

Proctoring Performance Series Tests Best Practices

Understanding Performance Series Tests

Performance Series tests do not use time limits. As a result, the length of time to administer the test varies based upon the performance of each individual student. On average, each Performance Series assessment takes approximately one hour to complete. Remember that the test can be taken over a period of two weeks, so a student can easily finish a test within the constraints of one to two class periods.

Inform students that the test is designed for them to get some questions correct and some incorrect. Students should be encouraged to try their best and to remember that this test is to help their teacher better help them in the classroom.

Because this test is adaptive, some students will have a very different testing experience than they've ever had:

■ Low end of the distribution curve

Historically, lower-performing students generally feel successful after assessing with Performance Series. This is a new type of testing experience for this group, since they are accustomed to having difficulty on every question. We have seen students become excited when viewing questions they can answer confidently, in contrast to their customary experiences with grade level tests.

■ High end of the distribution curve

At the other end of the curve, we understand that higher performing students are accustomed to completing assessments before others in the class and successfully answering most, if not every, question correctly. This will not be their experience with Performance Series. They will be challenged with questions of increasing difficulty—it is imperative that they understand they are not expected to answer every question correctly.

Even with an explanation, occasionally some higher-performing students attempt to “beat” the assessment, trying to answer questions on topics they have not yet encountered instructionally. As a result, students whose instructional level is significantly higher than their current grade level may experience longer testing times because these more challenging questions may take longer to answer.

■ Middle of the distribution curve

The students performing in the middle of the curve will have an assessment experience that is most like a traditional assessment. They will get some questions right and some questions wrong and may have the shortest testing time of the group.

continued on back...



What is help and what is coaching?

Since Performance Series uses the students' own responses to determine the difficulty of subsequent questions, coaching will quickly get the student into a level he or she cannot complete successfully. Allow the testing software to target the specific instructional level of each student so that the questions adapt to the particular needs of the test taker.

Using computer-adaptive testing will require students to possess some knowledge of computer use. Students should be able to do these things already:

- Use a mouse to point and left click
- Scroll up and down a web page
- Enter necessary student information (if required).

If you are not sure that your students have these skills, please assess their skills or teach them prior to beginning the test. Older students may assist in their own testing process by entering their identification and name for testing. You should enter this information for younger students.

The following types of interactions will not help the student and should be avoided during the test:

- Reminding them of the time
- Asking individual students about the test
- Helping students with words or problems that are too difficult for them
- Talking with other adults who may enter the room
- Suggesting test-taking techniques
- Reading any part of reading passages to the student
- Helping students narrow their answer choices
- Providing any help with reading passages or question content or meaning (outside IEP requirements)
- Allowing students who have finished the test to stay in the room, wander around, and/or talk with others that have finished
- Hovering over the students as they are tested

Students may need help with tasks that do not directly affect the content of the test. Be aware of these situations and be prepared to deal with them:

- Stopping and starting a test for a bathroom break.
- Stopping a test if the proctor notices fatigue, or if the student's educational plan calls for shortened test sessions.
- Help with logging in, scrolling, pointing, and clicking

Addressing Accommodations

Accommodations for individual needs can greatly enhance Performance Series' accuracy in defining a student's instructional level. Any accommodations should be approved by the district testing coordinator and recorded with the results of the student's assessment. A number of accommodations inherent to Performance Series benefit all students as they test:

■ Spanish Language Instructions

Students who speak Spanish can view test instructions (login and navigation) in Spanish to help guide them through the test. Students can select to view instructions in Spanish from any login screen that appears before they start the actual test.

■ Oral Readers

Students who need to read orally for auditory as well as visual input can do so without affecting test results. However, oral readers may need to be placed at stations away from other students, have the test administered individually rather than in a group setting, or be provided a "talk back" system (specially designed headsets). As with any computer equipment, please test the device to see whether it will work with the testing computer and browser before beginning the actual assessment

■ **Magnification**

Students who have difficulty reading can increase the page sizes without affecting the delivery or accuracy of Performance Series. However, this accommodation may require stations placed farther from their peers, since the text will be visible at a distance. You can increase the page size through Internet Explorer 7 or Safari:

- **IE 7:** Press **Control** and **+** to increase; press **Control** and **-** to decrease.
- **Safari:** Enable Zoom, then press **OpenApple**, **Option**, and **+** to increase; press **OpenApple**, **Option**, and **-** to decrease.

