AIMS A Science Observation Checklist | Spring 2019

Test Coordinator: ____________________________________________

District: _____________________________ School: _______________________

Teacher: ___________________________ Grade Level: _________________

Time of Day for Observation: __________________________

Location of Testing (i.e. classroom, library, computer room): ______________________

Interruptions: ________________________________________________

Assessment Features and Accommodations Used: (check all that applies)

☐ Read Aloud by TA
☐ Tactile Graphics
☐ Increase/Decrease Size of Text and Graphics
☐ Sign Language
☐ Answer Masking
☐ Assitive Technology
☐ Manipulatives
☐ Object Replacement
☐ Scribe

Did the TA exhibit secure storage of test materials?  ☐ Yes  ☐ No

Did the TA utilize practice item prior to testing?  ☐ Yes  ☐ No

Did the student appear frustrated or distracted by testing?  ☐ Yes  ☐ No

If yes, what situation(s) seemed to trigger frustration?
________________________________________________________________________

What strategies did the TA Use to resolve frustration?
________________________________________________________________________

Did the student utilize breaks during testing?  ☐ Yes  ☐ No

If so, how many? ________

What behaviors seemed to result in breaks (TA or student behaviors)?
________________________________________________________________________

Did the TA use physical prompting (such as pointing, gesturing or hand-over-hand) that may have given the student the answer?  ☐ Yes  ☐ No

Did you observe the student choosing the same answer option repeatedly?  ☐ Yes  ☐ No

If yes, this was: ☐ a computer-based test ☐ a paper based test

Did you observe behaviors that could influence the choice of the same answer option?  ☐ Yes  ☐ No

If yes, was it:

☐ related to test content  ☐ related to test presentation
☐ related to the student’s disability  ☐ related to a student characteristic
☐ related to teacher behavior  ☐ related to the environment
Questions for Test Administrator:

1. What type of assessment(s) do you use with this student in classroom instruction?
   □ Informal questions and observations □ Portfolio □ Online/Computer
   □ Performance Task □ Multiple Choice

2. What caused barriers for the students during test administration? What particular student characteristics were associated with these barriers? (E.g., did this barrier apply exclusively to students with motor difficulties or was it a more generalized barrier?) What do you use in instruction to address similar barriers?

3. How did the difficulty of items affect students’ ability to access and respond to the items? Did they respond differently to easy versus hard items? If so, how?

4. Describe the response of your students to the tests in terms of the behaviors they displayed: (e.g., normal engagement, excitement, exhaustion, frustration, etc.)
   Did this change as the assessment progressed? □ Yes □ No
   What behaviors did you see that were barriers for them to show what they actually can do and know?
   What testing situations may have caused those specific behaviors?

5. How many testing sessions did the majority of your students needed to complete testing?

6. Do you have any other feedback you would like to share?