



ISIP Administration Guidelines for ISIP Advanced Reading

1. Explain the assessment process and the setting. Encourage a positive attitude toward the test.

SAY

Today you will play some reading games on the computer that will show how well you are learning to read. During these games you will be a cadet at The Right Stuff University. You will be completing missions to prove your strength in reading and spelling skills. Once you begin, you must choose your Trainer who will take you through your missions. It is important that you listen carefully, follow the instructions and do your best!

2. Instruct the students to work independently and to quietly raise their hands if they need assistance.

SAY

This is a test, so keep your eyes on YOUR computer as you work. It is very important to work as quickly as possible WITHOUT guessing. If you need help or when you finish the game, raise your hand.

3. Pass out login cards and assist the students as they login. For first time use, consider showing students the “Student Login” video found in the iKnowledge Resource Center, or modeling the login steps on a computer, projection screen or interactive whiteboard. You may want to consider entering student login and passwords and press Pause until the students are ready to begin. The test will begin as soon as the student presses OK on the login screen.

SAY

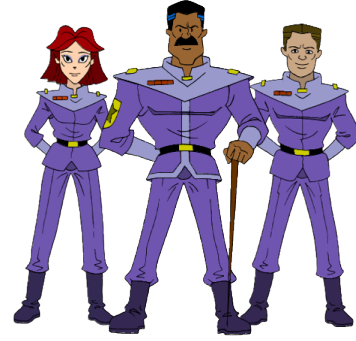
Lets get started. In the first blank box, type your user name. In the second blank box, type your password. Put your headphones on and Click on OK.

4. Observe and monitor student performance to ensure validity and reliability of test results. If students need assistance or must take a break, FIRST press the Pause key on the keyboard. This will interrupt the assessment currently being given without penalty to the student. The assessments are timed activities. Failure to Pause will result in the assessment continuing to run while assistance is being provided. When the student is ready to return to the assessment, press the Pause key again. The assessment will automatically return to the same question where the student left off.

Be aware of fatigue and other behavioral issues such as students losing interest, students that are easily distracted, students exhibiting frustration, and students that are not attempting to answer questions or are not trying. All of these behaviors often invalidate results. If any of these behaviors are noted, interrupt the student activity.

To assist students:

- a. Press the Pause key.
- b. Ask the student to remove the headphones.
- c. Sit with the student at the computer.
- d. Do NOT provide answers or suggestions on how to respond to questions.
- e. If students appear to have lost interest or are not trying, remind them that it is important to follow the instructions and do their best.
- f. If the student appears frustrated or has asked for assistance, ask the student to repeat the instruction for the assessment. If the student responds correctly, encourage the student to continue following directions and do their best. If the student responds incorrectly, provide guidance and have the student demonstrate understanding of the directions before they restart the assessment.



5. Disruptive behavior should not be tolerated. Students that are disrupting others and whose behavior is not corrected by intervention should be removed from the testing area. Computer time should be rescheduled so that the student has an opportunity to complete the assessment.
6. It is preferable but not required that the assessments be completed in a single session. Allow students to continue working in the assessment as long as they are being productive. The time allotment recommended for each assessment period is at least thirty minutes.
7. Some students will finish earlier than others. When they are finished, give them a book to read.
8. Document absent students and schedule time for make-up assessments.
9. Adhere to any accommodations for special education or limited English proficiency students. Accommodations should be made on an individual student basis and should take into consideration the needs of the student and whether the student normally receives accommodations.

Some accommodations to consider:

- For students with hearing difficulties, adjust the computer volume.
- For students with sight difficulties, arrange for use of a larger computer monitor.
- Oral instruction may be provided for the activities if necessary, including instructions in sign language.