■ **Assistive Devices**

Assistive devices that replace the mouse for input may be used if compatible with the hardware and browser software. Again, you should test such devices thoroughly before beginning the assessment. If the assistive device is not compatible or if additional assistance is needed, someone else may record a student's answers.

■ **Work at an Individual Rate**

Students can work at their own rate. If shorter test sessions are necessary, the proctor may stop and restart the test at times predetermined by the teacher. This decision should, of course, be made prior to beginning the test—especially if the proctor is someone other than the students' teacher.

■ **Point and Click and Fine Motor Skills**

Students need only to point to any part of an answer and click for their response to be recorded. This eliminates the need for students who experience difficulty with fine motor skills to darken a circle completely, or even to point to a circle to show their response

■ **Keyboard**

If a student has difficulty using the mouse, they can use the keyboard to answer questions and scroll up or down.

For more information, see the *Performance Series User's Guide*, Data Entry/Proctor's Version, available on the Documents tab within Performance Series.

Before the Test

- Schedule the Computer Lab for the testing dates and times
 - Allow at least 1 hour of testing time for each subject area (students may be in the lab longer than this)
 - Allow at least 10 minutes between test sessions to allow for change of classes.

TIP: We recommend avoiding scheduling tests back-to-back.

- Secure required Student IDs for each Test Session.
- Verify with the Site Location Controller that all Student Names and IDs, including any new students, have been entered into Performance Series.
- Enter any new students that are not currently set up in Performance Series (see the *Performance Series User's Guide* for details)
- Prepare the computers for testing
 - Turn screen savers off & clear the cache on each computer
 - Clean the mouse and display/monitor on each computer
- Prevent unnecessary security interruptions:
 - a. Open the Internet browser on each testing machine.
 - b. Go to **Tools** and select **Internet Options**.
 - c. Go to the Security tab and click **Custom Level**.
 - d. Scroll down to Miscellaneous and locate **Display Mixed Content**.
 - e. Under Display Mixed Content select **Enable**.
 - f. Click **OK** to save.

- Turn off all popup blockers and content filters on each machine, or set them to always allow www.edperformance.com through.
- Ask teachers for assistance in preparing students for the online tests
- Verify that students know their IDs (and passwords, if assigned) and can use a mouse, including scrolling.
- Ask teachers to have students bring books to read if the test is completed early.
- (Optional) Make sure the appropriate “Taking a Performance Series Test” handout is available at each testing computer.
- (If necessary) Set up any necessary accommodations for students being tested (such as starting grade level for each subject area, having someone available to read the screen, any Microsoft Accessibility features, etc.). See the *Performance Series User’s Guide Administrator’s, Teacher’s, or Data Entry/Proctor’s Version* for details.
- Consider verifying that each computer to be used for testing has logged on to Performance Series at least once. If it has, that computer has stored the Site ID, and will not prompt the student to enter it. If it hasn’t, you may want to enter the Site ID for students, especially for students in grades 2 through 5.

On Testing Day

When you administer or proctor a test, perform the following actions:

Your Actions	Student Actions
Instruct students to open an Internet browser OR Come in before the test and open a browser on all testing computers.	Open the browser OR Come in and sit in front of a testing computer.
Instruct students to point the browser to http://www.edperformance.com OR Come in before the test and point the browser to this site on all testing computers.	Navigate to the provided site. OR Come in and sit in front of a testing computer. Change test instructions to Spanish, if preferred.
Read the test instructions out loud to the students (see the appropriate grade level script for details).	Listen while the proctor reads test instructions out loud.
Instruct students to select the appropriate subject area.	Click the appropriate subject area. Change test instructions to Spanish, if preferred.
Provide students with the Site ID (if necessary) and each student’s Student ID. If your site uses student and/or site passwords, instruct the students to enter them.	<ol style="list-style-type: none"> 1. Type the Site ID and Student ID in the appropriate areas. (If required) Type the student password and/or the site password in the appropriate areas. 2. Change test instructions to Spanish, if preferred. 3. Click Next.
Observe and monitor student behavior during testing. Document irregular student behaviors to aid in interpreting or spoiling scores. Keep track of any student who does not finish the test or is absent.	Take the test.