

Student Educational Equity Development Survey (SEED Survey) Compact User Guide

2020–2021

Published February 26, 2021

Prepared by Oregon Department of Education



Descriptions of the operation of the Test Delivery System and related systems are property of Cambium Assessment, Inc. and are used with the permission of CAI.

Administration

This user guide summarizes procedures for administering the Student SEED Survey. There is also an [Appendix](#) with additional information specific to student accessibility supports. This “compact” user guide assumes some familiarity with the Oregon Statewide Assessment System (OSAS) test delivery system. Users who have no prior experience with the OSAS system should consult the [full user guide](#).

The SEED Survey may be administered three ways: in-person, remotely, or as an un-proctored “assignment”.

- **In-person:** The survey is delivered synchronously, on site, via the Secure Browser (similar to Oregon’s summative tests). The Test Administrator (TA) proctors the survey session.
- **Remote:** The survey is delivered synchronously, off site, via a URL web address. The TA proctors the survey session.
- **Assignment:** The survey is delivered asynchronously, off site, via a URL web address. The student completes the survey independently (no TA proctoring).

The table below summarizes the differences in these three methods

Administration Option	Training Required	How students access the survey	Notes
In-person (proctored)	<ul style="list-style-type: none"> • Module 9 	OSAS Secure Browser	May also use a website URL address if either a Remote or Un-Proctored Session has been set-up for students.
Remote (proctored)	<ul style="list-style-type: none"> • Module 9 • Remote Proctoring Certification Course 	Remote URL web address	Uses standard internet browser in lieu of Secure Browser.
Assignment (un-proctored)	<ul style="list-style-type: none"> • Module 9 	Remote URL web address	Students may access this ongoing session as needed.

To administer the survey using any of the above options, use the following process:

1. The TA selects surveys and starts a session in the TA Site.
 - a. Log in to the TA site.
 - b. For **in-person** or **remote** administration:
 - i. Select “Start a New Session Now” on the right hand side of the screen.
 - ii. Choose “Student Educational Equity Development Survey (SEED Survey)” from the menu at the left.
 - iii. Select the surveys you wish to administer (i.e. the surveys that will be available for students to join)
 - iv. Select “in-person” or “remote”.
 - c. To create an **assignment**:

SEED Survey Compact User Guide


- i. Select “Assignments” along the top bar.
 - ii. Select “Create Assignment” on the right hand side of the screen.
- d. Provide students with the Session ID. If students are taking the survey remotely, also provide them with the displayed URL link.
2. Students sign in to the survey.
 - a. Students participating **in-person** open the OSAS Secure Browser. Students participating via the **remote** or **assignment** option use a standard internet browser by entering the URL link provided by the TA. (Note that text-to-speech is available only in the Secure Browser, Firefox, or Chrome.)
 - b. Students enter their name, SSID, and Session ID.
 - c. Students may optionally read or listen to instructions.
 - d. Students verify their information on the *Is This You?* page.
 - e. Students select the appropriate survey from the *Your Tests* page.
 - f. For **in-person** or **remote** surveys, the TA must approve the student. Approval is not necessary for the **assignment** option.
 - g. Students complete a **Text-to-Speech Sound Check**.
3. The TA reviews students’ requests and approves them for survey participation.
 - a. You may also verify and change student settings and accommodations before approving.
4. Students complete and submit their surveys.
 - a. Students may navigate among items by using **Next** and **Back**. Students may skip any item.
 - b. To submit the survey, students select **End Test** and confirm by selecting **Yes**.
 - c. Before submitting the survey, students may review and change previous answers. After submitting the survey, answers are locked and cannot be reviewed or changed.
 - d. If a student submits partially completed survey, the responses they entered will be preserved.
 - e. Students log out and close the browser.
5. The TA stops the survey session and logs out.

Monitoring Survey Progress

After approving students, a TA can monitor the progress for each student logged in to the session, approve a student’s print request, and pause a student’s survey if necessary.

- At the start of the survey, all the students in the session are listed in the **Tests without issues** table. If the Online Testing System detects that a student requires assistance, such as a student has a pending print request, or a student’s survey has been paused, the **Tests with potential issues** table appears at the top listing the students who need intervention.

SEED Survey Compact User Guide

- The TA must view and approve student requests for printouts (Print on Request). The request notification appears in the **Tests with potential issues** table.
 - Print on Request prints at the TA's location, not the student's. A student participating through the **remote** or **assignment** option may print to a local printer; they do not need the Print on Request tool.
- The TA can pause a student's survey if necessary. In the Actions column of the table(s) for monitoring students' progress, select  for the student whose survey you wish to pause. Select **Yes** to confirm. The Online Testing System logs the student out.
- When all students finish, the TA should stop the session.
 - Stopping a session before students finish automatically logs out all the students in the session and pauses their surveys.
- The TA should log out of the TA Site only after stopping a session, to avoid disrupting surveys in progress. Navigating away from the TA Site also logs the TA out. To access another application while administering surveys, open it in a separate browser window.

