

# **CASAS COAAP Remote Testing Guidelines**

**Version 1.0**



## Table of Contents

I. EL Civics Objective Assessment– Remote!	1
II: Technical Requirements	1
III. Environment	2
IV. Security and Privacy	2
V: Test Administration Directions	4
Appendix A: COAAP Remote Testing Options Based on Available Technology	8

# I. EL Civics Objective Assessment Online – Remote!

CASAS is excited to support agencies as they prepare for the future, with distance learning becoming a regular and essential part of programs. Remote testing is the wave of the future in order to better support distance learning opportunities for more learners.

In order to adapt to a remote testing environment, the EL Civics assessments can be modified by the administering agency to fit the technological limitations of both the student and the assessor (also referred to as a “proctor”). By offering this flexibility to all participants, agencies can approach EL Civics assessments with additional creativity based on the students’ available devices.

The remote testing solutions described below illustrate how one-to-one (1:1) proctoring can be accomplished using a web conferencing platform. Some agencies may find ways to administer assessments in a 1-to-many setting. For some assessments, the web conferencing platform will be used for remote monitoring and screen sharing between the proctor/assessor and the student.

Individual agencies can begin COAAP remote testing after they sign an **Agency Remote Testing Agreement**. The Agency Remote Testing Agreement can be found on the [CASAS website](#). This signed agreement attests that the agency will adhere to all test security measures and remote testing protocols while testing remotely.

For COAAPs, assessors do not need be certified as eTests proctors. However, they must sign a **Proctor Remote Testing Agreement** to attest that the assessor will adhere to all test security measures and remote testing protocols.

It is highly recommended, but not required, to prepare assessors for the additional challenges presented by remote assessment. Training resources are available on the California remote testing page at

<https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/california-remote-testing>

## II: Technical Requirements

COAAPs assessments can be done on a variety of devices. Please use the following technical requirements as a guide. For some COAAPs, it may be necessary to check technical requirements ahead of time... for others this may not be necessary.

\*For additional information about using technology for remote COAAP assessment, see *Appendix A: Remote Testing Options based on Available Technology*.

**Assessors** must use a desktop, laptop, or tablet computer with:

- Webcam or attached video camera
- Microphone and speakers
- Web conferencing platform installed\*

*\*The testing agency must train staff and test takers on the basics of using the web conferencing platform (e.g., ZOOM).*

**Test takers** must use one of the following devices for testing:

- Windows 10 laptop, desktop, phone, or tablet computer
- Mac desktop or laptop computer
- iPad
  - o 9.7-inch screen or larger with minimum 2048 x 1536 resolution.
  - o iOS 11 or higher
- Webcam or attached video camera
  - o **Optional** - *It is recommended that test takers use a smartphone or second device as an external camera so the assessor can monitor the testing area more efficiently.*
- Microphone and speakers
  - o Headphones NOT allowed
- Web conferencing platform installed

### III. Environment

A proper environment is important to ensure that tests remain secure and to reduce distractions that may invalidate test results. Here are some key characteristics of a proper environment for remote testing:

- If possible, testing spaces should be in a quiet room without background noise or distractions. The room should have a closed door to ensure there are no interruptions by others. If a room with a closed door is unavailable, the test taker must ensure either that no one else is in the room (or nearby rooms) or that they will not be interrupted.
- Lighting should be bright enough for the assessor to clearly see the test taker and the testing space.
- Testing spaces (desks, tables, etc.) must be clear of extra papers, books, pens pencils. Nothing but the testing device/computer/and/or phone may be in the space.
- Additional monitors, computers, and other electronic devices should be turned off or removed.

We recognize that it may be difficult to meet all of these requirements. Assessors should work with the individuals to provide a secure test environment for each COAAP task assessment.

### IV. Security and Privacy

The privacy of test taker personal information and the security of the COAAP test tasks, rating scales, and rubrics is important. While it is always necessary to follow best practices to keep student information and the tests secure, there are additional security concerns with remote testing.

