Remote Administration Supplements for Fall SY 2020-2021

The Fall IRI, ISAT Interims, and the provisional screener for English learners

Fall IRI
Remote Administration Supplement

Getting Started

Whether assessment will occur at school or at home, test administrators need to go through the standard steps to prepare for the assessment. This includes:

- Rostering students
- Completing the necessary proctor training
- Preparing students to use the available accessibility features (as needed)

These steps are outlined in the Test Administration Manual. The additional details below are a supplement to that full document, designed to assist with remote administration. Consider sharing the parent administration guide at the end of this document with families if students are participating remotely in the fall IRI.

Enabling Remote Testing

By default, remote testing is disabled for the IRI. District Testing Coordinators can activate the remote testing option, as indicated in their return to school plan by contacting Istation support at support@Istation.com and including aknop@sde.idaho.gov on this communication. Remote testing can be active for an entire district or on a campus by campus basis. Once Istation receives this request, remote testing will be active within 3-5 days.

Reviewing Student Accessibility Needs

The Idaho State Department of Education (ISDE) is committed to providing guidance to support districts to ensure accessibility needs of students are met for assessments administered both in the school building and remotely. Prior to remote testing districts should ensure a plan is in place for all students to be able to access any designated supports and accommodations identified in a student's 504 plan or IEP. Embedded accessibility features can be utilized by students with an identified need during remote or in person assessment. To address non-embedded accessibility features, consider a separate testing plan that involves coordinating with the student's family to have trained personnel administer the assessment with the appropriate accommodations in a safe, secure location (which could include the student's home, school, or district office).

Testing the Technology

When remote testing is enabled, students can participate in the assessment from home in two different ways:

1. Via the Istation application. The application must be downloaded or updated form previous versions prior to testing. There are minimal technical requirements for the application to work on a student's home device. These requirements are available at https://www.istation.com/Support.
2. By using the web-based interface.

It would be beneficial to have parents attempt to access the application from home well before administering the assessment to identify families who may need additional support based on internet connectivity challenges, a lack of internet-enabled devices, or software limitations.

Transferring Student Information

Remote assessment requires a **secure** way to share the student's log in information with them. For example, LEAs may have a secure parent portal or can contact the parents by phone to share the username and password normally provided to the student via a log in card during in-person testing. Administrators must share log in information directly with the student, rather than posting this information in a class document or other publicly available resource. For districts utilizing a single-sign on process, additional guidance to parents may be necessary to ensure students are able to log into Istation.

For questions regarding the IRI contact:

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ELA/Literacy Assessment Coordinator

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ISAT Interim Assessments Remote Administration Supplement

Getting Started

Whether assessment will occur at school or at home, test administrators need to go through the standard steps to prepare for the assessment. This includes:

- Rostering students
- Completing the necessary proctor training
- Preparing students to use the available accessibility features (as needed)

These steps are outlined in the resources available for ELA/Literacy and Math and Science. The additional details below are a supplement to that full set of resources, designed to assist with remote administration. Consider sharing the parent and administration guide at the end of this document with families if students are participating remotely in the interim assessments.

Reviewing Student Accessibility Needs

The Idaho State Department of Education (ISDE) is committed to providing guidance to support districts to ensure accessibility needs of students are met for assessments administered both in the school building and remotely. Prior to remote testing districts should ensure a plan is in place for all students to be able to access any designated supports and accommodations identified in a student's 504 plan or IEP. Embedded accessibility features can be activated for individual students during the rostering process in TIDE. To address non-embedded accessibility features, consider a separate testing plan that involves coordinating with the student's family to have trained personnel administer the assessment with the appropriate accommodations in a safe, secure location (which could include the student's home, school, or district office). Learn more about accessibility strategies at the Tools for Teachers website.

Thinking about your Purpose

The ISAT includes different types of interim assessments designed to meet specific instructional and learning needs.

- Interim Comprehensive Assessments (ICA) use the same blueprint as the ISAT Summative Assessments. They assess the same range of standards, are administered with the same computer-adaptive (CAT) process, include the same types of items and performance tasks (PT), and report results on the same vertical scale.
- Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks address smaller sets of standards in relation to the Comprehensive Interim and therefore provide more targeted information for instructional purposes. IABs assess 3-8 targets and Focused IABs assess 1-3 targets. Teachers can combine multiple IAB assessments to provide more complete coverage of specific content and/or skills.
- New Shortened Interim Comprehensive Assessments (SICA) are available and include only the machine-scored items (no short answer or performance task) on an ICA. The PT is excluded from the SICA to shorten testing time while still assessing a range of standards.

