Kite® Collector Questions for Test Administration Observations

Below are the questions contained in the Collector app used for test administration observations. These questions are for reference only. **Paper forms are no longer accepted for test administration observations.** Please do not fill out paper versions of these questions for submission. All test administration observations should be completed in the Kite Collector mobile app or in the Kite Collector web app.

DLM® Computer-Delivered Testlets Test Administration Observation Questions

The purpose of this protocol is to give observers a standardized tool to record information about how a Dynamic Learning Maps® (DLM®) testlet was delivered. Observers complete one form per testlet. There are separate forms depending on whether the observer is recording information about a *computer-delivered testlet* or a *teacher-administered testlet*.

This protocol should only be used when observing the testing session for informational purposes. It should not be used when the primary purpose of the visit is to evaluate the teacher, monitor student performance, or coach the teacher.

Observer:_____

Subject

- ❒ ELA – Reading
- ❒ ELA – Writing
- ❒ Mathematics
- ❒ Science

1. Preparation/Set Up

a. Location

- ❒ Student's typical classroom
- ❒ Computer lab
- ❒ Small room for individual testing
- ❒ Homebound
- ❒ Other

b. If Other was selected, please describe: _____

c. Testing device

- ❒ Computer with keyboard and mouse
- ❒ Computer with touchscreen
- ❒ Computer with adaptive display (e.g., electronic white board, projection)
- ❒ Tablet
- ❒ Other

d. If Other was selected, please describe: _____

e. Testlet Information Page (TIP) (Select all that apply)

- ❒ Teacher referred to TIP before administration

❐ Teacher referred to TIP during administration
❐ Teacher did not have TIP

2. Administration

a. Test administrator behaviors (Select all that apply)

❐ read one or more screens aloud to the student
❐ clarified directions or expectations for the student
❐ navigated one or more screens for the student
❐ repeated question(s) before student responded
❐ asked the student to clarify or confirm one or more responses
❐ repeated question(s) after student responded (gave a second trial at the same item)
❐ allowed student to take a break during the testlet
❐ used verbal prompts to direct the student's attention or engagement (e.g., "look at this")
❐ used pointing or gestures to direct student attention or engagement
❐ physically guided the student to a response
❐ reduced the number of answer choices available to the student
❐ used materials or manipulatives during the administration process
❐ entered one or more responses for the student

b. If the test administrator entered one or more responses for the student, did the response recorded by the test administrator match the student's answer?

❐ Yes
❐ No
❐ Could not tell

c. If the test administrator entered one or more responses for the student, what condition(s) led to the teacher's response entry on the student's behalf?

❐ Student was expected to enter responses but refused to do so
❐ Student had difficulty with mobility
❐ Student did not indicate a response
❐ Test administrator's routine (test administrator navigated entire testlet)
❐ Other

d. If Other was selected, please describe: _____

e. Student behaviors (Select all that apply)

❐ navigated screens independently
❐ navigated screens after verbal prompts
❐ navigated screens after test administrator pointed or gestured
❐ selected answers independently
❐ selected answers after verbal prompts
❐ skipped one or more items
❐ independently revisited a question after answering it
❐ revisited one or more questions after verbal prompt(s)
❐ asked the test administrator a question
❐ used materials outside of Kite® Student Portal to indicate responses to testlet items

f. If the student asked the test administrator a question, please record the question here:_____

g. Student response mode (Select all that apply)

- ❐ Used computer/device to respond independently
- ❐ Used switch system to respond independently
- ❐ Verbally indicated response to test administrator who selected answers
- ❐ Gestured to indicate response test administrator who selected answers
- ❐ Eye-gaze system indication to test administrator who selected answers
- ❐ No observable response mode

h. Did the student complete the testlet?

- ❐ YES
- ❐ NO

i. If the student did not complete the testlet, why was the testlet not completed?
_____

3. Accessibility

a. Accessibility features used for *part or all* of the testlet (Select all that apply)

- ❐ Magnification (2x, 3x, 4x, 5x)
- ❐ Invert Color Choice (black background, white font)
- ❐ Color Contrast (white or black background and color font)
- ❐ Color Overlay (background different color)
- ❐ Human Read Aloud
- ❐ Synthetic Read Aloud (text to speech)
- ❐ Language translation
- ❐ Sign interpretation
- ❐ Calculator
- ❐ Braille
- ❐ Partner-assisted scanning

b. Did the student have difficulty with accessibility?

- ❐ YES
- ❐ NO

c. If the student had difficulty with accessibility, describe the problem and what the test administrator did. _____

4. Observer Evaluation

a. Rate the student's overall engagement during the session. Students may show engagement in several ways (e.g., sustained eye gaze, gesture to test materials, positive vocalizations, lean in to test materials or the computer).

