



Guidance for Conducting Acadience® Assessments During Fall 2020 COVID-19 Pandemic

Overview and Context

In this time of uncertainty, we need to be especially clear about our purpose(s) for conducting assessment. We want to be explicit regarding the decisions we wish to make and the questions we need to answer with assessment data.

What follows are guidelines from Acadience Learning for conducting Acadience assessment during the fall 2020 school year where remote testing, or modified scenarios may be necessary. This guidance will describe the purpose for fall data collection, practical and equity considerations related to conducting assessment, and directions for our research that will examine the impact of COVID-19 on student performance, including the impact of adjustments made to assessment. These guidelines are provided in response to requests for information regarding conducting assessments during these unprecedented times.

The primary purpose of collecting fall assessment data is to determine student instructional needs so that instructional planning may occur to ensure growth and development. As such, the fall benchmark assessment is not just a screening for risk. We understand that assessing may be particularly challenging in our current pandemic context and may be impossible for some schools. However, we find that in order to provide the best instruction for students after disrupted educational situations, districts need to be able to identify, support, and evaluate students in need of additional instruction in order to become proficient in critical academic skills. It is best not to make assumptions about learning loss. Not all students will experience the skill loss. Expect that the school disruption will have varying impacts on student skills. Some students may have experienced growth, while others may have fallen behind in their skills.

The focus of our assessment given this purpose is to answer the following questions:

1. **What are the students' skills now, and are students on track to becoming successful in their academic skills (e.g., reading, mathematics)?** There is a need to determine students' present levels of performance relative to benchmark expectations as soon as practical for planning purposes. This information will help us make good decisions about which students need additional instructional support and in what skill areas. Corroborate findings with other available data sources. The fall benchmark data will also give us a starting place for goal setting.

- 2. Is the student making adequate progress toward important reading outcomes?** We need to focus on meeting the students where they are and supporting their growth toward important outcomes - where we want students to be at the end of the year. For example, use Acadience Reading benchmarks and Pathways of Progress to set individual student learning goals and monitor students' progress toward those goals. Use progress monitoring in a more targeted and strategic fashion. This may mean monitoring some students less frequently depending upon resources. Consider an interim check-in for students between the Fall and Winter benchmark assessment. Out-of-level monitoring may be needed for some students. Consider how to best leverage the use of Survey and Diagnostic assessments to be very strategic. More information about progress monitoring is available [here](#).

These questions are consistent with our Outcomes-Driven Model, but here we need to approach answering them more strategically and with greater efficiency. Given these questions, conducting a benchmark assessment as soon as possible and as efficiently as possible is a high priority. We recommend that follow-up diagnostic assessment be used very judiciously and only for those students with greatest need *when/if* educators are unclear about what to target for instruction.

Practical Considerations

Schools across the nation are planning for a wide range of instructional delivery models in the fall. These models will require teachers to alter many of their typical teaching strategies and routines. Students will learn new protocols and procedures (e.g., social distancing, virtual meeting, a hybrid of remote and in-person learning, and altered schedules or calendars). For this reason, we advise giving both teachers and students some time to assimilate to these new routines and work out any challenges before universal screening begins. We recommend initiating your assessment plan after students have been in school for approximately 3-4 weeks allowing enough time to establish a rapport and comfort with their new tools or procedures. The need for this adjustment time must be balanced with the need to determine current levels of performance and make instructional and resource allocation decisions quickly. Making assessments a routine part of what is done at the school and not a big deal (e.g., creating an atmosphere of normalization) will help.

Assessment conditions will likely mirror the options for schooling this fall. As such, assessment may be in person, online, or may be a hybrid approach. Conditions may shift pending spikes in the virus outbreak, so it is best to consider how to prepare for each option. We recommend that educators prioritize the assessment of critical skills (reading/language arts and math) and work toward completing assessment accurately, quickly and efficiently. Adequate training and pre-planning will maximize the likelihood that this will occur.

With respect to using the data to plan instruction, we recommend addressing instructional gaps through a combination of Tier 1 adjustments and small group intervention. In

instances where large percentages of students are below or well below benchmark, Tier 1 intervention is the most practical and efficient target of opportunity. Provide targeted intensive support only for those students with the greatest needs.

Health and Safety Considerations

The need for safety precautions might change as we learn more about the virus. Assessments should be conducted in as safe a manner as possible. The best approach for in-person assessment is to follow school and/or district policy regarding social distancing and wearing of masks. It may take some time to become accustomed to the use of masks, and assessors may want to try some clear masks and clear face shields. Sitting 6 feet apart is new to assessment. Typically, the student and assessor are close to each other. Under social distancing and/or remote assessment conditions, we recommend assessors monitor students and consider the impact of distance on student performance.

Equity Considerations

We want to ensure equity and access for all students. As such, we recommend that schools provide maximum flexibility with assessment options. Considerations include what type of equipment, internet service, adult supervision, and privacy is needed for the assessment options that will be used. Some options may present concerns related to access for many of the children who need additional school support and whose home situations are unable to provide the equipment required to conduct remote assessment. Schools/districts should consider alternative ways to accomplish the assessment, or provide the necessary equipment and materials to families so the assessment may be completed.

Options for Conducting Assessment

In-Person Assessment (face to face). If schools begin the fall with face-to-face instruction, we recommend conducting the beginning-of-year benchmark assessment. We recommend flexibility with the benchmark window. The beginning-of-year benchmark will provide important information for support decisions, and will assist in planning for the school year. This benchmark assessment data will provide educators with information about student needs and the impact of school closures on student skills. If availability of in-person assessment is limited, we recommend prioritizing the use of in-person assessment with those students for whom you have the greatest concern and assessing remaining students using remote assessment.

Remote Assessment (not face to face). We have received requests for information regarding remote or online testing. There is no way to control all of the factors that will impact the assessment results due to vast differences across households with regard to technology and availability of an adult to supervise/monitor the assessment. That being said, we value the fact that educators wish to keep their assessment going and we would like to be supportive. As such, we offer a number of ideas for accomplishing assessment

remotely. Options are described in greater detail with the information specific to each of the Acadience Learning assessments that follows this overview. In each instance, parent/caregiver support is desirable, at least for setting up the environment, but likely also for monitoring so the assessment goes smoothly. Basic set-up options might include:

- Screen sharing where the student is on a computer or tablet with sound via computer, tablet or phone. With computer screens and an internet connection, some tests may be conducted by showing student materials on a computer or tablet screens, similar to how a kindle book may look. Assessors may use a mouse cursor or remote pointer for tracking assistance during the assessment when screen sharing.
- Paper and pencil provided to the student at home, with the student on a smart phone or other device using tools like Facetime/Skype.

Hybrid Approach. A hybrid approach means that some assessment might be conducted face to face and some might be conducted remotely. This option would most likely be used if schooling is conducted via a hybrid approach (e.g., some in person and some online). If the availability of in-person assessment is limited, we recommend prioritizing the use of in-person assessment with those students for whom you have the greatest concern and assessing remaining students using remote assessment.

Logistics for Remote Assessment

Logistical considerations for remote assessment include management of materials required to conduct the assessment, scheduling the meeting time, as well as understanding the roles of the people involved in the assessment process.

Materials needed for remote testing with paper/pencil include the following:

- Assessment booklets and scoring booklets
- Timer
- Pen or pencil
- Computer with camera and speaker for video conferencing
- Virtual meeting software (e.g., Zoom, Google Meets, GoToMeeting, Join.me, Adobe Connect or any other district/school recommended and supported meeting platform)

Materials needed for remote testing with Acadience Learning Online include the following:

- Touch screen tablet administration and scoring device equipped with ALO app
- Computer with camera and speaker for video conferencing
- Virtual meeting software (e.g., Zoom, Google Meets, GoToMeeting, Join.me, Adobe Connect or any other district/school recommended and supported meeting platform)

We recommend creating a schedule for assessment meeting times. Consider creating a sign-up via google docs, or offer parents at least 3 possible times to choose from then send a meeting invitation with the link.

Everyone involved (e.g., school personnel, students, and parents/caregivers) has a role to play. We recommend specifying the expectations for those roles so that an optimal experience can occur. We recommend that schools/districts attempt to standardize their approach within the school or district. In order to create an optimal testing environment, the roles of each participant are described here:

School personnel/assessor role. We recommend that school personnel provide information and notification regarding remote assessment to parents in advance of conducting the assessment. Consider sending home a letter explaining the caregiver/parent role in assessment. Ask caregiver/parent to provide a space with minimal distractions for the student, and to have the computer or tablet device ready along with a phone on hand. A sample letter is provided in this guidance.

Before starting the assessment, be sure the student has any necessary assessment materials. Materials should be placed in a sealed envelope marked to indicate that it should not be opened before the assessment. Materials may be sent home via mail or delivered to families via school-based pick up.

If screen sharing, check that the format of the document will fit the available screen. Keep in mind that while the student materials may be made available digitally/electronically, the assessor needs to have either paper-pencil scoring booklets or a tablet for scoring purposes (e.g., Acadience Learning Online). Finally, when entering data, note if the assessment was completed in person or remotely.

