Minnesota Bilingual Seals Assessments through Extempore Proctor Guidelines

This document provides guidance for proctoring Minnesota Bilingual Seals Assessments administered through Extempore. Each testing company, such as LTI (AAPPL) and AVANT, set their own proctoring policies and parameters. In settings where multiple assessments are administered and policies differ, the school or district should determine how to resolve any conflicts in a manner that protects test integrity.

Test Overview

Minnesota Bilingual Seals Assessments are developed by the Minnesota Department of Education through a partnership and collaboration with the community members for the languages spoken by the Minnesota's multilingual learners. The purpose of the assessments is to measure students' language proficiency levels according to the ACTFL proficiency guidelines to assess their qualifications to the Minnesota Bilingual Seals and World Language Proficiency Certificate. The assessments do not measure any content knowledge. Speaking and writing test prompts are open-ended questions. Reading and listening tests measure comprehension skills. Minnesota Bilingual Seals Assessments **must be proctored in-person at school facility** by an educator or a school staff member.

Test Domains

- **Test domains are:**
  - Speaking test
    - Part 1 – Three topics, three prompts for each topic, total 9 prompts.
    - Part 2 – Three topics, three prompts for each topic, total 9 prompts.
  - Writing test
    - Part 1 – One topic, three prompts.
    - Part 2 - One topic, three prompts.
  - Listening test – 6 passages divided into 2-3 sections. 24 multiple choice questions total.
  - Reading test – 6 passages. 24 multiple choice questions total.
- There are no rules about what order of the test domains students should take, except for Part 1 and Part 2 of speaking and writing test. For each test, students should start with Part 1, then move on to Part 2.
- Consider assigning the order of the testing domains in a large group setting so that students are not working on the same domain at the same time. For example, half the room could start with a listening test, while the other half starts with a speaking test.

Test Administration

Test Proctor

- **All Test Proctors must sign the Assurance of Non-Disclosure and Test Security Form provided by Extempore.**
- Student teachers may be present during test administration.
- No official training is required, but Test Proctors should review and be familiar with the materials Extempore provides.
- Non-school personnel cannot be present in the testing room.
- A parent/guardian or relative cannot be involved with their student's test administration or be present in the testing room at any time. Relatives are defined as aunts, uncles, cousins, children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under guardianship.

Testing Environment

Room Setup
- Rooms should have adequate lighting, a comfortable temperature, and a quiet atmosphere.
- Use a closed room that is being used only for testing, not a public area such as part of the library where students and staff can walk by.
- If testing in a large room, ensure the room can be set up to maintain test security or plan for additional Test Administrators/Monitors/Proctors.
- Cover or remove all materials on walls and student desks that pertain to the language of testing.

Freedom from Distractions
- Only students taking the test or trained staff administering the test are allowed to be in the room.
- Take appropriate actions to reduce noise, such as limiting the use of alarms (except emergency alarms), bells, and announcements and scheduling testing around planned emergency drills.
- Post signs on the closed doors during testing stating "Testing—Do Not Enter" or "Testing—Do Not Disturb."

Seating Arrangements
- All efforts should be made to have at least one Test Administrator/Monitor/Proctor for every 30 students.
- Enough space should be allowed between students to ensure that students work independently Separate digital devices as much as possible and stagger seating. If necessary, use privacy screens or extra spacing to prevent viewing of other students' work.
- When possible, scheduling smaller groups for the speaking domain is recommended. Space students so that headsets record only the intended speaker.

- When considering how to space students around the room, ensure that the Test Administrator or Test Monitor can see all students in a direct view or plan for additional staff to monitor testing. Some schools or district might have a tool such as Go Guardian to monitor students' Chromebook screens and activity.

Materials

Materials allowed	Materials NOT allowed
- Pencils or Pens - Scratch paper for the Reading, Listening, and Writing domains. - Headphones with built-in microphones that also plug into a digital device. - Headphones—Headphones may be supplied by the school, or students may use their own. - Mouse and external or wired keyboard—A wired, and external mouse and keyboard are recommended to ensure a successful testing experience. - Depending on district policies, students may have water bottles, gum, snacks, etc. out during testing. - Any general support items such as sensory tools.	- Dictionaries, thesauruses, and other reference materials that pertains to the language of the testing, including textbooks. - Cell phones or any other devices, including wearable technology, at any time during testing, including during breaks or when testing is completed (if students remain in the testing room). - Scratch paper for the speaking domain. - Bluetooth headphones because they have the ability to connect to and receive information from a device other than the testing device, which cannot be verified by the Test Administrator/Monitor/Proctor during testing.

