

Group Test Administration Module

General Procedures: Group-Administered Tests

Detailed instructions for administering each section of the ACCESS for ELLs test are contained in the *Test Administrator's Script*. Below are some additional details about preparing for and administering the Listening and Reading Tests. The Speaking Test is individually administered, and is addressed in a separate module of this training. The 2013 Listening Test is media-delivered by CD or streaming audio files from the Internet.

Setting up the Testing Room

Preparing the testing room in advance will facilitate a smooth test administration. It will also help to ensure independent work on the part of the test takers. It is recommended that you:

- Test in a classroom with desks that can comfortably accommodate the number of students being tested (indicated on the Test Session Roster).
- Arrange the desks in rows, facing forward, where you, the Test Administrator, can see all students and circulate between desks. It is important that all students can see and hear you clearly.
- Obtain enough **sharpened pencils** for students being tested. Have extra pencils available, as sharpening pencils during a test session could be a distraction. Have a plan for sharpening pencils between test sessions.
- Make or obtain from your Coordinator a ***Do Not Disturb: Testing*** sign to be placed on the outside of the testing room door on test days.
- Plan to have a table on which to lay out test materials.
- It is not necessary to cover any print on the walls or on classroom materials.
- Have reading materials on hand for students who finish early.
- Have a watch on hand, or make sure there is a functioning clock in the testing room. The Test Administrator Scripts contain guidance on pacing the test.
- Have equipment available in the room for the Listening Test; either a CD player and Listening CD or a computer with speakers connected to the Internet. See the *Test Administration Manual* for detailed information.

Distributing Test Materials

Do not pass out test materials until all students are seated. When distributing test booklets, double check to ensure that the student to whom you are giving the booklet matches the name on the test booklet. Make sure each student has at least one sharpened pencil.

When beginning the Writing Test (Session 2) on the second day of testing, note that younger children (grades 1-2) may need much assistance locating the Writing Test within their test booklets. To make it much easier for younger children to find the starting location, administrators may want to put the pencils into the test booklets in the correct place before passing the test materials out. Alternatively, they may want to place the test booklets face down on the students' desks, spread open to the appropriate place. In either case, administrators will need to adapt the oral instructions in the *Test Administrator's Script* as appropriate.

Administration Times

In most schools, the group-administered Tests (Listening, Reading, and Writing) will be administered to each tier of students in two test sessions of about 75 minutes each.

For scheduling purposes, approximate administration times for each individual test are given below.

Session 1 (75 minutes):

**Listening Test (25 minutes)
Reading Test (35 minutes)
+ 15 minutes convening students and
distributing/collecting materials**

Session 2 (75 minutes):

**Writing Test (65 minutes)
+ 10 minutes convening students and
distributing/collecting materials**

(The Speaking Test is individually administered and takes approximately 15 minutes per student. Details on the administration and scoring of the Speaking Test are contained in that module of this training.)

For each group-administered test section, note the time students begin taking the test and allow students the amount of time indicated in the *Test Administrator's Script*. Scan and circulate the room regularly to make sure students are on the right page and are keeping pace.

One short stretch break of about 5 minutes can be taken between the Listening and Reading sections of the test, and, if necessary, about halfway through the Writing Test. Use your discretion regarding the need for and timing of these breaks. Younger students in particular might need a break, or may need to be taken as a group to the restroom. If you and the students leave the room for a break, collect all test materials, and lock them in the room.

Students who finish early may read materials you have provided. You may invite younger students (grades 1-2) to draw in the spaces you direct them to, as outlined in the *Test Administrator's Script*.