

Online Test Administration Manual for District-Wide Assessments



Look Inside:

- Steps for the day before the test
 - Tips for the day of the test
- Test administration directions
 - What to do after the test



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Online Test Administration Manual for District-Wide Assessments

A Guide for Proctoring Galileo Assessments

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Online Test Administration Manual for District-Wide Assessments

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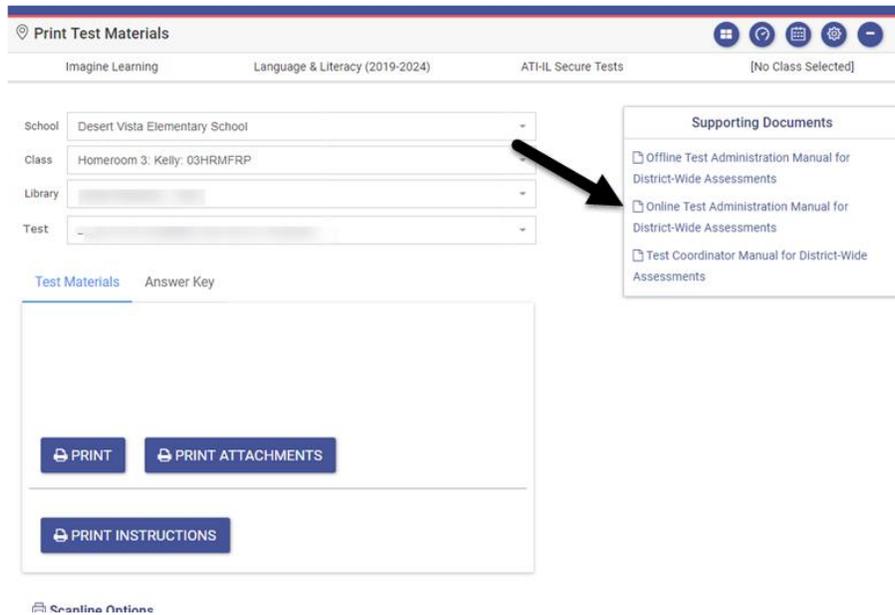
1. Purpose of this Manual

The purpose of this manual is to provide you, the test administrator, with Assessment Technology, Incorporated (ATI) guidelines for administering a district-wide assessment online. Please note that guidelines and procedures for test administration vary depending on the type of assessment you are administering (e.g., benchmark, formative, adaptive, Dyslexia screener tool). The guidelines presented in this manual are designed to be appropriate for a wide variety of types of district-wide assessments (e.g., benchmarks, pretests, posttests). Your district/ school may also provide you with additional documents or training regarding specific guidelines and procedures for test administration in your district/school. After reading this manual and any other documentation provided to you, please contact your district/school testing coordinator if you have any further questions related to test administration.

This manual discusses recommended activities for test administrators at four different time points: 1) the day before the test, 2) on the day of the test, 3) during test administration, and 4) after test administration. This manual also provides supporting documents related to online test administration that may be useful to test administrators.

Please note, this manual contains hyperlinks to support documents. If you wish to print this document out, you may do so from the *Print Test Materials* page (Image 1).

Image 1: Print Test Materials



2. The Day Before the Test

On the day before the test, you should begin preparations for test administration. This preparation will help ensure that testing will run smoothly on test day. As part of this preparation, you should review relevant documentation including all guidelines and procedures related to test administration provided by ATI and your district/school. You should also verify that the assessment has been properly scheduled. Prepare the test environment and gather and organize all materials needed for test administration.

1. Reviewing Guidelines and Procedures Related to Test Administration

On the day before the test, you should thoroughly review this manual and any other documents relevant to test administration that have been provided to you by your district/school testing coordinator. You should also review your district/school test security protocol for the type of assessment you are scheduled to administer (e.g., district-wide assessment). Your district/school test security protocol will outline district/school policies and procedures for all practices that impact test security. Since these policies and procedures may vary for different types of assessments (e.g., benchmarks, instructional effectiveness pretests/posttests, adaptive, Dyslexia screener, formatives), you should review the district school test security protocol for the specific type of assessment you are scheduled to administer. Familiarizing yourself with the protocol will protect both you and your students from inadvertently breaking district/school protocol.

2. Scheduling the Assessment

All Galileo assessments must be scheduled before they can be administered online. Typically, for a district-wide assessment, the district/school testing coordinator will schedule the assessment for all students no later than the day before the test. In order to obtain the best predictions for the statewide test, ATI recommends assessing the complete distribution of students expected to take the statewide test. You may check whether an assessment has been scheduled for your class by going to the Galileo *Teacher Dashboard* page. The *Teacher Dashboard* shows all the assessments that have been scheduled for a class along with the dates and times for which they have been scheduled (Image 2). If you discover that the assessment has not been scheduled for the day and time when you will administer the test, contact your district/school testing coordinator.

Image 2: Teacher Dashboard Calendar View

The screenshot displays the Teacher Dashboard in Calendar View. The top navigation bar includes 'Setup', 'Assessment', 'Curriculum', and 'Reports' menus. The left sidebar shows the 'TEACHER DASHBOARD' and 'Desert Dwellers Unified School District' information, including 'Desert Dwellers District' and 'Desert Elementary School'. The main calendar area shows a grid for April 2019. A black arrow points to the '2018-2019 ATI Math 0' event on Tuesday, April 2nd. The calendar also shows events for Monday, Wednesday, Thursday, and Friday. The interface includes a 'Views' section with 'Calendar' and 'Reports' options, and a 'Click to filter events.' section with filters for Lesson Plan, Test, Assignment, Unit, and General Event. The calendar view is set to 'MONTH' and shows the days of the week from Sun to Sat.

If your district/school has indicated that you are responsible for scheduling the assessment for your class, please refer to [A Guide for Galileo® K-12 Online: Schedule an Assessment](#). Please note that ATI recommends that you **not** randomize the:

- College Prep Writing and Language (CPS-WL) and College Prep English (CPA-E) assessments. This is because the stimuli (item families) in these assessments have item numbers embedded in them, so the items on the test must be presented exactly in order.
- assessments administered to kindergarten and first grade students. Having kindergarten and first grade students' move through the items together helps the teacher manage the assessment.

3. Preparing the Test Environment

You may need to make modifications to the testing room to provide students with an appropriate testing environment. Making these modifications the day before the test saves time on test day and helps to ensure that students are provided with the entire time allotted to take the test. You should remove bulletin boards or other decorations which may provide answers to material covered on the assessment. If administering the TE EL (Technology Enhanced Early Literacy) assessments, TE EM (Technology Enhanced Early Math) assessments to kindergarten or first-grade students, or an assessment with *text-to-speech* tool enabled ensure that the platforms are equipped with audio capabilities and headphones/earbuds. If needed, move student desks to provide each student an individual space to work and to discourage group work. Moving student desks is especially important if students are in the habit of providing peer tutoring for each other on a regular basis. It is also a good idea to assign students to specific seats during test administration. This provides you with the opportunity to separate students who tend to distract each other. To assist students in maintaining their focus during the assessment, you should mute technology and remove any distracting objects. Since being uncomfortable can detract from students' ability to focus, you should also check the temperature and ventilation in the testing room.

4. Gathering Testing Materials

On the day before the test, you should gather all the materials that you will need to administer the assessment. You should print a copy of this manual to have with you on test day. You should also gather all other relevant materials from the following list.

- **Teacher Login and Password (Required)**

Obtain your Imagine Learning/Galileo login and password if you do not already have it. You will need to access Galileo to perform certain functions during test administration. If you do not have a login, please contact your district's/ school's testing coordinator.

- **Student Logins and Passwords (Required)**

Each student will need to login to Galileo K-12 in order to take an assessment online. Your students may be accessing the Galileo K-12 Student Parent Center via:

1. The Imagine Learning student portal
2. Your district's single sign-on portal
3. The Galileo K-12 Student-Parent Center login page.

You can access a class list of student logins and passwords by going to the *Roster* widget on the Galileo *Teacher Dashboard* page, clicking on "Student Accounts" icon and then clicking on the "View student user accounts" link. Print a copy of this list and have it with you on test day so that you can help students who may have forgotten their logins and/or passwords. If you need to print student passwords directly from Galileo yourself, please refer to [A Guide for Galileo® K-12 Online: Checking your Class Roster and Student Password](#).

If you are administering the test using Galileo's *Give Test* tool, the student login and password information are not necessary. This is because you, as the test administrator, will log into Galileo and access the test for the student. Directions for using the *Give Test* tool are found in [A Guide for Galileo® K-12 Online: Test Administration using Give Test Option](#).

- **Test Password (Optional)**

Galileo assessments may be scheduled with or without a test password. If your district/school testing coordinator has scheduled the assessment with a test password, they should provide you the test password no later than the day before the test. If you scheduled the assessment yourself with a test password, make sure you note the password for future reference. If the test has a password, make sure you have it on test day so that you can tell it to the students.

- **Test Instructions**

For each assessment, ATI provides instructions for teachers and for students. These instructions provide guidelines for delivering the assessment and guidelines for students completing the assessment. ATI provides several different types of instructions, tailored for specific types of assessments. It is important that you are provided with the correct teacher and student instructions for the type of assessment that will be administered.

Teacher and student instructions are provided from the *Print Test Materials* page in Galileo. If you are not able to print the test instructions you will need to ask your test coordinator to give you access. When selecting a test, the appropriate instructions for the selected test are presented. For example, when selecting a TE EL (Technology-Enhanced Early Literacy) assessment, the instructions for that particular

assessment may be printed. Teacher instructions include a script that outlines the goals of the assessment, steps for accessing the test, and a copy of the test instructions students see when they are on the Take Test page. Refer to [A Guide for Galileo® K-12 Online: Print Test Materials](#) for directions for accessing and printing test instructions.

Students access the test instructions by clicking the *i* icon in the student testing interface. Please note, that there are separate instructions for: TE EL Assessments, TE EM assessments, Teacher-Read Assessments, 2nd Grade – High School tests, adaptive tests, Dyslexia screener assessments, and text-to-speech assessments.

- **Test Booklets (Required only for Teacher- Assessments)**

Test administrators often like to have a paper copy of the online test content on hand when administering the assessment. A test booklet may be printed from the Print Test Materials page. If the assessment contains technology-enhanced items the test content will print from the browser; if the assessment contains traditional item types the assessment will print as a PDF. Refer to [A Guide for Galileo® K-12 Online: Print Test Materials](#) for directions for accessing and printing Test Booklets. If you are not able to print the test instructions you will need to ask your test coordinator to give you access.

Typically, the first grade assessment is a Technology-enhanced assessment (i.e., TE EL and TE EM), which is a computer facilitated assessment. If you are administering a non TE EL or TE EM the assessments may contain both teacher-read test items. When assessments with teacher-read items are administered online, students will record their answers using the Galileo-supported computer or mobile device. A special test administration booklet is required for teacher-read assessments. This booklet provides directions regarding which parts of the items the teacher should read aloud and which parts of the items students should read on their own. Having this test administration booklet readily accessible on the day of the test is imperative. If you are scheduled to administer a teacher-read assessment, the district/school testing coordinator should provide you with the test administration booklet no later than the day before the test. Make sure you have a copy of the booklet with you on test day. If you need to print the test administration booklet directly from Galileo yourself, directions are found in [A Guide for Galileo® K-12 Online: Print Test Materials](#).

- **Attachments and Resources**

A variety of resources may be provided to teachers and students during test administration. You should only provide resources that have been approved by your district/school for the assessment you are scheduled to administer. For example, the RAN Dyslexia screen tool includes attachments required for student responses. Your test coordinator should provide you with the needed attachments and resources the day before test administration. If you have not been provided needed attachments or resources, they may be printed from the *Print Test Materials* page. Refer to [A Guide for Galileo® K-12 Online: Print Test Materials](#) for directions for accessing and printing attachments. If you are not able to print the test instructions you will need to ask your test coordinator to give you access.

For Benchmark Assessments ATI recommends that students be provided with the same resources they would be provided for the statewide test. Your district/school testing coordinator should provide you with a list of approved resources no later than the day before the test. Examples of typical district-approved resources include state-approved formula sheets and periodic tables. Your district/school may also have

approved the use of scratch paper and certain types of writing instruments. Identify the approved resources that will be provided to students and make sure that you have a sufficient number of each approved student resource. Then, have all approved resources in the testing environment on test day.

- **Galileo Quick Reference Guides and Videos (Recommendations)**

Quick reference guides and videos are available to assist users in performing a wide variety of tasks within the Galileo K-12 Online Instructional Improvement and Effectiveness System (IIES). Quick reference guides are brief documents outlining step-by-step instructions for performing a given task within Galileo along with helpful screen shots and illustrations. These guides will be especially helpful if you or your students are new Galileo users. ATI recommends that you print and have with you in the testing environment any guides that might be useful to you or your students during test administration. Several quick reference guides are hyperlinked in the manual. They may also be found and printed from the Galileo Online help files. Two of these guides can be especially helpful on test day:

1. [*A Student's Guide for Testing in the K-12 Student-Parent Center*](#) provides students with instruction on how to access student information, how to take an online assessment, how to navigate an assessment, and how to exit the *K-12 Student-Parent Center* after completing the test. ATI recommends that you have a small number of these guides printed and available in the computer lab for you and your students to reference during the assessment.
2. [*A Guide for Galileo® K-12 Online: Test Monitoring*](#) describes how to access the *Galileo Test Monitoring Report* and use this report to monitor student progress on a test in real-time. This guide also describes how to submit, lock and unlock a student test to provide or restrict online access to the test. If you are unfamiliar with these Galileo functions, ATI recommends that you bring a copy of this guide to use as a reference when you need to use these tools during test administration.

3. On the Day of the Test

This section describes the procedures you should follow on the day of the test. ATI recommends that you perform the procedures in the order in which they are presented..

1. Preparing Test Administrator and Student Computers

When you arrive at the testing room, you should access Galileo on a computer or mobile device using your login and password. Then, access the *Test Monitoring* page for the appropriate test from the *Teacher Dashboard*. Directions for accessing this report are found in [A Guide for Galileo® K-12 Online: Test Monitoring](#). You will use this report to monitor student progress during test administration. If possible, you or another district/school staff member should also prepare each student computer or mobile device that will be used for test administration before students arrive at the testing room. ATI provides districts/charter schools with guidelines for optimizing an online testing environment as well as guidelines for providing a secure online testing environment. Your district/school instructional technology staff should have implemented these recommendations prior to the day of the test. These guidelines include assessments, turning off autocorrect, spellcheck, auto-capitalization and predictive text features for English language arts assessments.

On the day of the test before students arrive, ATI recommends that you open a browser window on each computer or mobile device. This will help to minimize student confusion and maximize the efficiency of the student login process. You should also make sure that no other windows or programs are open. If privacy filters are available, you should also check that they are installed on each device.

2. Informing Students of Policies Related to Test Administration

All policies relevant to test administration (e.g., use of bathroom, use of resources, prohibited practices) should be explained to students before test materials are distributed. These policies may be described in your district/school test security protocol or in other documentation provided to you by your district/school testing coordinator. In order to ensure the validity of the assessment, it is important that the implementation of policies related to test administration is consistent across the district/school. If you have any questions regarding your district's/charter school's specific policies, please contact your district/school testing coordinator. The following script describes ATI's recommended policies related to test administration. You may modify this script as needed to reflect your district's/school's specific policies. You should read this script to students at the beginning of the testing session before testing materials are distributed.

	<p>This test is to be completed by yourself without help from anyone else. You are not allowed to talk or play on the computer during this test.</p>
	<p><i>Read this section only if it's a TE EL, TE EM assessment or if you have students who have text-to-speech enabled for their tests.</i></p> <p>If you have been provided earbuds/headphones, this is because your test has sound.</p>

	<p>If you have a question or need to leave the room to use the bathroom, raise your hand. I will allow one person to leave the room at a time. You will have ____ minutes (period of time) to work on the test. You will most likely be able to complete the test in this time period. At the end of the testing period, let me know if you still need more time to complete the test. Do not start the test until I tell you to begin.</p>
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3. Distributing Test Materials

Provide each student with all district/school-approved resources for the assessment. If the online assessment includes items that students will respond to offline and teachers will score later (e.g., a constructed-response item, an essay item), make sure that students have all the appropriate testing materials for those items as well.

4. Helping Students Log In to Galileo and Access the Test

If the *Give Test* tool is not utilized or the students do not know their Galileo logins and passwords, distribute student logins and passwords. Then, read the following script to ask students to log in and access the test. Wait a moment for students to log in and provide assistance to students as needed.

Script: Galileo log in directions

	<p>You have each been given a login name and password to access Galileo. Log in to the Galileo K-12 Student-Parent Center. Raise your hand if you need help. <i>Wait a moment for students to login. Provide assistance to students as needed.</i></p>
--	---

Once all students are logged in, ask them to verify their class. You may need to provide students with the name of the class for which the assessment has been scheduled and the test title.

Script: Verification of Class and Test Name

	<p>On the top, left side of the page, make sure that you are pointed to my class. If you are not pointed to my class, in the blue menu bar, click on the current class and select my class class. <i>Walk around the room and provide assistance to students as needed.</i></p>
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Once all students are logged in, ask them to access the test using one of the following scripts. Select the appropriate script based on whether the test was scheduled with a password or without a password. You may need to provide students with the test password.

Script: Access Test

	<p>The test will be listed on the Take Test page. Click on the yellow arrow next to the test title. If you do not see a test to take raise your hand. <i>Walk around the room and provide assistance to students as needed.</i></p>
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Script: If the test requires a test password

Read this section only if your test has a password.

This assessment requires a password. In the pop-up window enter _____ **(say the password)** as the test password. Click on the **Start Test** button.

Once all the students are logged in and have accessed the test, read the following script.

Script: Access Test Instructions

Before beginning the test, let's read the test instructions together. Click on the  icon at the top, right hand side of the page. The test instructions will pop-up. Once we have read the test instructions, click on the X button to return to the test.

Assist students with accessing the instructions. Read the instructions below. These are the instructions student see.

5. Review Assessment Instruction with Students

Assessment instructions may be accessed by students, by clicking the instructions,  icon. The various test instructions that accompany each type Galileo assessment are presented when clicking on the instructions icon. You will need to direct students to click on the link to the instructions relevant to the test you are taking. ATI recommends reading through the test instructions with students, before instructing them to begin the test.

Student Instructions: Technology Enhanced Early Math Assessment Series (TE EM Tests) Instructions



We are about to begin a test that has sound, which will help us identify your learning path. This test requires you to wear headphones or earbuds to complete it. Each item or question on this test will display a gray  button. Click on the gray  button to hear the directions. The directions will ask you to click, and in some cases, click and drag on the numbers, words or images shown.

When you are done with an item, click on the green arrow  at the top of the page to save your answer. Your answer will be saved and you will be taken to the next question. After you have gone through the test, you will be brought to the "Review Your Answers" page. This page will list the test items and will show the items have been answered, left unanswered and which items have been flagged to be reviewed. You may learn about the review and other test-taking tools by clicking on the  icon. You may click on any item on the "Review Your Answers" page to view, answer or edit your answer to the question. When you have finished click on the **Submit** button or click on the **Exit** button. Once you have submitted the test you will be locked out of the test.

	To logout of the K-12 Student-Parent Center, click the Logout option in the upper right hand corner.
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Script: Technology Enhanced Early Literacy Assessment Series (TE EL Tests)

Instructions



We are about to begin a test that has sound, which will help us place you on your learning path. This test requires you to wear headphones or earbuds to complete it. Each item or question on this test will display a gray  button.

Click on the gray  button to hear the directions. In some cases when you click on the gray  button the answer choices will also be read. Some answer choices will have a blue  speaker. You may click the blue speaker to hear the answer choice again. To select an answer choice, click the circle in front of your answer. The directions will ask you to click, and in some cases, click and drag on the numbers, words or images shown.

When you are done with an item, click on the green arrow  at the top of the page to save your answer. Your answer will be saved and you will be taken to the next question. After you have gone through the test, you will be brought to the “Review Your Answers” page. This page will list the test items and will show the items have been answered, left unanswered and which items have been flagged to be reviewed. You may learn about the review and other test-taking tools by clicking on the  icon. You may click on any item on the “Review Your Answers” page to view, answer or edit your answer to the question. When you have finished click on the **Submit** button or click on the **Exit** button. Once you have submitted the test you will be locked out of the test.

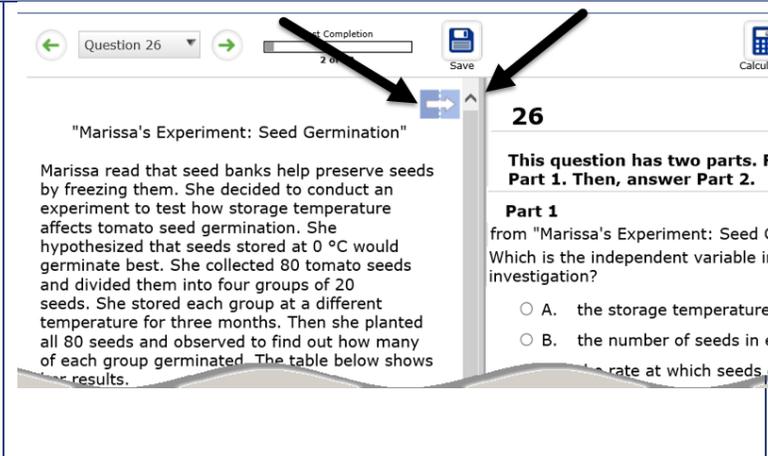
To logout of the K-12 Student-Parent Center, click the Logout option in the upper right hand corner.

Script: 1st Grade Teacher Read (TR) and Teacher Read/Student Read(TR/SR) Instructions



We are about to begin a test which will help us place you on your learning path. Some items I will read while you looks at the questions and answer choices and other items you will read yourself. Be sure to also look at any stories, words, numbers, and pictures. If you need me to repeat the item, raise your hand. I will read each item as many as three times, but no more. I will not be able to tell you about pictures or graphs.

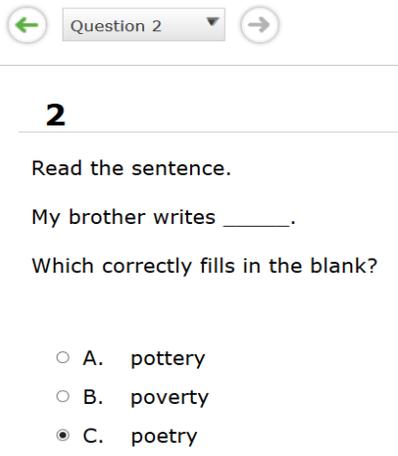
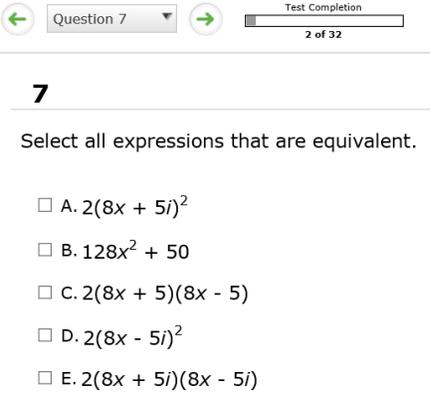
Some items require that additional materials be read or examined. Additional materials may appear in a window that has scroll options that allow you to move through the whole text, image or graph. The entire text may be opened and closed by clicking the blue arrow. If you click on the rectangle in the scroll bar area and move it up and down, you will be able to see the whole text or picture.

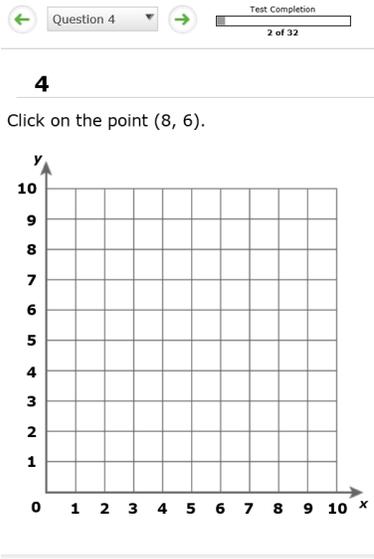
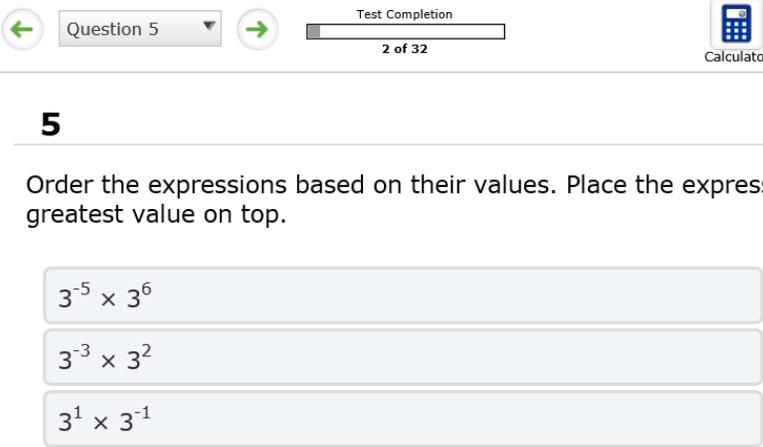
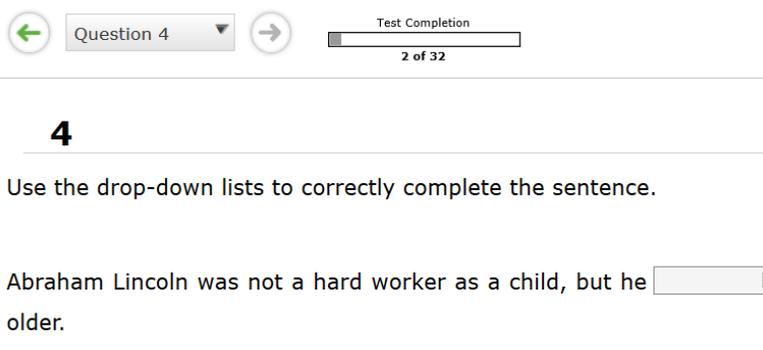
<p>Scroll & Expand Window</p>		<p>Some items have materials that appear in a window. Use the scroll options to move through the whole text or click the blue arrow to open and close the entire window.</p>
<p>When you are done with an item, click on the green arrow  at the top of the page to save your answer. Your answer will be saved and you will be taken to the next question. After you have gone through the test, you will be brought to the “Review Your Answers” page. This page will list the test items and will show the items have been answered, left unanswered and which items have been flagged to be reviewed. You may learn about the review and other test-taking tools by clicking on the  icon. You may click on any item on the “Review Your Answers” page to view, answer or edit your answer to the question. When you have finished click on the Submit button or click on the Exit button. Once you have submitted the test you will be locked out of the test.</p> <p>To logout of the K-12 Student-Parent Center, click the Logout option in the upper right hand corner.</p>		

