

# 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 =

## Why address this now?

Top 3 answers

3. Requires
2. Cannot be done
- 1.

## Planning – Where to start?

Step 1 – Check the

Step 2 – Organize your

Step 3 – Assign

## Planning - Identify tasks and make your list

Download test administration manuals 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>)

With a focus on test day planning, preparation, and communication, look for items that need to be completed 1 month prior to testing, 1-2 weeks prior to testing, 1–2 days prior to testing, and on test day. Write your items in the table below (table will expand as you type).

Items to be completed 1 month before testing	Items to be completed 1-2 weeks before testing	Items to be completed 1-2 days before testing	Items to complete <b>ON</b> test day

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

- Plan and publish schedule for testing day for all grades affected. Be sure to communicate this with everyone (parents, students, staff, teachers, etc.).
- Complete proctor trainings at least 2 weeks ahead of time.
- 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.

- Ask administrators to be in the hallway with smart devices to look up students to verify ID if students forget ID.



- 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.



- Verify student information and make student room assignment lists.
- Assign rooms alphabetically.
- Post room assignments ahead of time so students know where to go.
- Give students testing with accommodations a note that tells them where to report for testing, so their information is not posted.
- 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.



- Acquire (and sharpen) no. 2 pencils.
- Collect stopwatches for each testing room (not cell phones).
- Double check each testing room for a pencil sharpener and working clock.
- Create signs for classrooms/testing locations.
- Do a calculator check at least 1 week before test day in math classes to check for approved calculators and answer questions.
- Label desks with student names according to seating chart.
- 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.

- 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. Practice using the stopwatches.



- Separate check-out of materials between accommodated and non-accommodated testing.
- 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?
- 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.
- 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.
- Make sure school bell system and announcements are turned off during testing day.
- Make sure computers are fully charged (online testing) and have access to plugs (as necessary) for chargers in all rooms.
- Load the TestNav software (online testing) and have students practice navigating through the software ahead of time.
- 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.

### 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)
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