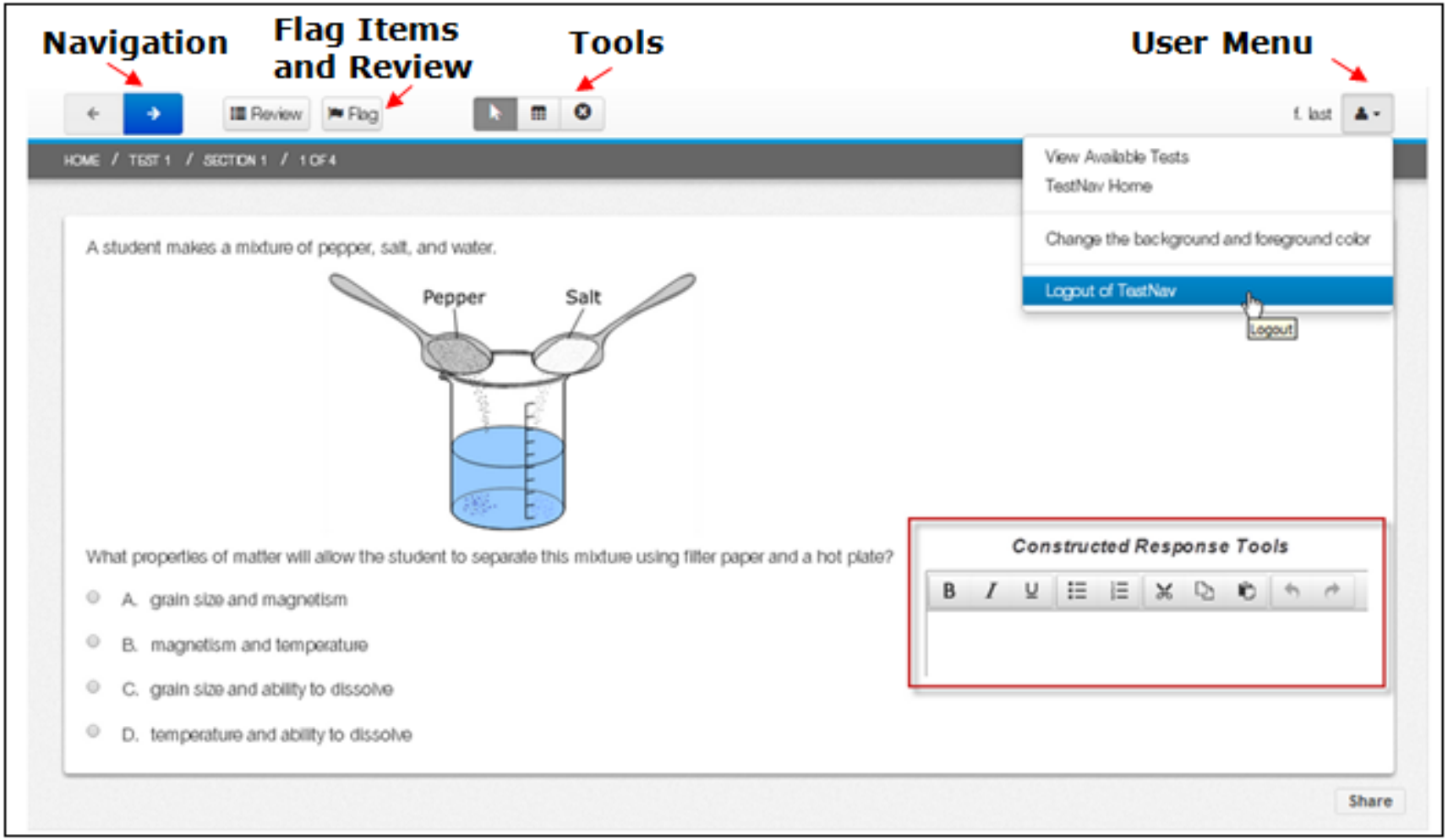
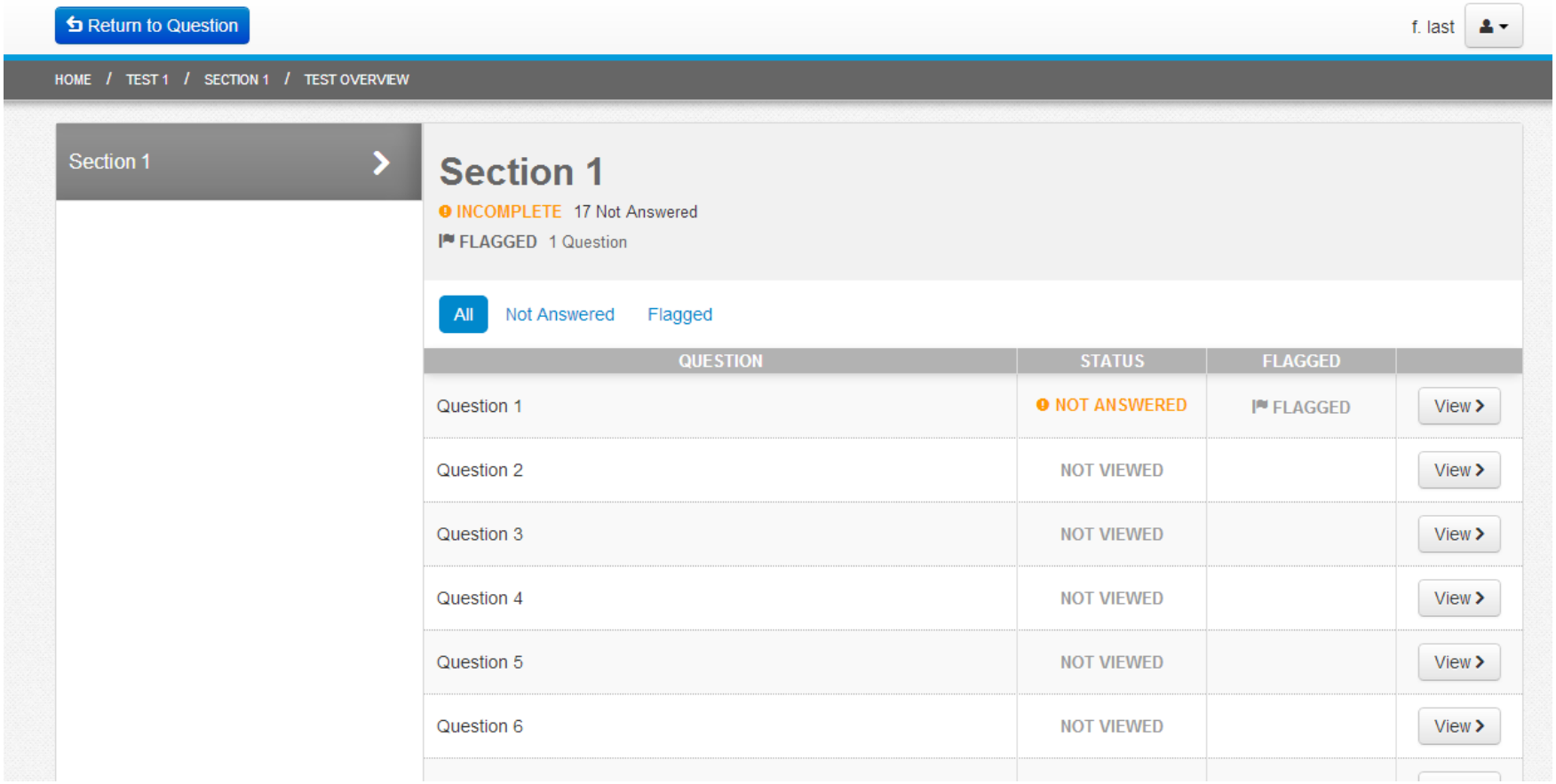
Overview

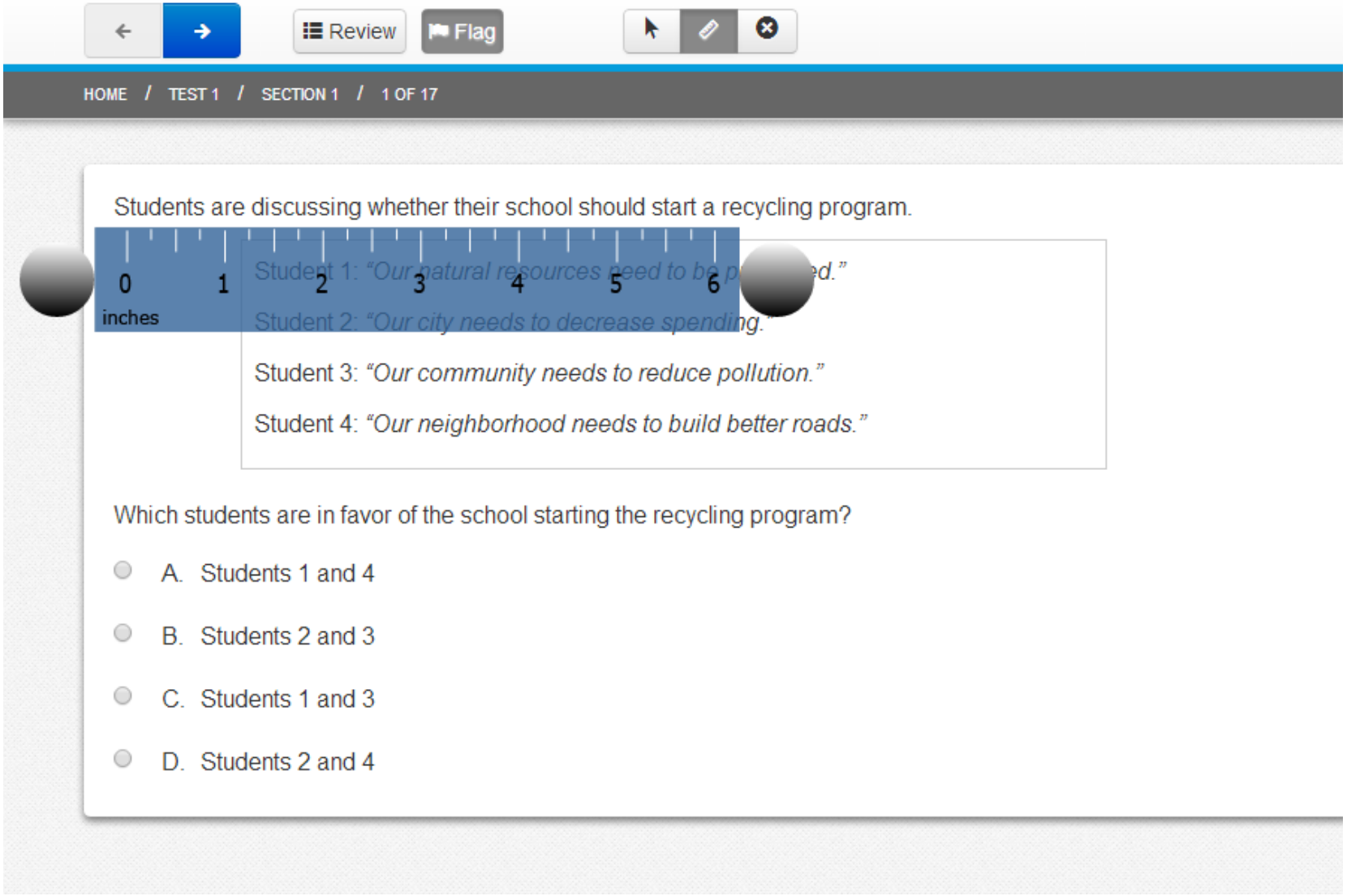
TestNav 8 Accessibility and Accommodations Features