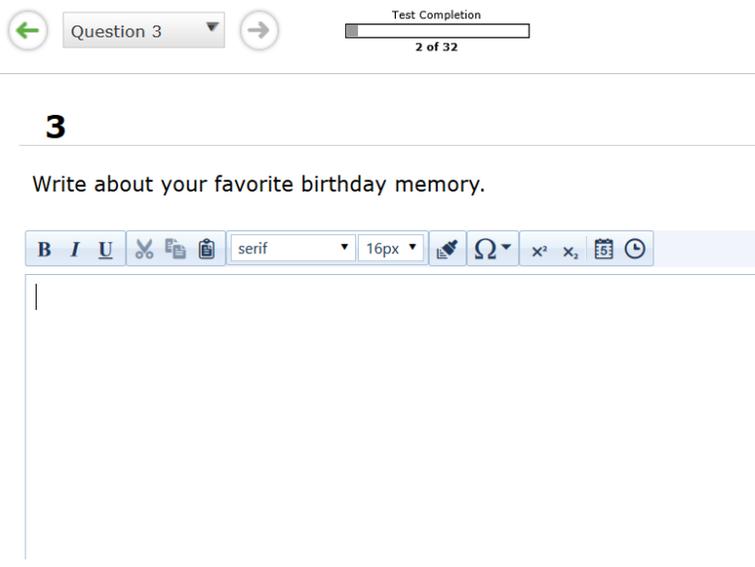
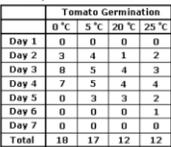
Script: 2nd Grade and Above Instructions



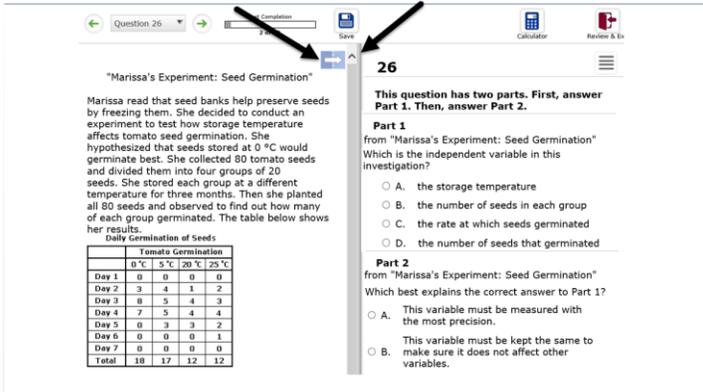
We are about to begin a test which will help us place you on your learning path. Follow the directions provided for each question, then read each question carefully and respond as directed. You may encounter the following type of testing elements and questions:

Item/Element	Sample	Instructions
Multiple Choice	 <p style="text-align: center;">2</p> <p>Read the sentence.</p> <p>My brother writes _____.</p> <p>Which correctly fills in the blank?</p> <ul style="list-style-type: none"> <input type="radio"/> A. pottery <input type="radio"/> B. poverty <input checked="" type="radio"/> C. poetry 	<p>This is an example of a multiple choice item. Select either A, B, C or D.</p>
Extended Multiple Choice	 <p style="text-align: center;">7</p> <p>Select all expressions that are equivalent.</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. $2(8x + 5)^2$ <input type="checkbox"/> B. $128x^2 + 50$ <input type="checkbox"/> C. $2(8x + 5)(8x - 5)$ <input type="checkbox"/> D. $2(8x - 5)^2$ <input type="checkbox"/> E. $2(8x + 5)(8x - 5)$ 	<p>This is an example of an extended multiple choice item that has <u>more than one correct answer</u>. Click to place a checkbox next to all of the correct answers.</p>

Item/Element	Sample	Instructions
Interactive		This is an example of an interactive item that asks you to demonstrate your knowledge by clicking a specific data element (text, image, graph).
Drag and Drop		This is an example of a drag and drop item that asks you to use your mouse to drag and drop data elements into an appropriate order or place.
Drop-Down		This is an example of a drop-down item that asks you to select the correct answer from a drop-down box.

Item/Element	Sample	Instructions																																																	
Essay		This is an essay or an item in which you must show your work. Type your response in the online textbox or on the paper provided to you.																																																	
Short answer		This is an example of a short answer item that requires you to type your answer into the textbox.																																																	
Multi-part	 <thead> <tr> <th colspan="5">Tomato Germination</th> </tr> <tr> <th></th> <th>0 °C</th> <th>5 °C</th> <th>20 °C</th> <th>25 °C</th> </tr> </thead> <tbody> <tr> <td>Day 1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Day 2</td> <td>3</td> <td>4</td> <td>1</td> <td>2</td> </tr> <tr> <td>Day 3</td> <td>8</td> <td>5</td> <td>4</td> <td>3</td> </tr> <tr> <td>Day 4</td> <td>7</td> <td>5</td> <td>4</td> <td>4</td> </tr> <tr> <td>Day 5</td> <td>0</td> <td>3</td> <td>3</td> <td>2</td> </tr> <tr> <td>Day 6</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Day 7</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>10</td> <td>17</td> <td>12</td> <td>12</td> </tr> </tbody>	Tomato Germination						0 °C	5 °C	20 °C	25 °C	Day 1	0	0	0	0	Day 2	3	4	1	2	Day 3	8	5	4	3	Day 4	7	5	4	4	Day 5	0	3	3	2	Day 6	0	0	0	1	Day 7	0	0	0	0	Total	10	17	12	12
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Total	10	17	12	12																																															

