Assessment Training Checklist

# Purpose

Use this checklist as a planning and review tool when designing school-level assessment training.

This checklist does not guarantee full compliance with state, vendor, or CSI requirements. SACs are responsible for reviewing current assessment manuals, vendor trainings, state/CSI communications, and testing program updates. Modifications may be needed based on your school’s testing context and specific assessment programs.

# Readiness Check

## Scheduling and Communication

* Have I scheduled the training at a time when all required staff can attend?
* Have I identified staff who are unable to attend and scheduled a makeup or 1:1 option?
* Have I communicated training dates, times, and locations, along with reminder follow-ups?
* Have I included assessment testing windows, makeup windows, and participation rules by grade/content area (e.g., CMAS Science only for grade 5, Kindergarten ACCESS)?

## Audience

* Have I identified all staff required to be trained (e.g., test administrators, room/hall monitors, tech support, administrators)?
* Do I have breakout sections, targeted content, or separate sessions for specific accommodations and roles (e.g., scribes, Speech-to-Text, support staff)?

## Documentation

* Are test security agreements printed or digitally ready for review and signature?
* Have I prepared a training sign-in sheet?
* Have I created a roster or spreadsheet to track training and security agreement completion?

## Vendor Requirements

* Have I communicated any required vendor trainings (e.g., WIDA Secure Portal, Kite Educator Portal, College Board)?
* Have I provided user account access to staff when appropriate?
* Have I demonstrated how to access and navigate applicable testing platforms (e.g., PearsonAccessnext, WIDA AMS)?

## School-Specific Logistics

* Have I clearly presented school-specific logistics (bell schedules, room check-in, staff coverage plans)?
* Do I have a shared location or folder available for all training resources (e.g., slides, manuals, links, policies)?
* Have I included day-of logistics (e.g., where/when materials are picked up, time of arrival)?

## Test Materials and Administration Readiness

* Are test administrator manuals printed or digitally available and ready to distribute?
* Have I included seating chart and timing procedures?
* Do staff know which materials are allowed or prohibited in testing rooms, per the TAM (e.g., food, backpacks, water, post-test materials)?
* Do staff know how to access and review the TAM before test day?
* Have I reminded staff to verify testing tickets go to the correct students, especially in cases of similar names?
* Do I have a plan to cover or remove instructional materials and post signage (e.g., “Testing in Progress. Do Not Disturb”)?
* Have I included student-to-test administrator ratios and room configurations?
* Have I explained how to track, collect, and return scratch paper (e.g., numbering)?

## Test Security and Chain of Custody

* Have I provided a complete overview of test security protocols and expectations?
* Have I explained the test material chain of custody process?
* Have I outlined the potential consequences of security violations or misadministrations (e.g., score invalidation, accountability impacts)?

## Misadministrations

* Have I explained what qualifies as a misadministration?
* Do staff know the immediate steps to take when a potential misadministration occurs?
* Have I included examples of misadministrations and/or issues from prior years?

## Policies and Proctor Expectations

* Have I clearly outlined active proctoring expectations (e.g., moving around the room, looking for unauthorized materials, no grading or multitasking)?
* Have I communicated the school’s Electronic Device Policy, including both student and staff use?
* Have I provided procedures to ensure accurate timing starts and stops (e.g., placing sticky note reminders in TAMs, instructing TAs to write end time on the board, providing countdown timers)?
* Have I clearly explained policies related to calculator use, scratch paper (distribution, collection, numbering), reference sheets, and other test materials?

## Accommodations

* Do staff know which accommodations are assigned to which students and where to access this information?
* Have staff administering accommodations received targeted training on correct delivery procedures?
* Are there back-up plans if a staff member trained for an accommodation is absent?

## Practice and Feedback

* Does the training include a simulation, dry run, or other rehearsal opportunity for test administrators and staff?
* Have I built in time for questions, discussion, or clarification during or after the training?
* Have I prepared a post-training feedback survey or feedback form to collect input for future improvement? Prompts may include:
	+ What still feels unclear?
	+ What part of this training felt most helpful?
	+ One change you would suggest for future trainings?