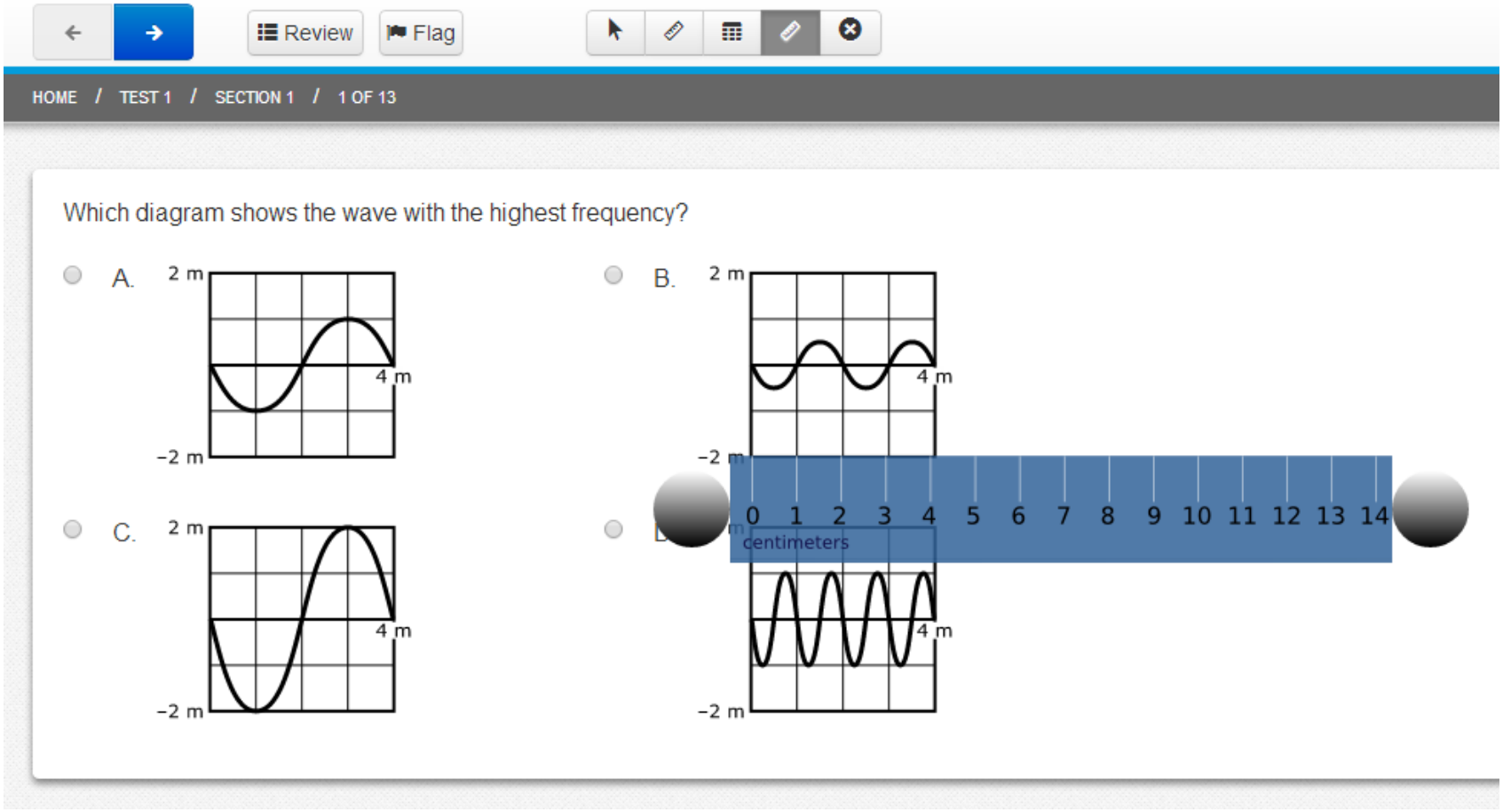
Flag & Review


Return to Question
f. last
HOME / TEST 1 / SECTION 1 / TEST OVERVIEW
Section 1
Section 1
INCOMPLETE 17 Not Answered
FLAGGED 1 Question
All
Not Answered
Flagged
QUESTION
STATUS
FLAGGED
Question 1
NOT ANSWERED
FLAGGED
View
Question 2
NOT VIEWED
View
Question 3
NOT VIEWED
View
Question 4
NOT VIEWED
View
Question 5
NOT VIEWED
View
Question 6
NOT VIEWED
View

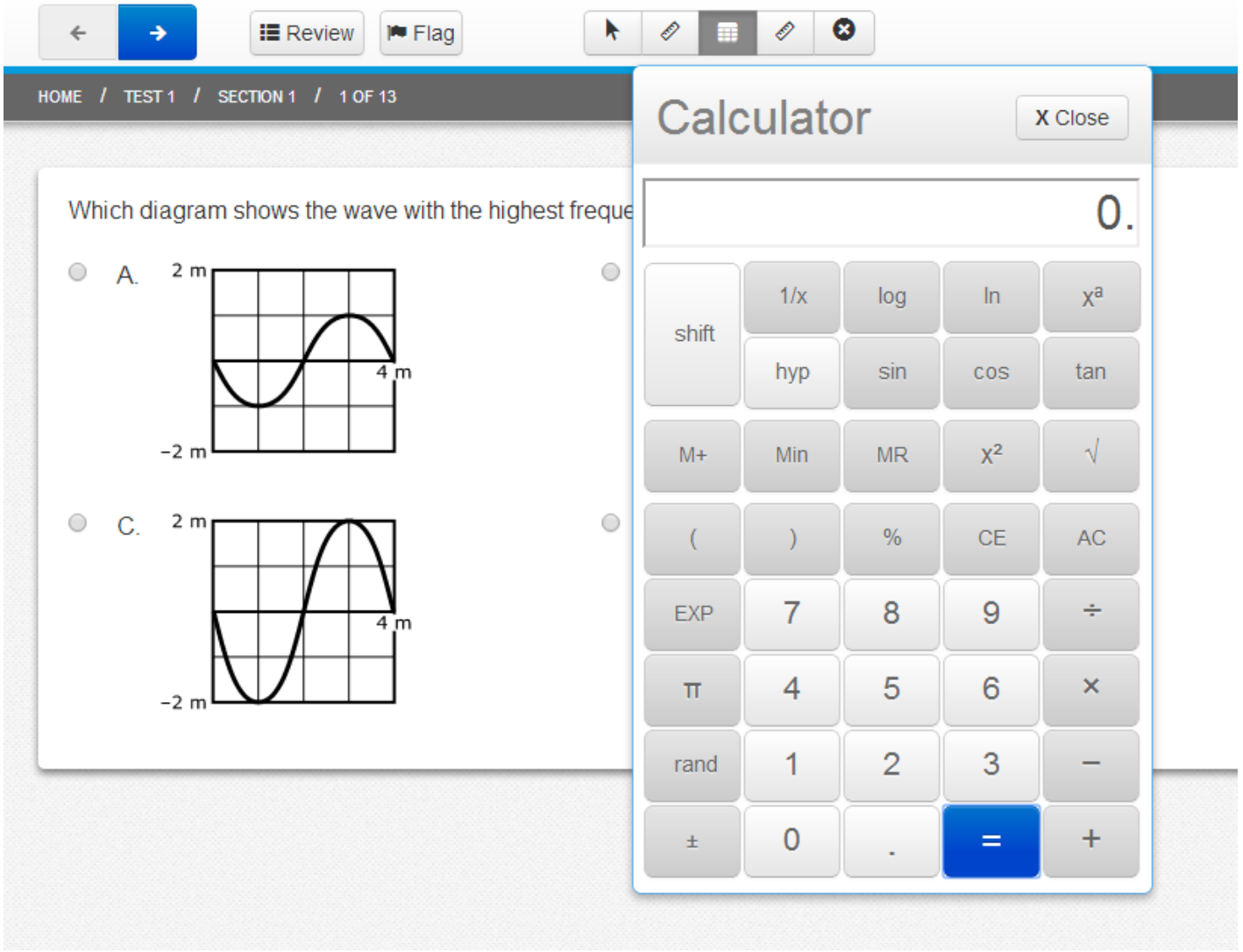
Tools: Ruler


Review
Flag
HOME / TEST 1 / SECTION 1 / 1 OF 17
Students are discussing whether their school should start a recycling program.
0
1
2
3
4
5
6
inches
Student 1: "Our natural resources need to be p ed."
Student 2: "Our city needs to decrease spending."
Student 3: "Our community needs to reduce pollution."
Student 4: "Our neighborhood needs to build better roads."
Which students are in favor of the school starting the recycling program?
A. Students 1 and 4
B. Students 2 and 3
C. Students 1 and 3
D. Students 2 and 4

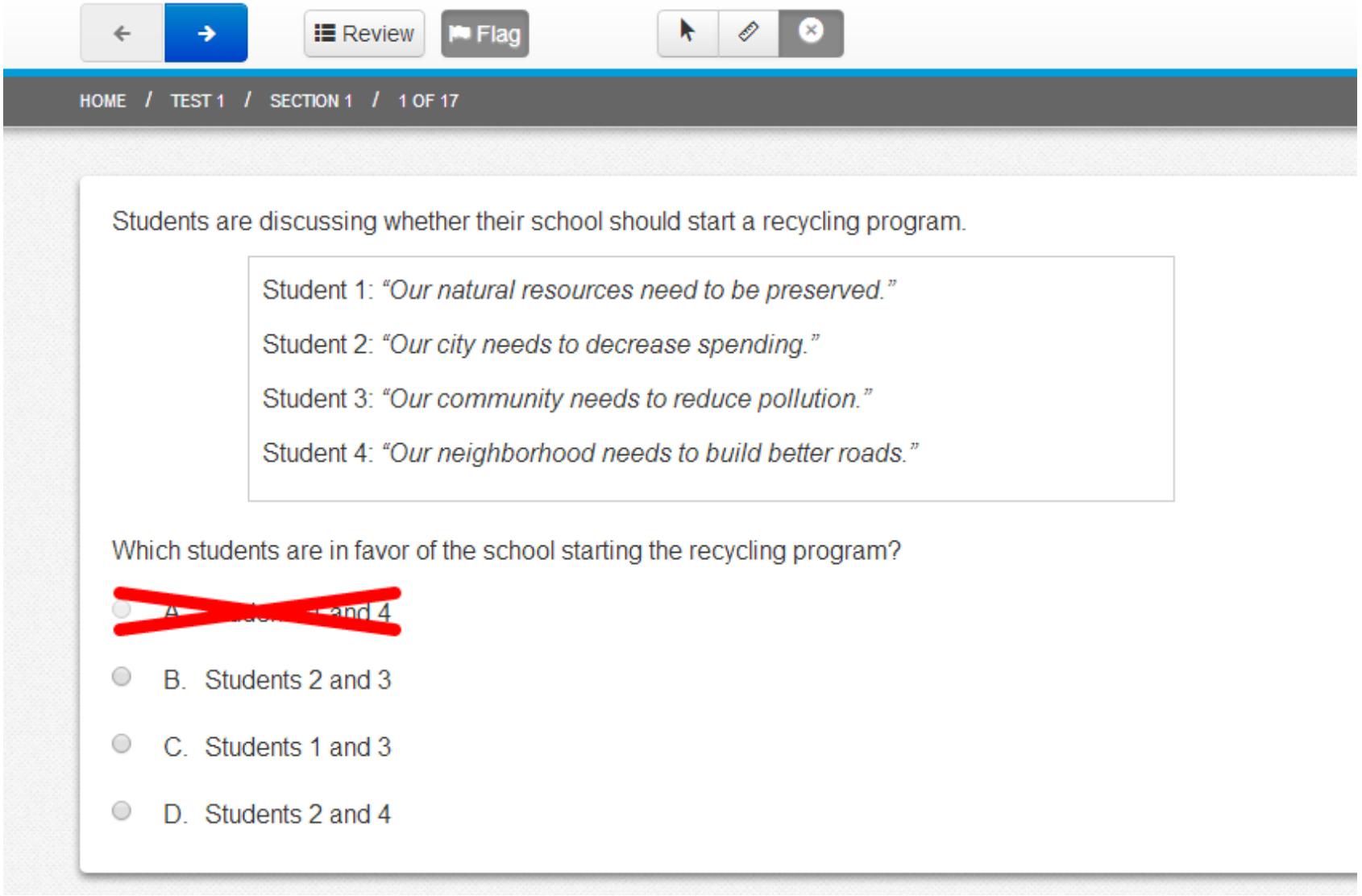
Tools: Ruler


Review
Flag
HOME / TEST 1 / SECTION 1 / 1 OF 13
Which diagram shows the wave with the highest frequency?
A.
2 m
4 m
−2 m
B.
2 m
4 m
−2 m
C.
2 m
4 m
−2 m
D.
2 m
4 m
−2 m
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14
centimeters

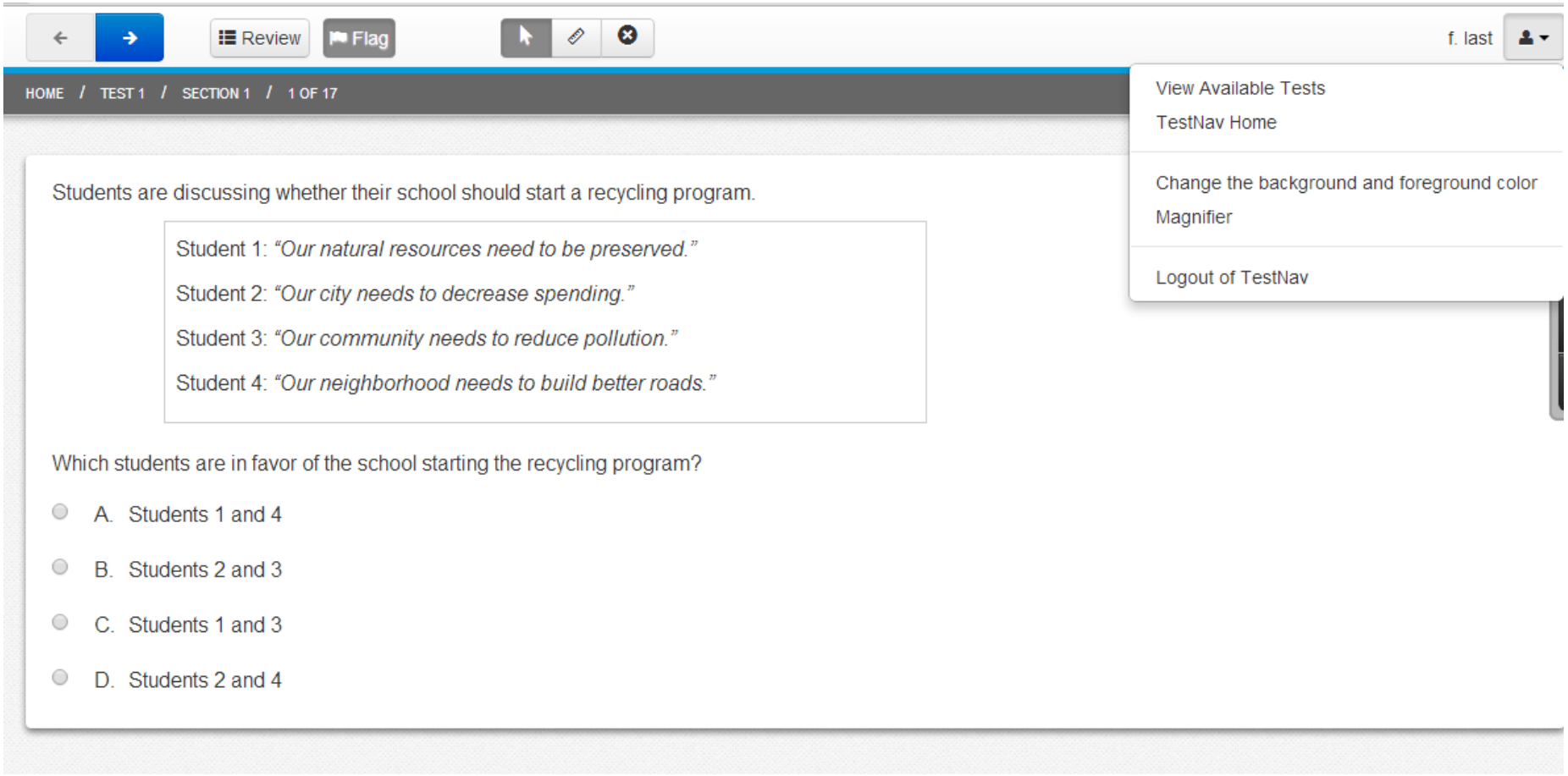
Tools: Calculator



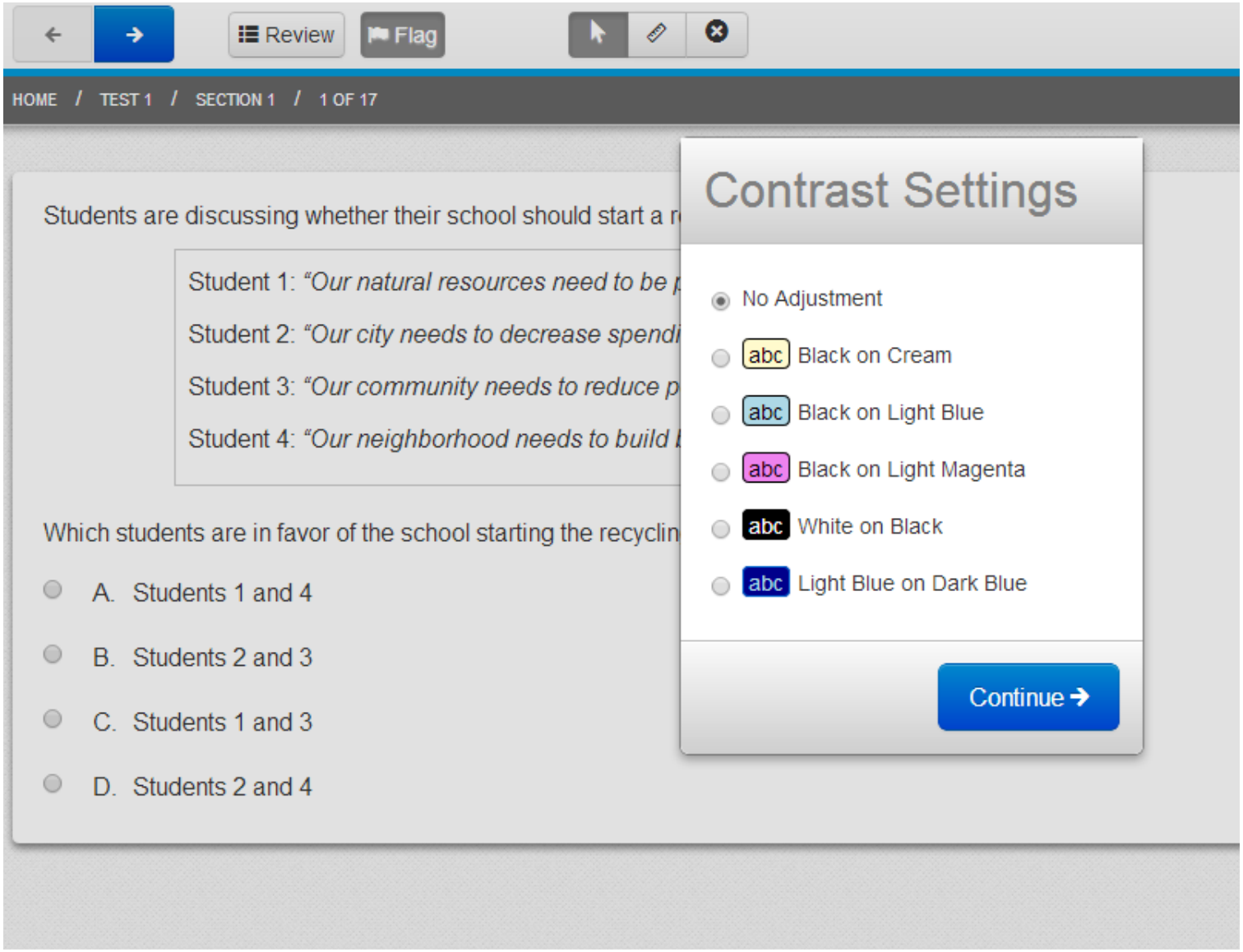
Tools: Answer Eliminator



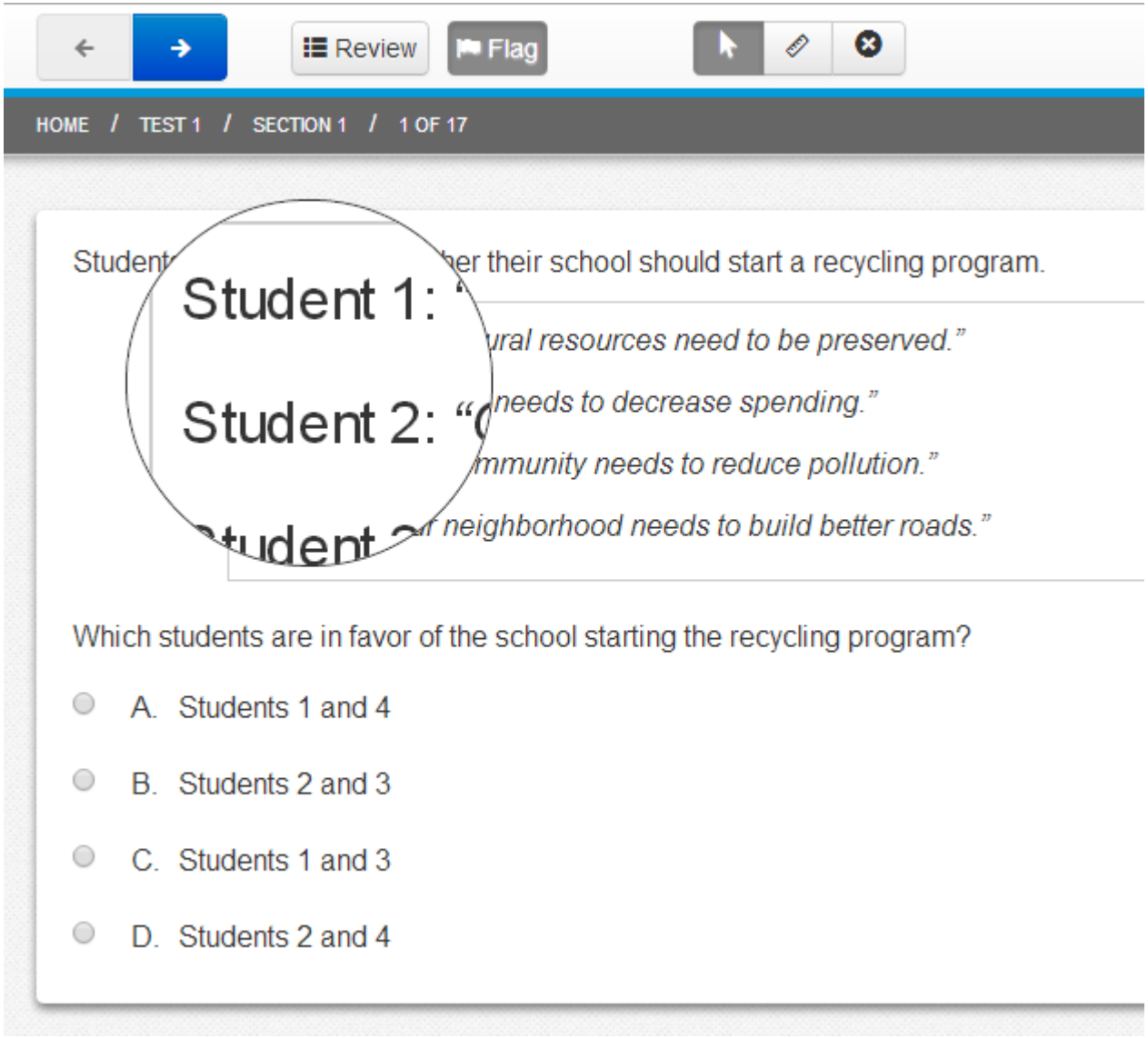
User Menu


Review
Flag
f. last
HOME / TEST 1 / SECTION 1 / 1 OF 17
View Available Tests
TestNav Home
Change the background and foreground color
Magnifier
Logout of TestNav
Students are discussing whether their school should start a recycling program.
Student 1: "Our natural resources need to be preserved."
Student 2: "Our city needs to decrease spending."
Student 3: "Our community needs to reduce pollution."
Student 4: "Our neighborhood needs to build better roads."
Which students are in favor of the school starting the recycling program?
A. Students 1 and 4
B. Students 2 and 3
C. Students 1 and 3
D. Students 2 and 4

