DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

2022 DLM Statewide Assessment Auditor Observation Checklist
Teacher Administered Testlets

State Monitor's Name: _____   Date of School Visit: _____

School: _____   LEA: _____

Arrive at the school 30 minutes prior to the scheduled testing time. Request to meet with the School Test Coordinator.
Introduce yourself to the School Test Coordinator and request the following information:

School Test Coordinator: _____

School Principal: _____

Technology Coordinator: _____

Secured Material Location: _____   Grades Tested: _____

General Instructions
Set-up
1. Remind the teacher that you are not there to evaluate their teaching or monitor student performance. You are there simply to observe what s/he normally does during DLM assessments. The purpose of what you are recording is to support documentation of the alternate assessment.
2. Ask the teacher to arrange the session as s/he typically would for that student.
3. Based on that arrangement, place yourself where you can unobtrusively observe – preferably outside the student's line of vision and where you can still see the screen (for computer-delivered assessments) or behind the teacher/student pair, facing the computer (for teacher-administered assessments).
4. If the student completes multiple testlets, **use separate observation forms for each testlet**.

During the session
1. When recording the identifying information at the beginning of each form, do NOT include information that could be used to identify the student by name. Use an identifier that helps you distinguish between multiple students observed (e.g., "green shirt", "girl with glasses").
2. Document your observations in each section as thoroughly as possible.
3. Avoid interrupting the testing process.

After the session
1. Confirm that you have completed all parts of the protocol.
2. Make sure narrative comments are clearly written.

DLM Test Administration Observation Protocol – Short Version, Teacher Administered Testlets

Teacher/Test Administrator: _____ Student Count: _____

1. Preparation/Set Up

a. Location
  - ❒ Student's typical classroom ❒ Small room for individual testing
  - ❒ Computer lab ❒ Other (describe): _____

b. Testing device:
  - ❒ Computer with keyboard & mouse ❒ Tablet
  - ❒ Computer with Touchscreen ❒ Other: _____
  - ❒ Computer with adaptive display (e.g. Electronic white board, projection)

c. Testlet Information Page (TIP) – Select all that apply.
  - ❒ Teacher referred to TIP before administration
  - ❒ Teacher referred to TIP during administration
  - ❒ Teacher did not have TIP

d. Materials Use/Set-up (Mark YES or NO for each):

YES	NO	The test administrator…
		had materials prepared before starting to assess with the student
		arranged student/materials for optimal test administration
		substituted materials List materials used:

2. Administration

a. Test administrator (TA) behaviors (Mark YES or NO for each):

Yes	No	The test administrator…
		encouraged engagement and interaction
		discussed vocabulary or defined words in the testlet for the student
		connected words or pictures to student experience/prior knowledge
		read one or more screens aloud to the student
		clarified directions or expectations for the student
		repeated question(s) before student responded
		repeated question(s) after student responded (gave a second trial at the same item)
		allowed student to take a break during the testlet
		asked the student to clarify or confirm one or more responses
		used verbal prompts to direct the student's attention or engagement (e.g. "look at this.")
		used physical prompting to direct student attention or engagement (e.g. pointing)
		physically guides the student's hand to an answer choice
		reduced the number of answer choices available to the student

b. *For ELA Reading testlets only*: Test administrator behaviors (Mark YES or NO for each):

YES	NO	The test administrator…
		modeled concepts about print (reading left-to-right, correspondence between spoken and written word)
		pointed out rhymes, syllables, and sounds in words

c. *For ELA Writing testlets only*: Test administrator behaviors (Mark YES or NO for each):

YES	NO	The test administrator…
		connected writing task to student background knowledge and experience
		ensured that student had access to a writing tool
		modeled concepts about print (reading left-to-right, correspondence between spoken and written word)
		transcribed student's verbal responses by writing words or sentences for the student
		transcribed student's selection of individual letters to spell words

d. Student behaviors (Mark YES or NO for each):

Yes	No	The student…
		was distracted by something outside the testlet activity
		indicated confusion with what testlet activity required
		changed a response after his or her initial selection
		asked the TA a question Record question:
		used materials outside of Kite® Student Portal to indicate responses to testlet items

e. Did the student complete the testlet?
- ❒ YES
- ❒ NO

If no, why was testlet not completed? _____

_____

f. Student response mode (Select all that apply)

- ❒ Used computer/device to respond independently
- ❒ Used switch system to respond independently
- ❒ Verbally indicated response to TA who selected answers
- ❒ Gestured to indicate response TA who selected answers
- ❒ in Eye-gaze system indication to TA who selected answers

3. Accessibility

a. Accessibility features used for *part or all* of the testlet. (Mark YES or NO for each):

YES	NO	Feature
		Magnification (2x, 3x, 4x, 5x)
		Invert Color Choice (black background, white font)
		Color Contrast (white or black background and color font)
		Color Overlay (background different color)
		Human Read Aloud
		Synthetic Read Aloud (text to speech)

b. Did the student have difficulty with accessibility?
  ☐ YES (describe below)
  ☐ NO

Describe the problem and what the test administrator did_____

_____

4. Observer Evaluation

a. Rate the student's overall engagement during the session (circle one):   **Low   Medium   High**

b. Other observer comments: