

Teacher-Administered Testlets

Required Training Module 7

Learning Objectives

- Types of teacher-administered testlets
- Testlet structure
- Administering items
- Test day preparations
- Standard test administration process
- Allowable practices
- Practices to be avoided

Teacher-Administered Testlets

- Designed for administration to the student outside the DLM system
- Test administrator records responses in the DLM system

Teacher-Administered Testlets

1. Lower linkage level Math and ELA testlets
 - Nodes being assessed require presymbolic or early symbolic communication
 - Students who may be developing or not yet have symbolic understanding

Lower Linkage Level Reading Testlets

- Items focus on foundational skills that precede conventional literacy
 - Recognizing familiar objects
 - Identifying words that describe familiar people
- Items are still presented in the context of reading a text

Lower Linkage Level Mathematics Testlets

- Items focus on foundational skills that precede conventional mathematics
 - Recognize some
 - Recognize separateness

Teacher-Administered Testlets

2. Some math content that is better assessed outside the system

- When content would be too abstract on screen (typically procedural)
- When assessing online adds perceptual or motor burden
- To make items accessible for students with blindness or visual impairments

Teacher-Administered Testlets

3. All writing testlets

- Emergent
- Conventional

TESTLET STRUCTURE

Common Features

1. Testlet = engagement activity + items
2. Directions to the test administrator
3. Scripted statements/interactions
4. Items are for the test administrator to complete based on observation of behavior

1. Lower Linkage Level Testlets

- Engagement activity:
 - ELA: shared reading (teacher reads)
 - Math: exploring the objects that will be used

Directions

“Educator Directions”

Educator Directions:

In this testlet you will present the student with objects that are the same and objects that are different. It is important that objects that are the same are identical.

Gather two identical bowls and two identical crayons. You may substitute other objects if required.

For the first two items, you will use two bowls and one crayon. For the second two items, you will use two crayons and one bowl.

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NEXT

Directions

Read the story with the student. Maximize the interaction between the student and the story. For example, discuss the words that appear in the story and their meanings. Follow the student's lead. After you read the story, you will read the story a second time and the student will answer some questions.

ELA Testlet Structure

- Text presented twice
- Questions embedded and at conclusion on second read

Directions: Transition Screen

This is the end of the story. Now, read the story again and answer some questions. Because this testlet addresses foundational skills, the questions focus on the student's ability to identify familiar objects.

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2. Other Math Testlets

- Like math testlets at lower linkage levels
 - Engagement activity = interact with objects
 - Educator directions on how to use the materials
 - Scripted procedure for presenting objects and items
 - Answer choices are potential student behaviors

2. Other Math Testlets

- Combinations of teacher-administered and computer-administered
- Teacher-administered will always be first
- Transition to computer-administered is always marked

3. Writing Testlets

- Engagement: student selection of topic
- Student uses orthography-based tools used for writing in every day instruction

3. Writing Testlets

- Similar structure as other teacher-administered testlets:
 - Following on-screen instructions
 - Interacting with the student based on the standardized procedures explained on screen
 - Observing & recording observations of student writing processes and products

ADMINISTERING ITEMS

Presenting Items

- Standardized language
- Quotes = present verbatim
- SHOW
- SAY

Responding to Items

- Teacher observation of student response
- The student's typical response modes
- Lower linkage level includes “no response”

Item Screen

Educator Directions:

SAY: "There are clothes in the story."

SHOW: one familiar object that belongs to the student and two unfamiliar objects.

SAY: "Where is your (familiar object name)?"

Record student response:

Indicates familiar object

Indicates unfamiliar object

Indicates multiple objects

Attends to other stimuli

No response

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Item Screen

Record student response:

- Indicates the matching bowl
- Indicates the crayon
- Indicates the bowls and the crayon
- Attends to other stimuli
- No response

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NEXT

Responding to Items

What does this text tell about?

how to pet a nice dog

how to feed a hungry dog

how to find a lost dog

BACK ↩



READ

NEXT →

Basic Navigation

Read this sentence.

If this plan fails, we will have to go back to the drawing board.

In this sentence, what is the meaning of the underlined phrase?

start all over

support the
decision

work faster

avoid mistakes

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READ

NEXT 

TEST DAY PREPARATIONS



Test Day Preparations

- Familiarize yourself with testlet structure
- General materials needed
 - Testing device with KITE client loaded
 - Student username and password
 - Assistive devices appropriate to student (if needed)
 - Materials student needs for writing (if preparing for a writing testlet)

Test Day Preparations

- Testlet information page
 - Retrieve from Educator Portal
 - Includes information about exceptions to support rules
 - Use to collect materials, texts, etc.

Test Day Preparations

- Secure testing location
 - Quiet
 - Clear from distractions
 - Where other students cannot see testlet
- Enough space to arrange materials

Space Arrangements: Reading

- Triangle arrangement
- Student should be able to access the text (facing it or hearing it)
- Teacher needs full view of the screen for instructions and prompts and to enter responses

Space Arrangements: Math

- Teacher uses computer to receive instructions and prompts and to enter responses
- Student works completely independent of the system and does not need access to the screen

Space Arrangements: Writing

- Teacher uses computer to receive instructions and prompts and to enter responses
- Student works completely independent of the system and does not need access to the screen

STANDARD TEST ADMINISTRATION PROCESS



DYNAMIC
LEARNING MAPS

Log In to KITE



 Sign Out

Welcome back, Lillie!




TAKE A TEST 




PRACTICE FIRST 

Select The Test



 Take a test

 Practice First

 Sign Out

Please select a test to take.

Dynamic Learning Maps

Summative

ELA Grade 7 Pilot

Take Test 

Math Grade 7 Pilot

Take Test 

Teacher Survey A

Take Test 

Begin the Testlet

ELA.RI.3.2.S

Choose BEGIN to start.

 GO BACK

BEGIN 

General Sequence

- Follow on-screen instructions
- Administer scripted parts of the testlet
- Observing student behaviors
- Recording student responses

End of Testlet

Review: The Outstanding Ostrich

Are you done?

Red boxes mean you are not done. Ask your teacher for help.

Green checks mean you are done. You can choose end.

| | | | | | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10 | 11 | 12 | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | |

Answered Not answered

 GO BACK

END 

ALLOWABLE PRACTICES



Allowable Supports

General Principles

1. Flexibility in student access to item and materials
2. Consistency in student interaction with the concept being measured

Intended Flexibility

- Breaks
- Student response mode
- Use of special equipment for positioning, for example:
 - Slant board
 - Velcro objects on a board
- Generic definitions

PRACTICES TO BE AVOIDED

Practices to be Avoided

- Repeating the item activity again after a student has responded
- Using physical prompts or hand-over-hand guidance
- Removing answer choices
- Rearranging objects to prompt correct answer



DYNAMIC
LEARNING MAPS

<http://dynamiclearningmaps.org>