 This is an example of a **multi-part** item. This a single item that's made up of two or more related questions. Be sure to answer all parts of the item. |

Item/Element	Sample	Instructions
<p>Scroll & Expand Window</p>		<p>Some items have materials that appear in a window. Use the scroll options to move through the whole text or click the blue arrow to open and close the entire window.</p>
<p>Text-to-Speech</p>		<p>This is an example of Text-to-Speech. Click the speaker icon to hear the text, listen to instructions, hear the item or hear the options. The text-to-speech functionality may be paused or stopped by clicking the appropriate buttons.</p>

When you are done with an item, click on the green arrow  at the top of the page to save your answer. Your answer will be saved and you will be taken to the next question. After you have gone through the test, you will be brought to the “Review Your Answers” page. This page will list the test items and will show the items have been answered, left unanswered and which items have been flagged to be reviewed. You may learn about the review and other test-taking tools by clicking on the

 icon. You may click on any item on the “Review Your Answers” page to view, answer or edit your answer to the question. When you have finished click on the **Submit** button or click on the **Exit** button. Once you have submitted the test you will be locked out of the test. To logout of the K-12 Student-Parent Center, click the Logout option in the upper right hand corner.

4. During Test Administration

This section describes the procedures you should follow during the administration of the assessment. Throughout the testing session, you may monitor student progress on either teacher-read or student-read assessments using the *Test Monitoring Report*. If you are administering a teacher-read assessment, you should guide students through the assessment as a group, reading all or part of each item as directed in the test administration booklet. For all assessments, you should maintain a positive testing environment, provide appropriate assistance and accommodations to students as needed, and take steps to avoid inappropriate practices related to test administration and prevent student cheating.

1. Monitoring Student Progress Using the Test Monitoring Report

During the testing session, you should monitor student progress through the assessment using the *Test Monitoring Report*. This report is set to automatically refresh, providing you with up-to-date information about whether students are making appropriate progress while taking an assessment online. The instructions for monitoring students while they are taking an assessments may be found in [A Guide for Galileo® K-12 Online: Test Monitoring](#).

2. Guiding Students as a Group through Test Administration: Teacher-Read or Teacher-Read Combined with Student-Read Assessments

If you are scheduled to administer a teacher-read assessment, or a teacher-read combined with a student-read assessment, you should use the test administration booklet provided to you to guide the students through the assessment as a group. ATI recommends that the test administrator read through the test booklet, to identify which items in the test booklet are to be read by students and which items in the test booklet are to be read by teachers, prior to having students begin taking the test. After students have logged into the *K-12 Student-Parent Center* and accessed the test, circulate through the computer lab and make sure the first item on the test is the same on all of the computers. If the items are not all the same, then the randomization option was erroneously chosen when the test was scheduled. Discontinue testing until the test can be rescheduled without the randomization option. If the first item on the test is the same for all students, instruct students to access the first teacher-read item you have identified. Begin reading the identified portions of each item in the test administration booklet to students. Read ONLY the parts of the item identified in the test administration booklet. Do not interpret nor describe any images. You can repeat the text as needed to ensure that all students have the opportunity to provide a response to each item. Each item may be read up to THREE (3) times. Wait until all students have responded to a question before moving on to the next item. You can use the *Test Monitoring Report* to ensure that all students have answered each question before you move on to the next question. Throughout the test, continue to make sure that students are responding to the correct item. Once all teacher-read items have been answered by the student, direct students to complete the rest of the assessment on their own.

3. Guiding Students through Test Administration: Student-Read Assessments

If you are scheduled to administer a student-read assessment, you should make sure that the students have logged into the *K-12 Student-Parent Center* and accessed the test. Circulate through the computer lab and make sure all students are completing the test. You can use the *Test Monitoring Report* to ensure that all students have answered each question. Throughout the test, continue to make sure that students are responding to the each item.

4. Maintaining an Appropriate Testing Atmosphere

The testing atmosphere should be quiet and peaceful. ATI recommends that all students stay in the testing room during the entire testing session. If students finish the assessment early, they should read a book or work quietly at their desk. Allowing students to have “free” time, to go to recess, or to play games upon the completion of the test may discourage other students from completing their test or rechecking their work because they will want to be able to play with their peers.

5. Providing Assistance and Accommodations to Students

In order to ensure the validity of the assessment, each student throughout the district/school must be provided with the same level of assistance unless alternative assistance is part of an approved accommodation. You may answer student questions about test instructions. However, you should not answer questions related to the content of the test itself. This includes translating, rephrasing, or adding information to the test question, answers, or related content. You also should not interpret nor describe any images. These guidelines are designed to enable students to demonstrate their true ability while preserving the validity of the assessment.

Testing accommodations may be provided to students with special needs. Typically, testing accommodations are specified in a student’s individualized education plan (IEP). ATI’s recommendation is that students receive the same accommodations on district-wide assessments as they would receive when taking the statewide test. This will help to ensure the predictive validity of the assessments for the statewide test. In addition, students will gain valuable experience in test-taking and in making good use of their accommodations prior to the statewide test.

ATI’s *K-12 Student-Parent Center* online testing interface allows the student the ability to use *text-to-speech* and *zoom* tools. When the *text-to-speech* tool is available, the student can listen to the test using an audio headphones or earbuds. The *zoom* tool allows the student to increase the displayed text thus allowing for ease of viewing. *Text-to-speech* tool is enabled during the test scheduling process.

