RESEARCH SYNOPSIS

2018-2019 Test Administration Observations

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BACKGROUND

Two types of testlets are available in the DLM system for administration through Kite ® Student Portal: computer-delivered and teacher-administered testlets.

- Computer-delivered testlets are meant for students to take while interacting independently with a computer (using special devices as needed).
- In teacher-administered testlets, however, the test administrator plays a direct role in setting up, delivering to the student, and recording responses.

Test administration observations are conducted by state and local education agency staff during routine observations. The purpose of these observations is to collect information about how DLM testlets are delivered based on recommended administration methods.

TESTLETS OBSERVED

Test administration observations were submitted from ten states. A total of 667 observations were collected; of those,

- 429 (64.3%) were of computer-delivered testlets
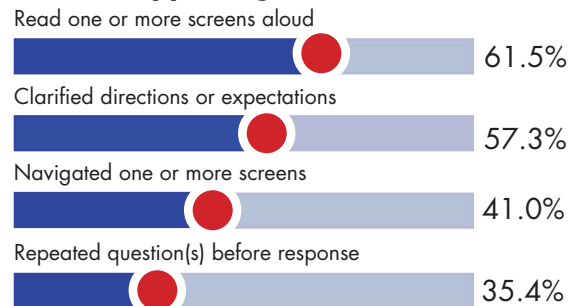- 238 (35.7%) were of teacher-administered testlets.

The observations were comprised of

- 259 (38.8%) English language arts (ELA) reading testlets
- 23 (3.4%) ELA writing testlets
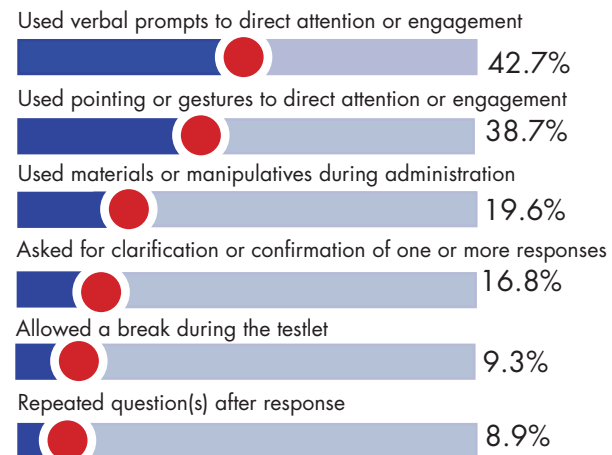- 241 (36.1%) mathematics testlets; and,
- 140 (21.0%) science testlets.

ENGAGING WITH THE SYSTEM INDEPENDENTLY

Test administrators should allow students to engage with the system as independently as they are able. For computer-delivered testlets, related evidence is summarized below; test administrator behaviors were identified as supporting, neutral, or nonsupporting. For example, clarifying directions (57% of observations) removes student confusion about the task and allows the student to respond to the item itself. In contrast, using physical prompts (e.g., hand-over-hand guidance) indicates that the teacher directly influenced the student's response choice.
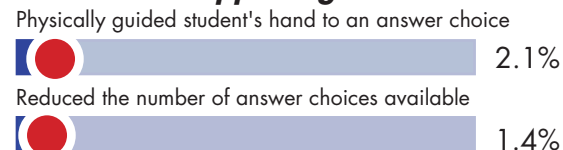
Test administrator *supporting* behaviors:

Read one or more screens aloud
61.5%

Clarified directions or expectations
57.3%

Navigated one or more screens
41.0%

Repeated question(s) before response
35.4%

Test administrator *neutral* behaviors:

Used verbal prompts to direct attention or engagement
42.7%

Used pointing or gestures to direct attention or engagement
38.7%

Used materials or manipulatives during administration
19.6%

Asked for clarification or confirmation of one or more responses
16.8%

Allowed a break during the testlet
9.3%

Repeated question(s) after response
8.9%

Test administrator *nonsupporting* behaviors:

Physically guided student's hand to an answer choice
2.1%

Reduced the number of answer choices available
1.4%

FIDELITY

Student responses should be entered by test administrators with fidelity. For teacher-administered testlets, test administrators are expected to record student responses with fidelity regardless of the student's response mode. The most frequently observed response mode was the student gesturing to indicate a response which the test administrator then selected.

