

Administration Checklist

Step 1 – Materials Preparation: A series of questions can be asked to ensure the student materials and scoring protocols are appropriately prepared ahead of time. Did the Qualified Assessor (QA)

Please circle your choice. Rating scale is at the end of this sheet.

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|---|---|-----|---|
| Y | N | N/A | Print student materials for the appropriate grade level? |
| Y | N | N/A | Print on paper with the correct size and contrast? |
| Y | N | N/A | Cut up and arrange (as needed) for the student? |
| Y | N | N/A | Assemble with needed support materials? (e.g., assistive devices, manipulatives, scratch forms) |

Step 2 – Interactive Presentation: A series of observational notes can be addressed to ensure the Qualified Administer (QA) is conducting the assessment appropriately by detailing the following:

Please circle your choice. Rating scale is at the end of this sheet.

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|---|---|---|---|--|
| 1 | 2 | 3 | 4 | Student-Assessors Positioning – Position of the QA with the student (in front, on the side) to assist or help the student manage materials |
| 1 | 2 | 3 | 4 | Materials Placement with Student – Presentation of the materials at the appropriate pace (speed of speaking and lay out of materials). |
| 1 | 2 | 3 | 4 | Student not distracted by scoring of protocol |
| 1 | 2 | 3 | 4 | Directions read correctly to student – Use of correct specific directions in reference to the appropriate student materials. |
| 1 | 2 | 3 | 4 | Example (if available) read correctly to student |
| 1 | 2 | 3 | 4 | Item (prompt) read correctly to student |
| 1 | 2 | 3 | 4 | Appropriate Rereading/Re-prompting as needed |
| 1 | 2 | 3 | 4 | Pacing |
| 1 | 2 | 3 | 4 | Correct supports and reinforcement given – Appropriate reinforcement to acknowledge ‘on-task’ behavior’ but without providing any assistance for correct responses |
| 1 | 2 | 3 | 4 | Appropriate accommodations/assistive technology/adaptations (if needed) given |
| 1 | 2 | 3 | 4 | Items scored correctly |

Step 3 – Scoring: The QA may or may not score the students’ responses concurrently with the test being given; nevertheless, the following issues need to be addressed:

Please circle your choice. Rating scale is at the end of this sheet.

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|---|---|-----|--|
| Y | N | N/A | Did the student’s verbatim response get transcribed on the scoring protocol? |
| Y | N | N/A | Were appropriate notes placed on the scoring protocol as needed? |
| Y | N | N/A | Were the correct points awarded for responses to reflect (a) incorrect, (b) partially correct, and (c) completely correct? |
| Y | N | N/A | Is the scoring protocol stored in a secure place? |

Step 4 – Data Entry: After the test has been administered, the QA needs to enter the scores into the computer database. To ensure accurate data entry, it is useful if the following issues are addressed by reviewing the entire protocol with the data entry screen:

Please circle your choice. Rating scale is at the end of this sheet.

- Y N N/A Accurate demographics: Spelling of name, correct state student identification number, and correct grade level.
- Y N N/A Accurate item values.
- Y N N/A Entered any reasons not tested if applicable.
- Y N N/A Saved and submitted scores indicating record is complete.
- Y N N/A Unofficial student report consistent with the scoring protocol.

Signature of Administrator

Date

Rating Scale

1 = Extremely weak or absent administration by assessor

2 = Poor administration by assessor

3 = Good administration by assessor but not fully correct

4 = Strong administration by assessor

N/A = Not applicable to category

Yes ___ No _____