Your district/school may also have specific policies related to accommodations. These policies may be specified in the district/school test security protocol or in other documentation provided to you by the district/school. After reviewing this documentation, contact your district/school testing coordinator with any additional questions.

6. Avoiding Inappropriate Practices Related to Test Administration

As the test administrator, you should take steps to avoid inappropriate practices related to test administration. You may inadvertently and unknowingly engage in inappropriate practices. Educating yourself about inappropriate practices will help you to avoid inadvertently violating district policies. The following list includes a number of inappropriate practices related to test administration which ATI recommends that you avoid. Your district/school may discourage other practices as documented in your district/school test security protocol or other documentation provided to you.

- Restating items in different words or defining words for students
- Providing students with accommodations that have not been approved
- Allowing students access to resources that have not been approved
- Erasing or changing student answers
- Providing any type of special help
- Prompting a student to change his/her answer
- Reading portions of the test to a student that are not indicated as teacher-read (unless as part of an approved accommodation)
- Allowing a student to take a test without a proctor
- Leaving the room while proctoring a test
- Failing to administer an assessment to eligible students

7. Preventing Student Cheating

Student cheating may take many forms. Cheating may be intentional or unintentional. Providing students with clear information about what practices are considered cheating can discourage intentional cheating and may help prevent unintentional violation of district/school policies. The following list includes a number of practices that ATI cautions students to avoid. Your district/school may have policies related to cheating that describe other prohibited practices.

- Taking, giving, or receiving information related to the assessment from others (e.g., copying from another student, providing answers to another student)
- Using prohibited materials or information (e.g., using a “cheat sheet,” using unapproved resources)
- Inappropriately taking advantage of the circumstances surrounding assessment (e.g., pretending to be sick during the testing session to gain more time to prepare, changing answers after a test is scored then requesting the test be rescored)

One of the main deterrents to student cheating is active proctoring. If possible, watch students during the assessment from the back of the room. A student will be less likely to look away from his assessment when he or she does not know whether you are watching him or her. Circulate the room looking for notes on papers, hands, or desks. Limit the use of electronics such as cell phones or individual music players on testing days. Finally, take some time to research current methods of cheating on the internet so that you know what to look for.

5. After Test Administration

Once the testing session is complete, you should verify test completion for all students and verify that all tests have been submitted and locked to prevent further student access. You should also collect all testing materials, score teacher-scored items, and input scores as needed.

1. Collecting Testing Materials

At the end of the testing session, you should collect all testing materials including any scratch paper or resources that may have been provided. If students responded to items offline that will be scored by teachers (e.g., constructed-response items, essay items), collect the paper or worksheets where they recorded their answers so that they can be scored later. If your district/school testing coordinator has provided you with a testing materials packet sign-off sheet, complete the sheet and return it to your district/school testing coordinator along with the collected testing materials.

2. Verifying Test Completion

Once the testing session is complete, you should collect any district/school-approved testing materials. You should use the [Test Monitoring Report](#) to verify that each student has completed the assessment. ATI recommends that district-wide assessments be administered as untimed tests and that students be allowed as much time as needed to complete the assessment. If your district/school allows you to provide students with additional time, follow your district/school's procedures for completing an assessment. Please note: If students will continue the assessment at a time outside of the scheduled testing window, the test will need to be rescheduled by your district/school testing coordinator or by you before it can be accessed by students online.

3. Locking Tests to Prevent Further Student Access

Once a student has answered all items on the test online and “submitted” their test, the test will be automatically locked to prevent further student access from within the *K-12 Student-Parent Center*. Locking a test will prevent students from logging in to the test at a later time and changing their answers. At the end of the testing session, the *Test Monitoring Report* should be used to ensure that the test is locked for all students. If a student is being provided additional time to take an assessment, the student's test will need to be unlocked at the beginning of the new testing session. As the teacher, you can manually lock and unlock most types of student tests (e.g., district-wide assessments that reside in a *Read-Only* or *Write* test library) by clicking on the lock icon next to the student's name or ID on the *Test Monitoring Report*. Instructions for unlocking assessments can be obtained in [A Guide for Galileo® K-12 Online: Test Monitoring](#).

Please note that instructional effectiveness pretests and posttests designed to inform instructional effectiveness measurement can only be manually locked and unlocked by users with *Read-Only* or *Write* access to the library in which the test is stored. Typically teachers are not provided this level of access for libraries containing instructional effectiveness assessments, so contact your district/school testing coordinator to lock or unlock these types of assessments.

4.

4. Scoring Teacher-Scored Items and Inputting Scores (Assessments with Teacher-Scored Items Only)

If you are administering an assessment that contains teacher-scored items (e.g., constructed-response items, essay items), you may be asked to score these items and input student scores into Galileo. If you are responsible for scoring these items, your district/school testing coordinator should have provided you with scoring rules or a rubric for each item. Use the scoring rules or the rubric to score each item for each student record on the grading sheet (if provided) for scanning or you may input the scores into Galileo using the *Score Tests* interface. ATI provides three quick reference guides that contains directions for how to input scores into Galileo from the *Test Monitoring* page, from the *Score Tests* page, and for open response items:

- [*A Guide for Galileo® K-12 Online: View and Score Test Item from Test Monitoring*](#)
- [*A Guide for Galileo® K-12 Online: View and Score a Test Item from Score Tests*](#)
- [*A Guide for Galileo® K-12 Online: View and Score an Open Response Test Item*](#)