Assessment Observation Checklist

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PURPOSE

One of the main goals of the assessment observation process is to certify that assessments are being administered in a fair and consistent manner to all Idaho students. During on-site assessment observations, the Assessment Observation Checklist is used by SDE personnel as a tool to ensure that specific before, during-, and after-testing actions and procedures are being implemented with fidelity. Verifying the listed actions are being fully implemented at a district level will help produce valid and reliable student performance data.

Districts are encouraged to use this checklist to ensure test administrators are implementing standardized test administration processes for each assessment that is a part of Idaho's comprehensive assessment program, including IRI, ISAT, ACCESS, and SAT. Districts are also encouraged to review the Assessment Integrity Guide to review district responsibilities around state tests prior to test administrations. The Assessment Integrity Guide is located on the Assessment and Accountability Department Resource Center webpage.

METHOD

School Name:	Observation Date:
Assessment:	Assessment Domain:
District/School Assessment Coordinator:	Test Administrator/Proctor Name:

Note: Not all activities and procedures are applicable for each assessment.

Indicators

- **F**: Fully Implemented
- **P**: Partially Implemented
- **N**: Not Implemented
- **N/O**: Not Observed
- **NA**: Not Applicable

Before Test Administration

Objective	Implementation
Test Security	
• Test security agreements have been signed by TAs and support staff.	
• Test materials are stored in a locked, limited access location and are transported in a secure manner from storage to assessment location.	
Test Training	
• TAs have been trained/certified to administer the assessment.	
• Security training has been administered to all involved with the assessment.	
Test Environment	
• Classroom instructional material including content specific posters, graphic organizers, and other visual aids are covered up.	
• Testing location adheres to the specific specifications (number of students, test station configurations) outline/paper in the Test Administration Manual.	
• Signs indicating student testing is in progress are posted at test location entrances (i.e. Testing in Progress - Do Not Disturb).	
• Test administrator materials have been prepared prior to test facilitation. Materials may include: TA scripts, computer, CD(s), student rosters, test tickets, clock, etc.	

Test Materials and Accommodations	
• Student materials have been prepared prior to test facilitation. Materials may include: testing devices, student response booklets, scratch paper, pencils, headsets, microphones, headphones, etc.	
• Digital and/or tactile accommodations have been identified and assigned to individual students with a documented need.	

During Test Administration

Objective	Implementation
Preparing Students to Test	
• Proctor assists students in finding their seats either verbally or using a seating chart.	
• Instructions/Directions are explicitly given to students on the type, duration, and purpose of the testing session via the Test Administration Script if applicable.	
• Proctor reads the correct script verbatim as applicable.	
• Students are afforded the opportunity to clarify instructions/directions for the test session.	
• Cellular/Electronic devices are turned off and collected.	
• Students know what to do after testing is completed.	
• Instructions are explicitly given to the students on how test material will be collected.	
• Proctor verifies appropriate accommodations are available to students per district communication plan.	
Active Test Proctoring	
• Proctor exhibits professional and unobtrusive behavior throughout the test session.	
• Proctor begins the session on time and affords students with the designated amount of test time.	
• Proctor reads the correct script verbatim as applicable.	
• Proctor or Observer handles difficult/disruptive behavior in an efficient and appropriate manner.	
• Proctor answers questions about cognitive test items by providing standard responses; did not help students respond to items.	
• Proctor or Observer monitors student progress by walking around the room and verifies students are working in correct sections.	
• Proctor monitors student progress on a proctor device via test administrative portal (Cambium, WIDA AMS, College Board, I-Station, etc.).	
• Proctor or Observer observes students with disabilities or ELs engaging or utilizing supports and accommodations.	
Concluding Test	
• Proctor verifies students have fully completed the test session in its entirety.	
• Proctor makes note of students who have not fully completed the test session, and records the test item number and test time duration as necessary.	
• Instructions are explicitly given to the students on how test material will be collected.	

After Test Administration

Objective	Implementation
Test Materials	
• Proctor accounts for all student response booklets and other secure materials (i.e. scratch paper, CDs, Braille resources, technology devices that have student responses, etc.) before dismissing students.	
• Proctor verifies students have finished/logged out of testing session before releasing the students.	
• Proctor organizes test materials prior to checking them back into the secure test material site: test tickets, ancillary materials, scratch paper, tactile universal tools, accommodations, etc.	
• Proctor ensures additional sessions are scheduled for students requiring additional time.	
• Proctor documents absent students who require a make-up test session.	

Assessment Observation Considerations

Staff Training

- What materials does your district/school use to conduct general and specific assessment training?
- How much time do you spend training and preparing for this specific test?
- How does your district/school verify that TAs have completed required trainings?
- How many test session/cycles have you administered for this specific test?

Test Security

- Describe your district/school's protocol for handling test incidents?
    - Describe and present the written district/school plan that guides next steps for unexpected testing incidences such as: a test misadministration, missing test material, school emergency, sick child, disruptive child, technology etc.?
    - What procedure has been established for addressing unforeseen test material security issues?
    - Describe the chain of custody for test incidences at your district/school?

Preparing and Answering Individual Student Needs

- Explain the process your district/school uses to ensure students have been given the appropriate accommodations, administrative considerations, designated supports. (Prior/during testing)
- How does your district/school prepare students for testing? How does your district/school prepare them for this specific test?

General Questions

- In what ways could the Idaho SDE provide support to your district/school in the future (i.e. TA preparation, onsite/remote training, resources, etc.)?
- How do you use the results of this test at your district/school?
- What do you want to share with the SDE regarding any other state assessments?