aimsweb PLUS

Telepractice Guide

Telepractice and aimswebPlus

Introduction

A telepractice session includes an examiner in one geographical location and a student in a different location. Using a high-speed internet connection and a secure software platform designed for web-based meetings (i.e., teleconference platform), an examiner, a student, and a facilitator or proctor in the student location join a shared web-based meeting via computers with audio and video capability. The examiner and student can see and hear one another throughout the session. Text, pictures, and video can be shared through the teleconference platform.

The aimswebPlus® measures can be administered in a telepractice context. Measures that use digital record forms (DRFs) follow one procedure, while the measures that use TestNav® (Pearson's secure online-testing platform) follow another. This document describes how to administer DRF-scored and TestNav-delivered measures via telepractice.

Measures administered via digital record forms include:

Subject	Measure	Grade
Early Literacy	Print Concepts (PC)	K
	Letter Naming Fluency (LNF)	K
	Initial Sounds (IS)	K
	Auditory Vocabulary (AV)	K–1
	Letter Word Sounds Fluency (LWSF)	K–1
	Phoneme Segmentation (PS)	K–1
	Nonsense Word Fluency (NWF)	K–1
	Word Reading Fluency (WRF)	K–1
Early Literacy/Reading	Oral Reading Fluency (ORF)	1–8
Early Numeracy	Number Naming Fluency (NNF)	K
	Quantity Total Fluency (QTF)	K
	Quantity Difference Fluency (QDF)	K
	Concepts & Applications (CA)	K–1
	Number Comparison Fluency–Pairs (NCF–P)	1
	Math Facts Fluency–1 Digit (MFF–1D)	1
	Math Facts Fluency–Tens (MFF–T)	1

Measures administered via TestNav include:

Subject	Measure	Grade
Reading	Vocabulary (VO)	2–8
	Reading Comprehension (RC)	2–8
	Silent Reading Fluency (SRF)	4–8
	Reading Comprehension–Progress Monitor (RC–PM)	2–5
Math	Number Comparison Fluency–Triads (NCF–T)	2–8
	Mental Computation Fluency (MCF)	2–8
	Concepts & Applications (CA)	2–8

DRF Administration

Equipment and Materials Needed

Examiners will need a computer with a camera, audio (speaker and microphone), and stable, high-speed internet access. A second computer with stable internet access or a second screen, which will be used to score the DRF, is also required. The examiner will need to download the PowerPoint (Early Literacy and Early Numeracy Spring stimulus books) and/or PDF (Oral Reading Fluency forms) student stimulus materials needed. Finally, the examiner will need to select a teleconferencing platform that:

- meets HIPAA and FERPA requirements;
- provides the student a clear, full screen image of shared stimulus materials;
- provides clear audio for communicating directions, questions, and responses;
- allows for mobile access;
- and allows the student to see the examiner.

Students will need a computer or tablet (e.g., iPad) with a camera, audio (speaker and microphone), and stable, high-speed internet access. The computer/tablet screen should be no smaller than 8 inches (measured diagonally). When possible, a smartphone with an internet connection can be helpful during the test session (e.g., a facilitator connected to the teleconference platform can use their phone's camera to share the student's pointing and other test behaviors with the examiner).

Test Environment

As with any testing session, make sure the student's environment is free from audio and visual distractions. Ask the facilitator to conduct testing in a quiet area of their home where the student can sit comfortably and see the computer/tablet directly and clearly (e.g., no glare on the screen). In addition, ask the facilitator to close all other applications and silence any alerts/notification on the device(s) being used.

Facilitator Preparation

For a DRF test session, a facilitator will be with the student to ensure the student is engaged with the test material and the environment remains conducive to test taking activities. A facilitator is an adult at the remote location (i.e., with the student taking the test) who assists the examiner with the testing process. The role of the examiner is to prepare the facilitator for the testing session and to ensure the facilitator understands their responsibilities.

Prior to the test session, the examiner will send the Guidelines for Remote Testing Facilitators document to the facilitator or talk through the document with the facilitator over the phone or teleconference app. The document explains what equipment is required, how to set up the necessary equipment in a space suited to testing, and how to prepare the student for the test event. In addition, this document provides information about how to help during the test session, including a list of dos and don'ts and other considerations for the facilitator.

Finally, ask the facilitator to help prepare the student by making sure the student is well rested, has eaten, and has used the bathroom prior to the testing session. The facilitator should explain to the student that they will be assisting the examiner with testing and encourage the student to do their best work during the test session.