Instructors can also use interim assessment items outside of administering an assessment to work with students as a group. Using web conference systems (e.g. Zoom or Google Classroom), teachers can use the Assessment Viewing Application (AVA) to display interim assessment questions to students for group discussion or to check for understanding in real time. However, teachers and students must not post the test items on a public page or email them.

Choose the interim assessment content and delivery strategy that will best meet the instructional needs. We also recommend viewing this video about the different interim assessments.

Testing the Technology

If administering an interim assessment is appropriate, the following steps will be necessary:

1. Navigate to the Idaho ISAT Portal and log in using approved credentials. Contact your district test coordinator if you do not have an account.
2. Select the test grade and subject to be administered.
3. Once you start the test session, the system will generate a session ID. Send this test session ID to students. This test session ID may be used for all students for the session, but when this test session is closed, a new test session ID will be required.
4. Have students sign in and select the appropriate test. You will approve or deny their entry into the session.
5. After all students complete the test, or your established window has expired, stop the test session and log out.

For students to access the interim assessment remotely they will need to access the Remote Interim Testing Site. Users will need to select "Idaho" as their organization/state and the "Idaho Assessment System" as their Assessment Program.

On the Remote Interim Testing site, students will need to enter their name, EDUID, and test session ID. If you want students to participate in a practice test, there is a box on the bottom left they can select.

Instructors and students should attempt to access the interim assessment from home well before administering the assessment to identify families who may need additional support based on internet connectivity challenges, a lack of internet-enabled devices, or software limitations.

Transferring Student Information

Remote assessment requires a **secure** way to share the student's EDUID information with them. For example, an LEA may have a secure parent portal or you can contact parents by phone. Administrators must share the log in information directly with the student, rather than posting this information in a class document or other publicly available resource.

For questions regarding the interim assessments contact:

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ELPA Screener (WIDA & K W-APT) for Provisional English Learners Remote Administration Supplement

Getting Started

Whether the screener will occur at school or at home, test administrators need to go through the standard steps to prepare for the assessment. This includes:

- Rostering and scheduling students
- Completing the necessary proctor training
- Preparing students to use the available accessibility features (as needed)
- Preparing all required materials for administration

These steps are outlined in the K – WAPT Test Administration Manual, the WIDA Screener Test Administrator Manual Online/Paper, and the WIDA Remote Screener Test Administrator Manual. The additional details below are a supplement to these full documents, designed to assist with remote administration. You may consider sharing the parent and administration guide at the end of this document with families if students are participating remotely.

Reviewing Student Accessibility Needs

The Idaho State Department of Education is committed to providing guidance to support districts to ensure the individual accessibility needs of a student are met for assessments administered both in the school building and remotely. Prior to remote testing, districts should ensure a plan is in place for all students to be able to access any administrative considerations and/or accommodations identified in a student's 504 plan or IEP. Embedded accessibility features can be activated for individual students during the rostering process in WIDA AMS. To address non-embedded accessibility features, consider a separate testing plan that involves coordinating with the student's family to have trained personnel administer the assessment with the appropriate accommodations in a safe, secure location (which could include the student's home, school, or district office). Reference the accessibility features in the Accessibility and Accommodations Supplement for more information.

Testing the Technology

If schools are closed for an extended period of time, Test Administrators will need to follow the SDE's English Language Support Services Identification Procedure - For Use During Extended School Closures.

Test administrators must be connected to the student via phone or computer throughout the test administration. Ideally, this connection will be through a cellphone, laptop, or tablet that supports video calls in a platform such as FaceTime, Zoom, or Skype. A visual connection between the Test Administrator and the student is likely to increase the student's engagement with the test and help ensure that both parties are looking at the same test materials at the appropriate time. When a video call is not possible, a supervising adult in the same location as the student might need to confirm the student is using materials correctly throughout the test.

Once the WIDA Remote Screener has been completed, a district ISEE user with English Learning Management System editor rights must input the results under the "Notes" action feature. Refer to pages of 7-8 of the English Language

[Support Services Identification Procedure – For Use During Extended School Closures](#) for complete details of what information should be included to track pre-identification.

For questions regarding the screener for provisional English Learners contact:

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