 **MSAA Observation Checklist for Test Coordinators | Spring 2020**

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| --- |
| Test Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| Time of Day for Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Location of Testing (i.e. classroom, library, computer room): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Interruptions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

 **Type of Administration**: (check all that applies)

|  |  |  |
| --- | --- | --- |
| □ Paper-Based | □ Computer-Based | □ Hybrid |
|  |  □ Desktop |  □ Reading |
|  |  □ Laptop |  □ Math |
|  |  □ iPad |  □ Writing |
|  |  □ Whiteboard |  □ Answer Options |

**Assessment Features Used:** (check all that applies)

|  |  |
| --- | --- |
| □ Answer Masking | □ Audio Player |
| □ Alternate Color Theme | □ Increase Volume |
| □ Magnification Tool | □ Increase/Decrease Size of Text and Graphics |
| □ Tactile Graphics | □ Tactile Symbols |
| □ Read Aloud by TA | □ Manipulatives for Mathematics |
| □ Alternative Text Read Aloud by TA | □ Object Replacement |
| □ Line Reader |  |

 **Accommodations Specific to the IEP Used:** (circle)

|  |  |  |  |
| --- | --- | --- | --- |
| □ Scribe | □ Sign Language | □ Paper Based | □ Assistive Technology: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *(indicate type)* |

**Did the TA use DTAs?:** □ Yes □ No

 If yes, select one: □ DTAs were printed □ DTAs were read off a device

**DTA Fidelity of Implementation:** □ High □ Medium □ Low

**Did the TA exhibit secure storage of test materials?** □ Yes □ No

**Did the TA utilize sample items prior to testing?** □ Yes □ No

**Did the student appear frustrated or distracted by testing?** □ Yes □ No

 If yes, what situation(s) seemed to trigger frustration? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 What strategies did the TA Use to resolve frustration? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Did the student utilize breaks during testing?** □ Yes □ No

 If so, how many? \_\_\_\_\_\_\_\_

 What behaviors seemed to result in breaks (TA or student behaviors)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Did the TA use physical prompting (such as pointing, gesturing or hand-over-hand) that may have given the student the answer?** □ Yes □ No

**Did you observe the student choosing the same answer option repeatedly?** □ Yes □ No

 If yes, this was: □ a computer-based test □ a paper based test

**Did you observe behaviors that could influence the choice of the same answer option?** □ Yes □ No

 If yes, explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Approximately how many times have you had contact with this TA regarding the test?** ­­­­­­­­­­\_\_\_\_\_\_\_ ­­­­­

**Questions for Test Administrator:**

1. **What type of assessment(s) do you use with this student in classroom instruction?**

|  |  |  |
| --- | --- | --- |
| □ Informal questions and observations  | □ Portfolio | □ Online/Computer  |
| □ Performance Task | □ Multiple Choice |  |

1. **What caused barriers for the students during test administration?** **What particular student characteristics were associated with these barriers?** *(E.g., did this barrier apply exclusively to students with motor difficulties or was it a more generalized barrier?)* **What do you use in instruction to address similar barriers?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **How did the difficulty of items affect students’ ability to access and respond to the items? Did they respond differently to easy versus hard items? If so, how?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Describe the response of your students to the tests in terms of the behaviors they displayed:** (e.g., normal engagement, excitement, exhaustion, frustration, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
**Did this change as the assessment progressed**? □ Yes □ No

**What behaviors did you see that were barriers for them to show what they actually can do and know?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What testing situations may have caused those specific behaviors?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **How many testing sessions did the majority of your students needed to complete testing?** \_\_\_\_\_\_\_\_\_\_\_
2. **Do you have any other feedback you would like to share?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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