Student Survey Navigation

The survey interface is very similar to the interface used on Oregon's summative tests.

- Some survey pages have only one question. Others have multiple questions, or questions that consist of multiple parts.
- Students can pause the survey at any time. Pausing a survey logs the student out. To resume, students must repeat the sign-in process.
 - To pause a survey, students select **Pause** in the global menu and then select Yes in the confirmation message that appears.
- Students working on Chromebooks should pause the survey before closing the lid of the Chromebook. If the lid is closed before the survey pauses, whoever opens the Chromebook next will be able to see the last question that the student was viewing (and potentially modify student responses).
- Students can listen to questions, and answer options using the TTS options available in the selected element's context menu. This support is available to all students by default.
 - Students may listen to their responses to constructed-response items using TTS.
 - If a student is using Text-to-Speech Tracking, the words become highlighted as they are read aloud.
 - TTS is only available when using the Secure Browser or a supported Chrome or Firefox browser.

Appendix

SEED Survey Accessibility Guide

Embedded Universal Supports

Accessibility Supports for SEED Survey	
Universal Tool	Description
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the session. Notes are not saved when the student takes a break of more than 20 minutes.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each session.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard instead of a mouse.
Line reader	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen. Allows a student to highlight an individual line of text in a passage or question while applying dark shading to the background.
Mark for review	Allows students to flag items for future review during the Survey. Markings are not saved after a break of more than 20 minutes. Note: students must still choose a response for each item (even if that response is "Skip Item" before moving on to the next.
Mouse Pointer	Sets the mouse pointer at a slightly larger size to provide enhanced visibility. Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.
Response Recovery	Allows student to view and restore responses they previously entered for an open-response question during the same session. Previous versions do not persist across logout/resume, even within the 20 minute pause rule period.
Strikethrough	Allows users to cross out answer options.

Accessibility Supports for SEED Survey	
Universal Tool	Description
Text-to-Speech (TTS)	Text is read aloud to the student via embedded text-to-speech technology, including the student's written responses to text response items. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.
TTS Tracking	When TTS is turned on, the words are highlighted as they are read aloud.
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all is 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. The use of this Universal Tool may result in the student needing additional overall time to complete the Survey.

Non-embedded Universal Tools

Accessibility Supports for SEED Survey	
Universal Tool	Description
Auditory amplification devices, hearing aids, external speakers, noise buffers	The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the Survey platform. Use of this resource may require a separate setting.
Breaks	Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy cognitive demands. The use of this universal tool may result in the student needing additional overall time to complete the Survey.
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these on a printed stimulus or item with a color.
Marker, pen, and pencil	Any support items that students use to identify critical information or record notes are allowed.
Response aids (e.g., adaptive pencils, key guards, and skins)	A tool for use on printed items.

Accessibility Supports for SEED Survey	
Universal Tool	Description
Scratch paper	Scratch paper (any color and blank) to make notes, write computations, or record responses may be made available. A whiteboard with marker may be used as scratch paper. Assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices.

Embedded Designated Supports

Accessibility Supports for SEED Survey		
Designated Support	Description	Recommendations for Use
Color choices	This is the color combination applied to a student's Survey. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student. Color choices available for the SEED Survey include: Black on Blue, Reverse Contrast, Black on Rose, Black on Yellow, and Medium Gray on Light Gray.	Students with attention difficulties, visual impairments or other print disabilities, (including learning disabilities), may need this support for viewing Survey content. Choice of colors should be informed by evidence that color selections meet the student's needs.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Masking helps students to focus their attention on a specific part of a Survey item.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the Survey. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Print on request	Paper copies of Survey items are printed for students, with the Black and White color choice only. Survey content of online items may be printed with different colors of paper. Choice of colors should be informed by evidence of those colors that meet the student's needs.	Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their Survey content. A very small percentage of students should need this support. The use of this support may result in the student needing additional time to complete the Survey.

Accessibility Supports for SEED Survey		
Designated Support	Description	Recommendations for Use
Print size	To increase the default print size of the entire Survey, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the Survey administrator prior to the start of the Survey.	For students with visual impairments.
Presentation (Toggled Spanish/English Translation)	Toggled translations are a support that provide a full translation of each English item into Spanish with the touch of a button on the student interface. All navigation and embedded tool controls are presented in Spanish.	For students whose primary language is Spanish and who use dual language supports in the classroom, use of the dual language translation may be appropriate. Students participate in the Survey regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the Survey.

Non-Embedded Designated Supports

Accessibility Supports for SEED Survey		
Designated Support	Description	Recommendations for Use
Color overlays	Color transparencies are placed over printed Survey materials.	Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities), may need this support to view Survey content. Choice of color should be informed by evidence of those colors that meet the student's needs.

Accessibility Supports for SEED Survey		
Designated Support	Description	Recommendations for Use
Human-based read aloud	Survey and response choices are read aloud to the student by a human reader.	Students who are struggling readers may need assistance accessing the Survey by having all or portions of the Survey read aloud. Students with reading-related disabilities, or students who are blind and do not yet have adequate Braille skills may also need this support. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the Survey and/or the use of a separate setting.
Medical device	Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone or smart watch, and should only support the student during administration for medical reasons.	Educators should follow local policies regarding medical devices and ensure students' health is the highest priority.
Scribe	Students dictate their responses to a human who records verbatim what the student dictates.	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the Survey.

Accessibility Supports for SEED Survey		
Designated Support	Description	Recommendations for Use
Separate setting	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the Survey (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items).	The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or Survey content outside of school, such as in a hospital or their home. Separate setting covers all environmental modifications, not just the physical location of administration. For example, a student may need the emotional support of a comfort object, such as a stuffed animal or blanket.
Student retells stimulus or items in their own words before responding	Students may retell a story or Survey item to a trained staff member.	When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part. Survey administrators and others supporting a student's Survey taking must be neutral in responding to the student during the Survey administration.

Accessibility Supports for SEED Survey		
Designated Support	Description	Recommendations for Use
Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture)	A student who needs physical support to access the computer monitor, keyboard or Survey materials may be supported using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the Survey in keeping with guidance provided here.	If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the Survey in keeping with guidance provided here.
Transcribe symbols or numerals	The Survey administrator may write symbols and/or numerals as they appear in the SEED Survey in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact.	The entire formula or statement should be duplicated so that the context remains intact.
Use of projection devices	Use of projection device to enlarge image of item by projecting it onto a wall or screen.	This designated support is consistent with the existing allowance for visual magnification devices.
Use of sensory supports or interventions to allow students to attend to task	Sensory technique should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the Survey as a whole. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated in keeping with guidance provided here.	

Accessibility Supports for SEED Survey		
Designated Support	Description	Recommendations for Use
Visual magnification devices or software	A student may use any visual magnification device for the SEED Survey.	This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. ODE will not make application changes based on specific local software or hardware requirements.

Embedded Accommodations

Accessibility Supports for SEED Survey		
Accommodation	Description	Recommendations for Use
Accommodations Flag	All accommodations must be turned on in TIDE prior to the start of the Survey. This field records the use of any embedded or non-embedded accommodation during a session, as prescribed in the IEP or 504 plan.	
American Sign Language (ASL)	Allows students to view a video with a signed translation of the passage or question. Available for all items on the SEED Survey.	Students whose IEP or 504 Plan designates ASL for assessment should receive this support.
Braille	The SEED Survey is available to students who use embossed Braille or refreshable Braille displays.	For students receiving an Online Braille accommodation, Survey administrators and Survey-readers should consult the student's IEP team for additional guidance. DTC's manage the Braille administration in conjunction with the Itinerant Teachers for students with visual impairments. TA's who will administer through the Braille Interface must receive additional specialized training from ODE or its designee. Districts should contact the Teacher of the Visually Impaired assigned to that student if they have questions regarding the administration of the online Braille Interface, or contact the OSAS Helpdesk at

		osashelpdesk@cambiumassessment.com or 1-866-509-6257.
Emboss	Only available when Presentation is set to Braille. This setting gives the option to have the item sent to the TA to be embossed. Not available on the section break pages on the SEED Survey.	
Emboss Request Type	Only available when Presentation is set to Braille. This setting manages whether emboss print requests should be sent manually item by item, or whether the emboss print requests should be sent automatically by the system for every item on the Survey.	
Permissive Mode	Permissive mode is an accessibility support option that allows students to use accessibility software while using the secure browser.	
Streamlined Interface Mode	Allows the student to view the Survey page content vertically.	This layout makes the Survey page more accessible for students using screen readers or other assistive devices. This is the default layout when Presentation is Braille.

Non-embedded Accommodations

Accessibility Supports for Science Survey		
Accommodation	Description	Recommendations for Use
Alternate response options (Requires “Permissive Mode” to be enabled via TIDE)	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology).	Technology assisted writing is an accommodation if the following features are disengaged: <ul style="list-style-type: none"> • Formatting • Grammar check • Word prediction A student may use any technology device that serves as their primary mode of written communication.

Signed interpretation	Directions that are not linked to a specific item, items, stimuli, and response choices may be signed* (by a qualified signed Survey interpreter) to the student using the sign modality that is most familiar to the student. *Cf. Appendix A: Guidelines for Signed Interpretation Support	
-----------------------	---	--