



Provisional Administration Guide for Edmentum's Adaptive Diagnostic Assessments

Math, Reading, and Language Arts

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Provisional Assessment Administration Guide

Edmentum Exact Path is a new product. The operational scales are currently being field-tested for purposes of diagnostic assessment on approximately 6,000 students across the country under a wide variety of conditions. Some of the outcomes of this field test might result in modifications, additions, or subtractions from these administration rules.

Test Administration Guide

Create a Suitable Test Environment

- The most important condition for the operational administration of these diagnostic tests is that the students be *motivated* to perform. Tell the learners that the goal is for them to do their best. Tell the learners that they will most likely find some questions on the test are too difficult to answer. Assure them that they will most likely get many questions wrong because this is a different kind of test. Assure them that it is acceptable to guess when they don't know the answer.
- All test takers view an animated video of a character who gives instructions and sets expectations.
- Take care to ensure the environment has these qualities:
 - supervision (The presence of a test proctor is highly recommended to regulate against cheating, emotional upset, and disruptions.)
 - quiet
 - sufficient space to avoid the occasion of cheating
 - relatively free from distractions
- If possible, remove visual cues in the room, such as posters and white boards with subject-relevant information (e.g., a list of adverbs, a multiplication table).

Restrictions

- Students should **not** use calculators, rulers, or other instruments on the math tests for grades below 6. Any required instrument should be provided online by the assessment player. Students may use scratch paper and pen or pencil.
- Assessment proctors should traverse the room watching for multiple open web browsers, which could indicate cheating or incite going off task.
- The teacher or proctor is not allowed to discuss the questions or to give hints.

Normal Accommodations

- Any student can be assigned a private testing area outside the group administration area.
- Student groups can be separated for any reason.
- Physical space may be modified to make testing quieter and less disruptive or distracting.
- Test norms were established by administrations without a time limit, so interpretation of scores will not be invalidated if learners are given extended time to finish the assessment.
- Students should be allowed to pause and save the test and to complete it in the course of several days.
- Students should be allowed breaks.
Students should be able to adjust their viewing to see the questions clearly through magnification and change of display settings, fonts, or text size.
- The teacher or proctor may clarify directions by, for example, showing students where on the screen to click to submit the answer or how to turn on audio to hear the item read aloud.
- The teacher or proctor may read or reread the question to the student.
- The teacher may read the test directions or repeat guidance from this manual, such as that it is acceptable to guess if a question seems too difficult.
- Special care should be given to special education students, English language learners, and students who might be expected to perform below grade level. Teachers might check in with such students after 30 minutes to see if they might wish to pause the test until another time. This can be done using the Save and Exit feature. Such a pause does not affect the validity of the test score.
- The reading test involves multiple reading passages. Struggling readers might find it a frustrating experience. Teachers are encouraged to reassure these learners, and let them know that if they do not understand a question, they can always guess to speed things along. Again, reassure students that this is not a test where they pass or fail based on the number of items they get wrong.
- The teacher may facilitate the student by allowing the student to give responses in these ways:
 - Assign a scribe to record responses.
 - Allow the student to verbalize responses to a scribe.
 - Allow the student to point to responses for a scribe.

English language learners

- English language learners (ELLs) will find the test a little harder than others do. It is important to reassure these students that the purpose of the test is not to get the most answers right but to answer as best they can.
- Teachers can make appropriate accommodations for ELL, such as providing a dictionary, helping to pronounce words, and so on. But teachers should not give substantive help interpreting text. This holds especially for the reading test, where it is important that if the student does not understand idioms, the test should be able to identify this as a skill that needs further work.

Young Learners

- Young learners present special challenges. Some perform far above their grade, which can make the test longer for them. Others perform far below their grade, which can also make the test longer. This is because higher and lower scores require that the test algorithm search harder to find items at the extreme ability levels.
- Be watchful for students who become disengaged or frustrated, and be willing to give them the option to take a break using the Save and Exit option.

Set Expectations

- Explain to the students that this is a different kind of test, one that is not based on number of questions they get right.
- Students should be told that this test might feel like a difficult one.
- They should guess if they cannot answer a question.
- If a question seems far too difficult, they should simply guess and move on.
- Tell students not to worry if they feel like they are getting lot of items wrong; this test is not scored by the number right. Students will get about half the items wrong if the test is doing its job!

Irregularities

- If a test session seems to have more items than other students have had, this might or might not indicate an invalid case.
- An excessively long test usually indicates one of these situations:
 - The student is guessing on all the items, which actually makes the test longer.
 - The student is an extremely advanced learner, and the test is trying to find more and more difficult items to present.
 - The student is far below grade, and the test is trying to find more items to see how low the student is performing.
- If desired, confer with testing administrators to determine if retesting is appropriate. Assessments may be reset by the program administrator.

Guidance on Struggling Students

- If a student is struggling, or emotionally upset, it is recommended to pause the test.
- The reading test is known to administer a large number of reading passages. This is because there is a wide range of reading ability across grades. On-grade and above-grade learners tend to do OK. Struggling readers will find it difficult. Encourage the students to answer the questions they can, and encourage them to guess if a passage seems too long for them.
- If a student is not engaging with the test but is simply guessing, it is best to come back another day and reset with new administration.

Pause Rules and Expirations

- There are no limitations on the Save and Exit option. Using this option does not invalidate the test.
- If the test is exited and the student does not return during the testing window, the test is invalid.
- Teachers may always decide to reset the test and re-administer it another day if it appears a student needs an opportunity to retest.

After Test Administration

- Thank the students for working through the test.
- Do not encourage speculation about whether they passed. This is not a test to pass, it is a test to find out what each student is ready to learn next.
- If there are difficulties or situational factors that would influence the interpretation of the score, please note the student's name, the date and time of the test, and let us know so we can make our system a better user experience. In addition, please note the following:
 - what level past experience indicates the student should be at (on, below, or above grade)
 - observations about the student's experience
 - any contributing factors noticed