

# 2019 Kentucky Site Visits Survey Questions

Date: \_\_\_\_\_ KDE Staff: \_\_\_\_\_  
 District/School: \_\_\_\_\_ Grade Range: \_\_\_\_\_  
 Principal: \_\_\_\_\_ BAC(s): \_\_\_\_\_

OSAA staff will be collecting copies of specific forms and documents. While conducting the survey, please ask the school for copies of the following:

- 1 copy of a Good Faith Effort Checklist (if used)
- 1 copy of a Seating Chart (any 2 grades, group and individual testing)
- 1 copy of a Testing Schedule
- 1 copy of a Medical Non-participation Form (if applicable)
- 1 copy of an Extraordinary Circumstance Form (if applicable)

BEFORE TESTING	
<b>1. Materials Management</b> a. How far in advance were Test Administrator's Manuals/Scripts distributed?	COMMENTS:
b. How do you ensure that the appropriate test manuals are read and used with each type of assessment? (e.g. online and paper-based) How is this documented?	
c. Reaction of student combined booklet for science vs. student test booklet/student response booklet for other content areas?	
<b>2. Training</b> a. How much time was devoted to Administration Code and Inclusion of Special Populations trainings (703 KAR 5:080 & 703 KAR 5:070)?	
b. What materials were used for the Administration Code and Inclusion of Special Populations trainings? (e.g., materials from KDE website, self-developed, videos)	
c. Detail other staff training that pertains to testing. How is this documented?	

**BEFORE TESTING****3. Testing Schedule**

a. How is the test schedule developed?

b. What determines placement of students for testing? (e.g., alphabetical, homeroom, reading teachers)

c. What is the ratio of proctors to students?

d. How are makeup sessions managed?

*Please ask for a copy of the test schedule.*

e. What is done with the testing materials when students are allowed to read, work puzzles, etc. while waiting for others to finish?

**4. Student Motivation**

a. Are Good Faith Effort Checklists used?

b. What type of special activities, if any, are held prior to the testing window or during the testing window?

c. When and how are rewards distributed?

d. What sources are used to fund rewards?

*Please ask for copies of Good Faith Effort Checklists.***DURING TESTING****5. Test Security**

a. Describe the procedure used for inventorying/logging in test materials to the building.

COMMENTS:

**DURING TESTING**

<p>b. Where are secure test materials stored before testing and between sessions?</p> <p><b>Ask to see the storage area.</b></p>	
<p>c. What procedures are used to distribute and collect secure materials from proctors?</p>	
<p>d. How is the destruction of used scratch paper handled?</p>	
<p>e. Describe the process of collecting seating charts. Who maintains the file?</p>	
<p>f. What procedures are in place for the test environment?</p> <p>Posters:</p> <p>Overcrowding:</p> <p>Work Station Surface and Arrangements:</p>	
<p><b>6. Test Administration with Accommodations</b></p> <p>a. In what type of setting were accommodations provided to students with disabilities or English Learners?</p> <p>___ small group (4 and under)</p> <p>___ with regular education students</p> <p>___ one on one</p> <p>___ other (please specify)</p> <p><b>Ask to see at least 1 or 2 testing areas where accommodations were provided.</b></p>	
<p>b. How many students required the use of a hand-held calculator during the online assessments? ____ How was the use of a hand-held calculator determined? Was the Calculator Policy used as guidance?</p>	

**DURING TESTING**

<p>c. What types of accommodations were mixed together in the small group (other) categories?</p>	
<p>d. Describe the process for making sure that IEPs, 504s, and PSPs are current and/or information is entered into Infinite Campus.</p>	
<p>e. How is extended time for students managed?</p>	
<p>f. What was the process used to allow additional time for students on the online assessments? How many needed this flexibility? _____ Approximately how much time was required? _____</p>	
<p>g. Have student plans (IEPs, 504, PSPs) been updated to reflect the specific extended time to be used by students (i.e., time and a half or double-time)?</p>	
<p>h. Describe the process used for letting proctors know the appropriate accommodations to provide for individual students?</p>	
<p>i. Who provides accommodations in your school? (volunteers, classified staff, certified staff, etc.)</p>	
<p>j. How many students required a human reader?</p>	
<p>k. How many students required a human scribe?</p>	
<p>l. Describe the experience of students and proctors for the following accommodated materials and the number of students utilizing these materials:</p> <ul style="list-style-type: none"><li>• Braille</li><li>• Audio</li><li>• Large Print</li><li>• Text Reader</li></ul>	

**AFTER TESTING**

<b>7. Preparation for Return of Materials</b>	COMMENTS:
a. What procedures are in place for checking materials at the school after testing?	
b. What process is used to return school materials to the DAC?	
c. Who is responsible for submitting non-participation information and managing paper non-participation forms?	

**GENERAL ONLINE TESTING**

1. What is student reaction to taking the test online vs. paper and pencil?	
2. What type of testing environment is used (e.g., computer lab, classroom computers, portable lab, Chromebooks, iPads) Does your school have a 1:1 initiative? If so, did you use those student devices or choose to use a computer lab or something else and why?	
3. Were there any issues with the devices used? If so, how did you handle them?	
4. Did students have any issues/concerns using the DESMOS calculator?	
5. Did students take the practice tests prior to the live test?	
6. How is test security maintained in the online environment? How are the testing tickets and seal codes secured until testing?	
7. Do proctors log into the system or do students log themselves into the system? Please list any issues with logging into TestNAV.	
8. Was the PearsonAccess <sup>next</sup> system used to monitor the testing in real time? Why or why not?	
9. Who used the PAN to monitor testing? (i.e., Proctor, BAC, IT Staff, Principal)	
10. Is the Computer-Based Testing (CBT) Online User Manual followed extensively?	
11. Did the Grade 11 Online Script cover all parts of the online test?	

<p>12. Is KDE and Pearson providing the level of support that permits a successful online test administration experience? If not, what improvements are needed?</p>	
<p>13. Notes might include things such as proctor circulating room or not; any gestures, lingering at individual student's desk, processes for immediate collection of test materials, etc. Feel free to note any observations as you see fit.</p>	

GENERAL COMMENTS: