



DC Interim Pilot Training #1

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Smarter Balanced

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We thank you for the feedback!

- Please be advised that we have turned off your video and audio capabilities to preserve bandwidth. Feel free to share any ideas or ask any questions by typing them in the chat. We have planned pauses throughout this presentation for questions.
- We will be recording this meeting. The presentation will be posted to [Support Portal](#).
- We appreciate all feedback in the survey at the end.
- All questions in the chat are captured and may get answered during the presentation or in correspondence following this meeting.

Training Schedule

Next Training Meetings:

- **Virtual Training Thursday December 11, 2025:**
Administration Tasks, Teacher Hand Scoring and Reporting
- **Virtual Learning Lab Wednesday December 17, 2025:**
Step-by-step guidance through all tasks, Q&A

Interim Timeline

December 2025

Testing Opens
12.8.25

May 2026

Testing Closes
5.22.26

Learning Objectives

- Introduction to Smarter Balanced: Tools for Teachers Suite
- Prepare LEA Test Coordinators and School Test Coordinators (STCs) on accessing LaunchPad, Smarter Balanced Tools for Teachers Suite, and ADAM
- Define roles and responsibilities with the User Role Matrix
- Introduction to LaunchPad
- Introduction to ADAM

Smarter Balanced: Tools for Teachers Suite



IMPROVING TEACHING AND LEARNING WITH **TOOLS FOR TEACHERS** AND THE SMARTER BALANCED SYSTEM



AGENDA

Welcome and Introductions	
Overview	▶ A Balanced System of Assessment
Using the Smarter Balanced System with Tools for Teachers	▶ Interim Assessments ▶ Interim Connections Playlists ▶ Tools for Teachers ▶ Putting It All Together/Use Cases ▶ Additional Resources ▶ Q&A



Interims & Tools for Teachers

An Introduction for State and
Local Education Agencies



Play (k)

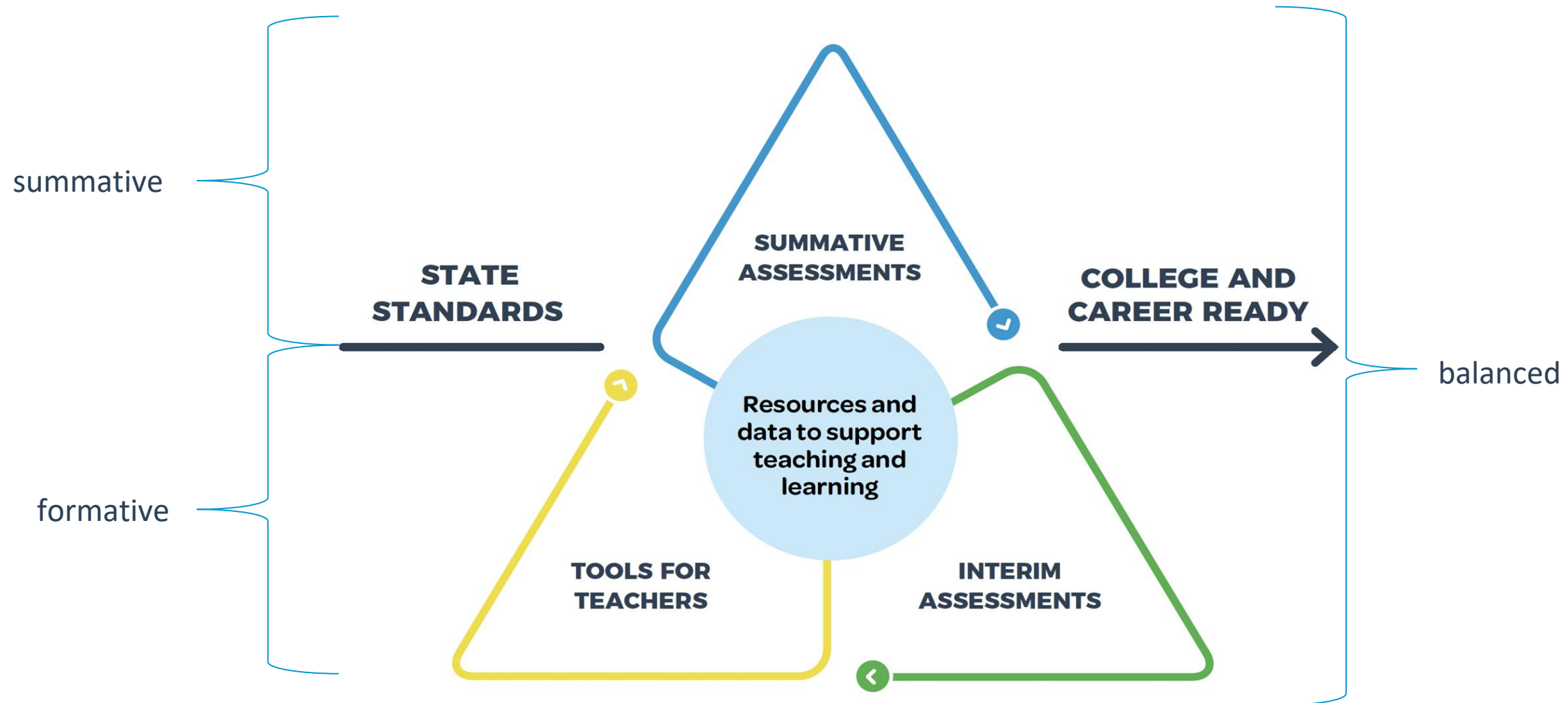


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https://www.youtube.com/watch?v=_7aqhUFMpPg

SMARTER BALANCED TOOLS FOR TEACHERS



THE POWER OF FORMATIVE ASSESSMENT

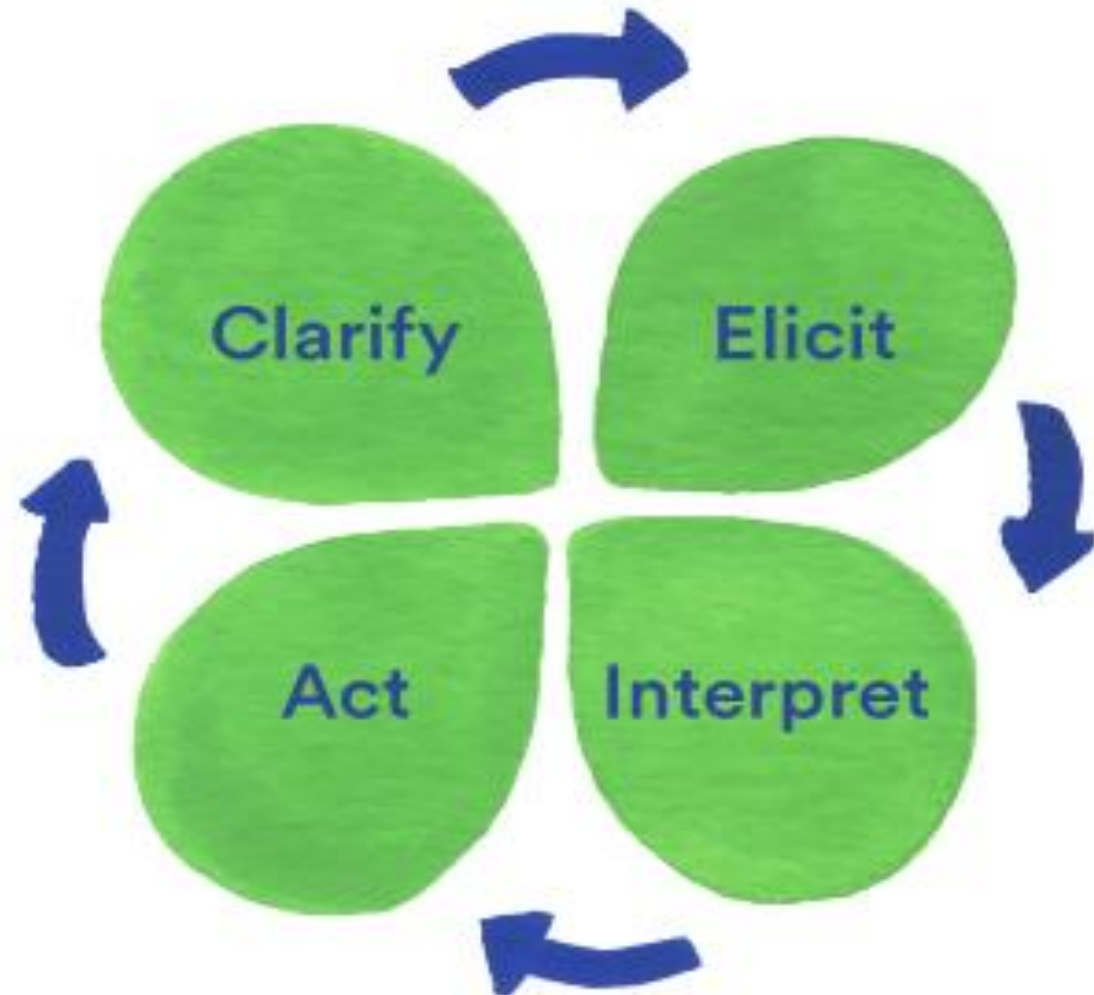
Formative assessment is how teachers monitor how well students understand concepts and skills in order to

- meet students' individual needs
- move toward greater equity of student outcomes
- help their students prepare for college or career

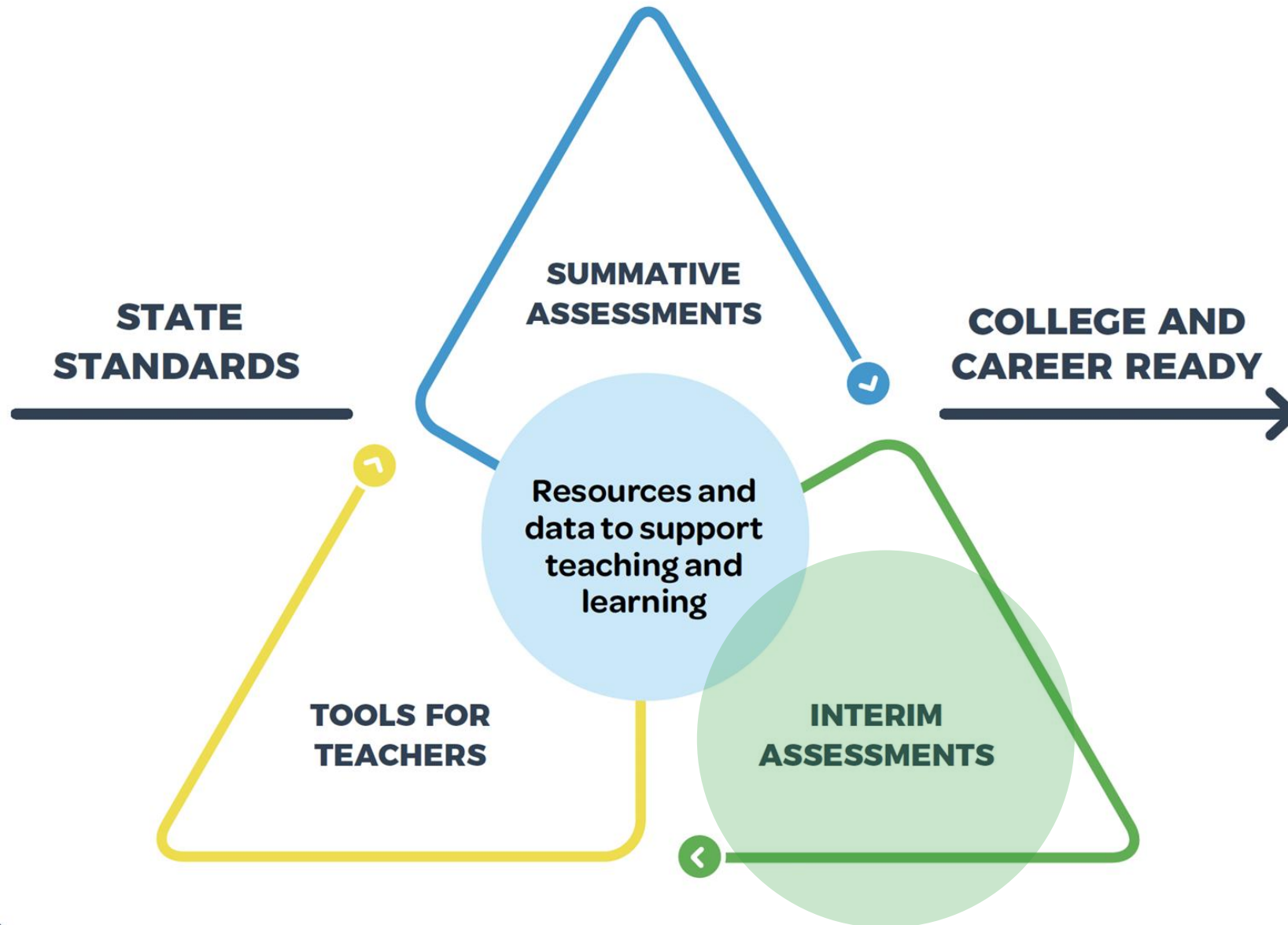
WHAT WE MEAN BY FORMATIVE ASSESSMENT

Smarter Balanced treats formative assessment as a process, not a tool. Smarter Balanced:

- aligns assessment and instruction. This helps **clarify** learning goals.
- offers assessment tools to help educators **elicit** what students know and can do through standardized test formats or interactive routines.
- provides advice to teachers help them **interpret** the information they collect from scoring reports or classroom observation.
- makes it easy to **act** on next instructional steps with prepared lessons and intervention suggestions.



HOW INTERIM ASSESSMENTS INFORM INSTRUCTION



WHY USE SMARTER BALANCED INTERIM ASSESSMENTS?

- ▶ **Predictive validity.** Alignment with summative shows educators how students are doing with grade-level priority standards and gives them time to adjust instruction.
- ▶ **Quality information and assessment transparency.** Educators can see the interim questions and the blueprint by which they were created. Interim reports give specific information down students' individual responses and provide distractor analysis so educators can group students with similar needs and correct common misconceptions.
- ▶ **Relief for assessment stress.** Interim administration rehearses the summative process before the end-of-year, smoothing the steps for teachers and removing cognitive load from students so they can give a more accurate picture of what they know.
- ▶ **A boost for curriculum.** Assessments built into the curriculum can't surface skill gaps or lack of instructional rigor. When such issues are uncovered, the Instructional Resources in Tools for Teachers, created to reteach assessed standards, offer teachers a time-saving solution.

INTERIM ASSESSMENTS SIZED TO FIT THE PURPOSE

- [Interims](#) share rigor and testing environment with the summative assessments.
- Most assessments don't require any hand-scoring. Only WER (full writes) in Performance Tasks and SA (short answer and Brief Writes) require hand scoring.
- Educators can choose standard or nonstandard administration.
- They can be used with individuals, groups, classes, or school- / district-wide.
- They offer the same accessibility tools as the summative assessments have.



Focused Interim Assessment Blocks

Assess 1–3 targets in ELA/literacy or math.



Interim Assessment Blocks

Assess 1–8 targets in ELA/literacy or math.



Interim Comprehensive Assessments

Assess a broad range of targets, similar to the summative.

USE CONTENT EXPLORER TO LEARN MORE

Use [Content Explorer](#) to see how assessment items are created.

Search Content Explorer by grade, subject, claim, and target or standard, or search by test to find:

- ▶ Range Achievement Level Descriptors—what student learning looks like at each level (1, 2, 3, and 4) of understanding
- ▶ Student evidence of learning
- ▶ Test item guidelines, including DOK (depth of knowledge) requirements, key vocabulary, and allowable accessibility tools
- ▶ Example items and item types

ASSESSMENT ITEMS

Individual assessment items can be searched through the Interim Assessment Item Portal (IAIP) and the Sample Item Website (SIW)

The IAIP has answer keys to the interims and the items are in the assessment pool and should not be shared on public platforms. The SIW is public and not restricted.

Use assessment items during instructional time as:

- ▶ Quick checks, success criteria, entrance/exit tickets
- ▶ Differentiated practice opportunities for groups or individuals
- ▶ Prompts for metacognitive problem-solving models or discussions.

Questions?



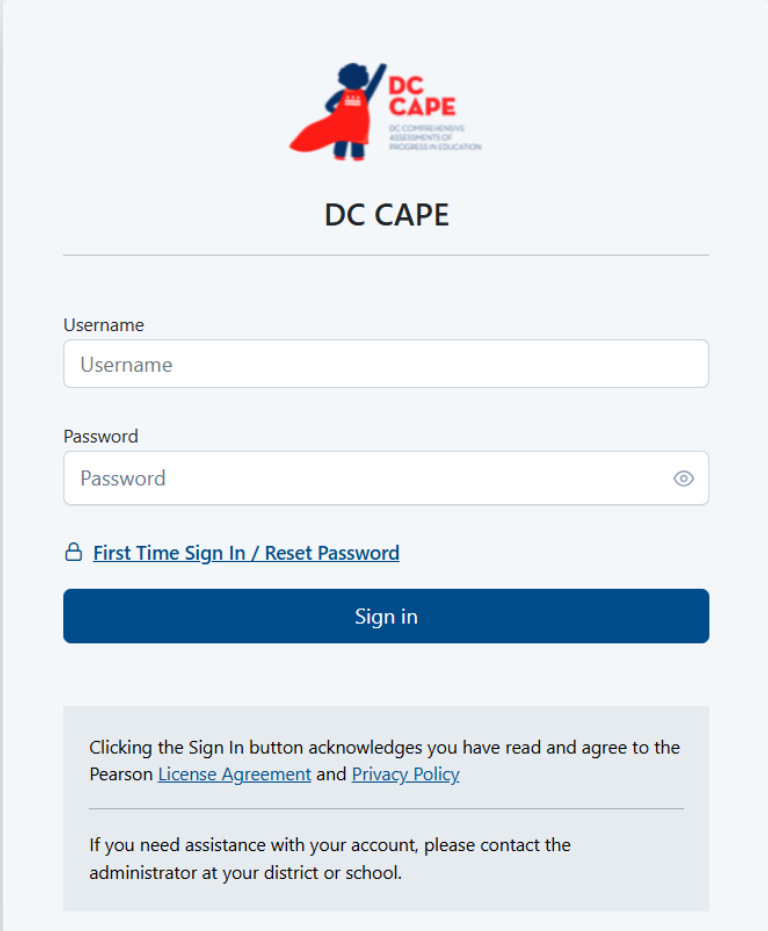
LaunchPad –Log in



What is LaunchPad?

LaunchPad offers a portal to **rostering** and **authentication** services for users to access technology platforms.

- Purpose
 - Login and connect
 - ADAM – access test administration and reporting
 - Tools for Teachers – access classroom resources



The screenshot shows the DC CAPE LaunchPad login interface. At the top, there is a logo featuring a red cape character and the text "DC CAPE" and "DC COMPREHENSIVE ASSESSMENTS OF PROGRESS IN EDUCATION". Below the logo, the text "DC CAPE" is displayed. The login form includes a "Username" field with a placeholder "Username", a "Password" field with a placeholder "Password" and a toggle icon, and a "Sign in" button. A link for "First Time Sign In / Reset Password" is also present. A disclaimer at the bottom states: "Clicking the Sign In button acknowledges you have read and agree to the Pearson [License Agreement](#) and [Privacy Policy](#)". A note at the bottom right says: "If you need assistance with your account, please contact the administrator at your district or school."

DC CAPE

DC COMPREHENSIVE
ASSESSMENTS OF
PROGRESS IN EDUCATION

DC CAPE

Username

Username

Password

Password

[First Time Sign In / Reset Password](#)

Sign in

Clicking the Sign In button acknowledges you have read and agree to the Pearson [License Agreement](#) and [Privacy Policy](#)

If you need assistance with your account, please contact the administrator at your district or school.

LaunchPad -Home





DC CAPE
DC COMPREHENSIVE
ASSESSMENTS OF
PROGRESS IN EDUCATION

DC CAPE



DC CAPE

Sign Out

Home

Data Import

ROSTER DATA

Orgs

Users

Courses

Classes

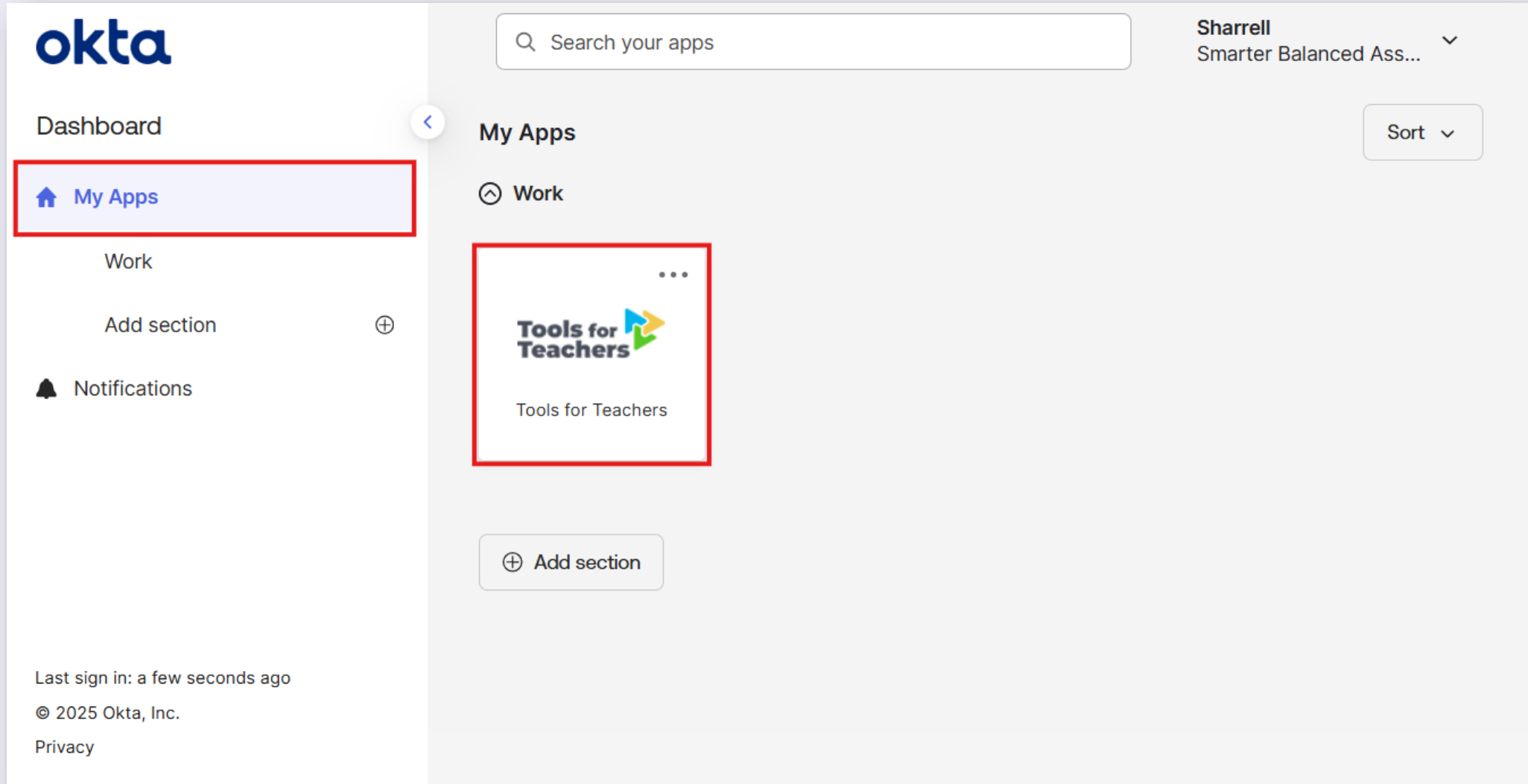


ADAM
Assessment Delivery and Reporting



Tools for Teachers (DC)

Okta (Smarter Balanced) –Dashboard



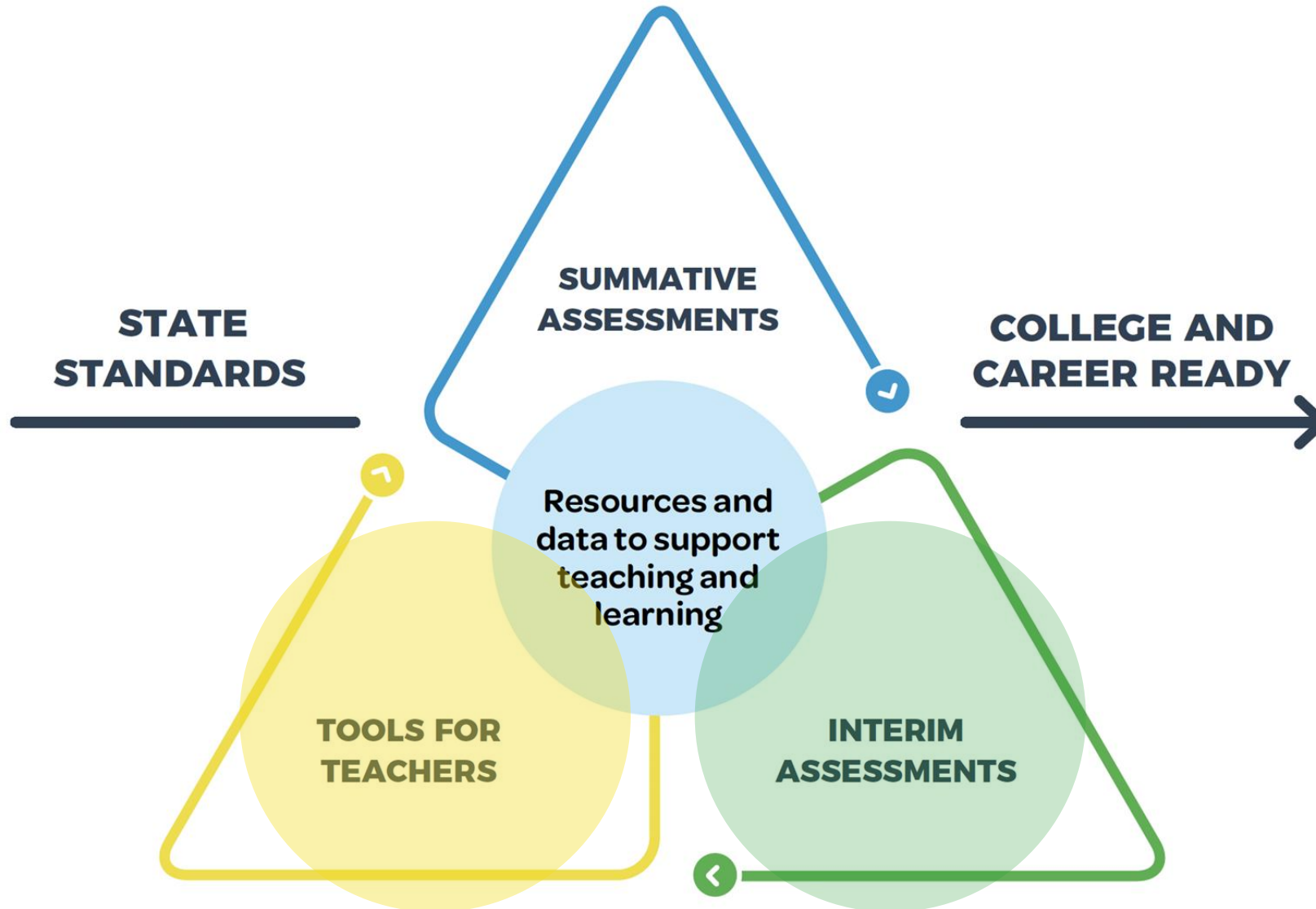
Tools for Teachers –Landing Page



LaunchPad Questions?



SMARTER BALANCED TOOLS FOR TEACHERS



SEARCHING FOR ICPS IN TOOLS FOR TEACHERS

After giving an interim and reviewing the reporting results, you can search for an **Interim Connections Playlist (ICP)** in Tools for Teachers to support next instructional acts.

Go to Tools for Teachers homepage,
scroll down to click here



Then fill in information here



Grade ▼ Content Area ▼ Target ▼ Standard ▼

Science Filters: DCI Strand ▼ Performance Expectation ▼

Applied Filters: Connections Playlist x Clear Filters

INTERIM CONNECTIONS PLAYLISTS (ICPs)

- ▶ **Student Performance Progressions** help educators quickly differentiate instruction based on student’s interim results: Below, Near, or Above.
- ▶ **Instructional resource links**, in left column, take teachers to skill lessons that are made to save teachers time.

Continue....

INTERIM CONNECTIONS PLAYLIST

Operations and Algebraic Thinking

Smarter Balanced Educators
Updated Nov 12, 2020



 Connect Student Performance to Instructional Resources ⓘ

STUDENT PERFORMANCE PROGRESSIONS ⓘ

Topic Resource	Below	Near	Above
Represent & Solve Multiplication & Division Problems Let's Eat Some Pepperoni Pizza! → Seesaw 3-Act Math Lesson → Determine the Unknown →	Multiplication and division within 100 to solve one-step problems using arrays, to interpret the meaning of multiplication of two whole numbers and to determine the unknown number in a multiplication equation relating three whole numbers.	Determine the appropriate operation (multiplication or division) within 100 to solve one-step problems involving measurement quantities of single-digit whole numbers. Determine the unknown number in a division equation relating three whole numbers. Interpret the meaning of whole-number quotients of whole numbers.	Use multiplication and division within 100 to solve one-step problems involving measurement quantities.

EXPLORING WHAT THE PLAYLISTS OFFERS

- ▶ **Suggestions for Intervention** give educators specific, bite-sized skills and steps for students who need support.
- ▶ **Things to Consider** offer direct links to Interim Assessments and Interim Connections Playlists for educators who want to take a deeper dive.

Continue....



Suggestions for Intervention ⓘ

For students who are significantly below, [search for resources](#) related to the following skills:

- Connecting skip counting to multiplication.
- Skip count using non-benchmark numbers.
- Represent multiplication using an array model.
- Use a multiplication strategy to find a product.
- Use a multiplication or division strategy to find a quotient.
- Represent multiplication and division problems within 100 involving equal groups of objects.
- Interpret multiplication and understand multiplication as equal groups.
- Use strategies to understand multiplication as repeated addition.
- Relates models (arrays) to multiplication.
- Multiply a one-digit number by 1, 2, and 5 by using repeated addition or skip counting.
- Understand the meaning of the equal sign.
- Understand the meaning of multiplication and division (equal groups).
- Represent and solve one-step problems using addition and subtraction within 100 and multiplication and division within the 10 by 10 multiplication table.
- Identify patterns.
- Know the sequence of numbers.



Things To Consider

- To dive deeper into each target, explore the available Focused Interim Assessment Blocks and corresponding Connections Playlists:
 - [Multiplication and Division: Interpret, Represent, and Solve](#) →
 - [Properties of Multiplication and Division](#) →
 - [Multiply and Divide within 100](#) →
 - [Four Operations: Interpret, Represent, and Solve](#) →

INTERIM CONNECTIONS PLAYLISTS ALSO INCLUDE

- ▶ **Interim Assessment Block/IAB Background** gives educators fine-grain information about the Interim Assessment Blocks. If they already gave an IAB, it may help remind them of the assessed skills. If not, it may prompt them to give the attached IAB and get actionable student data.
- ▶ **Academic Vocabulary** supports thinking about what all students need to know and understand. This also has specific applicability for English Language Learners.

✓ IAB Background ⓘ

Description

This Interim Assessment Block Connections Playlist focuses on four operations and algebraic thinking targets. Students will represent and solve problems involving multiplication and division; understand properties of multiplication and the relationship between multiplication and division; multiply and divide within 100; and solve problems involving the four operations, and identify and explain patterns in arithmetic.

VIEW INTERIM ITEMS

Why is this important for students to learn?

- Students need to conceptually learn multiplication and division through the use of various representations to support future learning. For example, the use of arrays and equal groups can be extended to area models and properties of multiplication and division.
- The properties of operations provide common constructs/rules that allow students to work with mathematical problems and maintain the same solutions.
- If students know and understand multiplication, division, and the relationship between them, they will be able to apply this understanding to varied content and complex problems.
- To visualize and understand mathematical patterns furthers understanding of cause and effect.

Academic Vocabulary ⓘ

“makes the equation true”, add, addend, area model, array, column, compose, decompose, determine, difference, divide, divisor, equal, equation, estimate, estimation, factor, grams, groups, in and out tables, include, involve, kilograms, length, liquid volume, liters, mass, measurement, missing factor, multiply, objects, open number line, operation, patterns, product, quantity, quotient, related, rounding, row, situation, skip counting, subtract, sum, unknown, value

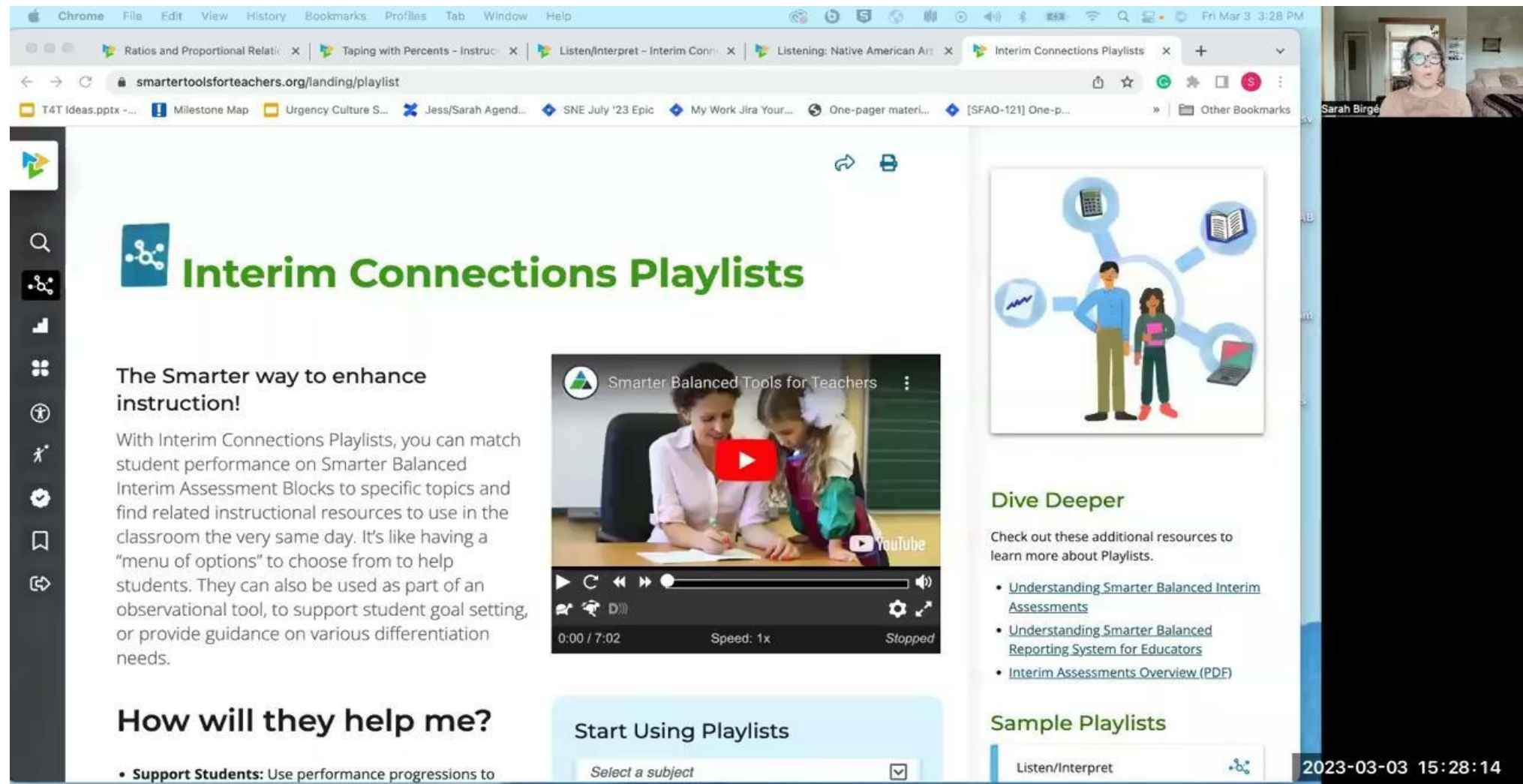
Dive Deeper

SAMPLE ITEMS →

CONTENT EXPLORER →

ACCESS RESOURCES DIRECTLY FROM TOOLS FOR TEACHERS

See <https://smartertoolsforteachers.org/landing/playlist>



The screenshot shows a web browser window with the URL smartertoolsforteachers.org/landing/playlist. The page features a dark sidebar on the left with various icons. The main content area has a green header "Interim Connections Playlists" and a sub-header "The Smarter way to enhance instruction!". Below this, a paragraph explains the functionality of the playlists. A video player is embedded in the center, showing a woman and a child working together. To the right, there is a section titled "Dive Deeper" with a list of links to additional resources. At the bottom, there is a section titled "How will they help me?" and a "Start Using Playlists" button.

Interim Connections Playlists

The Smarter way to enhance instruction!

With Interim Connections Playlists, you can match student performance on Smarter Balanced Interim Assessment Blocks to specific topics and find related instructional resources to use in the classroom the very same day. It's like having a "menu of options" to choose from to help students. They can also be used as part of an observational tool, to support student goal setting, or provide guidance on various differentiation needs.

How will they help me?

- **Support Students:** Use performance progressions to

Start Using Playlists

Select a subject

Dive Deeper

Check out these additional resources to learn more about Playlists.

- [Understanding Smarter Balanced Interim Assessments](#)
- [Understanding Smarter Balanced Reporting System for Educators](#)
- [Interim Assessments Overview \(PDF\)](#)

Sample Playlists

Listen/Interpret

2023-03-03 15:28:14

SmART SUPPORT FOR WRITING

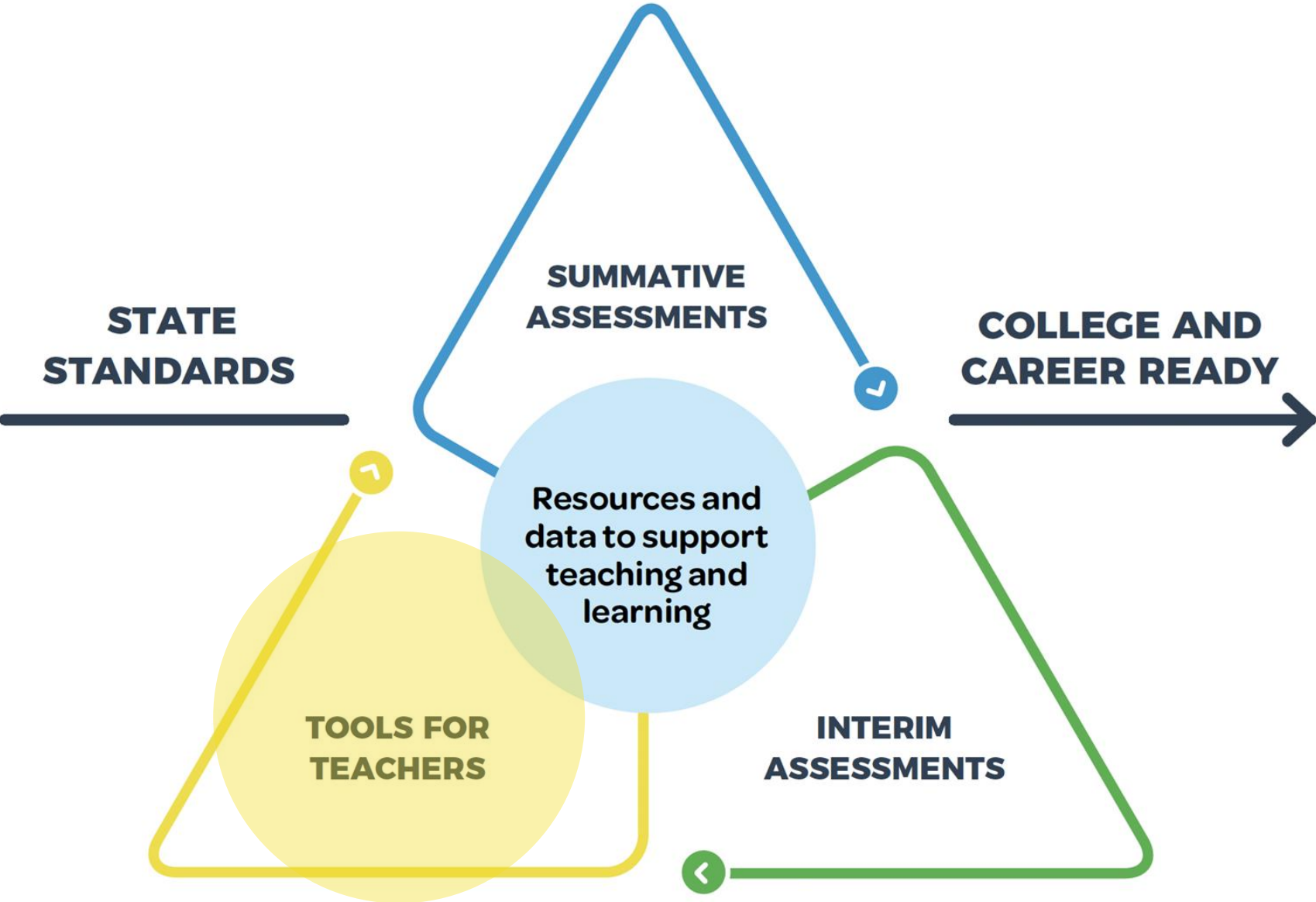


Visit smart.smarterbalanced.org for more information about the Smarter Annotated Response Tool (SmART).

The SmART tool helps teachers:

- ▶ calibrate scoring on WER (extended writing tasks) for more reliable results
- ▶ align writing instruction to assessment targets
- ▶ support writing process with information from rubrics during: revision, self-assessment, and peer-review
- ▶ share expectations of grade-level writing with students and their families.

INSIDE TOOLS FOR TEACHERS



TOOLS FOR TEACHERS

Tools for Teachers connects assessment to instruction, empowering educators to support differentiated learning. Over 1,000 resources, developed by and for educators, includes hundreds of Instructional Resource lessons, Interim Connection Playlists, Formative Assessment and Accessibility Strategies, and over 50 Professional Learning Resources.



INSTRUCTIONAL RESOURCES

Teachers can save time using carefully curated lessons created by educators:

- ▶ Over 700 skill-driven lessons in for ELA and Math, grades 3 through high school.
- ▶ Lessons include formative assessment checks, accessibility strategies, differentiation ideas, and English language learner supports.
- ▶ All resources are reviewed thoroughly for bias and sensitivity issues.



LESSON QUALITY EDUCATORS CAN TRUST

All resources in Tools for Teachers are created by educators for educators and get a thorough review.

- ▶ Our State Network of Educators (SNEs) are vetted for relevant content and grade-level experience.
- ▶ All lessons are ready-to-teach with presentation/handout materials included
- ▶ Lessons are peer reviewed during the workshop events and lesson creators receive actionable feedback.
- ▶ Subject-matter experts are on hand to respond to questions about content as well as formative assessment, accessibility, and the needs of English Learners.
- ▶ All resources are reviewed internally by staff for quality and fairness.

See [Formative Assessment Strategies](#)

- ▶ These strategies are embedded in every Instructional Resource but the routines can be used with any curriculum across grades and content areas.
- ▶ These strategies set up active ways for students to demonstrate what they know and can do. Teachers can use this information to meet students' needs.



See [Accessibility Strategies](#)

- ▶ Smarter Balanced supports equitable access to content and remove barriers to learning in assessment and instruction.
- ▶ Accessibility tools and strategies in Tools for Teachers aid with individualized education programs (IEPs) and 504 plans, as well as serve students' unique learning needs.
- ▶ Each lesson includes Language Goals and Language Success Criteria with support from Accessibility Strategies



PROFESSIONAL LEARNING

See [Tools for Teachers Professional Learning](#) for resources that:

- ▶ Offer implementation training on Smarter Balanced resources and associated tools
- ▶ Explore Deeper Learning on grade-level expectations
- ▶ Social-Emotional Learning
- ▶ Support Home/School connections and distance learning
- ▶ Interim Planning and Implementation for Local Leaders and PLCs (Coming Soon!)

PUTTING IT ALL TOGETHER

Smarter Balanced supports teaching and learning with:

- ▶ Formative assessment resources that help educators uncover students' needs
- ▶ Instructional resources that meet needs by eliminating barriers to understanding
- ▶ Assessment literacy tools that are useful and transparent.
- ▶ Professional learning resources that support individual teachers and professional learning communities (PLCs).

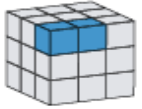
USE CASES

Examples of how
educators might move
through our resources



USE CASE 1: USING INTERIMS TO INFORM INSTRUCTION

Ms. Ortiz teaches 6th grade. Midway through each unit, she and her co-workers have decided to give students an **Interim Assessment Block (IAB)** aligned with the standards and goals of that unit. They choose to give this in place of assessment provided within the curriculum to check students' progress toward the rigor of end-of-year targets.



Focused IABs

Assessment Name	Targets Assessed
Language and Vocabulary Use	Claim 2, Target 8: Language & Vocabulary Use
Editing	Claim 2, Target 9: Editing
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Analyze and Integrate Information	Claim 4, Target 2: Analyze and Integrate Information
Research: Evaluate Information and Sources	Claim 4, Target 3: Evaluate Information and Sources
Research: Use Evidence	Claim 4, Target 4: Use Evidence
Write and Revise Explanatory Texts ¹	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Narratives ¹	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Argumentative Texts ^{1,3}	Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts

USE CASE 1: USING INTERIMS TO INFORM INSTRUCTION, Cont.

Ms. Ortiz sorts the scoring report to find a group of students who scored below in one or more areas. She uses the link to Tools for Teachers to navigate to an associated **Interim Connections Playlist (ICP)**. On the ICP, she sees the Student Performance Progression chart of topics covered by the IAB with performance-level descriptors. The ICP also includes links to Instructional Resource lessons prepared for those skill topics.

Connect Student Performance to Instructional Resources ⓘ			
STUDENT PERFORMANCE PROGRESSIONS ⓘ			
Topic Resource	Below	Near	Above
Organization: Write Introductions Game On! Take This Introduction! →	Write an introduction with a basic controlling idea, which may or may not be supported by the information provided.	Write an introduction with an appropriate controlling idea that is supported by the information provided.	Write an engaging introduction with a strong controlling idea/thesis that is supported by the information provided.
Organization: Revise Introductions Game On! Take This Introduction! →	Revise an introduction to include a basic controlling idea, which may or may not be supported by the information provided.	Revise an introduction to include an appropriate controlling idea that can be supported by the information provided.	Revise an introduction to be engaging and include a strong controlling idea/thesis that can be supported by the information provided.

USE CASE 1: USING INTERIMS TO INFORM INSTRUCTION, Cont.

Ms. Ortiz previews the Instructional Resource lessons and chooses one to reteach to the small group of students she has identified as needed more instruction. Having a ready-made lesson saves her time. The lesson includes accessibility strategies and formative assessment strategies, so Ms. Ortiz can keep all students' moving toward proficiency.



INSTRUCTIONAL RESOURCE

Game On! Take This Introduction!

Carrie Holeman
Updated Feb 3, 2021

ATTACHMENT



Get Started

Overview ⓘ

In this lesson, students will learn how to write and revise an introductory paragraph for explanatory writing. This resource includes a lesson plan, a link to a powerpoint presentation, a student handout, and an Exit Ticket.

[less](#)

After Ms. Ortiz delivers the lesson, she can go back to the ICP and find **Suggestions for Intervention** if some students continue to need support.



Suggestions for Intervention ⓘ

For students who are significantly below, [search for resources](#) related to the following skills:

- Examine mentor texts that model the characteristics of organization and elaboration tasks for the various writing purposes.
- Identify the writing task and main idea in order to add or elaborate on the provided student text.
- Recognize purposes for and types of transitions for the explanatory writing.
- Recognize characteristics of explanatory writing.
- Understand how explanatory writing is similar and different compared to informative writing (explanation with thoughtful analysis vs. presenting information).
- Recognize characteristics of explanatory introductions and conclusions (i.e., call to action).
- Distinguish between types of relevant supporting details (e.g., facts, definitions, concrete details, quotations, examples) and irrelevant details.
- Identify what elaboration/development of supporting details looks like through teacher modeled writing.
- Recognize and use style and language according to purpose.

USE CASE 2: AN OBSERVED NEED IN THE CLASSROOM, Cont.

Mr. Sayed, a third-grade teacher, notices that his class is struggling during a math lesson with describing the attributes of two-dimensional shapes. So, he searches for the [grade three geometry Interim Connections Playlist](#).

He reads the **Student Performance Progressions** chart descriptions of what students who are near and below proficiency likely understand. This helps him understand what his students are likely missing.

Topic Resource	STUDENT PERFORMANCE PROGRESSIONS ⓘ		
	■ Below	■ Near	■ Above
Categories of Shapes How Can a Square Be a Rectangle? → Sorting Shapes →	Understand that shapes in different categories may share attributes.	Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.	Create a model to represent hierarchical categories and subcategories of shape classifications.

USE CASE 2: OBSERVED NEEDS IN THE CLASSROOM, Cont

Based on his observation of the class's work, Mr. Sayed decides all his students need some extra support. So, he previews a few of the Instructional Resource lessons attached to the ICP and settles on the lesson [Sorting Shapes](#). It is ready-to-teach with all presentations and handouts included. But he makes some notes to personalize it and then prints it out.



INSTRUCTIONAL RESOURCE

Sorting Shapes

Lisa Baum, Betsy Allen, and Roxane Dyk
Updated Nov 12, 2020

ATTACHMENTS



Get Started

Overview ⓘ

This lesson is an investigation of quadrilaterals. Geoboards and geopaper will be used for this lesson. Students will create, draw, and sort shapes. Students will explain, using defining attributes, which group their shapes will be in. Exit tickets will be used by individual students to defend their sort.

[less](#)

USE CASE 2: AN OBSERVED NEED IN THE CLASSROOM, Cont.

For the end of the lesson, Mr. Sayed goes to the Interim Assessment Item Portal (IAIP) and chooses a [grade-three geometry Interim Assessment Item](#) to use as an Exit Ticket. This helps him gauge whether his students have finally mastered this important concept. When he sees that they have, he feels confident that they are ready to meet grade-level expectations.

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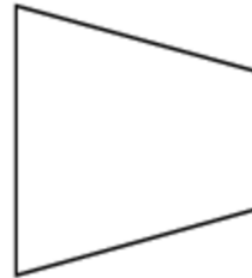


Figure A

Click Yes or No for each question below.

	Yes	No
Is Figure A a quadrilateral?	☐	☐
Is Figure A a rectangle?	☐	☐
Is Figure A a rhombus?	☐	☐

Additional Resources



For More Information, see...

- [Link to Showcase of Tools \(navigation\)](#)
- [Success Stories](#)
- [Back-to-School Assessment Playbook](#)

Questions?



LaunchPad

–Setup tasks



User Role Matrix (LaunchPad)

	Ability	OSSE	LEA Test Coordinator	School Test Coordinator	Teacher
1	User file import/export				
2	Manually create users				
3	View User information				
4	Login As				
5	Edit Classes				
6	Access ADAM and Tools for Teachers				

Task–Creating Users

- LEA Test Coordinators (LTC) and students are placed and updated in LaunchPad via the nightly feed
- School Test Coordinators (STC) and Teachers will need to be created in LaunchPad
 - Once created, a Welcome Email will be received for first time login
 - LTCs and STCs will be able to import new users using a spreadsheet template or individually

Creating Multiple Users

- LEA Test Coordinators will be populated via the nightly feed
- STCs will need to be created manually with a bulk upload using the CSV template file

1

File Upload

File Type: Non-Student Users School Year: 2025-2026

Role: --Select--

☐ Send Welcome Email to New Users

1 Download the Users Template CSV file

[Users Template CSV](#)

2 Open the file using Sheets, Numbers or Excel. Fill in the file with your desired changes.

Field key:

- sourcedId: unique identifier for user.
- orgSourcedIds: id for the user's org assignment. This can be a comma-separated list, if needed.
- username: will be used for login purposes.
- firstName
- lastName
- identifier: recognizable ID for the user. This can be the same value as the sourcedId.
- email: necessary for user access, and for password update purposes.
- status: active or inactive. (optional; will default to Active if left blank).

3 Upload Users File

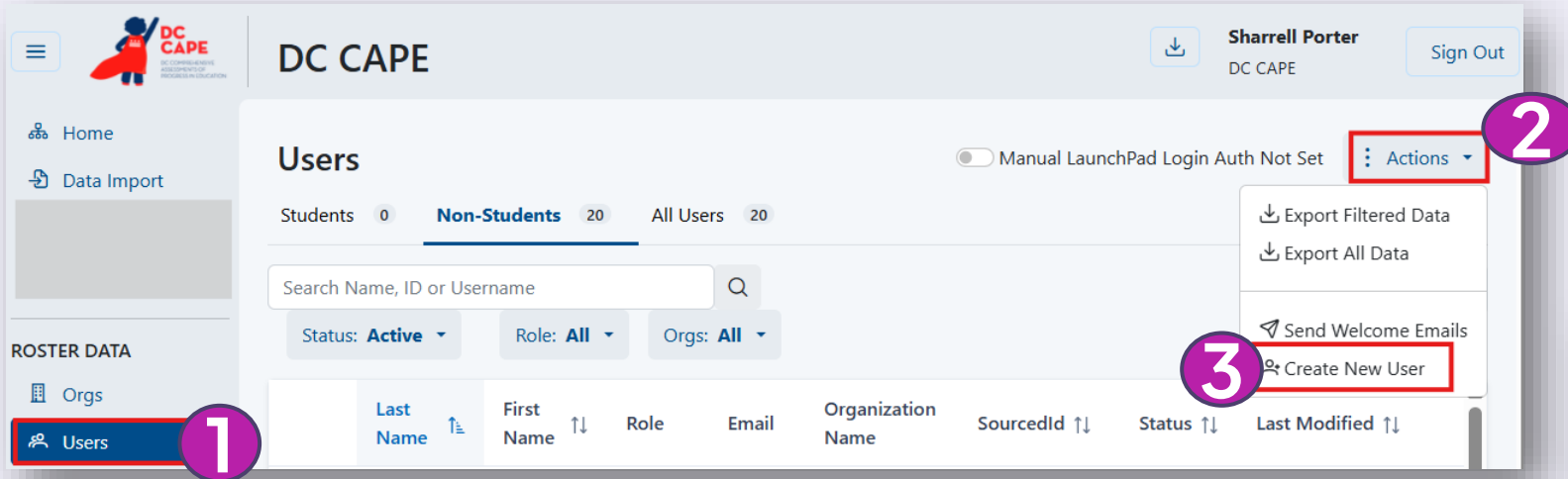
[Click or Drag File to this area to upload](#)

2

	A	B	C	D	E	F	G	H	I
1	sourcedId	orgSourcedIds	username	firstName	lastName	identifier	email	status	
2	selina.kyle@gmail.com	ee_School7	selina.kyle@gmail.com	Selina	Kyle	selina.kyle@gmail.com	selina.kyle@gmail.com		
3									
4									
5									
6									

1. In the left hand navigation click Data Import
 - Click Upload File
 - Select the Role and Download the Users Template CSV
2. Open the spreadsheet file and fill in the fields and Save when completed
3. Upload the Users Template CSV

Creating a Single User



1. In the left navigation , click on Users
2. In the upper right , click on the Actions dropdown
3. In the dropdown, click on Create New User
4. On the New User screen, fill in the fields.
 - *be mindful of the Primary Org – choose the appropriate school
 - *the toggle buttons allow the Identifier to be used for username and sourcedID also a Welcome Email can be automatically sent
 - Remember to ‘Save Changes’

Knowledge Check and Demonstration

1. What is the first step to bulk upload multiple users in LaunchPad?
 - a. Click on Users in the left navigation
 - b. Click Data Import and Upload File
 - c. Fill in the New User screen
 - d. Send a Welcome Email

Let's do one together!

Task-Creating Classes

- Once teachers are added to LaunchPad as users, they will need to be associated with a class and students
- In LaunchPad you will see two courses (Math and ELA)

1. Click on Courses in the left navigation
2. Click on ELA (for example)
3. In the middle right hand side of the screen you will need to click on “Add Class” to begin creating your first class
4. A pop up screen will appear and you will need to fill in the fields and select the corresponding teacher
5. At the bottom right of the pop up window click on “Create Class”

Creating Classes

Courses

Orgs

Users

Academic Session

Courses

Classes

Courses 1

ELA

Status: Active

Grades: All

All Filters

Title	Class Code	Name of Org	Subjects	Grades	Sourced Id	Status	Last Modified
ee_ELA test Grd3-1		Pearson State	ELA	03	ee_ELAgd31	Active	2025-10-16T01:16:07.554Z

Course: ee_ELA test Grd3-1

Actions

Title

ee_ELA test Grd3-1

Status

Active

Original Sourced Id

ee_ELAgd31

Course Code

Subjects

ELA

Grades

03

Subject Codes

School Year

2026

Sourced Id

lpi:prd:rgSwO3c4:course:ee_ELAgd31

Org

Pearson State

LP Last Modified

2025-10-16T01:16:07.554Z

Updated By

Sharrell Porter

Classes 1

Show inactive classes

Add Class

Class Title	Class Code	School	Grade(s)	Teacher	Term	Status	Last Modified
ee_ELA class Grd3-1	ee_ELAcassGrd3-1	ee_School7	03	Gamora Port Gamora Port	School Year	Active	2025-10-16T01:19:51.965Z

Create New Class

4

Class Name*

ee_ELA class Grd3-2

Class Code*

ee_ELAcassGrd3-2

School*

ee_School2

Grade*

3

Subject

ELA

Subject Code

Subject Code

Teacher(s)

Hilton Lanmeid

Period

Period

Term*

School Year

Cancel

Create Class

5

Task-Class Enrollment

(Adding Teachers and Students to classes)

1. Access class enrollments by clicking on Courses or Classes in the left navigation
2. Click the desired class

The screenshot shows the 'Course: ee_ELA test Grd3-1' page. The left navigation menu includes 'Data Import', 'ROSTER DATA', 'Orgs', 'Users', 'Courses', 'Classes', 'Class Enrollments', and 'Roles'. The 'Classes' link is highlighted with a red box and a purple circle with the number '1'. The main content area shows the course details and a table of classes. The table has columns: Class Title, Class Code, School, Grade(s), Teacher, Term, Status, and Last Modified. The row 'ee_ELA class Grd3-2' is highlighted with a red box and a purple circle with the number '2'.

Class Title	Class Code	School	Grade(s)	Teacher	Term	Status	Last Modified
ee_ELA class Grd3-1	ee_ELAcassGrd3-1	ee_School7	03	Gamora Port Gamora Port	School Year	Active	2025-10-16T01:19:51.965Z
ee_ELA class Grd3-2	ee_ELAcassGrd3-2	ee_School2	03	Hilton Lanmeid Hilton Lanmeid	School Year	Active	2025-10-17T02:13:03.162Z

Class Enrollment

← Class: ee_ELA class Grd3-2 ⋮ Actions

Class Code	ee_ELAcassGrd3-2	Status	Active
Course Name	ee_ELA test Grd3-1	Teacher	Hilton Lanmeid
Grades	03	School Name	ee_School2

General Information **Class Enrollments**

Class Enrollments 1 Show inactive enrollments + Add Students + Add Teacher

Last Name ↑↓	First Name ↑↓	Grade Level ↑↓	Role ↑↓	Begin Date ↑↓	End Date ↑↓	Status ↑↓	
Lanmeid	Hilton		Teacher	10/17/2025		Active	⊗

1. Inside your class , click on the “Class Enrollments” tab
2. Here you will be able to Add Students /Teachers using the buttons on the right

Knowledge Check and Demonstration

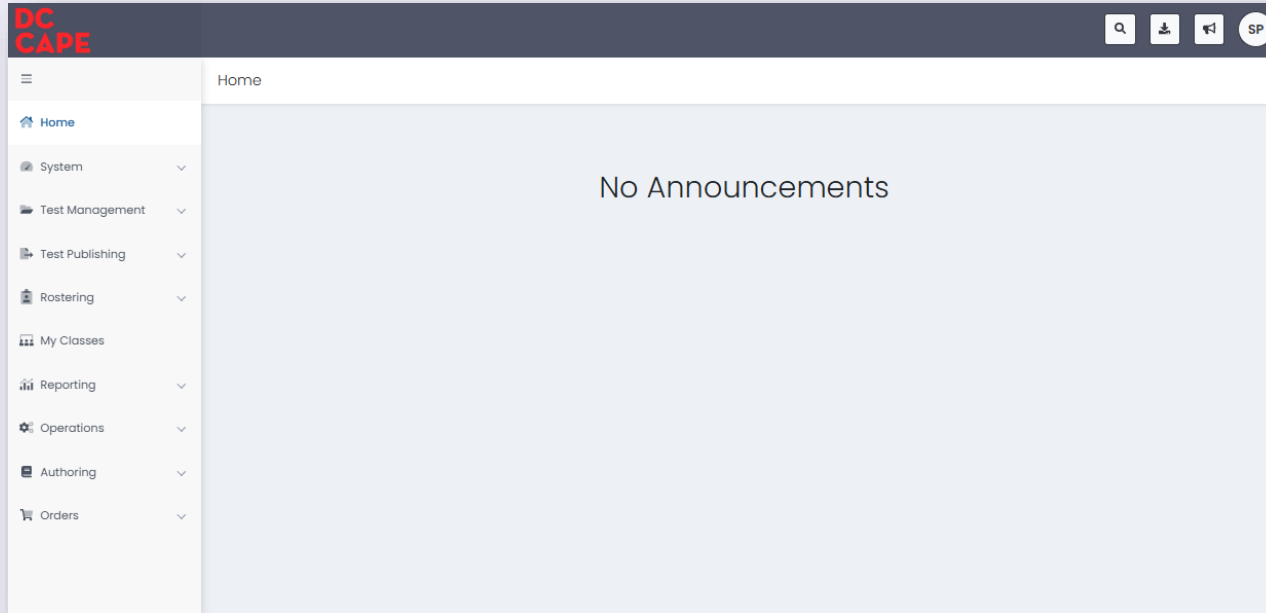
2. When enrolling students and teachers in a class, which tab do you see?
 - a. Home
 - b. Data Import
 - c. Class Enrollments
 - d. Reports

Let's make a class and enroll some students together!

