



Assessment Best Practices

Before Testing:

- Embed online testing strategies as authentically as possible each year, especially wherever useful in instruction
- Integrate keyboarding into regular practice, wherever possible
- Practice the use of online tools like the calculators that are available for student use
- Introduce students to the testing format so they know what type of questions to expect and are familiar with the system
- Model how to read and address constructed response questions (e.g., how to use tools and read and reread for clarity)
- Have a clear plan for disseminating usernames and passwords
- Make sure all applications and systems are set up prior to testing
- It is best to test out the system wherever possible to manage issues early
- It is better to take down or cover any content that may provide added advantages on the assessment like word walls, timelines, and number lines
- Become familiar with the [Test Administrator User Guide](#)
- Become familiar with the [Test Administration Manual](#)
- Encourage students to get a good night's rest and eat a good breakfast before assessments
- Encourage students to take the test seriously as the data will support learning improvements

During Testing:

- Allow for multiple opportunities to practice in similar formats
- Test earlier in the day to allow time for test administration and for those who may take longer to complete a content area; this is also when students are more alert and may be more engaged and successful
- It is best not to break up each individual test as students build upon knowledge as they progress
- It is best to test in the early- to mid-window, where possible, to allow for initial concern resolutions and make-up testing
- Have scratch paper and pencils available for use; students may want to work out math problems or map out their writing; this is to be collected and securely destroyed at the end of testing
- Keep usernames and passwords secure; just like scratch paper, this is to be collected and securely destroyed at the end of testing
- Be sure to walk around the testing environment while monitoring students during testing to make sure students are on task

- Try to limit internet and intranet usage throughout the building during testing
- Students should have enough room to work without distractions from their neighbors and room to write down any work as needed
- Whenever possible, interim assessments should mimic the setting of the summative
- Make sure test questions and materials are not discussed or taken out of the test setting to ensure its future viability

After Testing:

- Review results with students
- Securely dispose of scratch paper and any testing tickets

WY-TOPP Technology Best Practices

- Host a school pre-test level-set meeting with ALL key personnel (building level admins, technology, assessment, TA, proctors, etc.)
- Communicate information to district/school staff. Don't assume that everyone is already "in the loop"
- Advise staff that user names/password should be considered Personally Identifiable Information (PII) and should be treated as such
- Devise a district/school-level contingency/communication plan and share with staff
- Ensure that URLs/IP Addresses have been whitelisted/allowed in web content filters and firewalls
- Limit *non-instructional* streaming services during testing window via content filter and/or ask users to curtail *non-instructional* use
- Advise schools and classrooms/labs/users to stagger testing schedule to prevent bandwidth "tempest"
- Consider "throttling down" of non-instructional networks (e.g., guest wireless/VLANs)
- Contact Helpdesk to report any issues. Open a case and document details, response, and resolution