Test Sessions

Schedule a test session for each student and provide the teleconference login information, meeting time, and Facilitator Guidelines document to each facilitator. Arrive approximately 10 minutes early for a test session, and go over the following pre-assessment checklist items with the facilitator when they log in to the teleconference session:

- ❑ Has the facilitator reviewed the general guidelines?
- ❑ Is the sound clear and the volume loud enough?
- ❑ Is the internet connection good or is there a lag?
- ❑ Is the computer fully charged or plugged in?
- ❑ Does the lighting reflect on the screen?
- ❑ Are notifications turned off on both the examiner and student's computers/tablets?
- ❑ Share a screen. Can it be seen on the student computer?
- ❑ Test the examiner's mouse. Can it be clearly seen on the student computer?
- ❑ Share video camera through the computers. Can you see each other?
- ❑ Join a smartphone, if available, to the teleconference platform to use as a second camera. Practice taking a view of the student and of the screen with the smartphone.
- ❑ Is the content displayed correctly on the screen (e.g., full screen)?
- ❑ Can the student sit directly in front of the screen?
- ❑ Is the student's testing area free from major distractions?

Troubleshoot any issues that arise during the checklist review and before the test session begins. Use the DRF to read measure directions and administer test items, just as you would during a typical face-to-face administration. During testing, ask the facilitator or use the smartphone to verify that the stimulus content is displayed correctly on the student's screen before administering each new measure.

Post-Test Considerations

Within 24 hours of the test session, the examiner should reflect on how the testing session went. Consider the following questions when reflecting:

- Was the student on task and motivated for the duration of the test session?
- Did the student rush through any parts of the test?
- Did the student listen to directions?
- Did the student only use scratch paper for the CA test?
- Were there any disruptions (e.g., noises or other distractions) or technical issues (e.g., lagging connection, disrupted audio) during the test?
- How did the student respond to the telepractice testing session?

After reflecting on the above questions, determine if the test results can be deemed valid. To do so, the examiner should consider the following:

- Did the test session capture an accurate representation of what the student can do?
- Did the facilitator follow the guidelines to foster a standardized testing environment?

TestNav Administration

Equipment and Materials Needed

Students will need a computer or tablet (e.g., iPad) with stable, high-speed internet access. The computer/tablet screen should be no smaller than 8 inches (measured diagonally) and must have the TestNav app installed. If the student is using a personal computer, the student or proctor will need to download and install the TestNav app, which can be found here: download.testnav.com.

Test Environment

As with any testing session, make sure the student's environment is free from audio and visual distractions. Ask the student and proctor to conduct testing in a quiet area of their home where the student can sit comfortably and see the computer/tablet directly and clearly (e.g., no glare on the screen). In addition, ask the student and the proctor to close all other applications and silence any alerts/notification on the device(s) being used.

Proctor Preparation

For a TestNav testing session, a proctor will be with the student to ensure the student is engaged with the test material and the environment remains conducive to test taking activities. A proctor is an adult at the remote location (i.e., with the student taking the test) who assists the examiner with the testing process. The role of the examiner is to prepare the proctor for the testing session and to ensure the proctor understands their responsibilities.

Prior to the test session, the examiner will send the Guidelines for TestNav Proctors document to the proctor or talk through the document with the proctor over the phone or teleconference app. The document explains what equipment is required, how to set up the necessary equipment in a space suited to testing, how to prepare the student for the test event, how to login to TestNav, and how to introduce the test to the student. In addition, this document provides information about how to supervise the test session, including a list of dos and don'ts and other considerations for the proctor.

Finally, ask the proctor to help prepare the student by making sure the student is well rested, has eaten, and has used the bathroom prior to the testing session. The proctor should explain to the student that they will be supervising the test session and encourage the student to do their best work during the test session.

Test Sessions

After logging the student in to TestNav and reading the short script introducing the test to the student, the proctor will supervise the test session to ensure the student stays on task and is doing their best work. Because TestNav locks down the computer during test sessions, the examiner will not be able to maintain a connection with the student via the teleconferencing app. If desired, the examiner may request to connect to a teleconference app via a second computer, such as a smartphone, to monitor the test session. However, this is not required.

Post-Test Considerations

Within 24 hours of the test session, the examiner should discuss with the proctor how the testing session went. In particular, the examiner should ask:

- Was the student on task and motivated for the duration of the test session?
- Did the student rush through any parts of the test?
- Did the student listen to directions?
- Did the student only use scratch paper for the CA test?
- Were there any disruptions (e.g., noises or other distractions) or technical issues (e.g., lagging connection) during the test?
- How did the student respond to the remote testing session?

This discussion can take place via phone, teleconferencing app, or email. However, the examiner should receive the responses within 24 hours of the test session to best ensure the proctor accurately recalls the experience. To determine if the test results can be deemed valid, the examiner should consider the proctors responses to the above questions and consider the following:

- Did the test session capture an accurate representation of what the student can do?
- Did the proctor follow the guidelines to foster a standardized testing environment?

Summary

The DRF and TestNav aimswebPlus measures can all be administered in a telepractice context. This guide serves as a framework to support the administration of both types of measures in this new context. In addition, educators should be sure to adhere to their national/state organization's and local education agency's recommendations regarding telepractice.

The calibration and norming of the aimswebPlus measures were not done within a telepractice context. As such, the educator administering these measures should use their professional judgement to determine if the telepractice assessment experience for a given student was comparable to a typical assessment experience at school.

Produced in the United States of America.

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