

Hints for Creating an Effective Testing Schedule

- Middle of the week works best for testing. (e.g. Tuesday, Wednesday, Thursday.)
- Mornings tend to work better when students are fresh and ready to learn.
- For rigorous testing sessions, (i.e. Part II for Comm. Arts in grades 3, 7, and 11, Part I in Mathematics in grades 4, 8, and 10), it may be a good idea to schedule only one testing session per day. Shorter or less demanding testing sessions may lend themselves to administering two sessions per day. Consider the rigor of the testing sessions when developing a testing schedule.
- **Each session of the test should be completed in one sitting.**
- Allow appropriate time for make-ups and the use of accommodations for students who's IEPs specify that testing accommodations are needed. [Avoid the use of "blanket accommodations". Operate from the premise: What (if any) accommodations will allow this student an opportunity to show what he/she knows and can do?]
- Avoid days just before or after vacations, important school functions, or holidays. Avoid testing just after students have had a strenuous physical activity.
- Breaks may be taken before or after a testing session, but not during a session unless specified by the directions in the MAP Examiner's Manual.
- Testing all grade level/subject area students at the same time/during the same day is suggested and in line with standard procedures for test administration. It is important to create a testing schedule that avoids/minimizes opportunities for tested students and students not yet tested to collaborate. Additionally, the Test Coordinator and Examiners Manuals states that teachers/people administering tests should not have access to tests until shortly before testing students. Once test booklets are distributed, tests should be administered to and completed by all grade level/subject area students within a reasonable time frame.
- Plan on allocating one proctor for every 20 students in excess of 30. (For example: 50 students would need 1 test administrator and 1 proctor.)
- **For a small number of students:** It may be possible for the teacher who teaches the subject area to administer the assessment.
- **For a larger number of students:** The subject area teacher inservices other teachers to administer the test while the "subject area" teacher acts as "revolving proctor" The subject area teacher will monitor the performance of his/her students by continuously moving from test group to test group during the testing periods. All students will feel this person's presence and know their teacher is monitoring their progress and effort. The day before test, the subject area teacher should inform his/her students of the expectations during testing such as....put forth an effort on all items, remain positive, double check items before handing in test booklet, and help maintain a positive testing atmosphere. These rules should also reviewed for students by the proctor. The person administering the test has a responsibility to make sure students remain on task and take testing seriously.
- Be positive. The teacher's attitude carries over to the students. If the teacher is negative, this sends the message to the students that the results are not important..
- Schedule around the test. It is suggested the bell be turned off if possible.