Division of Elementary and Secondary Education
Testing Guidance
2020-2021

The Arkansas Division of Elementary and Secondary Education Office of Student Assessment is providing guidance to districts on recommended best practices for testing in the 2020-2021 school year. The Student Assessment team is implementing flexibilities to support districts and schools as they plan to meet the needs of all students, including being ready to pivot as needed. This document is intended to provide important considerations for the flexibilities available to districts and schools for 2020-2021 testing. One flexibility that is available for 2020-2021 is the option to test at home for *some* assessments. It is important to note that remote testing is not available for all assessments. Remote testing is available for the **K-2 assessments** (fall and winter windows only), **3-8 Ready for Learning assessments, ACT Aspire Periodic assessments (Interim and Classroom),** and the **Civics Exam.** Remote testing is **not** currently available for K-2 (spring window), ACT Aspire Summative assessments, DLM, ELPA21, ACT, or PSAT.

When utilizing the available option for remote testing, districts should be mindful to balance the flexibilities provided by remote testing with the potential loss of test security and the validity and reliability of results. The most ideal scenario is one in which students adhere to the Arkansas Department of Health and Division of Elementary and Secondary Education guidelines, test at school with a test administrator who is an employee of the district, who has been trained in test administration and test security, and who has signed the appropriate test security agreement. To this end, the Office of Student assessment has provided flexibilities to allow on-site testing outside of a traditional school schedule. When testing at school is not an option (e.g., when students are receiving instruction in a 100% virtual setting), precautions must be taken to mitigate the risk of remote testing on test security and the validity and reliability of results.
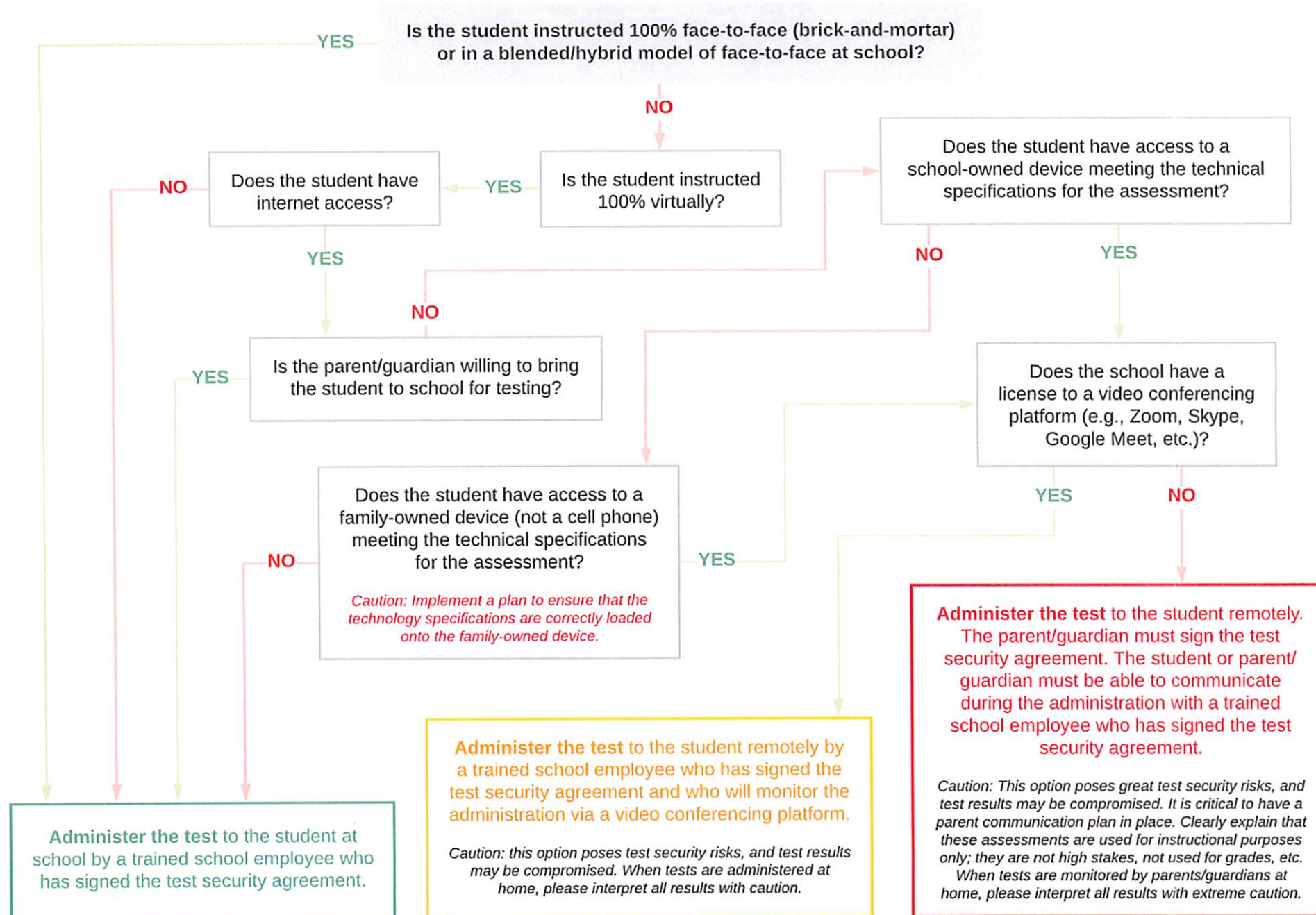
The following decision tree diagrams are intended to support schools in selecting the testing option that will provide the greatest amount of test security and the most valid and reliable results.
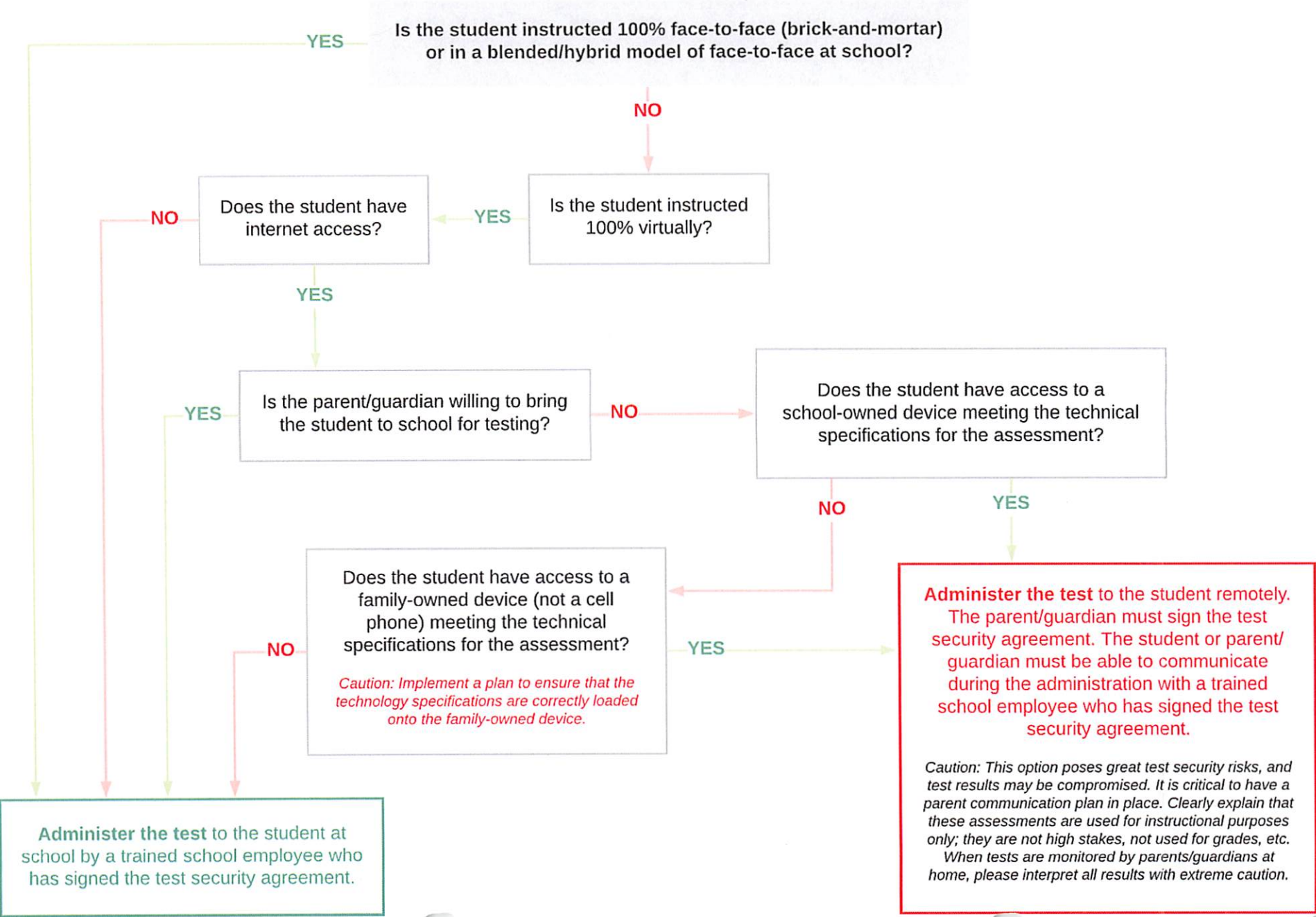
Remote testing
Note: Remote testing is not currently available for K-2 (spring window), ELPA21, DLM, the ACT, PSAT, or any summative assessments.

