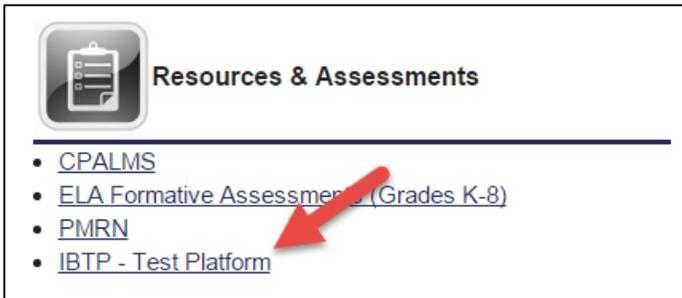


Getting Started on the Item Bank and Testing Platform (IBTP) with Express Tests

1. Log-on to the District's Single Sign-on Portal at:

<https://portal.okee.k12.fl.us>

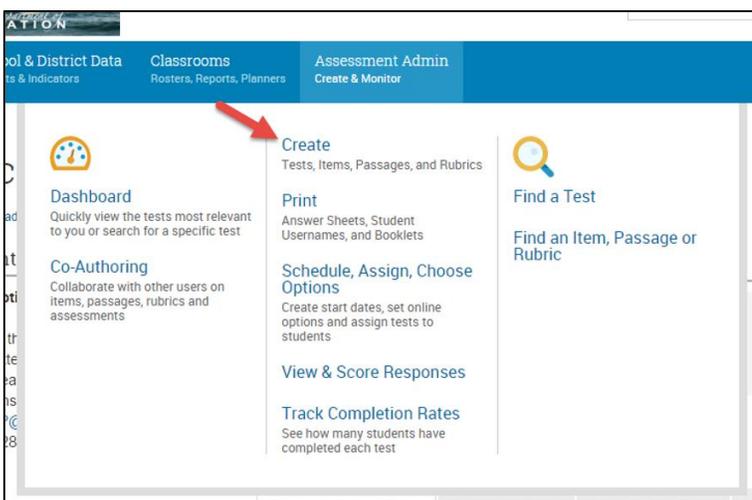
2. Under the "Applications" tab, select "Florida DOE Applications." Click on "Educators" and you should see "IBTP – Test Platform" listed under "Resources & Assessments."



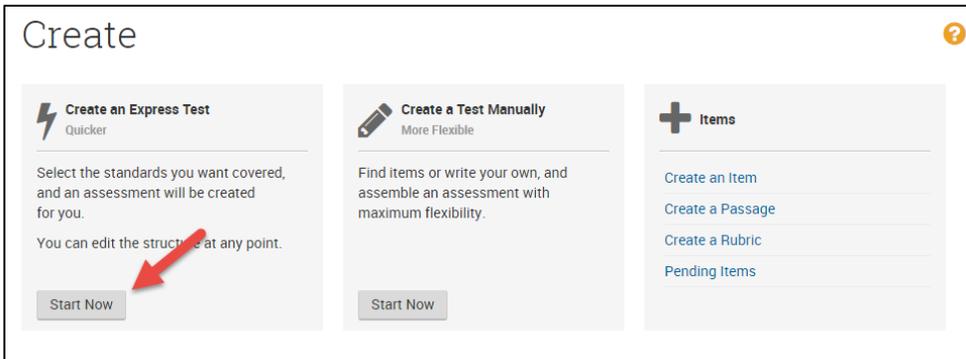
3. Click on the Assessment Admin tab at the top of the page (the Test Dashboard will appear)



4. Hover the cursor over the Assessment Admin tab at the top and select Create



5. Click on the “Start Now” button.



6. Name the test/quiz specifically, so it can be easily identified. The following is a sample format:

Format: OCSB_201516_School_Teacher Name_Type of Test_Subject_Name of Test

Example: OCSB_201516_YMS_ASmith_Gr 6 Math_3rd Quarter Final

The screenshot shows the 'Create: Express Test' form. It has four main input fields: 'Test Name*' with the value 'OCSB_201516_YMS_ASmith_Gr 6 Math_3rd Q', 'Subject*' with a dropdown menu showing '- Choose a subject -', 'Grade Level*' with two dropdown menus separated by 'to', and 'Institution Source' with the value 'Okeechobee'. A red arrow points to the 'Test Name*' field.

7. Make choices in the indicated boxes based on the subject, grade level, test category, and preferred standards document as indicated below, then click on the “Select Standards” button.

Create: Express Test

Test Name*

Subject*

Grade Level* to

Institution Source

Test Category

Restrict Content Access At no time Before start date Before start date and after end date Always ?

Hide Item Content from Test Results Yes No ?

Unanswered Questions

Score Type ?

Preferred Standards Document

Answer Key Only Yes No

Enable Assessment Notes Yes No ?

8. Select the desired standards using the check boxes and click the “Add to Test Map” button.

Available Items Standard

Expand All Collapse All

59	<input type="checkbox"/> MAFS.6.EE: Expressions and Equations
27	<input checked="" type="checkbox"/> MAFS.6.EE.1: Apply and extend previous understandings of arithmetic to algebraic expressions.
21	<input checked="" type="checkbox"/> MAFS.6.EE.2: Reason about and solve one-variable equations and inequalities.
11	<input type="checkbox"/> MAFS.6.EE.3: Represent and analyze quantitative relationships between dependent and independent variables.
25	<input type="checkbox"/> MAFS.6.G: Geometry
86	<input type="checkbox"/> MAFS.6.NS: The Number System
48	<input type="checkbox"/> MAFS.6.RP: Ratios and Proportional Relationships
26	<input type="checkbox"/> MAFS.6.SP: Statistics and Probability
3	<input checked="" type="checkbox"/> MAFS.6.SP.1: Develop understanding of statistical variability.
23	<input checked="" type="checkbox"/> MAFS.6.SP.2: Summarize and describe distributions.
1256	<input type="checkbox"/> MAFS.K12.MP.1: Make sense of problems and persevere in solving them.
1621	<input type="checkbox"/> MAFS.K12.MP.2: Reason abstractly and quantitatively.
291	<input type="checkbox"/> MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.
0	<input checked="" type="checkbox"/> MAFS.K12.MP.3.1: Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and-if there is a flaw in an argument-explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
739	<input type="checkbox"/> MAFS.K12.MP.4: Model with mathematics.
182	<input type="checkbox"/> MAFS.K12.MP.5: Use appropriate tools strategically.
496	<input type="checkbox"/> MAFS.K12.MP.6: Attend to precision.
687	<input type="checkbox"/> MAFS.K12.MP.7: Look for and make use of structure.
114	<input type="checkbox"/> MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

Add to Test Map

9. Select the number of items you want for each standard, then click the “Build Express Test” button.

Create: Express Test

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OCSB_201516_YMS_ASmith_Gr 6 Math_3rd Quarter Final

Mathematics Sixth Grade

Select Standards

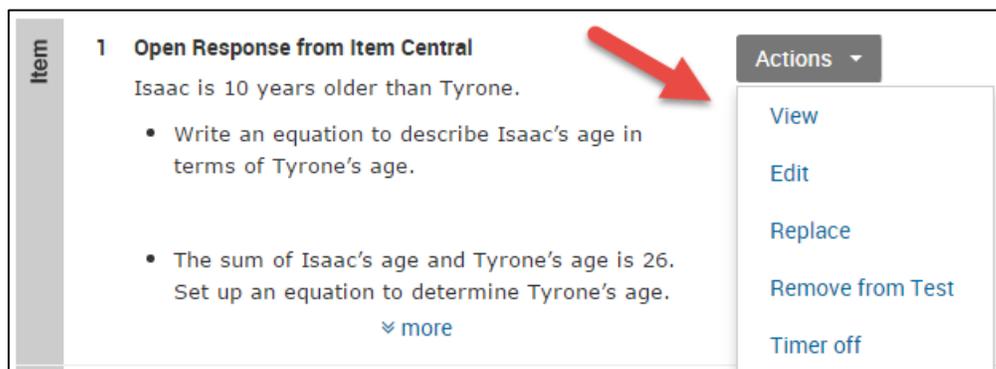
Define Test Map

Advanced Options

Standard	Available Items	Items
MAFS.6.EE.1: Apply and extend previous understandings of arithmetic to algebraic expressions.	27	<input type="text" value=""/>
MAFS.6.EE.2: Reason about and solve one-variable equations and inequalities.	21	<input type="text" value=""/>
MAFS.6.SP.1: Develop understanding of statistical variability.	3	<input type="text" value=""/>
MAFS.6.SP.2: Summarize and describe distributions.	23	<input type="text" value=""/>
MAFS.K12.MP.3.1: Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and-if there is a flaw in an argument-explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	0	<input type="text" value=""/>

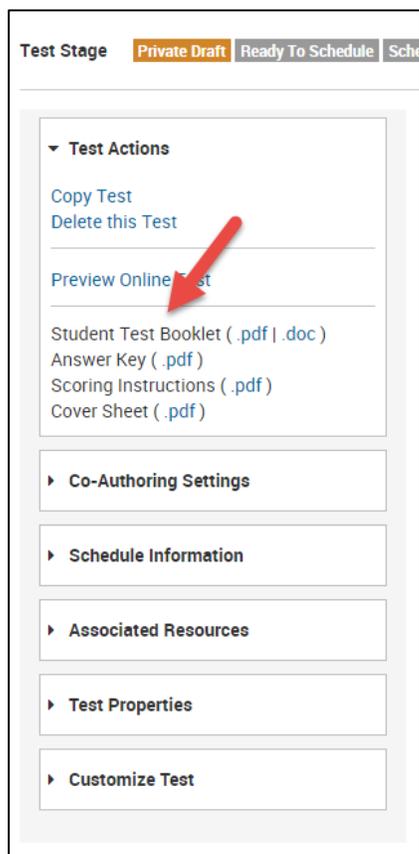
Build Express Test

10. Review each Item, making any changes you desire using the Actions menu



The screenshot shows a test item titled "1 Open Response from Item Central". The item text is "Isaac is 10 years older than Tyrone." followed by two bullet points: "Write an equation to describe Isaac's age in terms of Tyrone's age." and "The sum of Isaac's age and Tyrone's age is 26. Set up an equation to determine Tyrone's age." A red arrow points to the "Actions" dropdown menu on the right, which contains the following options: View, Edit, Replace, Remove from Test, and Timer off.

11. Using the "Test Actions" menu, you can preview what the test will look like online, generate and print test booklets, print the answer keys, etc.



The screenshot shows the "Test Actions" menu in a test editor. The menu is titled "Test Actions" and contains the following options: Copy Test, Delete this Test, Preview Online Test (highlighted with a red arrow), Student Test Booklet (.pdf | .doc), Answer Key (.pdf), Scoring Instructions (.pdf), and Cover Sheet (.pdf). Below the Test Actions menu are several expandable sections: Co-Authoring Settings, Schedule Information, Associated Resources, Test Properties, and Customize Test.

Once the exam is generated, you can administer it to students. If you'd like to administer the exam online, you can enter these questions into the Unify Platform. By doing this, all student data will be available to you through Performance Matters' ADMS and Baseball Card platforms, making it easier to analyze data to inform your instruction.

Additionally, students are able to log in to the Unify test platform using their network username and password.

Trainings on the use of Unify will be offered in Fall 2015.

