Guidelines for Remote Testing

As Miami-Dade County Public Schools is currently engaged in distance learning due to COVID-19, there is an increased need to carry out diagnostic, placement, and progress-monitoring assessments remotely. The purpose of this document is to promote "best practices" for remote proctoring that support authentic representation of students' skills and abilities. Additional guidelines may be provided specific to testing platforms used for administration (iReady, for example). While testing validity is important, we know that testing conditions under current circumstances cannot be controlled. Included in this document are considerations for teachers as they prepare for remote-administration and proctoring, as well as information to be provided to students and their families that will support the best results we can achieve.

Background

Communication between the District, school, teacher, and parent is the key to ensure remote testing is carried out appropriately, so data is valid and we do not find ourselves "data rich and information poor". Historical data from Spring 2020 is not available making diagnostic, placement, and progress-monitoring data in 2020-2021 that much more important.

Students and parents need to understand the purpose of the test being given, as well as its requirements. This is especially true with "computer-adaptive testing," like the iReady diagnostics and FAIR assessments. These tests present students with questions at, below, and above grade level to identify the student's actual level of ability. All students will be presented with questions they cannot answer; no student will get 100% of items correct on a computer-adapted test.

When parents know the purpose and function of the test, they are more likely to reassure their child than help them and invalidate results. This was a key issue in Spring of 2020, especially with younger students. When older students know the purpose and function of a test, they are less likely to feel anxious or seek assistance although they may still require reassurance. Remote proctoring is the most effective deterrent to cheating, but may be a new experience for the student. Holding a practice session to test the system and get students familiar with the process is a best practice. Following are guidelines for a successful experience before, during, and after the testing session.

Before Testing:

- Identify testing groups. Six (6) or fewer students at the elementary level is ideal. At the secondary level, where class sizes may be greater, attempt to limit testing groups to no more than 12 students. Those students not in the testing session should be assigned asynchronous work outside the session.
- Schools should make sure students have required computer equipment to support the testing platform and remote proctoring:
  - Computer or laptop
  - Microphone
  - Speaker
  - Camera

Note: Cell phones, unless needed for a hot spot, should be turned off and put away.

- Check to make sure that the proctor computer is fully charged or plugged in.
- Select Zoom or Microsoft Teams as the communication platform to remote proctor. Make sure you have upgraded to Integrated Zoom Pro Function to enhance security and are working through your dadeschools.zoom.us account.
- Ensure students can access approved accommodations.
- Practice administering the test while running communications platform.
- Inform parents of scheduled test, answer any questions, and make sure that they are aware of the administration requirements (purpose, administration time, a quiet place to test without distractions or noise-cancellation headphones, and the need for independent work). Note if it is not possible to provide optimal conditions. Parents may feel they cannot meet these requirements or child may be working with older siblings, other adults, or in a pod. Notify the test coordinator if this is the case and see if an alternative can be negotiated.
- Provide students and parents with the Instructions for Testing documents, and the Security Agreement forms. You may use the materials provided by the testing program or those that follow.

During

- Enable a waiting room for students to enter the session.
- Review security agreements or pledge sheets.
- Require cell phones and all other electronic equipment, other than the devices being used to test, be placed out of reach. AI Assistants (Google, Alexa) should be turned off.
- Remind students that computers should be plugged in and fully charged before starting the test to prevent disruption during the session.
- Ask students to have paper, pencils, calculators, or other materials needed to complete the test.
- Remind students that they should be working independently and without other resources during the test and that their workstation should be cleared of all materials not needed for testing.
- Have students enter communication platform (Zoom or Teams) prior to starting test session.
  - Students' cameras must be on. Microphones should be on unless it disrupts the testing environment.
  - Use "Gallery View" to allow you to view all students simultaneously.
  - *Do not record the test session.*
- Inform students of the starting and ending time of the testing session and scheduled breaks.
- Activate the test session for students when they are settled and ready to begin testing.
  - If testing platform allows, monitor students' progress through the test as they work.
  - Control testing session by starting or stopping the session, based on the testing platform's functionality, as needed.
- Actively monitor the video while students are testing. Use common sense to replicate processes used to monitor tests in the classroom. Remote observations may include:
  - Note repeatedly looking away from main screen for:
    - Possible use of text or electronic device as a resource
    - Looking toward another person who could be rendering assistance.
  - Remind students that no other people should be in the room.
  - Remind students that no cell phones or other resources should be used.
  - Remind students no verbal communication should occur during testing.
- Record time, date, session information, and student name and ID for any irregularities observed during the testing session in your testing schedule.
- Schedule breaks, as needed, but be aware that hall proctors are not there to ensure that phones or other sources of assistance are not accessed.
- If students seem anxious, reassure and encourage them to do their best.

After

- Close out the test session within the testing platform and the communications platform.
- Report any irregularities in test administration.
- Review students' results, when available.

Remote Testing Instructions for Students and their Families

***(Note. For i-Ready, teachers may use the materials
provided at [i-Ready Central: Assessing at Home Support](#).)***

While your school is closed and you are learning from home, you may need to take diagnostic, placement, and progress-monitoring tests online. Your teacher will tell you the purpose of the test you will take, and how you will take it on the computer. Tests being taken on-line are only those being used to place you in the right courses, and to see how you are learning and growing during distance learning. Statewide assessments, like the FSA and EOCs will ___not___ be administered online.

It is important that your results represent what you know and can do in the subject, so it is important that your work is your own, even if you are taking the test from your home. During online testing your teacher will "proctor" the test, just as if you were taking it in a school building. The teacher is there to administer the test, answer any questions you may have and troubleshoot problems with your computer if possible.

Some tests, like i-Ready and the Florida Assessments for Instruction in Learning (FAIR) are given to find out what you know about a subject before you start taking a class, or to track your progress. These tests will usually start out with some easy questions, and then give you harder or easier questions based on your responses. By the end of the test, the questions usually get much harder, until you may not know the answers. It's OK not to know all the answers to these kinds of tests because no one is expected to get all the answers right. Just do your best.

Following are some guidelines for remote testing.

- Prepare a quiet place to take the test, without distraction and space to work.
- Have any supplies that you will need to take the test (paper, pencil, calculator if allowed)
- Make sure that you have the required computer equipment and contact the school if you do not:
  - Computer or laptop
  - Microphone
  - Speaker
  - Camera
- Participate in a practice session.
- Complete a security agreement.
- To make the testing session as much like it would be in school:
  - Your teacher will proctor the test on Zoom or Teams.
  - Sign into the session (Zoom or Teams) at least 5 minutes before the test is scheduled to start.
  - Be prepared to use the computer's camera to show your teacher where you will take the test and that there are no distractions, cell phones or resources that are not allowed.
- Follow your teachers' directions for signing into the platform and taking the test.
- Relax, do your best, and "show what you know!"

Student Assessment Pledge Sheet
For Remote Testing

I, _____, understand the expectations for this assessment and I pledge to adhere to the following statements. I understand that failure to follow these guidelines may invalidate my test and its data.

_____ I will work independently to complete this assessment.

_____ I understand that test items are secure and that the contents cannot be shared with anyone.

_____ I will not copy, reproduce, paraphrase, keep, distribute, post, text, email, video, photograph or discuss any of the items or test materials with anyone.

_____ I will not provide or allow anyone else to use my username or password to login to my assessment.

_____ I will not allow others to influence my responses in any manner, by indicating answers, pointing out rationale, or helping me in any way.

_____ I understand cell phones, smart watches, ai devices, tablets, translators, software, applications, or any other non-test related devices may not be used during the test session.

_____ I understand that no outside resources may be used to complete this test, unless provided by the test administrator.

_____ I pledge to do my best work and follow all directions specified by my teacher before, during and after the assessment.

Name of test:_____ Date: _____

School: _____ Grade _____

To do my best on ◼ i-Ready®

I, _____, WILL...

- ☐ Take my time and **not rush**.

- ☐ Read each question and answer choice **carefully**.

- ☐ If I get a question I have not learned yet, **I will do my best**.

- ☐ For Math—I will use a **pencil** and **paper** to work out a problem.

- ☐ For Reading—I will read each passage carefully and go back and **reread** the passage when necessary.

- ☐ I will **double-check** my answer before moving on.

- ☐ I will answer all of the questions **on my own**.

To do my best on i-Ready®

I, _____, WILL...

_____

_____

_____

_____

_____

_____

Write a brief description of how you will do your best.

Para hacerlo lo mejor que pueda en ◆i-Ready®

Yo, _____ ...

- ☐ Me tomaré mi tiempo y **no tendré prisa**.

- ☐ Leeré con atención cada pregunta y sus posibles **respuestas**.

- ☐ Si veo una pregunta para la que aún no conozco la respuesta, **lo haré lo mejor que pueda**.

- ☐ Para las matemáticas: usaré **lápiz** y **papel** para resolver los problemas.

- ☐ Para la lectura: leeré cada texto con atención y **volveré a leerlo** si lo necesito.

- ☐ **Comprobaré de nuevo** la respuesta antes de continuar.

- ☐ Contestare' las respuestas **independientemente sin ayuda**

Para hacerlo lo mejor que pueda en ⬦i-Ready®

Yo, _____ ...

_____

_____

_____

_____

_____

_____

Realiza una breve descripción de cómo vas a hacerlo
lo mejor posible.