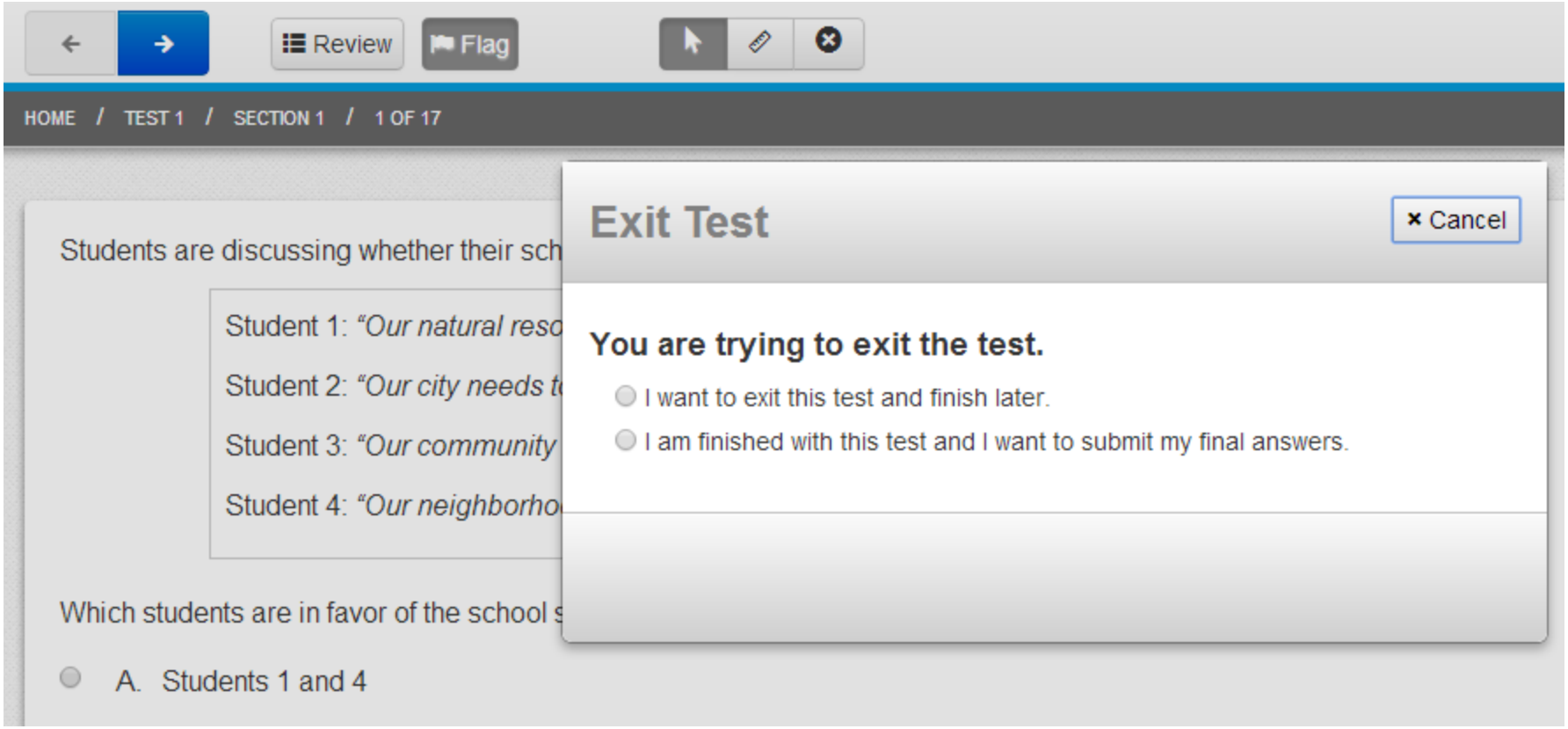
User Menu: Contrast



User Menu: Magnify



User Menu: Logout



TestNav Tools

Tool	Description	Location	Social Studies		Science	
			Grade 4	Grade 7	Grade 5	Grade 8
Pointer (default)	You can use the pointer to select answer choices, drag answer choices to their correct spot, select hot spots on an image or deselt any other tool.	Tool Bar	▪	▪	▪	▪
Text Highlighter	Allows the student to highlight words.	Tool Bar	▪	▪	▪	▪
Answer Eliminator	Allows the student to visually eliminate (with a red "x") one or more answers.	Tool Bar	▪	▪	▪	▪
Quarter Inch Ruler	Measures lengths in 1/4" increments.	Tool Bar	▪	▪	▪	▪
Centimeter Ruler	Measures lengths in 1 cm increments.	Tool Bar			▪	▪
4 Function Calculator	Provides four functions: addition, subtraction, division, and multiplication.	Tool Bar			▪	
Scientific Calculator	Provides a range of functionality for general math, algebra, trigonometry, and statistics.	Tool Bar				▪
Magnifer	Allows the student to magnify item content (while preserving clarity, contrast, and color).	User Menu	▪	▪	▪	▪
Zoom	Allows the student to zoom in on the screen using keyboard commands.	Keyboard Command	▪	▪	▪	▪

Question Types

Drag and drop your answers to the box.

Study the tables.

Africa's Exports, 1995–2006

Net Exports	Dollar Value of Exports
Fuels	$81.3 million
Ores, metals, precious stones	$19.3 million

Africa's Imports, 1995–2006

Net Imports	Dollar Value of Imports
Basic food	$21.1 million
Manufactured goods	$34.9 million

Source: U.N. Economic Commission for Africa

How does Africa benefit from trade with other regions of the world? Drag the correct answers to the box.

Benefits of Trade

- Access to technology
- Improved education
- Markets to sell raw materials
- A more skilled workforce
- Better transportation systems
- Increased food supply

Drag and Drop

Drag and drop items contain draggers and bays.

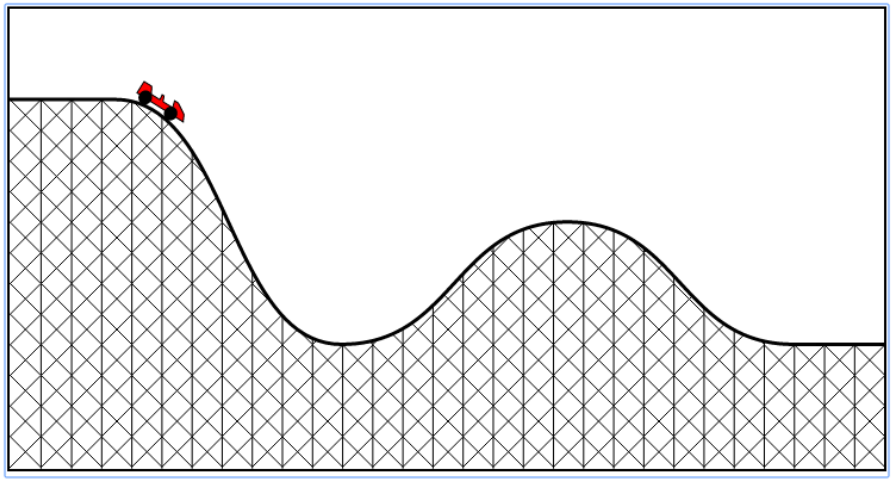
- Draggers are the answer options that are moved to bays in response to the question.
- Bays are areas of an item where draggers will remain once moved there.

Drag and drop items require a student to respond by moving a dragger from one place on the screen into a bay on the screen.

The student will click on the dragger and keep the button down while moving the dragger to the desired location. Once the button is released, the dragger will be in the new location. Students can move a dragger out of a bay if they want to change their answer.

Select two correct answers.

Select two places on the track to place a roller coaster car in positions where the car **most likely** has greater potential energy than kinetic energy.



Hot Spot

Hot spot items contain hot spot zones which represent student answer options.

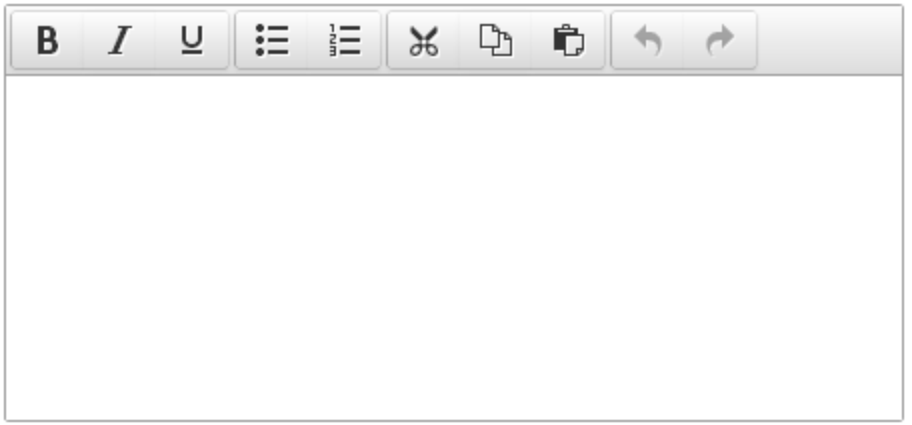
- Hot spot zones are answer options that may be part of a graphic, art, numbers, or text that are selected in response to a question.

Unlike a traditional multiple-choice item where only one answer option can be selected, hot spot items may require the student to select one or more hot spot zones (answer options) in order to correctly answer the item.

The student selects a hot spot by clicking on it. In some hot spot items, there will be an indication on the screen (such as the zone being outlined in light blue) which confirms that the pointer is over a hot spot. After the hot spot is clicked, there will always be an indication that the zone has been selected as an answer, e.g., the hot spot being outlined in burnt orange, the hot spot being shaded, a check mark being placed on the hot spot, or a red point being plotted on the number line or coordinate plane.

Type your answer in the box.

Using Source 1 and Source 2, predict and describe a place in North Africa that would most likely have a large population. Provide an explanation for your prediction.



Note: The assessment does not measure spelling or grammar.

Fill-in-the-Blank

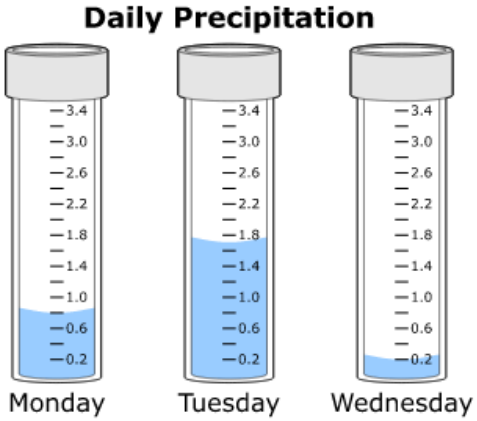
Fill-in-the-Blank items require students to input characters from the keyboard (numbers, letters, or symbols) to answer the question. For this item type, the student responds to a question by typing into a blank box provided in the item.

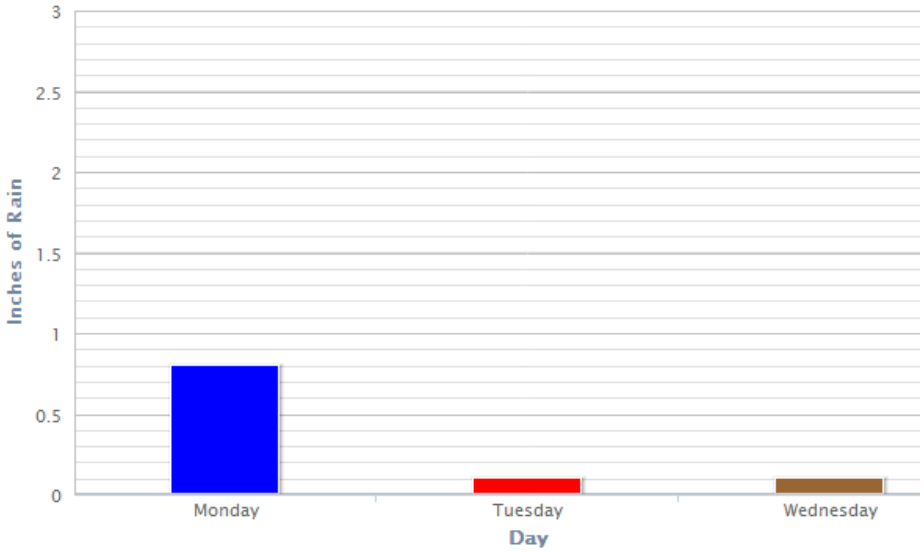
Some response boxes may limit the characters that can be entered. For instance, if the response is expected to be numeric, the student will not be able to enter letters.

Students should carefully follow directions in fill-in-the-blank items, such as providing an answer in simplest form, rounding a number as indicated, or using significant digits.

Drag the top of each bar to the correct position on the graph.

Read the rain gauges to determine the amounts of precipitation in an area for Monday, Tuesday, and Wednesday. Use the bar graph to record the precipitation for each day.





Bar Graph or Histogram

Bar graph or histogram items require students to graph data by indicating the height (if the bars are vertical) or length (if the bars are horizontal) of one or more bars or intervals. The bar height or length is graphed by clicking on a location within the graph or by dragging the bar to the desired location.

🏆 **Congratulations! You have finished the test.**

The last section has 13 unanswered questions.

There are two things you can do:

Review section questions and your answers.	Review Answers
Exit this test, submitting your answers as final. You will not be able to return later to this test.	Submit Final Answers

Accessibility & Accomodations

- Accessibility features for all students:
  - Scratch paper
  - Interface tools (ruler, magnification, etc.)
  - Time and a half for all students (90 min per section)
  - General directions can be repeated
- Accessibility features for some students:
  - Text to speech for students who use similar strategies during instruction
  - Any student may input replies in Spanish and they will be scored in Spanish

Accessibility & Accomodations

- Accomodations for students with IEPs, ESL:
  - Oral script for online assessment
  - Oral script for paper-based assessment
  - Others per IEP