#### Collection of Personal Information

The assessor must inform the test taker of the types of personal information that will be collected and how they will be used and secured. This includes any demographic information and test item responses and scores. No video capture of COAAP tests are needed. Assessors score test takers as they perform their task assessments using agency-created rating sheets.

After testing has completed, organize test results for entry in TE, and save all necessary documentation for agency records. The assessor should then destroy any personal information, such as name and ID number, as well as any remaining materials, such as any notes from the session, or photographs saved on the assessor's computer. Failure to do so is a violation of the test taker's privacy.

#### Test Security

It is the responsibility of the agency and assessor to ensure that the CASAS testing instruments and test items are kept secure. Agencies participating in CASAS Remote Testing must sign the *Agency Remote Testing Agreement*, which states that assessors and testing personnel will follow the privacy, test security, technology, and test administration requirements and procedures that have been outlined in this document. An electronic version of the *Agency Remote Testing Agreement* is on the [CASAS website](#). Submit this agreement online as directed before starting remote testing.

## **Test Administration**

Agencies must ensure that test takers are adequately prepared before testing. The assessor must check that the technology and environment requirements are met, and that the test taker understands the testing process. The assessor must explain all of the steps in the remote testing process. This preparation may be done in a separate session before the day of testing or before testing begins on the same day as the test is given. The test takers will take the assessment with the assessor monitoring the testing session. Assessors must actively monitor the test taker throughout an entire test session to ensure that all testing rules are followed. Testing personnel must follow all test administration directions as directed in the *CASAS Remote Testing Guidelines* document and the appropriate *Test Administration Manual*.

## **Testing Accommodations**

The same testing accommodations allowed by CASAS can be made for remote testing. Please refer to the *Test Administration Manual* for the particular series the test taker is taking for more information on these accommodations. Contact CASAS about providing additional accommodations related to testing in a test taker's home environment or other location.

## **Confidentiality of Tests and Test Items**

No agency, school, or other entity may use any test or test item — published or unpublished — as a tool to prepare examinees for the testing process. CASAS tests may never serve as practice tests in any capacity or for any purpose. Reviewing, discussing, or explaining test items to anyone at any time is not permissible.

## **Copyright Infringement**

Federal copyright law prohibits the unauthorized reproduction and use of copyrighted test materials. Therefore, it is not lawful to duplicate, photograph, record or reproduce test materials in any manner.

## V: Test Administration Directions

Test administration directions are provided in two parts: Part A and Part B. The purpose of Part A is to prepare for assessment administration process, and for some COAAPs, practice the remote testing process so that you and the student are prepared for completing the assessment in Part B. Establishing a relationship with test takers will help remove any barriers that may prevent them from doing their best.

Following the steps for remote testing preparation will ensure:

- You are comfortable with delivering a testing session as a remote assessor.
- The test taker is familiar with the remote testing process.
- There are no technical issues that might interfere with testing.

**For some COAAPs, you may consider practicing remote testing with another staff person at your agency prior to administering the assessment. Practicing is key to ensure a smooth testing experience for your students.**

### Part A: Preparation for Remote Testing

Part A and Part B may be completed on the same day or on separate days. One session is to help the individual set up, and the second session is for the actual assessment.

- If these activities are scheduled on separate days, in Part B the assessor may need to once again verify the test taker's ID and that the technology, Internet bandwidth, and environment requirements have been met.
- If Part A and Part B are completed on the same day, a break in between is recommended.

Note: Communicating with test takers in their native language is acceptable during Part A and before the test begins in Part B.

#### Step 1: Scheduling and Set-Up

1. Follow your agency's assigned protocol for the COAAP you plan to administer, and schedule the assessment date and time with the student.
2. Schedule an agreed-upon day and time that is convenient for both you and the student to complete the assessment, and any extra preparation if necessary.
3. Set up a recurring web conference meeting.
4. Send a meeting invitation to the test taker's email address – include the meeting number and URL for access. Assessors may want to send a reminder via email and text message the day of the assessment.

