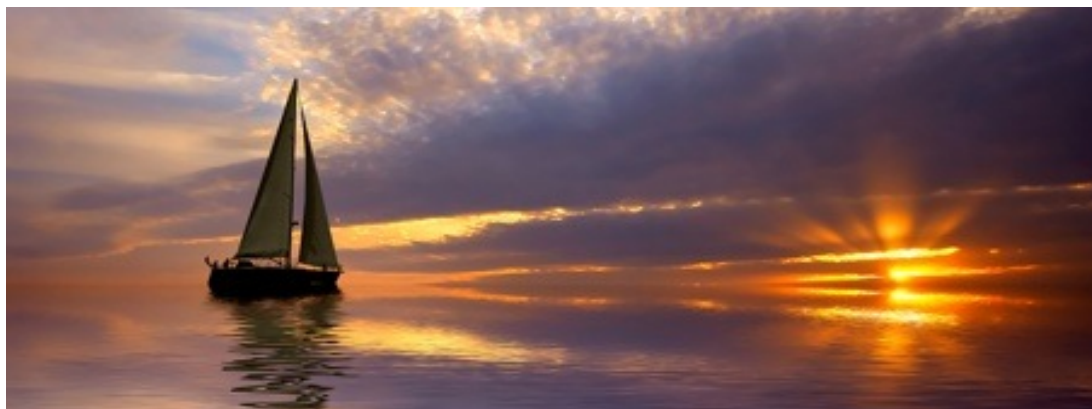


# Smooth Sailing on ACT Administration Day

Planning, Preparation, and Communication



## Participant workbook

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Directions: Complete this workbook as we go through today's training.

Learning Outcomes:

1. Identify tasks to complete that help test day run smoothly
2. Create a checklist of items to do prior to test day
3. Create a plan to address your checklist

3 Critical components

Planning =

Preparation =

Communication =

Planning

Step 1 – Create your

Step 2 – Organize your

Step 3 – Assign

Planning – tasks from ACT administration manual and schedule of events

Download test administration manuals and schedule of events from [Utah's ACT Website](https://www.act.org/content/act/en/products-and-services/state-and-district-solutions/utah.html) (<https://www.act.org/content/act/en/products-and-services/state-and-district-solutions/utah.html>).

AD = assessment director; TC = testing coordinator; L=locally assigned responsibility

PAnext = Pearson Access next – software program used to manage student and testing information

TAA = Test Accessibility and Accommodations system

Items to be completed June - August	Items to be completed September - November	Items to be completed December – January	Items to be completed February	Items to complete <b>ON</b> test day
AD/TC/L - Determine paper vs. online testing for upcoming school year – for online look at technology availability and assess any needed changes.	AD – complete organizational file update and send back to USBE (mid-Sept)	TC / L - Install proctor cache software and run mock administration – online testing (December)	TC/L – complete non-test sections  TC/L – complete trainings and room preparations	TC – distribute testing materials to room supervisors  TC - make sure that students completing accommodated testing do



Items to be completed June - August	Items to be completed September - November	Items to be completed December – January	Items to be completed February	Items to complete <b>ON</b> test day
<p>AD/TC/L - Review score reports from previous years' testing</p> <p>AD/TC – select your testing staff (review staffing roles and responsibilities)</p>	<p>TC – Manage participation and shipping dates in PA<sup>next</sup> (November)</p> <p>L - Request testing accommodations for students with IEPs and 504s, and for students who are learning English (November)</p> <p>L - Make sure student information is up-to-date in SIS system for UTREx upload (end of November)</p>	<p>TC – verify student information in PA<sup>next</sup> (December)</p> <p>L – review accommodations/resubmit as needed (December/January)</p> <p>TC/L – run PIN report in TAA to determine if student accommodations are matched to students in PA<sup>next</sup> (January)</p> <p>TC/L – make sure all tech is ready to go for online administration</p> <p>TC – order additional testing materials as needed (January)</p> <p>TC – create test sessions – online testing – (Jan -Feb)</p> <p>TC – determine where secured materials will be stored and make sure the space is available and can be locked with access restricted to only the testing coordinator while materials are there.</p>	<p>TC/L - Conduct testing (Feb 20<sup>th</sup> – paper standard admin; Feb 20-22; 26-28 for accommodated and online testing)</p> <p>TC/L – plan for testing makeup date in March – identify students who will be testing then.</p> <p>TC – order additional testing materials for March date (February – March)</p> <p>TC/L – complete a calculator check prior to test day.</p>	<p>not use standard administration forms, and vice versa – double check to make sure correct materials are distributed.</p> <p>TC/L – complete irregularity reports as needed.</p> <p>TC – return testing materials to ACT (paper)</p> <p>TC/L – purge cached test content at conclusion of test window (online testing)</p>


## Planning - Wisdom from the field - add to your plan

With a focus on test day planning, preparation, and communication, identify items that need to be completed June through August, September – November, December – January, February, and on testing day (s). Write your items in the table below.

Item to complete	June – August	Sept – Nov	Dec – Jan	Feb	Test
<ul style="list-style-type: none"> <li>Publish schedule for testing day for all grades affected (what are your 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade students going to do?) Be sure to communicate this with everyone (parents, students, staff, teachers, etc.).</li> </ul>					
<ul style="list-style-type: none"> <li>Determine who is going to provide calculators and word-to-word dictionaries</li> </ul>					
<ul style="list-style-type: none"> <li>Download testing manuals from Utah’s ACT website to keep for reference. Download the PearsonAccess<sup>next</sup> user guide and become familiar with it.</li> </ul>					
<ul style="list-style-type: none"> <li>Reflect on how the previous years’ testing went. Collect feedback – what do you want to do more of? What do you want to do differently?</li> </ul>					
<ul style="list-style-type: none"> <li>Plan for how students will become proficient on college and career readiness skills measured by the ACT – how will skills be embedded in instruction?</li> </ul>					
<ul style="list-style-type: none"> <li>Determine how and when you want students to practice for the ACT – tools = Shmoop, ACT Academy, Utah Futures (all free for Utah public high school students)</li> </ul>					
<ul style="list-style-type: none"> <li>Determine room spacing/capacity</li> </ul>					
<ul style="list-style-type: none"> <li>Look for proctoring/room supervisor conflicts amongst staff – give them alternate jobs</li> </ul>					
<ul style="list-style-type: none"> <li>Look at your ACT data – what areas of strength and weakness do you notice? How can you address that over 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade years?</li> </ul>					
<ul style="list-style-type: none"> <li>Access the ACT crosswalk tool and facilitate vertical and cross-curricular planning with teachers to embed ACT assessed skills into instruction.</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss what the ACT measures with students and relate the relevance to both college and career –60% of all employment by</li> </ul>					

Item to complete	June – August	Sept – Nov	Dec – Jan	Feb	Test
2020 will require at least some postsecondary training. ACT ELA and critical thinking items predict both college and career/workplace success.					
<ul style="list-style-type: none"> <li>Make a list of all the people who may need information about the ACT/ ACT testing day. Determine what messages they need, and when they need them by.</li> </ul>					
<ul style="list-style-type: none"> <li>Make sure that all accommodations and supports requests are aligned with documentation and show clear evidence of need/student use from classroom instruction, to school assessments, to the request for ACT accommodations/supports.</li> </ul>					
<ul style="list-style-type: none"> <li>Use a template for gathering/submitting documentation for accommodations/supports</li> </ul>					
<ul style="list-style-type: none"> <li>Gather and submit student accommodations/supports requests early</li> </ul>					
<ul style="list-style-type: none"> <li>Collect parent permission for submitting accommodations/supports early</li> </ul>					
<ul style="list-style-type: none"> <li>Do additional training for room supervisors and proctors who will be monitoring accommodated testing. Make sure they understand and are familiar with the timing code/accommodations the students will be receiving and know exactly what must be done.</li> </ul>					
<ul style="list-style-type: none"> <li>Complete proctor trainings at least 2 weeks ahead of time.</li> </ul>					
<ul style="list-style-type: none"> <li>Create assignments with job descriptions for testing duties including: hallway monitoring, rotating room supervisors for handling teacher emergencies and bathroom breaks, and how you will handle ID checking.</li> </ul>					
<ul style="list-style-type: none"> <li>Ask administrators to be in the hallway with smart devices to look up students to verify ID if students forget ID.</li> </ul>					
<ul style="list-style-type: none"> <li>Make sure student pre-test portions are complete. Collect them and alphabetize them. Separate students taking accommodated testing from students taking non-accommodated testing. Use or make an alphabetizing strap to help with this process.</li> </ul>					