Response Mode:

Gestured to indicate response to test administrator

32.4%

Verbally indicated response to test administrator

22.3%

Used compuer/device to respond independently

17.6%

Eye-gaze indication to test administrator

5.0%

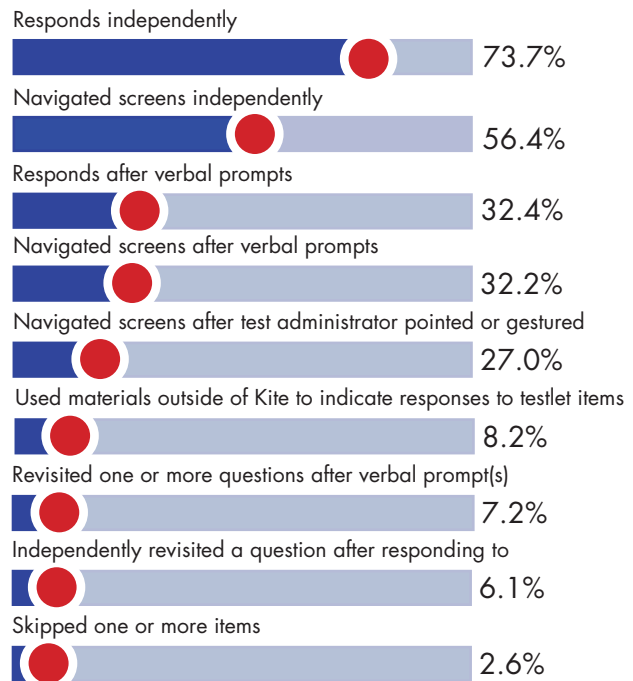Used switch system to respond independently

1.7%
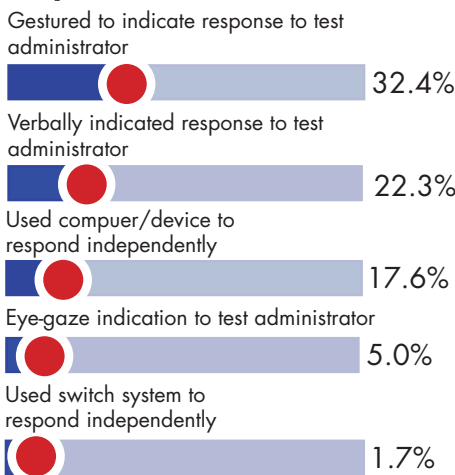
Computer-delivered testlets provided another opportunity to evaluate fidelity of response entry when the test administrator entered responses on behalf of the students. Observers recorded whether the response entered by the test administrator matched the student's response. In 91 of 429 (21.2%) observations, the test administrator entered responses. In 87 (95.6%) of those cases, observers indicated that the entered response matched the student's response, while three observers left the item blank and one indicated *could not tell*.

INTERACTING WITH THE SYSTEM AS INTENDED

Observers record student actions during computer-delivered testlets to demonstrate that students are able to interact with the system as intended. Observers recorded that students independently responded to testlets in 73.7% of the cases. Allowable practices, such as test administrators entering responses for the student, may account for the students not recorded as responding independently. Other allowable flexibility strategies during test administration include verbal prompts for navigation and response selection. These strategies, which are commonly used during instruction for students with the most significant cognitive disabilities, are used to maximize student engagement with the system and allow the student to respond to what the item was intended to ask. However, they also indicate that students need support to sustain independent interaction with the system throughout the entire testlet.

Students' actions:

Responds independently

73.7%

Navigated screens independently

56.4%

Responds after verbal prompts

32.4%

Navigated screens after verbal prompts

32.2%

Navigated screens after test administrator pointed or gestured

27.0%

Used materials outside of Kite to indicate responses to testlet items

8.2%

Revisited one or more questions after verbal prompt(s)

7.2%

Independently revisited a question after responding to

6.1%

Skipped one or more items

2.6%

ACCESSIBILITY

Students should be able to respond to tasks regardless of sensory, mobility, health, communication, or behavioral constraints. For computer-delivered testlets, observers noted the use of accessibility supports such as eye gaze (1.6%) and the use of manipulatives outside the Student Portal (8.2%). Observers also noted whether there was difficulty with accessibility supports (including lack of appropriate available supports) during observations of teacher-administered testlets. Of the 238 teacher-administered testlets, observers noted difficulty in 22 cases (9.2%). Finally, to assess that all necessary accessibility supports were available to the student, observers recorded whether the student was able to complete the testlet. Of the 667 observations collected, students completed the testlet in 648 cases (97.2%).