ADAM



ADAM



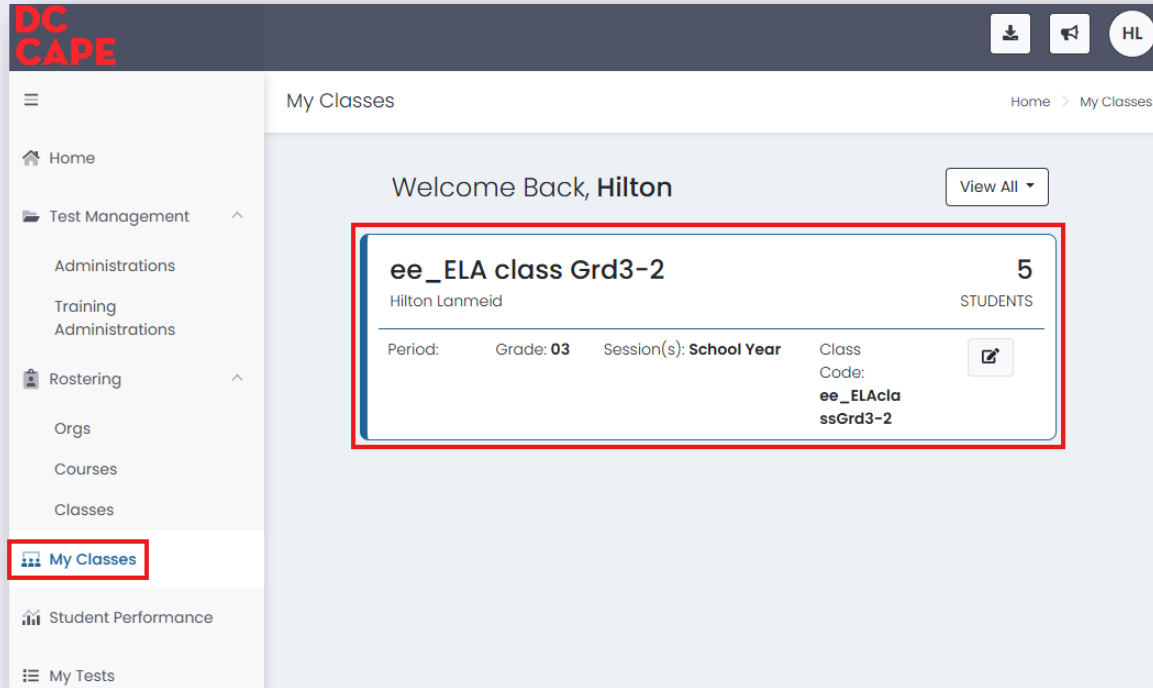
ADAM (Assessment Delivery and Management) users can manage organization and assessment administration data conveniently and deliver assessments online.

- Once users, classes, and class enrollments are done in LaunchPad they will be passed to ADAM
- In ADAM, users will be able to conduct test administration tasks, participate in teacher hand scoring, and access performance reports which we spend detailed time on in the next training.

User Role Matrix (ADAM)

	Ability	OSSE	LEA Test Coordinator	School Test Coordinator	Teacher
1	View Organizations	✓	✓	✓	
2	User file import/export	✓	✓	✓	
3	Manually create users	✓	✓	✓	
4	View User information	✓	✓	✓	✓
5	Login As	✓	✓	✓	
6	Student Accommodation upload/manually edit	✓	✓	✓	
7	Proctor Group upload/manually create	✓	✓	✓	✓
8	Apply accountability codes	✓	✓	✓	
9	Teacher Hand scoring	✓	✓	✓	✓
10	View reports	✓	✓	✓	✓

Teacher's View



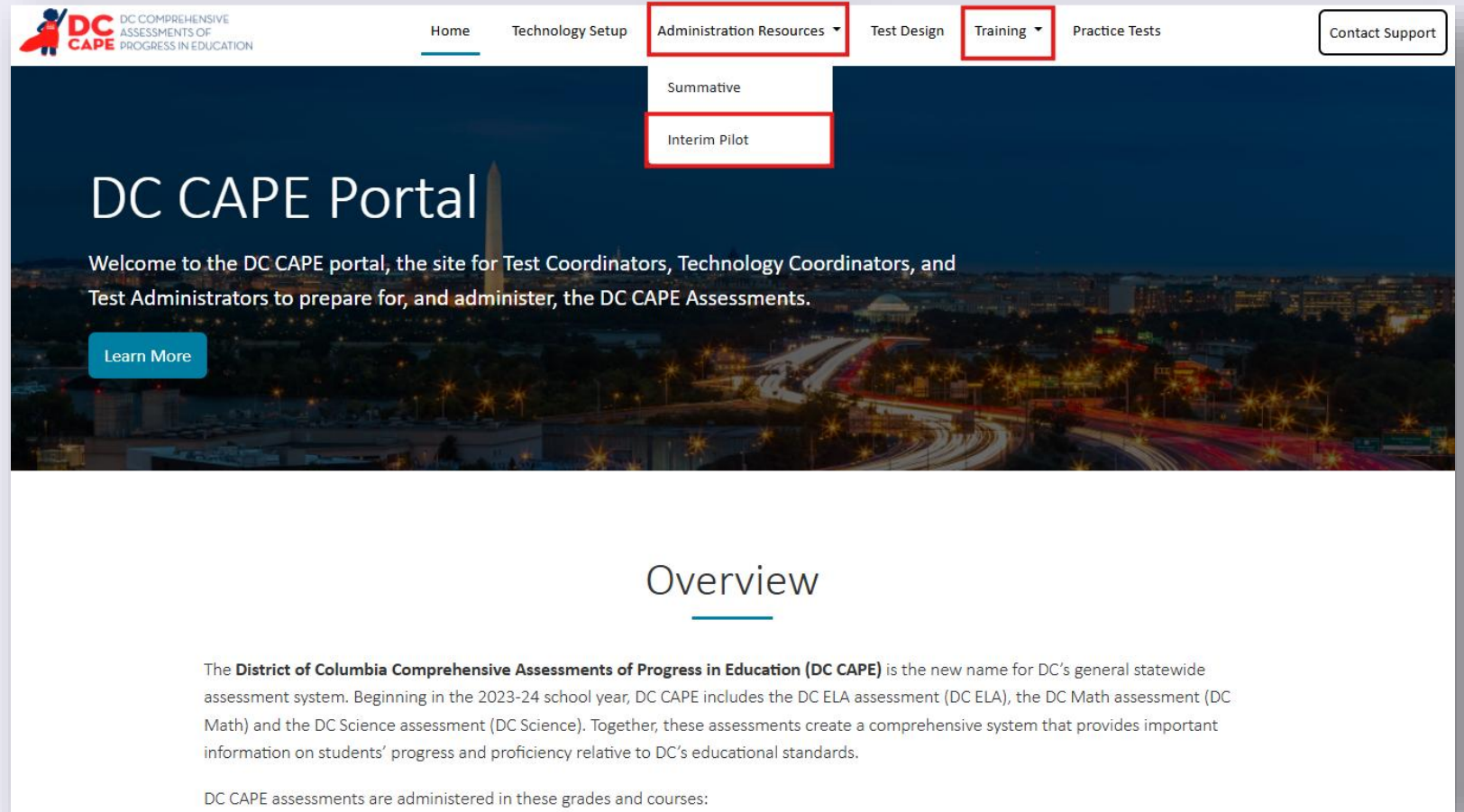
- From LaunchPad, teachers will select ADAM and be brought to the My Classes screen
 - By clicking on the enrolled class this will show any tests results or notifications of hand scoring that is needed
 - As students complete tests, some tests will require teacher hand scoring.

Next Steps



Support Portal Resources

Access this training and all other resource materials on the [DC Support Portal](#)



The screenshot shows the DC CAPE Portal website. The header features the DC CAPE logo (a superhero figure) and the text "DC COMPREHENSIVE ASSESSMENTS OF PROGRESS IN EDUCATION". Navigation links include "Home", "Technology Setup", "Administration Resources" (with a dropdown menu), "Test Design", "Training" (with a dropdown menu), "Practice Tests", and a "Contact Support" button. The dropdown menu for "Administration Resources" is open, showing "Summative" and "Interim Pilot" options. The main content area has a dark background with a cityscape image and the text "DC CAPE Portal". Below this, it says "Welcome to the DC CAPE portal, the site for Test Coordinators, Technology Coordinators, and Test Administrators to prepare for, and administer, the DC CAPE Assessments." and includes a "Learn More" button. The section "Overview" is highlighted with a blue underline. The text below "Overview" states: "The **District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE)** is the new name for DC's general statewide assessment system. Beginning in the 2023-24 school year, DC CAPE includes the DC ELA assessment (DC ELA), the DC Math assessment (DC Math) and the DC Science assessment (DC Science). Together, these assessments create a comprehensive system that provides important information on students' progress and proficiency relative to DC's educational standards." At the bottom, it says "DC CAPE assessments are administered in these grades and courses:".

DC COMPREHENSIVE ASSESSMENTS OF PROGRESS IN EDUCATION

Home Technology Setup Administration Resources Test Design Training Practice Tests Contact Support

Summative Interim Pilot

DC CAPE Portal

Welcome to the DC CAPE portal, the site for Test Coordinators, Technology Coordinators, and Test Administrators to prepare for, and administer, the DC CAPE Assessments.

[Learn More](#)

Overview

The **District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE)** is the new name for DC's general statewide assessment system. Beginning in the 2023-24 school year, DC CAPE includes the DC ELA assessment (DC ELA), the DC Math assessment (DC Math) and the DC Science assessment (DC Science). Together, these assessments create a comprehensive system that provides important information on students' progress and proficiency relative to DC's educational standards.

DC CAPE assessments are administered in these grades and courses:

Survey and Thank You



[Survey Link](#)

Thank you all for your time, engagement, and thoughtful contributions.

Your collaboration is truly appreciated, and I look forward to continuing our work together.