

HAWAII DEPARTMENT OF EDUCATION

Suggested Guidelines for In-person Test Administration



During this time of the COVID-19 pandemic, the health and safety of students and staff is the highest priority. The information and suggestions in this document are offered to test coordinators and other school-level staff as guidance to ensure the successful administration of the statewide summative assessments that are part of the Hawai'i Statewide Assessment Program.

The Hawai'i Department of Education is committed to every student receiving an equitable education—regardless of learning environment—so all students have the skills, habits, and dispositions to graduate college and career ready. We must strengthen relationships, focus on equity, and support the overall well-being of Hawai'i's students, families, school staff, and communities. Please know the information provided in this document does not constitute a requirement for any school. Instead, this information should be used as a starting point and adjusted to fit each assessment and each school's unique student population and needs.

Participation in State assessments can help determine the impact the pandemic has had on academic achievement and equity. Equitable testing is important because clearly knowing the performance of all students is the first step in closing achievement gaps. The identification of which gaps exist, the size of the gaps, and the persistence of the gaps is essential for decision-making that brings about the closing of those gaps.

While what is described in these guidelines will provide information regarding the administration of the Smarter Balanced, HSA-Science, KĀ'EO, HSA-Alt, EOC Exams, The ACT, and the WIDA ACCESS assessments, school-level staff should review the [Return to Learn](#) resources at the HawaiiPublicSchools.org website and the [Hawaii DOH Guidance for Schools COVID-19](#) document to ensure all safety guidelines are met.

School-level staff are encouraged to do their due diligence to mitigate health and safety risks by following all DOH guidelines for in-person learning and testing. If there is any question as to whether or not a guideline has been met school-level staff are encouraged to contact the Hawaii DOH (HDOH) for further guidance:

Island	Hours	Contact	Telephone Number
Oahu	M-F 7:45 am - 4:30 pm	HDOH School Liaison	(808) 587-6845 (ask for school liaison)
	After hours/weekends		(808) 600-3625
Maui	M-F 7:45 am - 4:30 pm	Maui District Health Office	(808) 984-8213
Kauai	M-F 7:45 am - 4:30 pm	Kauai District Health Office	(808) 241-3563
Hawaii (Hilo)	M-F 7:45 am - 4:30 pm	Big Island DHO (Hilo)	(808) 933-0912
Hawaii (Kona)	M-F 7:45 am - 4:30 pm	Big Island DHO (Kona)	(808) 322-4877
Neighbor Islands	After Hours/weekends		(808) 360-2575

Preparing for Test Administration

Scheduling

- Know what each assessment's test window is and utilize the entire test window to your advantage. Do not wait to test your students as staff and student absences may make it very difficult to ensure testing of all students.
- Know and understand what testing flexibilities are allowed for each assessment.
- Break the testing population into smaller groups, over multiple testing rooms, over multiple days (if applicable).
- Consider staggering the start time for groups for students by just a few minutes to spread out that higher need for network bandwidth.
- Plan a flexible testing schedule with makeup dates and consider starting earlier in the testing windows in anticipation of student and staff illness.
- Create backup plans for staff shortages, student absences, school closures, and possible test day cancellations (training additional staff as test administrators-particularly for SBA and ACCESS, alternative test days, alternate testing site).
- Create a plan for students or staff members in case of illness.
- Consider a check-in process and waiting area (if they arrive early) for students who are coming in only for testing, whether your format is virtual or hybrid.
- Create alternate plans to complete testing that align with different schooling scenarios including:
 - The school switches to an all distance learning format prior to or during testing.
 - The school switches to a hybrid (distance learning/in-person) format prior to or during testing.
- Allow sufficient time for handwashing, sanitization, moving students in and out, doing health assessments, socially distanced bathroom breaks, and other safety procedures.
- Allow time to maintain social distancing during breaks.
- Assemble a team of staff to assist the test coordinator plan and implement in-person testing.
- Be creative in creating small student pods. (Example: grouping families together, keeping student cohorts or classrooms together as much as possible, etc.)
- Food and nutrition requirements must be met for students attending school for testing.

Preparing the School Building

- Designate specific entrances and exits only at the facility.
- Require face coverings. Masks should not be worn by anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the mask without assistance. Work with those who are uncomfortable or unable to wear a cloth face covering (due to health or racial discrimination concerns) to develop an appropriate alternative.
- Provide hand sanitizer at building entrances and in common high traffic areas.
- Provide masks at building entrances for students and staff who have forgotten or do not have their own.

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- Place visual floor markers six feet apart and hang [social distancing/best practices reminders](#) throughout the facility.
- Clean and disinfect facilities and communal surfaces (desks, chairs, computers, keyboards, mice, etc.). Follow the CDC's [Cleaning, Disinfection, and Hand Hygiene in Schools – a Toolkit for School Administrators](#), and guidelines in the [Hawaii DOH Guidance for Schools COVID-19](#).
- Ensure restrooms are stocked with soap and hand drying materials. Check restroom supplies often.

Alternative Testing Sites

- Determine whether testing offsite (e.g., in-person administration at a community center, library, etc.) is an option for your school.
- Plan on where else you could potentially test safely and how to securely transfer test materials including testing devices.
- Verify that alternative testing sites have adequate network and WiFi access point capacity.

Classroom/Testing Space Preparation

- Set up the room before students enter for the testing session.
- Use sanitizing wipes or cleaner to clean the testing area before and after student uses.
- Sanitize shared equipment (headphones, microphones, keyboards, monitors, mice, dividers, etc.) after each use with sanitizing products approved for electronics. See the [CDC Guidance for Cleaning and Disinfecting](#) for more specific guidance.
- Offer multiple test participant check-in stations for safe distancing and efficiency. Ensure those waiting in line practice social distancing.
- Provide hand sanitizer and disinfectant wipes, or access to a sink and soap, for teachers and students to use in testing rooms.
- Place social distancing/best practices reminders in testing rooms.

Technology Considerations

- Verify the process for updates with your technology coordinator. Updates to software may not be reliably pushed-out during remote/distance learning. Check with your technology coordinator to ensure that the students' devices meet the minimum standards for the testing software, have all updates installed, and are running the most recent version of the testing platform. If these updates cannot be done remotely consider alternatives:
 - Updates for hybrid learners (student in school part-time and distance learning the rest) – prepare for updates when student groups are in the building.
 - Updates for distance learners - consider “drive-through” device update stations prior to testing for students who are distance learning full-time.
 - Ensure there are a number of updated and pre-sanitized devices available for students that were unable to have their device updated prior to testing or for students who forget their device on testing day.
 - Have extra pre-sanitized equipment available onsite for students who forgot chargers, mouse, headsets etc.

- Consider where in the building students may be testing. Given the need for social distancing, additional parts of the building may need to be utilized. Ensure these areas have adequate WiFi access points and capacity for the student testing from those areas.
- Consider staggering the start time for groups of students by just a few minutes to spread out that higher need for network bandwidth.
- Minimize the sharing of devices between students. If devices must be shared, sanitize between usages by students (e.g., microphones, headsets, keyboards, screens).
- Review your overall network utilization patterns. With distance learning occurring at the same time as testing, network utilization will most likely be different than prior years' testing.
- Ensure school owned student devices are brought to school/testing site fully charged with all accessories including charging cords, headsets, mice, mouse pads, external keypads, etc.
- Ensure there are adequate electrical outlets for students to plug devices into during testing.
- Work with your technology coordinator to provide support during the testing window. Also, develop a technology support plan during testing and back-up plan in case there are technology issues.

Preparing Staff, Students, and Families

Staff Preparation

- Prepare staff by providing training and additional information about safe in-person practices and expectations (masks, social distancing, sanitation, etc.).
- Communicate clearly and consistently with and between administrators, coordinators, educators, and parents/families to ensure the highest participation possible.
- Outline assessment plans in an easily accessible format, such as an FAQ document, that can explain your plan and offer guidance to address health and safety concerns prior to test administration.
- Remind staff to encourage students to do their best on the assessment and explain how the results are meaningful to them.

Student and Family Preparation

- Provide clear and consistent communication to parents/guardians in an accessible format (appropriate language level, translation, FAQs, etc.). See the test administration resources at the [alohahsap.org portal](https://alohahsap.org/portal) including the [Parent Letter Template for In-Person Test Administration](#).
 - Detail the safety precautions and social-distancing practices you will be providing on testing days, to help parents feel comfortable (masks, social distancing, sanitation, etc.).
 - Detail the information about what materials students will be expected to have with them on testing days (fully charged, school-owned device with all accessories, pencil, mask, etc.).
 - Detail precautions being taken by the school for safety and wellness to help parents feel comfortable about testing situations.

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- Provide clear information about keeping sick students home on testing days.
- There will be make-up opportunities available.
- Document every effort made to contact parents and schedule testing sessions.
- Encourage students to do their best on the test, answer all questions during the scheduled test session, and explain how the results are meaningful to them.

Considerations for Administration

Health Screening

- Screen all students and testing staff for COVID-19 related symptoms per the [Hawaii DOH Guidance for Schools COVID-19](#).
- Ask students and staff to remain home on testing days if ill (have a temperature or showing symptoms) or have had exposure to COVID-19 in the last two weeks.
- Turn away students or staff that are showing symptoms or have indicated they have had exposure to COVID-19 in the last two weeks.

Materials Preparation

- Recommend staff wear gloves when distributing, handling, or collecting materials.
- Ask students to return items used for the assessment to a specific container labelled “used” at the end to minimize handling materials between test administrator and student.
- Encourage students to bring their own pencil (for paper/pencil testing, notes/calculations and/or scrap paper during online testing).
- Provide separate containers in the testing rooms, one for extra unused pencils and one for used pencils.
- Consider placing allowable student manipulatives and accommodation/support materials in plastic bags/wrap, binder sleeves, or lamination—anything easily discarded or washed between student uses.
- For special populations, please refer to specific assessment guidance.

The following materials may be needed for safe in-person testing:

- Plastic wrap or keyboard covers
- Masks (consider types of masks for students with special needs and teachers)
- Plexiglass dividers
- 70% alcohol solution/spray bottles
- Wipes/paper towels
- Hand sanitizer
- Pencils for students to keep
- Containers for used materials that need to be sanitized prior to next use
- Sheet protectors/plastic bags
- Gloves
- Thermometers (if symptom screening)

Transportation

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- Consider transportation needs of students and families.
- Plan in advance how you will adhere to CDC safety protocols if transportation is to be provided by the schools.
- Direct students who have fevers (100.4°F) as monitored by their family, not to get on the bus.
- Do not transport visibly ill students by bus.
- Recommend students practice social distancing and wear facial coverings/masks while riding the bus.
- Allow students from the same household or living unit to sit together.
- Ensure students do not pass or share any items such as books, electronics, or personal items with other students while riding the bus.
- Ensure students do not eat or drink while riding the bus.

In-Person Testing Scenarios

It is recommended that all students and staff always wear a mask during testing. Please note that this information does not supersede any regulations or rules set in place by the Centers for Disease Control and Prevention; the State of Hawai'i; the Hawai'i Department of Education (HIDOE); county, or city agencies. School-level staff need to work with their local health agencies and local stakeholders to ensure that their public health protocols align with the most current scientific knowledge and community expectations. Finally, it is also reasonable to expect that the protocols schools implement will change as the local conditions change.

Suggestions for the following testing scenarios are presented in these guidelines:

- A. [Group Testing](#)
- B. [One-on-One Testing](#)
 - [Transparent Plastic Divider with the Test Administrator Entering Answers](#)
 - [Transparent Plastic Divider with the Student Entering Answers](#)
 - [Distance with the Test Administrator Entering Answers](#)
 - [Distance with the Student Entering Answers](#)
 - [Facing the Same Direction with the Test Administrator Entering Answers](#)
 - [Facing the Same Direction with the Student Entering Answers](#)
 - [One-on-One Testing Projected to a Screen](#)

A. Group Testing

A possible group layout is illustrated in [figure 1](#). This configuration is laid out with computers on rows of tables. Computers on the tables are each 6 feet apart and staggered on adjacent tables. Table rows are at least 5' 3" apart from the near edges. The teacher's desk is at the front of the room, at least 6 feet from the nearest student. There is hand sanitizer available at the entrance to the room.

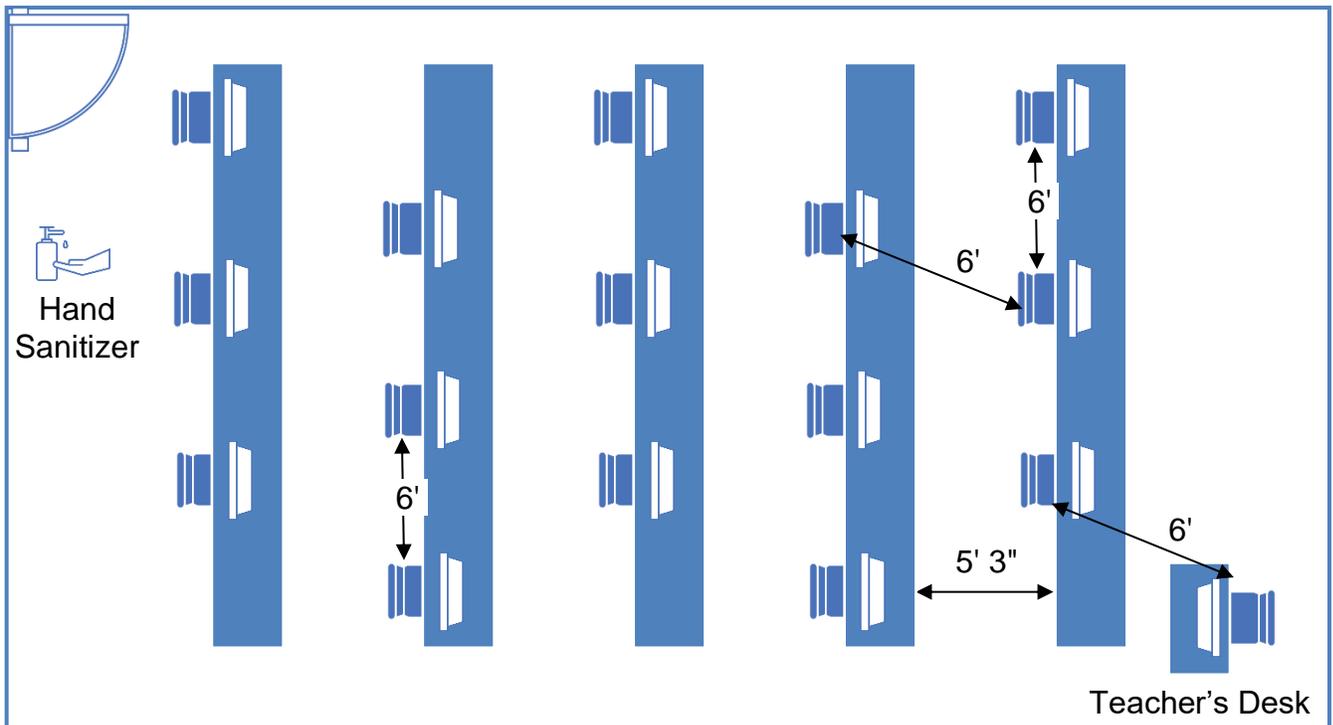


Figure 1. Possible Setup for Group Testing

The setup for group testing will need to take into consideration the distance between students. Other important considerations include the following:

1. Hand sanitizer should be available to students as they enter the room for testing.
2. Students should bring their own pencils and blank paper into the testing room.
3. If students use approved external devices that need to be moved to the testing location, a staff member may bring those items into the assessment room and sanitize them prior to when students enter the room.
4. If a session contains any printed test items or passages, including embossed braille printouts, scratch paper, notecards or paper that include student logon information, and printed *DFA(s)* for the SBAs, they must be collected and inventoried and then immediately and securely shredded upon a student's completion of the test.
5. Seating should be spaced to allow a 6-foot distance in all directions.
6. The test administrator or test administrator's computer should be placed so that it has a 6-foot distance from any student computer.

7. A box should be placed at the door for students to deposit any scratch paper or any non-embedded accommodation resources used during the testing session upon exiting the room.
8. If students use testing booklets that need to be collected, they should leave this material at their seats for the test administrator or test administrator to collect.
9. At the end of a testing session, tables, chairs, headphones, keyboards, monitors, computers, mice, and any other external devices should be disinfected according to school protocol.

B. One-on-One Testing

- One-on-one testing is required for the following assessments:
 - Summative WIDA ACCESS for ELLs for Kindergarten
 - WIDA Alternate ACCESS
 - WIDA Screener for Kindergarten through grade 12
- Most alternate assessment students require on-on-one testing for the HSA-Alt

These assessments may call for the test administrator to be close to the student for ease of use and access and to promote the validity of the assessment.

The diagrams in [figure 2](#) through [figure 8](#) show possible setups for computer-based assessments. However, similar setups can be used for paper–pencil assessments such as WIDA ACCESS Writing Assessment. Test administrators and students would each have a copy of the paper–pencil assessment to use. (Note that paper–pencil assessments are not available for the SBAs.)

Additionally, providing specific assistance through accessibility-related roles for the WIDA ACCESS and Alternate ACCESS, or fulfilling some item-level directions, may require a test administrator to be in close proximity to a student.

Important considerations include the following:

1. Hand sanitizer should be available to students as they enter the room for testing.
2. Students should bring their materials (e.g., pencils, blank paper, pre-printed manipulatives) into the testing room.
3. If students use approved external devices that need to be moved to the testing location, a staff member may bring those items into the assessment room and disinfect them prior to when students enter the room.
4. Should an assessment include equipment or manipulatives that both the student and test administrator are required to handle, the test administrator should disinfect the item(s) before switching users according to school protocol. The test administrator may also use gloves when the gloves will not interfere with the assessment or do not present a health issue.
5. Any printed or embossed material used by the student should be securely destroyed after the testing session.
6. Take steps to ensure the safety of testing manipulatives for alternate assessments.

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- a. Any hard manipulatives (e.g., coins, blocks) should be disinfected after each session using standard school protocol.
 - b. For soft manipulatives, the test administrator should be encouraged to wear gloves when handling the materials. Schools will need to research the best method for disinfecting such items between uses.
7. If possible, a second computer monitor should be used for the student or, in cases where the student is able to independently manipulate the test delivery system, for the test administrator.
- Connect the second monitor to the device that will be running the secure browser.
 - Set the second monitor to duplicate the primary monitor.

Transparent Plastic Divider with the Test Administrator Entering Answers

The arrangement in [figure 2](#) can be used if the student is unable to access the technology independently. This configuration is laid out on two tables separated by a transparent divider. On one side of the divider, for the test administrator, is the test administrator device with the Test Administrator Interface, as well as a separate computer, with an attached monitor, on which the secure browser is loaded. On the other side of the divider, for the student, is a monitor that duplicates the content displayed in the secure browser on the test administrator's computer.

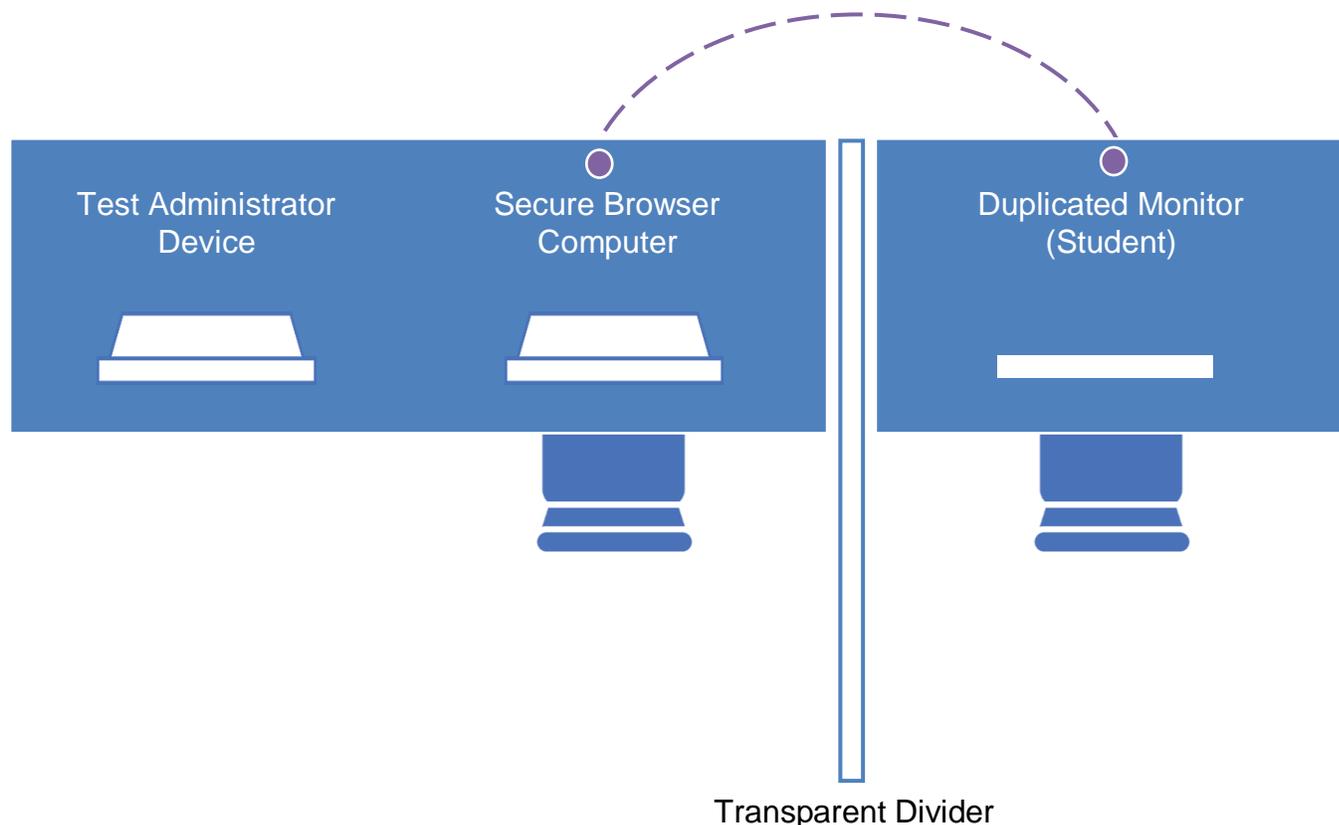


Figure 2. Possible One-on-One Testing Table Setup: Transparent Plastic Divider with the Test Administrator Entering Answers

Place a piece of transparent plastic or plexiglass between two tables. Ensure that the plastic is large enough to extend from the floor to higher than the tallest person while seated, and long enough to reach from the back of the table to 2 to 3 feet beyond the front of the table.

The test administrator needs both a device to log on to the Test Administrator Interface and a computer, with a monitor attached, to use with the secure browser when moving through the assessment and entering student answers. The student needs a stand-alone monitor that can duplicate the display the test administrator uses with the secure browser so the student can follow the assessment.

Where the documents specify for the test administrator to point at an item on the screen, the test administrator will use the mouse pointer to bring the student's attention to the specific portion of the screen.

Transparent Plastic Divider with the Student Entering Answers

The arrangement in [figure 3](#) can be used if the student is able to independently control the mouse, keyboard, or other computer-manipulation device. This configuration is laid out on two tables separated by a transparent divider. On one side of the divider, for the test administrator, is the test administrator device with the Test Administrator Interface and a monitor that duplicates the content displayed in the secure browser on the student's computer. On the other side of the divider is the student's computer on which the secure browser is loaded.

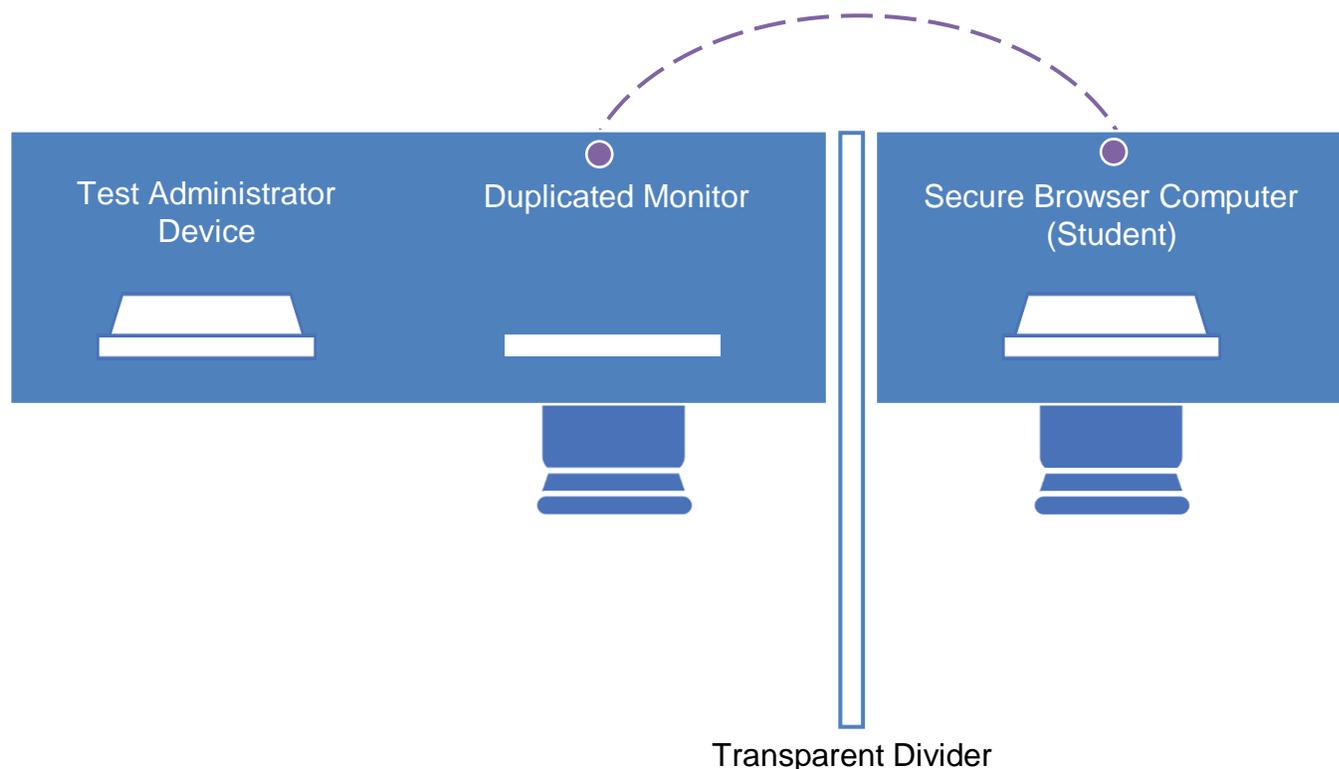


Figure 3. Possible One-on-One Testing Table Setup: Transparent Plastic Divider with the Student Entering Answers

Place a piece of transparent plastic or plexiglass between two tables. Ensure that the plastic is large enough to extend from the floor to higher than the tallest person while seated, and long enough to reach from the back of the table to 2 to 3 feet beyond the front of the table.

The test administrator needs both a device to use to log on to the Test Administrator Interface and a stand-alone monitor that duplicates the display of the student's computer so the test administrator can observe the student's work and monitor the student's progress. The student needs a computer, with a monitor attached, to use for moving through the assessment and entering answers in the secure browser.

Distance with the Test Administrator Entering Answers

The arrangement in [figure 4](#) can be used if the student is unable to access the technology independently. This configuration is laid out on a single table with the test administrator and student facing each other. On one side of the table, for the test administrator, is the test administrator device with the Test Administrator Interface as well as a separate computer, with an attached monitor, on which the secure browser is loaded. On the other side of the table, for the student, is a monitor that duplicates the content displayed in the secure browser on the test administrator's computer.

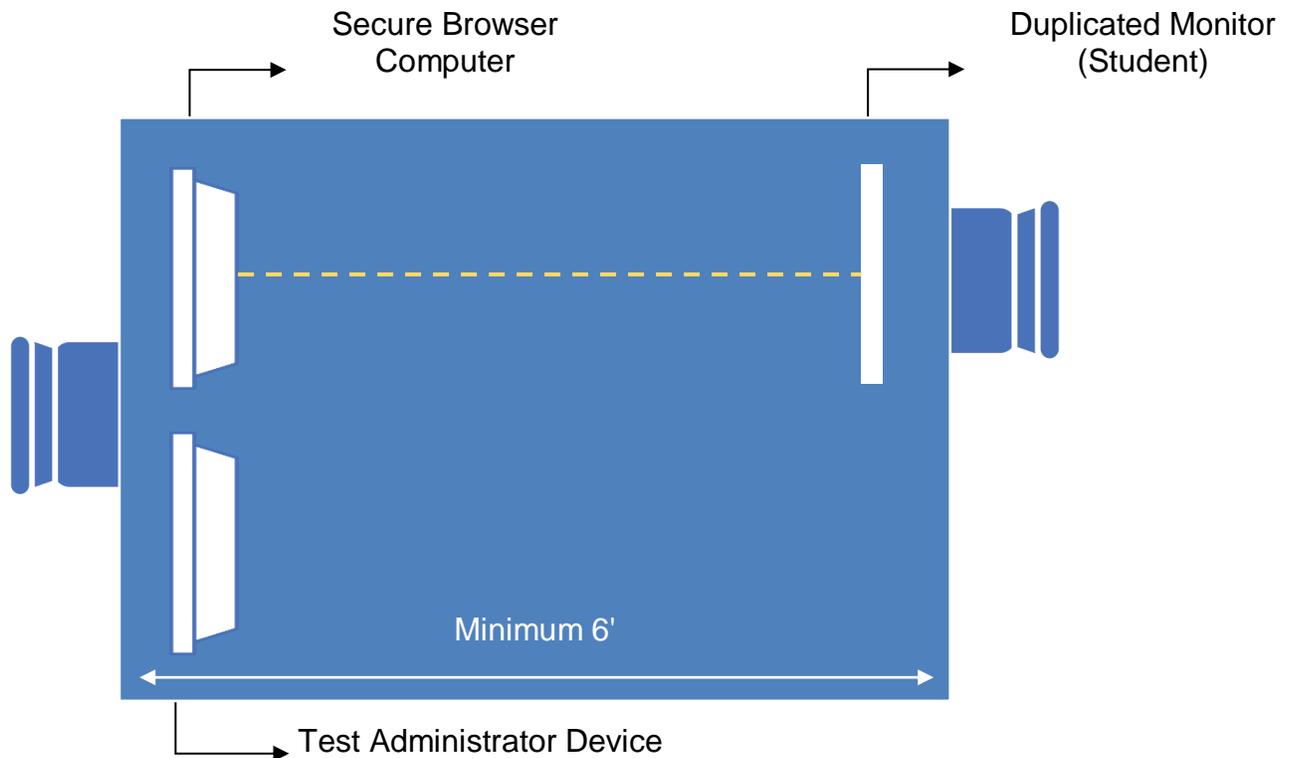


Figure 4. Possible One-on-One Testing Table Setup: Distance with the Test Administrator Entering Answers

A distance setup requires a table or desk separation that will provide a distance of 6 feet or greater. The test administrator and student sit at opposite ends of the table facing each other.

The test administrator needs both a device to log on to the Test Administrator Interface and a computer, with a monitor attached, to use with the secure browser when moving through the assessment and entering student answers. The student needs a stand-alone monitor that can duplicate the display the test administrator uses with the secure browser so the student can follow the assessment.

Distance with the Student Entering Answers

The arrangement in [figure 5](#) can be used if the student is able to independently control the mouse, keyboard, or other computer-manipulation device. This configuration is laid out on a single table with the test administrator and student facing each other. On one side of the table, for the test administrator, is the test administrator device with the Test Administrator Interface and a monitor that duplicates the content displayed in the secure browser on the student's computer. On the other side of the table is the student's computer on which the secure browser is loaded.

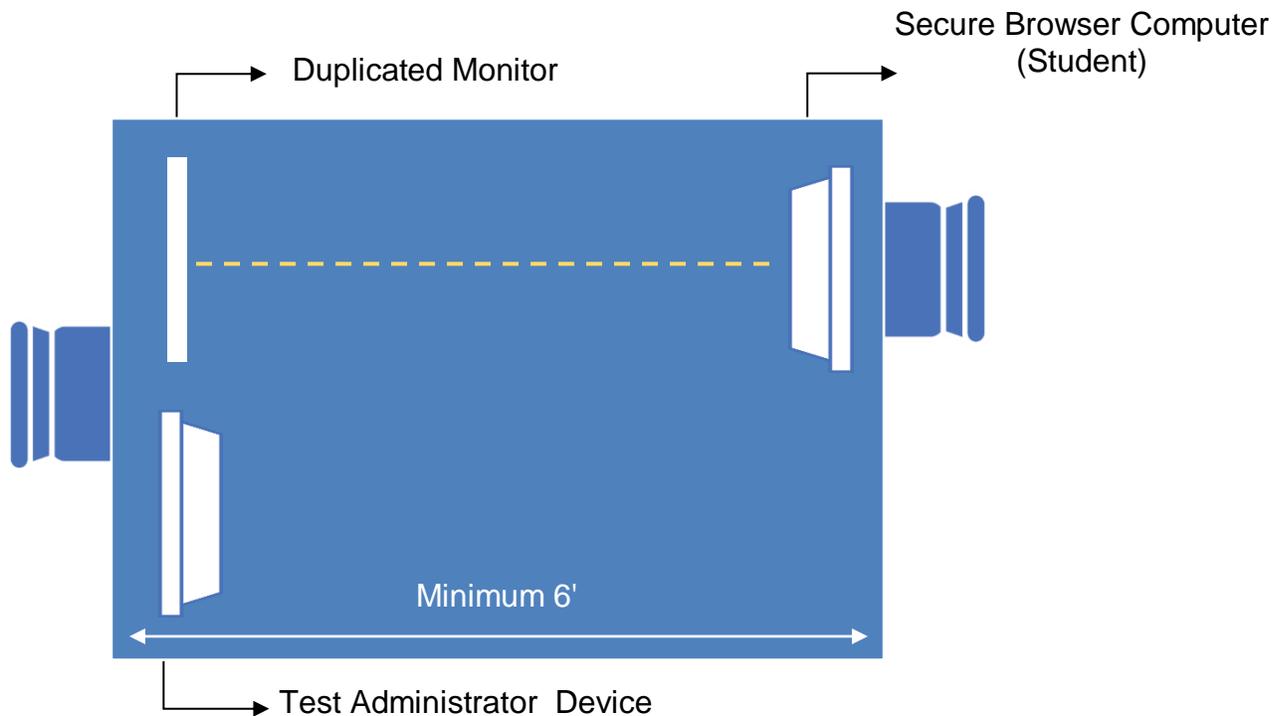


Figure 5. Possible One-on-One Testing Table Setup: Distance with the Student Entering Answers

A distance setup requires a table or desk separation that will provide a distance of 6 feet or greater. The test administrator and student sit at opposite ends of the table facing each other.

The test administrator needs both a device to use to log on to the Test Administrator Interface and a stand-alone monitor that duplicates the display of the student's computer so the test administrator can observe the student's work and monitor the student's progress. The student needs a computer, with a monitor attached, to use for moving through the assessment and entering answers in the secure browser.

Facing the Same Direction with the Test Administrator Entering Answers

The arrangement in [figure 6](#) can be used if the student is unable to access the technology independently. This configuration is laid out on a single table with the test administrator and student on the same side of the table. On one corner of the table, for the test administrator, is the test administrator device with the Test Administrator Interface as well as a separate computer, with an attached monitor, on which the secure browser is loaded. On the other corner of the same side of the table, for the student, is a monitor that duplicates the content displayed in the secure browser on the test administrator's computer.

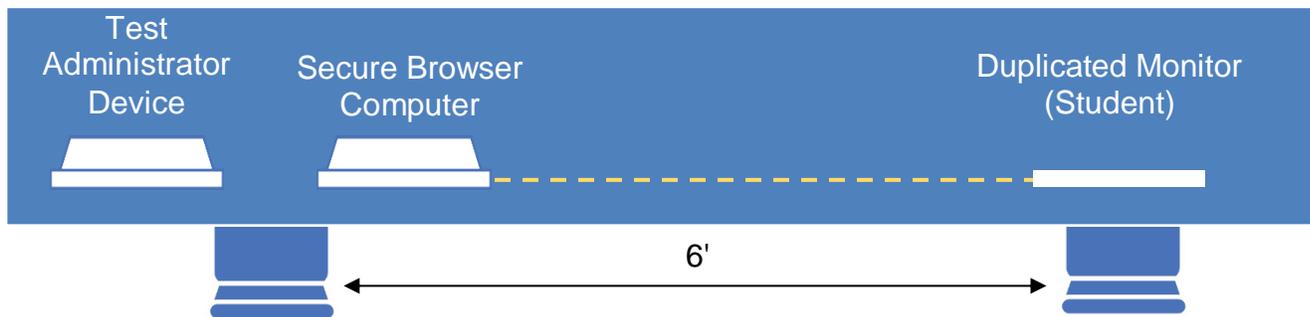


Figure 6. Possible One-on-One Testing Table Setup: Facing the Same Direction with the Test Administrator Entering Answers

An alternative distance setup requires a table or desk separation that will provide a distance of 6 feet or greater. The test administrator and student sit at opposite corners on the same side of the table or in desks facing the same wall of the room.

The test administrator needs both a device to log on to the Test Administrator Interface and a computer, with a monitor attached, to use with the secure browser when moving through the assessment and entering student answers. The student needs a stand-alone monitor that can duplicate the display the test administrator uses with the secure browser so the student can follow the assessment.

Facing the Same Direction with the Student Entering Answers

The arrangement in [figure 7](#) can be used if the student is able to control the mouse, keyboard, or other computer-manipulation device. This configuration is laid out on a single table with the test administrator and student on the same side of the table. On one corner of the table, for the test administrator, is the test administrator device with the Test Administrator Interface and a monitor that duplicates the content displayed in the secure browser on the student's computer. On the other corner of the same side of the table is the student's computer on which the secure browser is loaded.

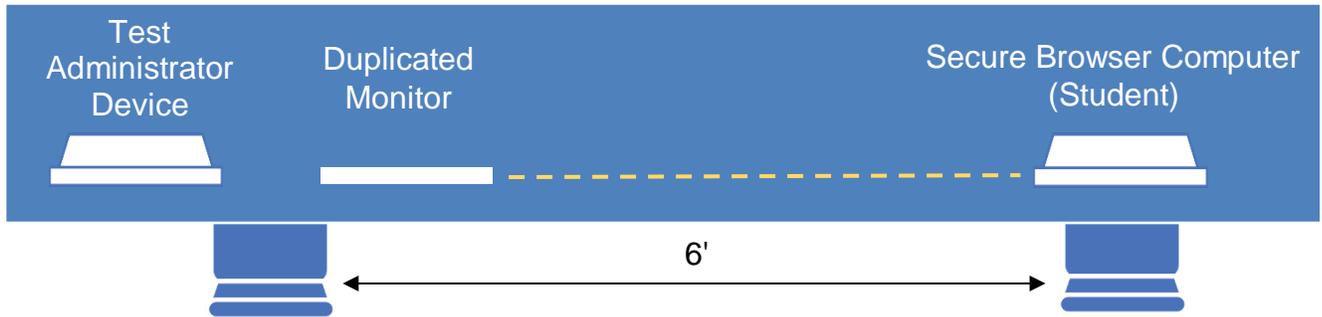


Figure 7. Possible One-on-One Testing Table Setup: Facing the Same Direction with the Student Entering Answers

An alternative distance setup requires a table or desk separation that will provide a distance of 6 feet or greater. The test administrator and student sit at opposite corners on the same side of the table or in desks facing the same wall of the room.

The test administrator needs both a device to use to log on to the Test Administrator Interface and a stand-alone monitor that duplicates the display of the student's computer so the test administrator can observe the student's work and monitor the student's progress. The student needs a computer, with a monitor attached, to use for moving through the assessment and entering answers in the secure browser.

One-on-One Testing Projected to a Screen

The arrangement in [figure 8](#) presents another possible distance setup, which requires content from the secure browser to be projected on a screen in the testing room. This configuration has the student's desk facing a screen on the wall. In a corner of the room, the test administrator's desk has the test administrator device with the Test Administrator Interface as well as a separate computer, with an attached monitor, on which the secure browser is loaded.

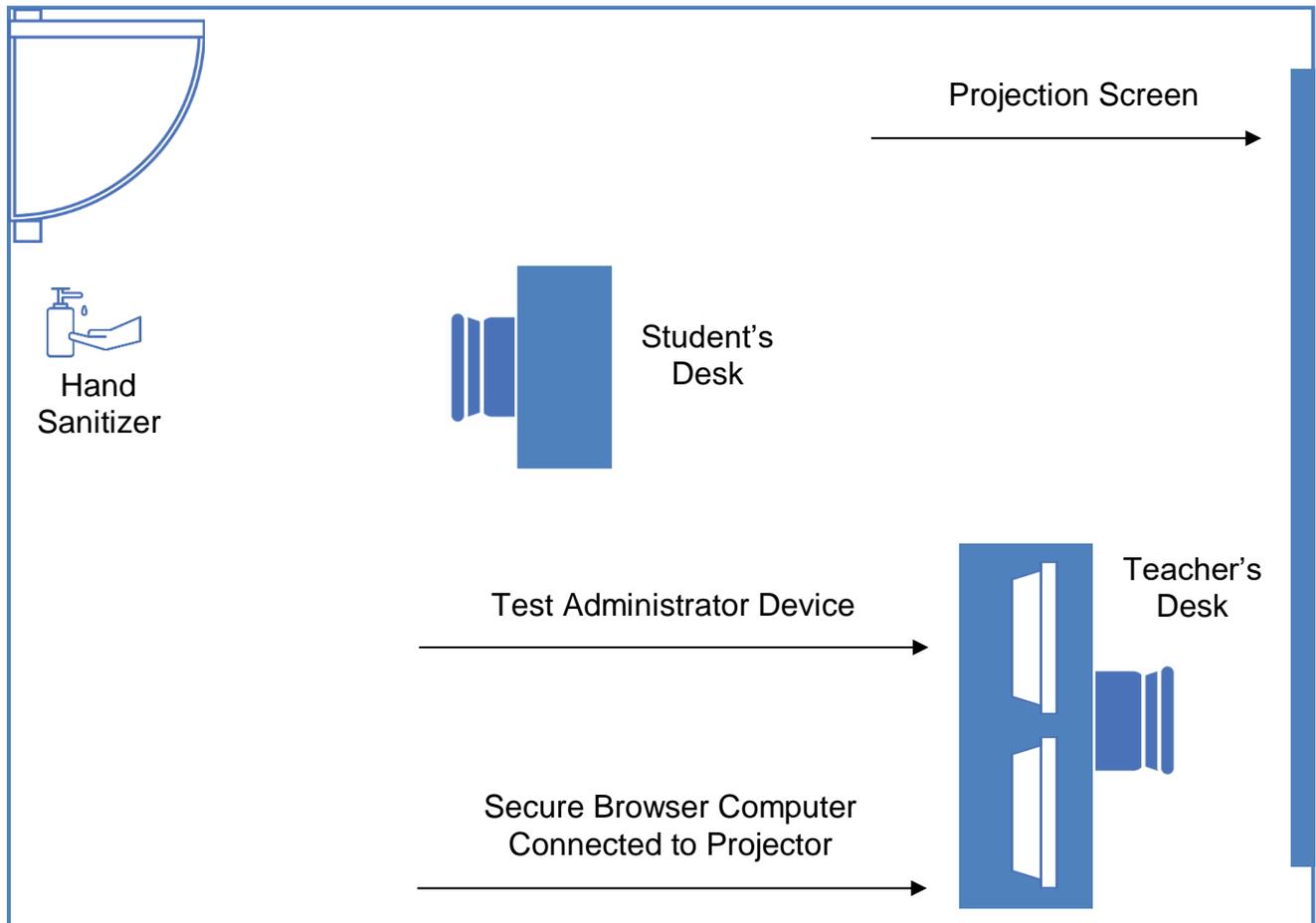


Figure 8. Possible One-on-One Testing Projected to a Screen

What follows are details about this setup:

1. The test administrator is at a desk with two devices. One device is used to access the Test Administrator Interface. The second device, which is running the secure browser, is connected to a projector. Factors to take into consideration with this setup include, but are not limited to, the following:
 - Any windows that allow persons outside of the testing room to see inside need to be covered to prevent others from seeing secure test questions.
 - During administration of the WIDA ACCESS Speaking domain, a student might be too far from the computer to record the vocal responses. Not capturing the student's responses will not affect the completion status but will likely affect the score.

- Even though there is a greater distance between the test administrator and student, masks should still be worn during the assessment.
 - This setup would be limited to students who can provide answers verbally for the questions. This distance would most likely prevent answers indicated by nonverbal students from being interpreted effectively.
2. On the computer running the secure browser, the cursor can be enlarged to assist both the test administrator and student in determining its location on the screen. This embedded designated support, called “mouse pointer,” must be either assigned by the school test coordinator or, for the WIDA Screener, set in the Test Administrator Interface. The test administrator will need to ensure that the larger cursor does not distract the student or cover test content.
 3. If the student is using a testing booklet that needs to be collected, the student should leave this material on the desk for the test administrator to collect.
 4. At the end of a testing session, tables, chairs, headphones, keyboards, monitors, computers, mice, and any other external devices should be disinfected according to school protocol.

Sources

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CHANGE LOG

This Change Log is used to identify specific changes that are made to any of the information included in the original document throughout the current school year.

Change	Page(s)	Date
Hawaii DOH contact information added	1	February 1, 2021