Updated 8/20/2020

Testing Guidance for Fall 2020 and Winter 2021
Curriculum Assosiates: i-Ready, Istation: ISIP, NWEA: Map Growth, Renaissance: Star, and Civics Exam

Is the student instructed 100% face-to-face (brick-and-mortar) or in a blended/hybrid model of face-to-face at school?

YES

NO

Is the student instructed 100% virtually?

YES

Does the student have internet access?

NO

YES

NO

Does the student have access to a school-owned device meeting the technical specifications for the assessment?

NO

YES

Is the parent/guardian willing to bring the student to school for testing?

YES

NO

Does the school have a license to a video conferencing platform (e.g., Zoom, Skype, Google Meet, etc.)?

YES

NO

Does the student have access to a family-owned device (not a cell phone) meeting the technical specifications for the assessment?

Caution: Implement a plan to ensure that the technology specifications are correctly loaded onto the family-owned device.

NO

YES

Administer the test to the student at school by a trained school employee who has signed the test security agreement.

Administer the test to the student remotely by a trained school employee who has signed the test security agreement and who will monitor the administration via a video conferencing platform.

Caution: this option poses test security risks, and test results may be compromised. When tests are administered at home, please interpret all results with caution.

Administer the test to the student remotely. The parent/guardian must sign the test security agreement. The student or parent/guardian must be able to communicate during the administration with a trained school employee who has signed the test security agreement.

Caution: This option poses great test security risks, and test results may be compromised. It is critical to have a parent communication plan in place. Clearly explain that these assessments are used for instructional purposes only; they are not high stakes, not used for grades, etc. When tests are monitored by parents/guardians at home, please interpret all results with extreme caution.

Updated 8/20/2020

Testing Guidance for Fall 2020 and Winter 2021
ACT Aspire Periodic Assessments (Interim and Classroom)

Is the student instructed 100% face-to-face (brick-and-mortar) or in a blended/hybrid model of face-to-face at school?

YES → (leads to: Administer the test to the student at school...)

NO ↓

Is the student instructed 100% virtually?

YES → **Does the student have internet access?**

NO (from internet access) → (leads to: Administer the test to the student at school...)

YES (from internet access) ↓

Is the parent/guardian willing to bring the student to school for testing?

YES → (leads to: Administer the test to the student at school...)

NO → **Does the student have access to a school-owned device meeting the technical specifications for the assessment?**

YES (from school-owned device) ↓ → **Administer the test** to the student remotely...

NO (from school-owned device) → **Does the student have access to a family-owned device (not a cell phone) meeting the technical specifications for the assessment?**

Caution: Implement a plan to ensure that the technology specifications are correctly loaded onto the family-owned device.

YES (from family-owned device) → **Administer the test** to the student remotely...

NO (from family-owned device) → (leads to: Administer the test to the student at school...)

Administer the test to the student at school by a trained school employee who has signed the test security agreement.

Administer the test to the student remotely. The parent/guardian must sign the test security agreement. The student or parent/guardian must be able to communicate during the administration with a trained school employee who has signed the test security agreement.

Caution: This option poses great test security risks, and test results may be compromised. It is critical to have a parent communication plan in place. Clearly explain that these assessments are used for instructional purposes only; they are not high stakes, not used for grades, etc. When tests are monitored by parents/guardians at home, please interpret all results with extreme caution.

Updated 8/20/2020

1. ELPA21 - There are only three (3) ways to screen:
   a. Student comes in to district building or other agreed upon location to be screened (following all Arkansas Department of Health guidelines and DESE's Re-Entry to Onsite Activities),
   b. District personnel goes to student's home with district device, headset(s), mouse, and hotspot to screen (following all Arkansas Department of Health guidelines and DESE's Re-Entry to Onsite Activities), or
   c. District sets up remote testing site (e.g. library, church, community center, apartment lobby, mobile bus testing station, meal delivery sites) utilizing district device, headset(s), mouse, and hotspot (following all Arkansas Department of Health guidelines and DESE's Re-Entry to Onsite Activities).

   Device prep: Sanitize device, headset(s), and mice between users (TA/Student and Student/student); consider using a splitter for the TA to hear the audio via their own designated headset; if no one else is in the room, speakers may be used.

