

Computer-Based Testing Other Factors Guide

In preparation for Computer-Based Testing for Common Core assessments, there are a number of issues that districts should consider. Anticipating and properly preparing for these various issues will help ensure a smooth testing experience for all students.

For many of these CBT-related issues, there are no fixed guidelines or requirements. Rather, there are simply categories of issues that districts should explore and seek resolution for prior to beginning testing. In some cases, state departments of education will develop and issue guidelines after the initial 2014 pilot testing period. Therefore, districts should stay tuned to state department announcements and those from the various regional technical support providers charged with assisting districts in the testing process.

For each of the following categories, please consider the issue and note your district's current plan for how to manage this issue within your testing environment.

Planning/Design

- Who in the district is practically responsible for coordinating all testing activities and ensuring that the district has a viable plan for administering tests?

- When will the district have a final plan in place?

- How will the plan be communicated to building administrators, teachers, and the parent community?

- Is there a date on which the district will have a “dry run” of its testing plan? Specifically, will the district have a stress test of its network and test-related devices prior to the actual test administration so that testing readiness can be ensured for the testing period?

Special Needs/English Language Learner Student Accommodations

Please see the state's guidelines for student accommodations in CBT Common Core assessments. A [general policy document related to these accommodations](#) is available from PARCC. Please see this document for an overview of the various considerations related to making accommodations to the computer-based tests. These guidelines will be updated regularly prior to the release of the final tests, and state guidance will always be the final policy on these matters.

- Who will be responsible for working with special education teachers and ELL teachers to identify the various accommodations necessary for our students in the testing grades/subjects?

Physical Space and Requirements

- Where will testing occur in each building?

- Within each testing space, what are the plans for:
 - Electrical power (sufficient for all devices and necessary peripherals)
 - Network access (routers, wireless, physical cabling)
 - Furniture (chairs, tables, desks, spaces for each student and his/her device. NOTE that additional space/furniture requirements may be necessary for SPED students requiring physical accommodations)

Staffing

CBT requires immediate/on-site technical support as well as proctors for student test takers. Proctors need to be familiar with the testing software (i.e., the tests themselves) as well as the actual procedures for students to progress through the tests. Technicians need to be immediately available in the event of a problem with network infrastructure, devices, or other technical snafus.

- One technician should be assigned to each test-taking area and should be on-site during the test-taking period. Who will these technicians be? *NOTE that it may be necessary to bring in extra technicians to support testing.*

- There should be at least two proctors in each test-taking area during the testing period. Who will these proctors be?

- Proctors and technicians need to be fully familiarized with the testing procedures prior to test administration. How will this happen, who will conduct the training, and when will training occur?

Contingency Planning for Interruptions

Each district should create a contingency plan for testing-related emergencies that might result in an interruption to testing. The state department of education is likely to issue guidelines for district contingency planning prior to the testing period. Nevertheless, districts should give thought to how they will handle the following “unanticipated” occurrences:

- Weather delays during testing periods
 - Power failures in the testing location
 - Network failures
 - Other physical interruptions to testing (e.g., fire drills, weather emergencies, lock-downs, other physical personal or building-wide emergencies)
- What are the district’s contingency plans to cover interruptions during the testing period?

Other Considerations

Use this space to discuss any other considerations or concerns related to your district’s plan for administering the computer-based Common Core assessments.