Appendix J: DLM Computer-Delivered Monitoring Checklist for Test Security and Ethics

Iowa Department of Education

DLM Computer-Delivered Monitoring Checklist for Test Security and Ethics

This form is to be completed by the monitoring team.

District: **School:**

Test Coordinator/ Contact: **Date of Observation:**

Content & Grade (being assessed/observed):

Number of Students in Testing Session:

Monitoring Team Member(s):

Monitoring Team Member: Report to the **building** 10-15 minutes before test administration begins.

Before the Assessment

Monitoring team: performs quality control (QC) check of required documentation at the building level.	Yes	No	NA (or unable to observe)
Verifies administrator/building test coordinator has *documentation* of training (test security, ethical practices for testing) provided. Information includes date(s) and method of training provided (whole staff, PLC, grade level, dept., etc.).			
Verifies administrator/building test coordinator has documentation indicating staff (e.g., test administrators, test coordinators, proctors) involved with testing have signed required test security confidentiality agreements.			
Verifies readers, translators, scribes, and paraeducators have signed test security confidentiality agreements (if needed).			
Verifies that the test administrator/proctor is a certified teacher/educator.			
Verifies reporting processes for test incidents, irregularities, and breaches.			
For paper tests: verifies that tests and ancillary materials are stored in a secure, locked area before and between each test session(s) and after testing disposed of/shipped as indicated in the test administration manual.			
For online tests: verifies that test ancillary materials are stored in a secure, locked area before and between each test session(s) and disposed of after testing as indicated in the test administration manual.			
Verifies that there is a record of the chain of custody for testing materials.			
In the testing session to be observed, will any students assessed be utilizing accommodations or designated accessibility features? If yes, list the accommodations/accessibility features assigned regardless of whether the student utilizes them during the testing session.			

Notes:

During the Assessment

Monitor team exhibits professional and unobtrusive behavior at all times while observing.	Yes	No	NA
Observes testing environment: bulletin board displays, fact tables, charts and diagrams, and other instructional materials have been removed or covered that may give assistance or advantage during testing.			
Observes testing: Are students able to use the online features of the testing platform (e.g., zoom, highlighters)?			
Observes for testing incidents: Is the test administrator/proctor monitoring students for testing improprieties, irregularities, and breaches (e.g., distracting noises or gestures; unauthorized electronic equipment; taking test materials out of the classroom)?			

Notes:

DLM Computer-Delivered Testlet
Subject: ☐ ELA – Reading ☐ ELA – Writing ☐ Mathematics ☐ Science
Preparation/Set up: ☐ Student's typical classroom ☐ Computer Lab ☐ Small room for individual testing ☐ Homebound ☐ Other:
Testing device: ☐ Computer with keyboard & mouse ☐ Computer with Touchscreen ☐ Tablet ☐ Computer with adaptive display (e.g. electronic whiteboard, projection) ☐ Other:
Testlet Information Page (TIP): ☐ Teacher referred to TIP before administration ☐ Teacher referred to TIP during administration ☐ Teacher did not have TIP

Test Administrator (TA) behaviors.	Yes	No
Read one or more screens aloud to student.		
Clarified directions or expectations for the student.		
Navigated one or more screens for the student.		
Repeated question(s) before the student responded.		
Asked the student to clarify or confirm one or more responses.		
Repeated question(s) after the student responded (gave a second trial at the same item).		
Allowed student to take a break during the testlet.		
Used verbal prompts to direct the student's attention or engagement (e.g., "Look at this.").		
Used pointing or gesturing to direct student attention or engagement.		
Physically guided the student to a response.		
Reduced the number of answer choices available to the student.		
Used materials or manipulatives during the administration process.		
Entered one or more responses for the student.		

Test Administrator (TA) behaviors.
If the test administrator marked one or more responses for the student, did the response recorded by the test administrator match the student's answer? ☐ Yes ☐ No ☐ Could not tell ☐ N/A
What condition(s) led to the teacher's response entry on the student's behalf? ☐ Student was expected to enter responses but refused to do so ☐ Student difficulty with mobility ☐ TA's routine (TA navigated entire testlet) ☐ Student did not indicate a response ☐ Other:
Describe any other condition(s) that led to the teacher's response entry on the student's behalf.