Item to complete	June – August	Sept – Nov	Dec – Jan	Feb	Test
					
<ul style="list-style-type: none"> <li>Plan out trainings/PD related to the ACT and get them on the school calendar early</li> </ul>					
<ul style="list-style-type: none"> <li>Verify student information and make student room assignment lists.</li> </ul>					
<ul style="list-style-type: none"> <li>Assign rooms alphabetically.</li> </ul>					
<ul style="list-style-type: none"> <li>Post room assignments ahead of time so students know where to go.</li> </ul>					
<ul style="list-style-type: none"> <li>Give students testing with accommodations a note that tells them where to report for testing, so their information is not posted.</li> </ul>					
<ul style="list-style-type: none"> <li>Make testing checkout bins or baskets with all necessary materials for room supervisors (answer booklets, sharpened pencils, proctor instructions, signs for the doors, blue scratch paper). Number the bins by classroom or testing location and name of the room supervisor.</li> </ul> 					
<ul style="list-style-type: none"> <li>Acquire (and sharpen) no. 2 pencils.</li> </ul>					
<ul style="list-style-type: none"> <li>Collect stopwatches for each testing room (not cell phones).</li> </ul>					
<ul style="list-style-type: none"> <li>Double check each testing room for a pencil sharpener and working clock.</li> </ul>					
<ul style="list-style-type: none"> <li>Create signs for classrooms/testing locations.</li> </ul>					
<ul style="list-style-type: none"> <li>Do a calculator check at least 1 week before test day in math classes to check for approved calculators and answer questions.</li> </ul>					

Item to complete	June – August	Sept – Nov	Dec – Jan	Feb	Test
<ul style="list-style-type: none"> <li>Label desks with student names according to seating chart.</li> </ul>					
<ul style="list-style-type: none"> <li>Prepare instructions for room supervisors/test proctors (who have already gone through training) to direct them where and when to pick up materials, test booklets, and where, when, and how to check in answer forms and materials after the test.</li> </ul>					
<ul style="list-style-type: none"> <li>Give testing proctors manuals, testing roster, test booklet count form, seating diagram, testing time verification, irregularity report, and stopwatches ahead of time. Review the materials and practice filling the forms out.</li> </ul>					
<ul style="list-style-type: none"> <li>Practice using the stopwatches.</li> </ul> 					
<ul style="list-style-type: none"> <li>Separate check-out of materials between accommodated and non-accommodated testing.</li> </ul>					
<ul style="list-style-type: none"> <li>Determine how you will handle students that arrive late. Where will they go? What will they do during the testing period since they cannot join the test?</li> </ul>					
<ul style="list-style-type: none"> <li>After testing is complete, room supervisors should collect test booklets from students in numerical order, used and unused with the first number on top. Count the total number of materials and make sure all are accounted for before dismissing students.</li> </ul>					
<ul style="list-style-type: none"> <li>Room supervisors should check timing sheets, rosters, seating charts, etc. to make sure that everything is filled out correctly before turning them in to be double checked by the testing coordinator.</li> </ul>					
<ul style="list-style-type: none"> <li>Make sure school bell system and announcements are turned off during testing day.</li> </ul>					
<ul style="list-style-type: none"> <li>Make sure computers are fully charged (online testing) and have access to plugs (as necessary) for chargers in all rooms.</li> </ul>					

Item to complete	June – August	Sept – Nov	Dec – Jan	Feb	Test
<ul style="list-style-type: none"> <li>• Load the TestNav software (online testing) and have students practice navigating through the software ahead of time.</li> </ul>					
<ul style="list-style-type: none"> <li>• Have students testing online complete the pre-test portions of the ACT before the test, so they become familiar with the layout of how to answer questions and the online navigation.</li> </ul>					
<ul style="list-style-type: none"> <li>• Make sure that students who are testing at your location but who do not attend your school (i.e., homeschooled students or students from online or other high schools) use <u>their school's</u> ACT ID number, or use the homeschool ID number, on the testing information.</li> </ul>					
<ul style="list-style-type: none"> <li>• Add your “to-do’s” to your Google/Outlook calendar so that they will come up and remind you automatically when items need to be created.</li> </ul>					



## Planning – Who does what, by when?

- Assign ownership to the tasks
  - Add the due date for the task
- Ex. Verify student information and make student room assignment lists  
Rebecca - complete by 2/19

## Prepare – what do you need?

Examine your list of things to do and highlight items you need to purchase, collect or track down, and create.

## Communication – identify needs

What messages do you need to communicate?	Who needs to receive this message?	How will the communication happen? (who, will do what, by when?)

Solidify your plan

Priority task list

What tasks do you need to complete first? Second? . . .	By when?	What do you need to put your plans in place (resources, materials, etc.)?	What barriers do you anticipate, and how will you address the barriers?

## Wrap it up

Last thoughts? Is there anything you want to be sure to remember that you have not included above?

## Questions?

- [Utah's ACT Website](https://www.act.org/content/act/en/products-and-services/state-and-district-solutions/utah.html) (https://www.act.org/content/act/en/products-and-services/state-and-district-solutions/utah.html)
- ACT helpdesk 1-800-553-6244 X 2800, state code 45
- [Rebecca.Peterson@schools.Utah.gov](mailto:Rebecca.Peterson@schools.Utah.gov) (801-538-7694)