

Test Observer	
District:	School:
Teacher:	Grade Level:

Testing Environment

Time of Day the observation occurred:
 Location of testing (i.e. classroom, library, computer room):
 Number of Interruptions:

TA: Test Administrator

 DTA: Direction for Test Administration

Testing Administration

Type of Administration : (circle) Paper based - computer based - hybrid
 Computer based: (circle) Desktop - Laptop - i-Pad - white board
 Hybrid: (circle) reading - math - writing - answer options

Assessment Features Used: (circle)

Answer Masking Line Reader, Alternate Color Theme, Audio Player, Read Aloud by TA, Alternative Text Read Aloud by TA, Increase Volume, Magnification Tool, Increase/Decrease Size of Text and Graphics, Manipulatives for Mathematics, Tactile Graphics, Tactile Symbols or Object Replacement

Accommodations Specific to the IEP Used: (circle)
 Scribe - Sign Language - Paper based - Assistive Technology: (indicate type)

TA used DTAs: Yes or No
 DTAs were: printed or read off a computer
 DTA Fidelity of Implementation: High, Medium, Low

TAs exhibited secure storage of test materials? Yes or No
 TAs utilized sample items prior to testing? Yes or No

***Did the student appear frustrated or distracted by testing?** Yes or No
 What situations seemed to trigger frustration?
 What strategies did the TA Use to resolve frustration?

***Did the student utilize breaks during testing? Yes or No**
 If so, how many?
 What behaviors seemed to result in breaks (TA or student behaviors)?

Did the TA use physical prompting such as pointing, gesturing or hand over hand that may have given the student the answer? Yes or No

***Did you observe the student choosing the same answer option repeatedly?** Yes or No
 If yes, was this a computer based or paper based test? Circle
 Did you observe in TA or student behaviors that could influence the choice of the same answer option?

Questions for Test Administrator:

1. What type of previous Alternate Assessment has the TA administered? (circle)
Portfolio, Online/Computer, Paper/Pencil, Performance Tasks, or Multiple Choice.
What type of assessments do you use with this student in classroom instruction? (circle)
Informal questions and observations, portfolio, online/computer, performance tasks, multiple choice
2. What caused barriers for the students during test administration? What particular student characteristics were associated with these barriers? (E.g., did this barrier apply exclusively to students with motor difficulties or was it a more generalized barrier?) What do you use in instruction to address similar barriers?
3. ***How did the difficulty of items affect students' ability to access and respond to the items? Did they respond differently to easy versus hard items? How?**
4. Describe the response of your students to the tests in terms of the behaviors they displayed (e.g., normal engagement, excitement, exhaustion, frustration, etc.

Did this change as the assessment progressed? Yes or No

***What behaviors did you see that were barriers** for them to show what they actually can do and know? (AS OPPOSED TO NOT KNOWING THE CONTENT)

What testing situations caused those specific behaviors?

5. ***FOLLOWUP PROBES ON ITEMS OF HIGH INTEREST, e.g., stringers**
 - a. Did the student more often choose one response among the choices than others? (i.e., tended to choose "a" repeatedly regardless of question). If so, which response?
 - b. Why do you think that occurred?
 - c. Did any other student you tested choose one response among the choices than others? If so, which response?
 - d. Why do you think that occurred?
6. How many testing sessions did the majority of your students need to complete testing?
 - a.

Additional Notes: