## Appendix J: DLM Monitoring Checklist for Test Security and Ethics

**Iowa Department of Education**

**DLM 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.

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| **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 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 accessibility features?  If yes, list the accommodations/accessibility features assigned regardless of whether the student utilizes it during the testing session. |  |  |  |

**Notes:**

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| **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:**

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| **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 |

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| **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 student responded. |  |  |
| Asked the student to clarify or confirm one or more responses. |  |  |
| Repeated question(s) after 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. |  |  |

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| **Test Administrator (TA) behaviors.** |
| If 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. |

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| **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? |  |  |

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| **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: |

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| **DLM Teacher-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:  List any other testing devices used: |
| Testlet Information Page (TIP):  Teacher referred to TIP before administration  Teacher referred to TIP during administration  Teacher did not have TIP |
| Materials Use/ Set-up:  The test administrator had materials prepared before starting to assess with the student  The test administrator arranged student/materials for optimal test administration  Substituted materials  List any substitute materials the test administrator used: |

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| **Test Administrator (TA) behaviors.** | **Yes** | **No** |
| Encouraged engagement and interaction |  |  |
| Discussed vocabulary or defined words in the testlet for the student |  |  |
| Connected words or pictures to student experience/ prior knowledge |  |  |
| Read one or more screen aloud to the student |  |  |
| Clarified directions or expectations for the student |  |  |
| Repeated question(s) before student responded |  |  |
| Asked the student to clarify or confirm one or more responses |  |  |
| Repeated question(s) after 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 |  |  |
| Other: |  |  |
| For ELA Reading testlets only: modeled concepts about print (reading left-to-right, correspondence between spoken and written word) |  |  |
| For ELA Reading testlets only: pointed out rhymes, syllables and sounds in words |  |  |
| For ELA Writing testlets only: connected writing task to student background knowledge and experience |  |  |
| For ELA Writing testlets only: ensured that student had access to a writing tool |  |  |
| For ELA Writing testlets only: modeled concepts about print (reading left-to-right, correspondence between spoken and written word) |  |  |
| For ELA Writing testlets only: transcribed student’s verbal responses by writing words or sentences for the student |  |  |
| For ELA Writing testlets only: transcribed student’s selection of individual letters to spell words |  |  |

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| **Student behaviors** | **Yes** | **No** |
| Was distracted by something outside the testlet activity |  |  |
| Indicated confusion with what testlet activity required |  |  |
| Changed a response after his or her initial selection |  |  |
| Used materials outside of Kite Student Portal to respond to testlet items |  |  |
| Other: |  |  |
| Did the student ask the test administrator a question?  If yes, what was the question? |  |  |
| Did the student complete the testlet?  If no, why was the testlet not completed? |  |  |

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| **Student behaviors** |
| Student response mode:  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 |
| Accessibility features used for part or all of the testlet.  Language translation Sign interpretation calculator human read aloud synthetic read aloud (text to speech) |
| 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:***

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| --- | --- | --- | --- |
| **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). |  |  |  |
| Observes student(s) ending test sessions: Verifies Submit/End/Review Screen was checked. |  |  |  |

**Please provide additional comments on activities observed:**

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| **(SPECIAL POPULATIONS) During the Assessment: 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:**

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| **After the Assessment** | Yes | No | N/A |
| Verifies that computers are returned to 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 Monitor Team Member:**

**Signature Building Test Coordinator:**

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

Debrief Administrator/Building Coordinator and provide them with a copy of the report. Report any irregularity or breach of security to 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. How is it decided? Who is involved? How is it documented?
2. *Online Testing Only*: In what ways did students in your school district practice using the online testing environment using the various features?
3. In the testing session observed, were any students assessed needing accommodations or accessibility features? (yes/no) List the accommodations/accessibility features assigned regardless of whether the student utilized it during the testing session.
4. Describe how the student used the accessibility feature or accommodation during testing.
5. Describe how the student uses the accessibility feature or accommodation during instruction.
6. If any students were unable to complete the test during the session, explain the plan for scheduling the extended time needed.
7. 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?
8. Describe the protocol for testing students whose parents have waived services/dual enrolled/alternative school setting (e.g., alternate school, community college, juvenile detention center).
9. What comments or questions do you have regarding administering the DLM?