Student behaviors	Yes	No
Navigated screens independently		
Navigated screens after verbal prompt		
Navigated screens after test administrator pointed or gestured		
Selected answers independently		
Selected answers after verbal prompts		
Skipped one or more items		
Independently revisited a question after answering it		
Revisited one or more questions after verbal prompt(s)		
Used material outside of Kite Student Portal to indicate responses to testlet items		
Did the student ask the test administrator a question? If yes, please record the question.		

Student behaviors
Student response mode: ☐ Used computer/device to respond independently ☐ Used switch system to respond independently ☐ Verbally indicated response to TA who selected answers ☐ Gestured to indicate response to TA who selected answers ☐ Eye-gaze system indicated to TA who selected answers ☐ No observable response mode
Did the student complete the testlet (Yes/No)? If no, why was the testlet not completed?
Accessibility features used for part or all of the testlet. ☐ magnification (2x, 3x, 4x, 5x) ☐ inverted color choice (black background, white font) ☐ color contrast (white or black background and color font) ☐ color overlay (background different color) ☐ human read aloud ☐ synthetic read aloud (text to speech) ☐ language translation ☐ sign interpretation ☐ calculator ☐ Braille ☐ partner-assisted scanning
Did the student have difficulty with accessibility (Yes/No)? If yes, describe the problem and what the test administrator did.
Rate the student's overall engagement during the session. ☐ low ☐ medium ☐ high
Other observer comments:

The following pertains to teachers and/or proctors in the testing room:

Observes appropriate ethical practices for testing: A = appropriate, I = inappropriate O = other (please comment)	A	I	O
Followed procedures outlined in the examiner's manual.			
Did not construct answer keys and/or score the assessment.			

The following pertains to teachers, proctors, scribes, translators, interpreters, and paraeducators in the testing room:

Observes appropriate ethical practices for testing: A = appropriate, I = inappropriate O = other (please comment)	A	I	O
Did not direct or prompt students to use certain strategies at the beginning of the test session or during the test.			
Did not respond to questions during testing that would help the student to understand the question, aid the student in responding to an item, or advise/encourage the student to edit or change a response.			
Did not coach or cue students in any way during test administration.			
Did not give the meaning of words in the text or in questions.			
Did not require students to use scratch paper, to show their work, or to use the online tools (e.g., the highlighter tool).			
Did not tell students to redo or review any part of the test (especially after verifying the End Review Screen).			

Please provide additional comments on activities observed:

(SPECIAL POPULATIONS) During the assessment: designated accessibility features and accommodations Monitor team exhibits professional and unobtrusive behavior at all times while observing.	Yes	No	NA
Observes student use of embedded and/or non-embedded accessibility features (e.g., color overlay, magnification device, preferred language translation of directions, noise buffer, paper-and-pencil test, read aloud, student reads test aloud). List which designated features students used during the observation:			

Notes:

After the Assessment

Monitoring team: Verifies appropriate completion of testlet.	Yes	No	N/A
Verifies the Submit/End/Review Screen was checked.			
Verifies that computers are returned to the Pre-testing screen.			
Verifies that all testing materials are collected from students, including scratch paper, if used.			
Verifies that test materials are returned to the secured location.			

Upon completion of the visit, please sign and date the form to indicate completion.

Signature Building/District Test Coordinator:

After the Observation (Required for external monitoring and optional for district/school monitoring)

Debrief the administrator/building coordinator and provide them with a copy of the report. Report any irregularity or breach of security to the state test coordinator and district superintendent.

Test Administrator/Proctor Interview Questions: (approx. 15 minutes)

1. Describe the district's protocol for assigning and documenting student testing accessibility features in preparation for test administration.
   a. Who is involved?
   b. How is it decided?
   c. How is it documented?
   d. How does the district evaluate the effectiveness of the assigned accessibility features?
2. Online testing only: In what ways did students in your school district practice using the online testing environment and its various features?
3. If any students were unable to complete the test during the session, explain the plan for scheduling the extended time needed.
4. Are make-up sessions for students absent during the scheduled test session administered by the same test administrator (yes/no)? If not, then who administers the make-up tests?
5. Describe the protocol for testing students whose parents have dual enrolled/alternative school setting (e.g., homebound instruction, alternate school, community college, juvenile detention center).
6. What comments or questions do you have regarding test security and test accessibility?