

# Accommodating Student Testing in the Classroom

Promising Practices 10

Suggestions for Program Improvement for Ohio ABLE Practitioners

Monitoring Performance

## Program Puzzler

Your program has limited space. You share space with another agency and many times do not have dedicated classrooms. In addition, you conduct orientation and student testing during class time. With limited space and multiple activities happening simultaneously, it is difficult to balance test administration procedures and policies with the realities of your program. At times, some students are not posttested properly (i.e., in accordance with test administration guidelines or Ohio Board of Regents (OBR) requirements) and/or the results are not shared with them. What could be done to help manage or change this situation?



### Timely Tips

Have a trained volunteer sit with students during testing to proctor and monitor the process.

## Peer Perspective

### Classroom Structure

- Get creative with available space (e.g., utilize “nontraditional” classroom space such as a cubicle or kitchen).
- Share space with a partner (e.g., One-Stop).
- Use partitions to create quiet, private area for testing.

### Program and Classroom Management

- Allow for flexibility in posttest scheduling based on professional wisdom and the student’s progression within the class.
- Make sure to share test results with students in a timely manner.
- Realize that one person cannot conduct orientation, classroom instruction, and testing at the same time. Make staffing adjustments as needed.
- Create a class schedule that separates different activities into different weeks or designated days (e.g., a week of orientation, followed by a week of testing, followed by instruction; a six-hour orientation conducted on Saturday).
- Build in incentives to help retain students for posttesting at designated times (e.g., every eight weeks award prizes to students who have attended class for two weeks or more).

## Added Insights

Much has been written about the necessity of a comprehensive assessment policy (including formal and informal assessments) for diagnosing and placing students initially and as they progress in reaching goals and determining their achievement at a later point in their education.

- Refer to the “Assessment” section of *The Ohio Performance Accountability System (OPAS) Manual* (August 2009) on the OBR ABLE website ([http://uso.edu/network/workforce/able/reference/accountability/OPAS\\_Manual.pdf](http://uso.edu/network/workforce/able/reference/accountability/OPAS_Manual.pdf)) for specific information about assessment policy, testing procedures, and monitoring performance.

Literature mentioned in the Added Insights of this document is drawn from reviews, reports, and papers housed on the National Center for the Study of Adult Learning and Literacy (NCSALL) website. Refer to <http://www.ncsall.net/index.php?id=15> for more information.

### ABLELink Accompaniments

- ◆ Annual Report Table 4 Educ. Gains and Attend. By Educ. Functioning Level
- ◆ Latest Progress Recorded for Students, by Class
- ◆ Latest Progress Recorded for Students, by Site
- ◆ Latest Progress Recorded for Students, by Teacher
- ◆ Progress Records With Zero Levels
- ◆ Progress Report—BEST
- ◆ Progress Report—CASAS
- ◆ Progress Report—PEP
- ◆ Progress Report—TABE
- ◆ Progress Report—WorkKeys
- ◆ Students without Initial Tests
- ◆ Students without Initial Tests by Class
- ◆ Students without Initial Tests by Site
- ◆ Students without Initial Tests by Teacher
- ◆ Students without Post-Tests
- ◆ Students without Post-Tests by Class
- ◆ Students without Post-Tests by Site
- ◆ Students without Post-Tests by Teacher
- ◆ TABE Test Scores by Site by Student
- ◆ TABE Test Scores by Site by Teacher by Student
- ◆ TABE Test Scores by Student

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