Parent/Caregiver role. A parent/caregiver/adult in the home may need to assist with set-up. A quiet, distraction-free space for the student to complete assessment tasks without interruption is best. Families should plan for 15 minutes per student. Many assessments include the support of a proctor - someone to help with all technology issues and help the student to do their best. Parents/caregivers together with the assessor should identify who the proctor is. The person who serves as the proctor or adult helper during the assessment must understand the limits of the support they may provide (e.g., not allowed to provide extra prompts).

Child role. We want students to do their best during the assessment. During remote assessment, students must let the assessor know if they cannot clearly hear and/or see during the assessment, just like with an in-person assessment.

Configurations for remote scoring may vary by the assessment (see assessment-specific guidance), but may include the following:

- Scoring on ALO touch-enabled tablet while using another computer device for the meeting to see the student and to screen share.
- Scoring with paper and pencil while using a computer device for the meeting to see the student and to screen share.
- Either of the above plus a phone for audio. If using a phone, it is ideal for both assessor and student to be hands free. The child should not need to hold the phone but rather use the speakerphone option or earbuds/headphones.

Maximizing Assessment Fidelity and Validity

To maximize the likelihood of obtaining useful assessment data, aim to limit or minimize departures from standardization as much as possible. Document any departures from standardization for consideration when interpreting the assessment data. Consider how adjustments made to administration conditions may impact the reliability and validity, and appropriately adjust conclusions or recommendations adding notes of caution where needed. The standards (i.e., benchmarks) used for interpretation will remain the same.

For all assessments, we recommend that assessors review the information in the assessment manuals relevant to accommodations used during the assessment. For each assessment the information is located in a section identified as "Approved Accommodations." These sections explain accommodations that may be provided to students - for example, enlarged print for students with visual impairments. Accommodations that are not approved and may impact interpretation also are discussed. In instances where non-approved accommodations are used, intra-individual comparisons may be considered more appropriate than comparing student data relative to benchmarks.

Everyone must be trained to administer with high fidelity. We recommend using the assessment accuracy checklists, and Acadience Mentors in the building or district to support training needs, provide booster training sessions, and conduct fidelity checks. Examine fidelity of data collection in an ongoing fashion. Ask how confident are you in the data collected once the data are collected?

Pre-correct for parents/caregivers providing too much support during the assessment. We recommend communicating the purpose of the assessment to parents and other caregivers (see previous section). Consider the use of an analogy. For example, at regular physical health check-ups, parents want an accurate estimate of where their child is at so that the doctor knows whether or not the child needs intervention to improve their physical health. The same is true for these educational check-ups. Without accurate data, needs may not become known and addressed. Obtaining accurate data helps us to know where we are at so we can move forward from there. Parents/caregivers need to understand the important role they play and the scope of that role. Make sure the parent knows that the data will not be a part of the student's grade.

Finally, we realize the challenge of doing an assessment remotely that would have normally been done in person. Assessors may miss the opportunity to obtain information that would have been observed during an in-person assessment.

Resources to Use Data Effectively

Resource needs with respect to data interpretation and use will depend on the experience of teachers/educators. Some of your best resources are going to be the experienced teachers and Acadience mentors in the building/district. We recommend that educators use the assessment data to set meaningful, ambitious, and attainable goals. Pathways of Progress will be very useful in this context. Additional information about Pathways is available [here](#).

Other Resources

We recommend the Acadience Reading Lexile report to provide information that parents and families can use to access reading resources online. The Lexile report provides a Lexile level for each student which provides a good estimate of books that would be at an appropriate reading level. An online resource to help find appropriate books based on the student's Lexile is available [here](#).

Parent friendly information about choosing books for children can also be found at [Reading Rockets](#). The Reading Rockets website also has a section dedicated to [parents](#).

In addition, the Institute for Education Sciences Regional Educational Laboratory Program has a [website](#) devoted to resources for families and caregivers in support of children's math skill development.

Research on Impacts

Acadience Learning will continue to examine the data obtained throughout this period for patterns. We are implementing ways to track the manner in which assessment data were collected (e.g., in person or remote) as those data are entered into Acadience Data Management (ADM) or Acadience Learning Online (ALO). We may consider a more longitudinal examination of student growth, such as measuring growth over a two-year period. Finally, we will have the opportunity to examine differential impact across skills.

Conclusion

If you choose to conduct assessments during this time period, these are our guidelines for this present time. As data are collected and we learn more about the types of experiences and outcomes that result from these implementations, our guidance may evolve to create recommendations aligned with optimal testing experiences. Note that these recommendations are nonstandard accommodations for most Acadience Learning assessments in a nonstandard time. As such, caution is urged in interpretation of these data and we encourage notation of the experience (e.g., via remote meeting, or any other modification). Because all of your data will likely be collected in this same format, the reports can be useful to inform instruction and identify students who may need additional support compared to other students in the classroom or school. Data collected using remote assessment procedures and aggregated for use at a school, district, or state level for important system-wide educational decisions should be identified clearly as remote assessment data to describe the conditions under which the assessments were given.

Our purpose, to improve student outcomes, remains the same and we are committed to supporting educators and educational systems in working to achieve that goal. We will continue to provide resources as we learn from this process. If you have additional questions regarding this guidance document or need further assistance with Acadience assessments, please contact us at info@acadiencelearning.org.

The following pages describe specific recommendations for the following Acadience Learning assessments:

- **Acadience Reading K-6**
- **Acadience Math**

Guidance Specific to Acadience Reading K–6

- a. For measures that require student materials (**LNF, RAN, NWF, ORF, Retell**), the teacher does the following:
 - i. Download the appropriate student materials from acadiencelarning.org.
 - ii. Have your scoring booklets ready, or if using ALO, have the tablet ready to score the selected measure.
 - iii. When you are face-to-face online with the student and audio and video are established and working, take a few minutes to establish rapport with the student and describe the purpose of the session.
 - iv. Pull up the appropriate student materials for that student on your computer screen.
 - v. When you have the appropriate student materials on your screen, give the standardized directions.
 - vi. At the point in the directions where it says to show the form to the student, share your screen with the student.
 - vii. Follow along and score on the printed scoring booklet or touchscreen tablet device.
- b. For measures that do not require student materials (**FSF, PSF**), the teacher does the following:
 - i. Have your scoring booklets ready or, if using ALO, have the tablet ready to score the selected measure.
 - ii. When you are face-to-face with the student with audio and video working, give the standardized directions.
 - iii. Follow along and score on the printed scoring booklet or touchscreen tablet device (ALO).
- c. The Maze assessment may be administered to the student using paper and pencil or Acadience Learning Online.
 - i. When conducting the **Maze** assessment remotely with paper and pencil, an adult proctor will be required to (a) give the form to the student, (b) sit with the student while the form is being administered, (c) take a picture of the form and text or email the picture to the teacher or return the completed form to the school in a sealed envelope provided by the school.
 - ii. When conducting the Maze assessment remotely using ALO, the teacher must provide the student with the appropriate [login page](#) and the unique 4-digit code. The student must enter the 4-digit code and then select their name to signal the teacher they successfully logged in. The teacher will then give the standardized directions to the student and instruct the student to begin.
- d. When assessing the student with paper and pencil, enter the scores into Acadience Data Management (ADM) and indicate that the assessment was administered remotely. [Note that this is only for the fall of 2020. In general, nonstandard assessments should not be entered into ADM.] When assessing the student with ALO, all scores are already entered and reports are available.

Guidance Specific to Acadience Math

- a. For measures that require student materials (**BQD, NIF, AQD, and MNF**), the teacher does the following:
 - i. Download the appropriate student materials from [acadiencelearning.org](https://www.acadiencelearning.org).
 - ii. Have scoring booklets ready (either purchased from [Voyager Sopris Learning](https://www.voyagersopris.com) or downloaded from [Acadience Learning](https://www.acadiencelearning.org)).
 - iii. When you are in a virtual face-to-face meeting with the student with audio and video working, pull up the appropriate student materials for that student on your computer screen.
 - iv. When you have the appropriate student materials on your screen, give the standardized directions.
 - v. At the point in the directions where it says to show the form to the student, share your screen with the student.
 - vi. Follow along and score on the paper and pencil scoring booklet.
- b. For measures that do not require student materials (**NNF**), the teacher does the following:
 - i. Have your scoring booklets ready (either purchased from Voyager Sopris Learning or downloaded from Acadience Learning).
 - ii. When you are in a virtual face-to-face meeting with the student with audio and video working, give the standardized directions
 - iii. Follow along and score on the paper and pencil scoring booklet.
- c. Computation and Concepts and Applications:
 - i. Conducting the paper-pencil version of the **Computation and Concepts and Applications** assessment remotely will require an adult proctor to give the form to the student, sit with the student while the form is being administered, and (a) take a picture of the form, and send it back to the teacher, or (b) return the form to the school in a sealed envelope provided by the school.
- d. Enter data into Acadience Data Management (ADM) and indicate that the assessment was administered remotely. [Note that this is only for the fall of 2020. In general, nonstandard assessments should not be entered into ADM.]