

Fidelity of Administration

STAR Enterprise provides a wealth of “actionable” data. It tells you which students are succeeding or failing, who needs intervention, how likely students are to meet standards and reach proficiency on state tests, and whether the curriculum and interventions you are implementing are making a difference. Because important decisions will be made based, in part, on STAR data, it’s critical that the data accurately reflect each student’s ability. Test administration must also replicate norming conditions for scores to be valid. Below is a checklist of best practices for ensuring proper administration.

Test Administration Best Practices Checklist

Before Testing	
<input type="checkbox"/>	Schedule the assessment for a time of day when students will be alert and engaged. Don't schedule an assessment right before lunch or recess, or at the end of the day. Allow a full class period, or roughly 45 minutes, for students to log in, listen to the pretest instructions, take the test, and log out.
<input type="checkbox"/>	Plan on testing all students at once. If that is not possible, test them within a narrow timeframe so you can better compare scores.
<input type="checkbox"/>	Arrange for a quiet and secure environment for testing similar to what you would require for a traditional high-stakes test. The best setting is usually a computer lab.
<input type="checkbox"/>	Log in to the test you are administering as a Teacher/Administrator. Print and review the pretest instructions. Print the Student Information Report to obtain students' user names and passwords.
<input type="checkbox"/>	Talk to students about the importance of the test. Emphasize that it must be taken seriously. You may wish to tell students how the scores will be used so they understand why it is in their best interest to show what they can do.
<input type="checkbox"/>	Encourage students to raise their scaled score each time they test. It's the best score for monitoring growth because even small gains are reflected. In addition, the scaled score does not carry the negative connotation that a low percentile rank or grade-equivalent score might have for struggling students.
During Testing	
<input type="checkbox"/>	Space students so they are not distracted and cannot provide each other with answers.
<input type="checkbox"/>	Make sure students taking STAR Math have paper and pencil and know they can use them.
<input type="checkbox"/>	If you are administering both STAR Reading and STAR Math, give the math test first. If students take STAR Reading first, they tend not to use paper and pencil with STAR Math.
<input type="checkbox"/>	Follow the pretest instructions. This promotes consistency of administration and matches the norming conditions.
<input type="checkbox"/>	Walk around as students are testing to make sure they stay on task. Do not explain test items or help with answers. Do not allow students to use dictionaries, calculators, or other reference materials.
After Testing	
<input type="checkbox"/>	Print and review reports that best align with your testing purposes. The remaining chapters in this book provide guidance.
<input type="checkbox"/>	If you suspect that a student took a STAR Reading test without really attending to it, look at the student's STAR Reading Diagnostic Report. It will tell you how much time the student spent on the test and will display a warning if it appears the student rushed through it.
<input type="checkbox"/>	Make progress visible. Students can graph their scaled scores, or you might give them a copy of the Annual Progress Report. (See an example on page 82.) Another option is to add up the scaled scores of every student in the class, or use the average scaled score, and plot the progress of the class as a whole.