   Things to think through: Waiting process for parents; timeline communication with parents

2. DLM - There are two (2) ways to test:
   a. Students who receive Homebound services according to Homebound placement in IEP may test at home.
      i. See Guidelines for Test Security for Homebound Test Administration.
      ii. Changing a student's placement to homebound simply for the sake of testing at home is not appropriate.
   b. Students come to a district building to test.
      i. Assessing students with the most significant cognitive disabilities is to be individualized and not be conducted in a group setting. Educators may give more than one testlet at a time, depending on the student's needs - be mindful of student testing fatigue and opportunity for best performance. Teachers should not give all testlets in one day.
      ii. Students must be rostered to the test administrator
      iii. TA must have student login information
      iv. Device must have Kite student portal app
         1. See DLM Technology Specifications Manual
   c. Things to consider:
      i. To avoid placing undue stress upon this student population, it is recommended that testing be scheduled over a period of several weeks and not bunched at the end of the window.
      ii. The average duration of the assessment is 5-15 minutes per testlet. The total testing time varies, depending on the number of testlets necessary to meet the blueprint coverage for the grade and content.
      iii. Not every day is a good day to assess; additional make-up sessions may be required.
      iv. Testlets may be administered in a classroom, computer lab, multipurpose room, or other school setting. The space must be quiet, free from distractions, and located where the testlets/screen can not be seen by others.

Preparation:
- Vendor Remote Testing Guidance
  - Curriculum Associates: i-Ready
    - [Video: Family Guidance for Administering the Diagnostic from Home](#)
    - [Family Checklist](#)
    - [Assessing at Home Support web page](#)
  - Istation: ISIP
    - [ISIP Remote for Districts/Schools](#)
    - [Remote Assessment Parent Guide](#)
    - [Parents and Caregivers](#)
  - NWEA: MAP Growth
    - [District and school recommendations for MAP Growth administration in a remote environment](#)
    - [Remote Testing Administration Guide for MAP Growth](#)
  - Renaissance: Star
    - [Renaissance At Home web page](#)
    - [Teacher Guide](#)
    - [Administrator Guide](#)
    - [Family Guide](#)
    - [Family Guide: Spanish](#)
    - [The Star Assessments Toolkit](#)
  - ACT Aspire Periodic Assessments
    - [ACT Aspire At-home Testing Frequently Asked Questions](#)
- Technology requirements can be found in the corresponding [K-2 LiveBinder](#) tab under the respective program. ACT Aspire Periodic assessment technology requirements can be found [here](#).
- Pre-administration training for parent(s)/guardian(s) for remote testing
  - Test Security Agreement Non-summative: Parents
  - Procedures for testing
    - Testing schedule
      - Content/test
      - Building/grade
      - Date/time
    - Plan for disseminating passwords to individual students (not via email)
    - Test session monitoring during administration
      - Quiet environment, free from distraction (preferably a room with a closing door)
      - A responsible person may assist the student in logging into the assessment. After the login process, it is best practice for anyone who is not monitoring the test to be away from the testing area.
    - Technology troubleshooting plan - vendors provide support to districts; districts provide support to parent(s)/guardian(s)
    - Communication plan
      - Who will be the point of contact between the parent and school?
      - How will information be communicated?
- Ensure that students are familiar with the testing platform prior to test day.

Score Interpretation:
- Curriculum Associates: i-Ready
  - [Data Analysis Guide](#)
  - [Math Performance Report](#)
  - [Math Growth Report](#)
  - [Reading Performance Report](#)
  - [Reading Growth Report](#)
- Istation: ISIP
  - [Data/Formative Assessment Overview](#)
  - [Istation Data and Reporting Overview](#)
  - [Reports for Reviewing and Designing Large Group Instruction](#)
  - [Reports for Reviewing and Designing Small Group and Individual Instruction](#)
  - [Using and Interpreting ISIP Reports](#)
  - [ISIP Math Domain Reporting](#)
- NWEA: MAP Growth
  - [MAP Reports Summary](#)
  - [MAP Reports Reference](#)
  - [MAP Reports Portfolio](#)
  - [2015 Full Norm Study](#)
  - [Ready/Not Ready Aspire Linking Predictor](#)
- Renaissance: Star
  - [Star Enterprise and Cut Scores](#)
  - [Star Early Literacy Benchmarks and Cut Scores](#)
  - [Star Reading Enterprise Benchmarks and Cut Scores](#)
  - [Star Math Enterprise Benchmarks and Cut Scores](#)
  - [Star Report Interpretation Guide](#)
  - [Star Early Literacy Score Definitions](#)
  - [Star Reading Score Definitions](#)
  - [Star Math Score Definitions](#)
  - [Learning Progression for Reading](#)
  - [Learning Progression for Math](#)
  - [Star Student Growth Percentile Report](#)