- ❐ Low
- ❐ Medium
- ❐ High

b. Other observer comments:_____

DLM® Teacher-Administered Testlets Test Administration Observation Questions

The purpose of this protocol is to give observers a standardized tool to record information about how a Dynamic Learning Maps® (DLM®) testlet was delivered. Observers complete one form per testlet. There are separate forms depending on whether the observer is recording information about a *computer-delivered testlet* or a *teacher-administered testlet*.

This protocol should only be used when observing the testing session for informational purposes. It should not be used when the primary purpose of the visit is to evaluate the teacher, monitor student performance, or coach the teacher.

Observer:_____

Subject

- ❒ ELA – Reading
- ❒ ELA – Writing
- ❒ Mathematics
- ❒ Science

1. Preparation/Set Up

a. Location

- ❒ Student's typical classroom
- ❒ Computer lab
- ❒ Small room for individual testing
- ❒ Homebound
- ❒ Other

b. If Other was selected, please describe: _____

c. Testing device

- ❒ Computer with keyboard and mouse
- ❒ Computer with touchscreen
- ❒ Computer with adaptive display (e.g., electronic white board, projection)
- ❒ Tablet
- ❒ Other

d. If Other was selected, please describe: _____

e. Testlet Information Page (TIP) (Select all that apply)

- ❒ Teacher referred to TIP before administration
- ❒ Teacher referred to TIP during administration
- ❒ Teacher did not have TIP

f. Materials Use/Set-up (Select all that apply)

- ❐ had materials prepared before starting to assess with the student
- ❐ arranged student/materials for optimal test administration
- ❐ substituted materials

g. List substitute materials here (if used):

2. Administration

a. Test administrator behaviors (Select all that apply)

- ❐ encouraged engagement and interaction
- ❐ discussed vocabulary or defined words in the testlet for the student
- ❐ connected words or pictures to student experience/prior knowledge
- ❐ read one or more screens aloud to the student
- ❐ clarified directions or expectations for the student
- ❐ repeated question(s) before student responded
- ❐ repeated question(s) after student responded (gave a second trial at the same item)
- ❐ allowed student to take a break during the testlet
- ❐ asked the student to clarify or confirm one or more responses
- ❐ used verbal prompts to direct the student's attention or engagement (e.g., "look at this.")
- ❐ used physical prompting to direct student attention or engagement (e.g., pointing, gesturing)
- ❐ navigated one or more screens for the student
- ❐ physically guided the student to a response
- ❐ reduced the number of answer choices available to the student

b. *For ELA Reading testlets only*: Test administrator behaviors (Select all that apply)

- ❐ modeled concepts about print (reading left-to-right, correspondence between spoken and written word)
- ❐ pointed out rhymes, syllables and sounds in words

c. *For ELA Writing testlets only*: Test administrator behaviors (Select all that apply)

- ❐ connected writing task to student background knowledge and experience
- ❐ ensured that student had access to a writing tool
- ❐ modeled concepts about print (reading left-to-right, correspondence between spoken and written word)
- ❐ transcribed student's verbal responses by writing words or sentences for the student
- ❐ transcribed student's selection of individual letters to spell words

d. Student behaviors (Select all that apply)

- ❐ was distracted by something outside the testlet activity
- ❐ indicated confusion with what testlet activity required
- ❐ changed a response after his or her initial selection
- ❐ asked the test administrator a question
- ❐ used materials outside of Kite Student Portal to respond to testlet items

e. If the student asked the test administrator a question, please record the question here:

f. Did the student complete the testlet?

    ❒ YES
    ❒ NO

g. If the student did not complete the testlet, why was the testlet not completed?
_____

h. Student response mode (Select all that apply)

    ❒ Verbally indicated response to test administrator who selected answers
    ❒ Gestured to indicate response to test administrator who selected answers
    ❒ Eye-gaze system indication to test administrator who selected answers
    ❒ No observable response mode

3. Accessibility

a. Accessibility features used for *part or all* of the testlet (Select all that apply)

    ❒ Language translation
    ❒ Sign interpretation
    ❒ Calculator

b. Did the student have difficulty with accessibility?

    ❒ YES
    ❒ NO

c. If the student had difficulty with accessibility, describe the problem and what the test administrator did. _____

4. Observer Evaluation

a. Rate the student's overall engagement during the session. Students may show engagement in several ways (e.g., sustained eye gaze, gesture to test materials, positive vocalizations, lean in to test materials or the computer).

    ❒ Low
    ❒ Medium
    ❒ High

b. Other observer comments:_____