Breaks and Leaving During Testing

Breaks:
- Allow students to take brief breaks as needed within domain tests (such as, between Part 1 and Part 2 of one domain, or between each domain)
- Test Administrator/Monitor/Proctor must continue to actively monitor students during a break to ensure students do not discuss the test.
- Whenever students leave the testing room during online testing (such as for a bathroom break), they should cover the test content in some way (for example, putting a piece of paper on the screen, cover with a large cloth, close the laptop, turn off the monitor, turn over the device), or pause the test unless an emergency prevents them from doing so.
- Ideally, only one student should be allowed to leave the room at a time. If more than one student leaves the room, there must be a plan in place for additional staff to monitor students both inside and outside the room. If multiple testing rooms are being used, there must be a procedure to

coordinate and/or supervise students on break from different rooms. Test security must be maintained, and any prolonged absences or repeated requests for breaks must be investigated for a potential security violation.

- If the entire group must leave because of an emergency (such as a fire alarm or a school safety issue), the Test Administrator/Monitor/Proctor should close and lock the door when leaving, if possible. Test Administrator and Test Monitor must continue to monitor students to ensure they do not discuss the test during their time away from the testing room.

Universal Supports

Universal supports are general supports, available for all students, that tailor the testing experience based on student needs or preferences specific to the testing environment. The use of a universal support may replace the need for an accommodation, depending on the student's needs; universal supports may also be provided along with accommodations

Scratch Paper

- Scratch paper is allowed for the listening, reading, and writing domains.
- Scratch paper is not allowed for the speaking domain to maintain the validity of spontaneous spoken responses.
- Students must write their name on all scratch paper. Proctors must treat scratch paper as secure test material, collect it at the end of testing, and follow district procedures for secure disposal.

Digital Platform Supports

- Zoom/magnification tools
- Playback function of the audio prompts
- Audio prompts speed control (Student can play the audio prompts slower.)
- Option to go back to the question when not submitted
- Question pre-view option for listening test

*Contact Lisa.Parra.Staves@extemporeapp.com with any questions you may have regarding the digital platform supports.

General Accessibility Supports

- Repeat instructions
- More frequent breaks
- Chunked tasks – breaking a section up
- Testing over multiple days

Environment Supports

- White noise
- Flexible seating, small group, or individual administration
- Fidgets

Extended Time

- Most Bilingual Seals assessments, as well as AAPPL and AVANT assessments, do not have time limits. Students may take as long as needed for each domain.
- Speaking sections are timed within the test platform, typically providing a set amount of thinking time followed by a specific response window.

Cell Phone and Device Policy

Policy for Students

- Students must NOT use or access cell phones, wearable technology, or any other devices at any time during a testing session, including during breaks or when they finish testing for the day. "Wearable" technology is defined as devices that may be worn on a student's body that can electronically send, receive, or capture information (for example, smartwatches, fitness trackers, Bluetooth headphones).
- If a student has a cell phone or device out at any point during a test session, the student's test has been compromised and needs to be invalidated, even if the student did not use the cell phone or device.
- Students are not allowed to wear or access wearable technology during testing if the device can electronically send, receive, or capture information. If these devices are worn during testing, the student's test must be invalidated because the student has access to the device, unless the district can definitively determine that the device did not send, receive, and retain any information. Ensure Test Administrators and Test Monitors are aware of the types of wearable technology that students may have.
- As technology continues to change, it may not be readily apparent that something a student is wearing has these capabilities, and Test Administrator/Monitor/Proctor must ensure that they are not worn or accessible during testing.
- Even if devices have a "school mode" meant to limit the functionality, this mode may not work the same across all types of technology. If students are wearing a device that is in school mode, the district must investigate to confirm that the device prevents any ability to send, receive, and retain any information or the test must be invalidated. Due to the risk of a security violation and test invalidations, MDE recommends that all wearable technology is collected or removed.
- Districts must implement policies and procedures restricting student access to cell phones and other devices during test administration in order to maintain test security and prevent

disruptions for other students. Examples of district procedures include collecting student phones and wearable technology, verifying phones and devices are turned off, or requiring students to store and turn off phones and other devices so they are inaccessible during test administration.

- It is recommended that devices are also turned off when stored.
- Districts must determine what action will be taken to minimize disruptions during testing if the district cell phone and device procedure is not followed. For example, if a student receives a notification (such as a ringtone or vibration) on a device kept in a backpack or pocket, the district procedure may be that the student will hand it directly to the Test Monitor and/or silence it without looking at it. In these cases, MDE does not require the district to invalidate the test if the student simply hands over the phone or device or silences it without looking at it; however, if there is any doubt whether the student accessed the phone or other device, the test must be invalidated.
- Even if the student has exited or submitted the test, cell phones or other devices cannot be used in the testing room. If the student has exited or submitted the test and accesses a cell phone or other prohibited device (including wearable technology), the district will need to take further action to determine if test security or the integrity of other students' tests were violated. The student's completed test is not invalidated in this case because the test itself was not affected.
- The only exceptions to this policy are the use of supported devices for taking the online test or if the device is used as a medical monitor.
- Personal hearing aids and other amplification systems are allowed. If the device includes Bluetooth capabilities, Test Administrator/Monitor/Proctor must confirm that the audio is only connected to the testing device. If the amplification can be heard by others, the student must take the assessment in an individual setting.
- If a device is used as a medical monitor, this situation must be officially documented by a medical professional, such as a licensed school nurse or family doctor. If a student will use a device as a medical monitor, ensure the Test Administrator/Monitor/Proctor is aware that the student must retain the device and understands how the student will need to access it. If testing in a group, the student must notify the Test Administrator or Test Monitor before accessing the device, and the Test Administrator/Monitor/Proctor must ensure the device is not accessed for other purposes.

What Students May Do After They Complete a Test

- After exiting/submitting (online) or stopping/finishing the test, students may either stay in the testing room until the test session is over, or they may leave if permitted by the district.
  - Students who are not testing may cause a distraction for students who are still testing. As the number of students who have completed testing increases, students who are still testing may feel pressure to rush or finish their test, which is not conducive for a positive testing experience. In addition, it may be difficult for students who have finished testing previously to remain quiet throughout subsequent test sessions.

○ Students who are in the testing room but not actively testing have additional access to test content that they would not if they were no longer in the testing room. This increases the risk for test security violations and invalidations due to cheating (for example, a student who is not testing sees test content and provides an answer to a student who is still testing) or device usage (for example, a student who is no longer testing may be more likely to access a prohibited device).

● If students stay in the testing room after they exit or submit their test, disruptions for other students must be kept to a minimum. Students who have finished their tests may read a paper book, work on activities on paper that are not related to the domain or subject(s) being tested (such as word searches, drawings, or coloring sheets), or sit quietly.
● Student test materials (such as scratch paper) must be collected before students work on other activities. As long as test materials are collected, the district determines if other paper activities completed by students after they were done testing need to be collected as well.
● Cell phones or other devices (including wearable technology) cannot be used at any time, even if the student has completed testing or is working on something unrelated.

Accommodations

● Schools must provide IEP- and 504-documented supports that do not compromise test validity.
● Language proficiency assessments measure different skills than content tests; some supports used for content tests may not be allowed.
  o Examples of non-allowable accommodations: use of bilingual or monolingual dictionaries, reading aloud items on the reading test.

Re-test policy

● It is generally not allowed for students to re-test any section of the assessments.
● Only under the following circumstances, it can be considered for re-test.
  o Something occurred in the middle of the assessment that disrupted the completion of the test.
  o Technical issue prevented the students to be able to respond to the questions fully.
  o Results indicated the non-ratable due to unintelligible audio response, such as low volume, background noises, etc.

● How to request for a re-test
  o Email to Lisa.Parra.Staves@extemporeapp.com with the following information.

- ▪ Name of the student
- ▪ Language of the assessment
- ▪ Date of the assessment administration
- ▪ Modality
- ▪ Description of what occurred that prompted to request for a re-test.
  - o Schools are responsible for the re-test fee.

- How to reduce the need for re-test
  - o Help students prepare for the test.
    - ▪ Request for a demo test account and practice the technical aspect of the test platform.
    - ▪ Have students review sample prompts or practice test so that they become familiar with the format of the assessment and practice the response in the language.
  - o Communicate the expectations and re-test policy prior to testing.
  - o Ensure that technology set up is appropriate for test administration such as keyboard setting, audio volume control, etc.
  - o Create distraction free calm testing environment.

Contact: mde.worldlang@state.mn.us
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