



Proctoring Assessments Remotely: Considerations, Tips, and Ideas

Although having students take assessments at home is indeed different, it is certainly possible to do successfully. Educators in virtual schools and schools that tested remotely this past spring have found a number of ways to prepare for and support administering assessments in a home setting.

Use the following considerations, tips, and ideas to set your fellow educators, students, and families up for success.

Before Testing



Start Early

Communicate with teachers and support staff at least two weeks before the Diagnostic is scheduled to start.



Follow a Checklist

Have a detailed plan for leaders, teachers, and proctors to follow.



Set Up a Communication System

Determine how teachers and leaders will communicate to check on status and get support and how teachers and students/families will communicate during the testing period.



Partner with Families

Share plans with families **at least one week** before the Diagnostic is scheduled to start. Communicate the message in multiple ways (e.g., robocalls, teacher emails, letters, social media posts). Consider having families sign a document acknowledging they have reviewed the materials and are prepared to proctor at home.



Train on Technology

Ensure that teachers, families, and students are proficient with using the technology they will need, including any videoconferencing program (e.g., Zoom™, Google Meet).



Have a Kickoff

Connect with students using a videoconferencing program to explain why and how to take the test. Whenever possible, have family members attend as well.



Have Individual Chats

Consider having a one-on-one conversation with students to motivate them to do their best. Use your knowledge about students to select students who will benefit the most from this individualized support.

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During Testing



Monitor Frequently

Monitor test taking in real time, while students are taking the test. If proctoring while using a videoconferencing program (e.g., Zoom, Google Meet), consider having two screens open at once—one with the videoconferencing program and the other with the Diagnostic Status report.



Have Time Stamps

Just like when testing in the classroom, at specific times during testing, offer words of encouragement to students and allow for stretch breaks.



Be Responsive

If you notice a student rushing, losing interest, or getting distracted, respond as soon as possible with a gentle nudge via your videoconferencing program, an email, or a phone call.



Be Flexible

If you notice a student is having a difficult time completing the Diagnostic from home, consider resetting the Diagnostic, having a conversation with the student and their family, and/or scheduling the test taking for a different time.

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After Testing



Celebrate!

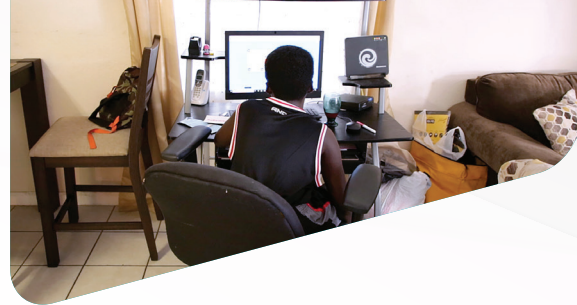
Recognize teachers, students, and families for successfully completing the Diagnostic.



Share the Data

Review students' results with them and their families so they know their effort was worth it and understand what they know and what they still need to learn.

Proctoring Assessments Remotely: Supportive Phrases to Use with Students



Before the assessment	<ul style="list-style-type: none"> • “The Diagnostic helps you find out what you know, understand what you are ready to learn, and will help you get ‘just right’ lessons.” • “Try your best and do not rush, but do not spend too much time on a question.” • “Remember, the Diagnostic is adaptive. This means the questions change based on your answers to earlier questions. You will see some questions you don’t know. That is okay! Just try your best.” • <i>For Mathematics:</i> “Use your scratch paper to show your work on each question.” • <i>For Reading:</i> “Read each passage carefully.”
Throughout the assessment (every 8–10 minutes)	<ul style="list-style-type: none"> • “I can tell you are very focused. Keep up the good work!” • “Great work, you have [number] minutes left.” • “Nice job showing your work/reading each passage carefully.”
When a student is rushing	<ul style="list-style-type: none"> • “I noticed you seem to be clicking through quickly. Remember, take your time and try your best.”
When a student is moving too slowly	<ul style="list-style-type: none"> • “It seems like you are stuck on this one problem. It’s okay if you do not know the answer. Make your best guess and move to the next question.”
When a student is starting to feel frustrated, mad, upset, etc.	<ul style="list-style-type: none"> • “Wow. That looks like a very advanced question! That likely means you have been answering a lot of questions correctly. Don’t get [frustrated, mad, upset, etc.]. Make your best guess so the assessment can find your ‘just right’ level.” • “Let’s take a quick break! Do you want to finish this question now or when you get back?”
When a student asks for help	<ul style="list-style-type: none"> • “Just like when you take the test at school, I can’t help you find the answer. We want to find out what you know, not what I know. It’s okay if you are stuck!” Use the following suggestions: <ul style="list-style-type: none"> – <i>For Mathematics:</i> “Try working out the problem on paper.” – <i>For Reading:</i> “Try going back and rereading the text.” – “Try using a strategy that worked in a similar question before.” – “It’s okay if you don’t know it. You are going to get some challenging questions, which means you are answering a lot of questions correctly. Make your best guess and move on to the next question!”
After the assessment	<ul style="list-style-type: none"> • “I’m really proud of you. You did a great job [taking your time, showing your work, persisting through challenging questions, etc.].”