#### Step 2: Greeting and Explanation of Next Steps

##### Explanation of Remote Testing

- Once you both are connected with video and audio say, ***"Hello, my name is \_\_\_\_\_. I am your assessor and will be with you when you during this activity. First, I am going to make sure that your computer or tablet is ready. I will also check your ID and the room that you will be in. This should take about 20 – 30 minutes. I will also be happy to answer any questions that you have. Do you understand?"***
- If the test taker answers ***"Yes"***, say ***"Later you will complete the activity. It is very simple, so don't worry. Do you understand?"*** The test taker must answer ***"Yes"***.

### Step 3: Verifying Identity

1. Verify the test taker's identity at the start of each meeting.
2. Tell the test taker, ***"Now I need to check your ID. Can you please take it out?"***
  - Acceptable forms of identification: government-issued driver's license, passport, military ID, or alien registration card (permanent resident, green card). Forms of ID that agencies allow for enrolling into classes are also acceptable. Please refer to local agency guidelines for other types of acceptable identification.
  - Follow your agency's protocol on methods to verify student identity if these specific steps are not appropriate for your district policy.
3. Say, ***"Please hold your ID up to the camera so I can see it. Can you please say your name?"***

### Step 4: Technology and Environment Review (if applicable)

1. Ensure that the individual has met all of the technology and environment requirements listed above.
2. If the device passes the test, say, ***"Please use the same computer or device that we checked earlier when you complete the activity."***
3. Tell the student, ***"Please pick up your device or webcam and show me the whole room that you are in. I need to see all of it."***
  - If you can't see the entire room, explain specifically that you only want to see that there are no other people in the room, no books and papers next to the computer (except for scratch paper for specific COAAPs), or other computers.
  - **Optional** - CASAS recommends that a smartphone or second device is used as an external camera throughout the event. This second camera will provide a better view of the activity area for the assessor. If the test taker has a second device, the test taker will need to join the web conference with the second device and turn on the camera.
    - i. The test taker should place the second device in a location that provides a good view of the testing device, desk, and body.
4. Once all requirements are met, ask, ***"Do you have any questions for me about completing this activity online in this way?"***
5. Tell the test taker, ***"We are now going to practice the testing process."***

### Step 5: Trial Run (for first time remote test takers)

For some COAAPs that involve technology, CASAS recommends practicing sharing screens with the test taker and going through some practice questions to ensure a smooth and successful testing event.

### Practice Screen Sharing

1. Screen sharing varies on different computer platforms; see your web conferencing platform's help pages for full details.
2. Direct the student to share their screen.

*For example, in Zoom the test taker clicks "Share Screen" (or "Share"). The test taker selects "Screen" at top left (or "Desktop") and then clicks the "Share" button.*

The student must share the entire screen; it is possible, but not allowed, to share only one application window at a time. The assessor should verify the entire screen is shared before continuing. One quick check is to make sure the toolbar on computers running Windows 10 can be seen.
3. Tell the student, ***"I am now going to show you how we will take the test. We will practice this. Please click 'Stop Share'. I am going to share my screen with you."***
4. Select "Screen" at top left and then click the "Share" button.
5. Once the student is comfortable, you can stop sharing your mouse and keyboard following instructions for your web conferencing platform.

*For example, in Zoom the test taker would stop sharing by clicking "Cancel Remote Control" on the Zoom toolbar.*

## Step 6: Next Steps before Part B

1. If continuing onto Part B, do not end the web conference meeting. Allow a short break if necessary. Remind the person that once the activity starts there will be no breaks for any reason.
2. If completing Part B in a second meeting, follow these steps.
  - a. Stop sharing your screen by following instructions for your web conferencing platform.  
*For example in Zoom, click "Stop Share" on the Zoom toolbar.*
  - b. Tell the student, **"Thank you very much. We are finished. Do you have any questions before we end our session today?"**
  - c. Confirm the date and time of the next meeting.
  - d. After any questions have been answered, end the web conference meeting.

## Part B: Giving the Assessment

Start the web conference meeting if necessary. When connected, verify the student's identity, and repeat technology and environment review in Steps 4 & 5 above.

### Step 1: Agreements

Communicate with the individual about privacy and security and receive verbal confirmation.

1. Say, **"Before we start, I need to go over a few important things. I will also ask you some questions. Answer Yes or No to each question. Do you understand?"** The test taker must answer, **"Yes."**
2. Say, **"You will need to keep a camera on during the activity. I will be watching you while you work. The video will not be recorded. Do you understand?"** The test taker must answer, **"Yes,"** and verbally confirm that no other people are in the room and that any work submitted will be their own.
3. Ask the following questions:
  - a. **"Is anybody else in your room?"** The student must answer, **"No"**.
  - b. **"Will you take the test by yourself?"** Student: **"Yes"**.
  - c. **"You cannot use notes, books, or your computer to find answers. Do you agree?"** Student: **"Yes"**.
  - d. **"You cannot take a picture, copy, or share any test prompts, questions, or answers. Do you agree?"** Student: **"Yes"**.
4. If the student does not understand or agree to the above agreements, then end the assessment session.

### Step 2: Explaining the Testing Purpose

1. Tell the student, **"The purpose of completing this assessment is to determine what you have learned. It is very important to do your best."**

### Step 3: Giving the Assessment

When working in a remote environment, COAAP assessments are to be taken independently, unless the individual requires an approved testing accommodation. Remember that the student has had 30 hours of instruction on the topic so the material should be familiar to the students. During the test, closely monitor the person, help resolve any technical issues, and encourage the person to complete the activity.

### Recommendations for Completing Remote COAAP Assessments

1. The student may not go to other websites, programs, or documents on their computer while completing the assessment.
2. The student cannot use any outside sources for help during the test, including help from the assessor to explain or answer any part of the activity.
3. Students cannot take breaks, unless they have been approved for a testing accommodation.
4. Do not allow interruptions from other people during the activity.
5. You may need to end the test if the interruptions cannot be avoided.

## Recommendations for Assessors

1. Watch the entire activity:
  - a. Identify actions that may indicate the test taker is cheating (such as eyes looking at something off screen, hands doing something out of view)
  - b. Respond to technical problems that arise (such as frozen computer, or slow internet).
2. Only give breaks between tasks and give content before taking a break.
3. End the test if there are signs of cheating or if any technical issues arise that cannot be quickly resolved.
4. Schedule a makeup date if necessary.

## Step 4: Finishing the Assessment

### Ending the Meeting

1. Stop sharing your screen.  
*For example, in Zoom click "Stop Share" on the Zoom toolbar.*
2. Verify that you and the student recorded all steps of the activity successfully, and direct the student to send any necessary materials to you via e-mail, text, or other identified method.
3. Say, **"Thank you very much. We are finished. Do you have any questions before we end our session today?"** **Remind the student on to discuss the assessment with anyone.**
4. After any questions have been answered, end the web conference meeting.  
*For example, in Zoom close the program to end the meeting for all participants.*
5. Do not discuss results with anyone.

### After the Meeting

1. Save all paper and electronic copies of your rating sheets from the COAAP assessment.
2. Collect assessment materials electronically from the student if necessary.
3. Enter information into TOPSpro Enterprise (or follow plan to deliver paper and electronic information to data manager).

### What to do if there is a problem?

1. Reschedule another time to complete the assessment.
2. Develop a "Plan B" ahead of time to mitigate the effect of the technical difficulty.
3. Assessors requiring technical assistance that is specific to the web conferencing platform (e.g., Zoom) should contact technical support for the web conferencing application you are using.
4. STAY CALM AND BREATHE!

## Appendix A: COAAP Remote Testing Options based on Available Technology

Assessment Modality	Sample COAPs	Standard Telephone	Paper & Email with Camera	Text or Email with Camera	Smart Phone w/Camera	Smart Phone w/Camera & Zoom	iPad, Tablet, Chromebook or Computer with Zoom	Windows 10 Computer with Zoom
Oral only	16.5	X			X	X	X	X
Oral and Written	33.8		X		X	X	X	X
Written only	48.1		X	X	X	X	X	X
Role-Play	30.4	X				X	X	X
Portfolio	22.5		X	X			X	X
Listening and Written	30.5	X			X	X	X	X