

Did you run into any unexpected problems while state testing this year? If yes, please explain.

Technology Issues with MAP testing.

Computers we were using were extremely slow and it took way longer than anticipated.

It was very difficult to keep freshmen under control for the long duration of the PARCC exams. Sophomores that take the OGT are much more mature, despite that it is only a year's difference.

yes. lack of graphing calculators

From the first round in February, large groups of students were left out of testing rosters. Schedules were continually changed at the last minute. Make up dates were not made clear for the April/May round of testing.

Booklets for an entire period were missing when we started testing.

Seating was not provided for all classes.

Seats were not counted and there were not enough.

Not enough supplies--both times, pencils ran out and they were not sharpened

Testing coordinator spoke disrespectfully to students before, after, and DURING testing over the microphone...repeatedly

We were told to collect materials while kids were still trying to test, even though it was clearly a disruption

Rosters were not correct and grade levels were not correct

Testing administrators used their cellphones during testing...twice I heard a phone ding with an alert.

Constant threats over the microphone about "sending kids home" were rude

Yes. There were several issues during testing, first the room was not set up for testing, 250 students were waiting for instructions before testing; they were not enough testing materials for students, rosters were not right, test booklets were missing, some students did not have were to sit.

1st day of PARCC it took central office staff about 1.75 hours to get my students signed on to the ipads. After sitting and doing nothing ,my students were assessed.

On the EOY PARCC the accommodations were not working as they should have. It was not clear in the instruction manual regarding the text to speech feature. The test had to be taken again.

Many instances of the ipads going blank.

Students needing to use the restroom. I thought that we were told that students had to be accompanied to the restroom, but I never saw anyone to accompany them.

It is almost impossible to teach while the percentage of students are out testing and then if they were absent or late (and they are not in class either but stay in the halls) they have to be absent again for makeups

No.

No. I did not have to do PAARC. Only OGTS.

The use of a calculator on the PBA was quite difficult. It was difficult to proctor the test as well as keep an eye on when students were allowed to use a calculator on the math portion. Since the calculators were allowed to be used while some students were still taking the non calculator portion, it became difficult to proctor who was allowed to use them at the time and who was not.

Re: Spe.Ed. - Many of our students, whom are served on an IEP, are allowed accommodations during assessments. Some are allowed to have the tests read aloud. However, this is ideally one-on-one or in a small group, so that a student can request an excerpt to be repeated. The "Read-Aloud Rooms" this year had 18+ students in them, with 1 Intervention Specialist to read aloud, quickly. The allotted time did not allow for the test to be thoroughly read aloud once -- let alone repeated. Also, many students get the accommodation of Extended Time. This means that students (many whom are: distractible, distracting, unorganized, anxious, etc.) have to stop in the middle of an assessment and relocate to a different (often unfamiliar) setting, with a different (often unfamiliar) proctor. Talk about many many kids being set up for failure... This isn't even mentioning the HORRIBLE idea of setting up the testing situation in a HUGE, room for 300+ students, for the gen.ed. testers! These kids were set up 3-4 students to a table top, that might have comfortable sat 2... very uncomfortably close and really risking cheating!

Too much noise in the hallways since grade 4 and 5 had planning first thing in the morning.

Some things did not load on the iPads during testing - students had to go back and forth between questions to try to get some graphics to load

The format of the answers (third grade math) was unlike anything I or the students have seen and I believe could alter the results

computers are not working well.

Yes, there were special education needs that were not planned for before had (ie. scribes for students). Also there were students assigned to rooms and no test booklets. Students send for makeups for Parccs, and they had already taken with their classes. Many students refused to take or refused accommodations for PARCC

As an ELA teacher I was required to test students. That meant I had to leave my students to a sub each day. That was time away from instruction.

Students are reluctant to give up their cell phones or turn them off!

Yes, The 5th graders had to convert answers from fractions to decimals in order to put answers on the paper answer document because it did not accommodate fractions. THIS IS NOT IN THE 5TH GRADE CURRICULUM! Students should not have had to do this.. How many students will get marked wrong because they could not do this skill.

Yes, on a day that I was scheduled to proctor/administer 11 tests, I was given 4 and told to wait for the remaining tests. After 45 minutes I was informed that the tests were not coming and that I should send the students without booklets back to their assigned classes. I did as I was instructed only to be told the next day "It's your job as the test administrator of those students to ensure that they test". I was very disgusted and showed professional restraint by keeping my comments to myself.

The additional testing caused me to skip most of my fun enrichment activities that have allowed me to really get my students excited about learning. There was simply not enough time to complete the mandated testing as well as my own enrichment activities.

I had to sign a PARCC testing security agreement that is essentially a contract under which I can be held liable. I found this really wrong because I should not be asked to enter into an individual contract. My union negotiates contracts for us collectively. I have looked online and found some teachers elsewhere have been refusing to sign these agreements and asking for alternative assignments during testing. I would like to see some leadership on this locally.

I did not have any unexpected problems while testing this year.

yes. there was no one providing guidance with the 2nd grade testing. the counselor said she had nothing to do with it and we did not get enough testing booklets for the inview. I was responsible for creating the testing schedule, organizing accommodations and an extra person to help. and make ups. RIDICULOUS

I did not have to have my students tested (teaching World History) but the various testing dates and times really messed up about 3 weeks of my classroom time. Some days over half the class was out and this made it hard to plan correctly to cover the entire year's curriculum.

cell phones, scrap paper

The most unexpected problem was probably the timing. The tests were administered at the end of the year, 2 times within 6 weeks of one another. This did not make sense and was very disruptive to our teaching.

I tested online and experienced technological and test issues every day that I tested PARCC and AIR (science). To name a few, students in three classrooms spent a combined 350 minutes waiting for the tests to start over the first 5 parcc tests in March. Students had manipulatives on their tests that did not work as described in the directions (base ten blocks could not be broken from tens to ones). Entire part B questions were missing on a student's reading test (5 questions) and several students had one question blank on the reading PBA. Students were unfamiliar with the equation editor in math. The only way we could practice this was on the parcc practice website, which did not work on all ipads and often froze in the middle. There was a question that needed the students to move the water level up on a beaker to answer a question, there was no beaker on the test. Not all ipads would focus to the testing website which delayed the start of testing almost every day. One day each student had to be manually resumed in order to test, it was a website glitch that I could not figure out for a while. You cannot change the volume on the ipad after the ipads have been locked onto testing website. These tests are NOT VALID with all of these technological issues..

Student absences - with testing in February, it was freezing, and students that are required to walk did not come to school on several testing days.

The counselor was not in our building for one of the days of testing, but did not communicate this with teachers before the morning when tests were to be administered. Therefore, the tests were locked in her office and she was not here.

Our building test coordinator took a vacation in May and did not return in time for our last round of testing!. Prior to that (April PARCC) she did not order enough copies of read-aloud versions and so my special ed students who receive accommodations had to wait to test until the correct amount arrived.

Yes...On the day of our Social Studies test our counselor did not show up. We had to bring it to the attention of our principal that the tests were still in boxes.

Server could not handle the volume. iPads not compatible. Students unable to log on to the assessment.

Yes, an absent test administrator.

Principal handed out packets without student lists, no pencils provided, no testing manual available until one was copied for me (morning of test).

Did not have correct testing guide before testing.

Yes. My district was not well prepared or knowledgeable as to all the rules, regulations and restrictions or accommodations for our Nepali students who are coded as ELL. I do not believe the ELL students were given the correct allowable help.

A student was cheating on the OGT. She had a cheat sheet with her, and we had to figure out how to deal with that.

The use of calculators that were new to students. Sometimes they did not work.

Yes, during the PARCC exam the students were taken out of classes by the time they have either English 1, Algebra 1, or Physical Science. This led to students completely missing my class for the different tests. This was very aggravating due to having all of my classes at different places and was a nightmare to plan my classes. By the end of the testing some classes were 2 weeks ahead of the other classes since they were out for testing.

No. It was a chore adapting to new formats and procedures e.g Math-calculator vs. no calculator, standing on your feet for hours at a time; all or nothing outcomes for student responses, e.g. credit for a correct response only given when the student gets BOTH parts (A and B) of the question correct.

One day when we showed up to test, we had so few students in the building due to the cold weather, that were told at the last minute to bring our testing materials back to the office, and that we would have a regular school day. This left no time for planning, and we were basically punished for our district not taking a snow day.

Frequent snow days and absences due to the weather extended the testing window and caused the loss of more instructional days.

No I did Alternate Assessment which was the same as past couple years

Yes. We ran into a multitude of problems this year with the online tests. We used ipads and I am unsure if they are stable enough to support the PARCC and AIR programs consistently. Many students were working on a test and then all of a sudden the AIR test would go to a blank screen. It took a long time for all of the students in a classroom to get logged in successfully. I do not believe that this produced a fair testing environment for all of the other students because they encountered so many problems. Also, many students got to questions on the online version and there were blanks where the answer choices were supposed to be.

As always the amount of time and staff needed to test special ed students is daunting. No time is spent on teaching on any of those 10 state testing days.

Testing and data entry takes up a majority of teaching time.

IEP student accommodations seemed to be unclear. Rooms changed at the last minute.

Please explain any concerns about any of the directions or procedures that teachers were required to follow for testing?

CTE teachers had to enter all our own students into the webxam system, then register and activate them, proctor the tests, print certificates and reports, etc. In the past the guidance counselor and/ or secretary or Betsy Gilmore had taken care of some of this administrative stuff for us.

The Social Room was not a good testing environment. There were too many kids packed too closely together in such a room. That would have gone better in smaller groups in classrooms, even though it may be harder to coordinate for administration.

Collecting materials before students were finished caused many unnecessary disruptions. Students start talking when their books are taken and the movement of teachers distracted students still testing. Having hundreds of students in a room is also not a great idea.

I was not comfortable collecting supplies rather than expect kids to take time to review work.

Teachers were expected to have no phones, no laptops, and walk around the entire time while counselors and administrators sat on the stage, talked (even though kids tested 3 feet in front of them), use phones and laptops

Teachers were told not to use their cell phones, and some administrators and guidance counselors were using their phones during testing.

My students have extended time. Some of them took 4 hours to complete a single session. The other students just have to sit and do nothing.

Students did not comply with the no cell phones rule. Teachers do not enforce the rules consistently

It wasn't clear as to the importance of the time being documented, rooms being set up accordingly, scrap paper floating around after the test (which wasn't even necessary to use).

Lack of printed books so teachers had to print their own.

We were not given PARCC manuals - we needed to print them out. The counselor did not have enough sharpened pencils for every class.

Too much down time beforehand.

Asking 3rd graders to move between a keyboard, a touch screen and scrap paper where they did some math work was a lot to expect

Why do we need the district MAP Test for grades 4 and 5 when we have the PARCC assessment. I do understand the test for third because it provides another tool to keep student back or move them forward. Take something off the plate!!!!!!!!!!!!!!

The brief training we received at a staff meeting in the auditorium was ineffective. It was not clear on what directions to read, and how we were handling it if the students finished in the allotted time and it was in between periods.

They were confusing!

The school district did not allow me to develop my own growth measures for my SLOs. I was told what my students needed to score. However, I was told already after I had administered the test so I was not able to make adjustments to my scoring procedures. Furthermore, in order to meet the district's mandated growth measures, I was forced to convert my scores into a percentage. I had numerous students who needed to reach a score but were not able to (despite making a lot of growth) since the conversion process rounded down thus preventing my students from reaching the growth measure.

Therefore, my final rating was affected due to the fact that the district controlled my growth measure. The biggest disappointment was that the district forced only some of the teachers in my department to do adopt the growth measure but not all.

We didn't do much except help to pass out and collect. The counselors /administrators ran the show.

Teachers were not permitted to do anything besides stand for testing.

The gag rule violates my conscience. If I see something harming children, I am legally and morally obligated to say something.

No concerns. Online testing was actually easier to operate (for PARCC) than expected.

The directions were easy to follow but what are the tests actually used for?

The tests procedures and directions seemed clear, to me. I didn't notice any specific problems.

The directions did not explain how to change the PARCC sign in to the EOY tests/rosters from PBA rosters. Luckily I figured it out myself.

It is absurd to not allow students to have silent work after they have finished testing. Most students finished the test at the halfway point, but had to remain silent with nothing to do for the remaining 30-45 min, while their peers finished the test.

Every teacher was given an altered schedule for the testing days. The schedule we were given was based on the 2013-2014 schedule so the times were incorrect and we were told to figure it out and adjust to make it work for us based on our 2014-2015 schedule. However, the problem was that times for Specials and lunch/recess were then overlapping.

The procedures seemed a little threatening, like, "You can lose your license if you are caught on your cell phone." I felt like we weren't treated as professionals.
None at this time

Our building test coordinator did not help us adjust schedules, secure coverage with substitutes, or find quiet places in the building to test. Any teacher who had a small group of students was left to figure these things out on their own, usually the morning of the test. There was minimal communication or planning taking place.

All information was presented last minute. Readers had no prior access to passages to facilitate fluidity when reading.

Well organized and executed.

Are we all following the same instructions?

The boxes for the math test where the students have to enter numbers is kind of confusing.

That cell phone incident was a fiasco. It was very clearly stated in the test administration booklet what the expectations, or parameters around that issue were. It was ludicrous to hear of some teachers being made to "hand over" their phones until testing was complete.

I am in disbelief that if a student believes there is an error with a question, such as the correct answer is not present, that teachers were not allowed to view the question but were asked to just write down what number and booklet the question was from. This is absolutely wrong. There have been so many instances of mistakes and errors by Pearson in the past.

I didn't have any personal problems with the directions. Our principal read the directions over the PA to everyone testing so directions were the same for everyone. There was only one day that we read individually to the class. It went fine.

There was the uncertainty of, can teachers be doing other things during testing, or do we need to only walk around? Also, not totally clear of what to do when the student was found cheating.

The testing room was too large causing it to be very distracting when students who were late came into the testing room.

None-Staff members did a good job educating us about the new and unknown re: administering the test to students.

The stringent requirements (associated consequences) for adult use of digital equipment were disconcerting.

Teachers were required to "actively" monitor testing, which means that we were not able to get anything done. Not every teacher followed this protocol. Also, some teachers received no bathroom breaks because there was not a bathroom schedule created.

I had to administer the test to a student who was blind, as of this time doesn't use a means other than vocalizations, wasn't an effective way to monitor his progress no smiling, blank face when reading test,

I was assigned as a hall monitor. I received little instruction regarding how to handle the cell phone issue with students going to the restroom.

Entering data into, the now debunked, Thinkgate was time consuming and tedious to input.

Teachers were asked to turn in their own personal technology- phones, ipads, etc but were not asked to do the same in other buildings.

Inconsistences between directions and what some people were verbally told.

None, I felt that our Guidance department was clear and thorough in the expectations!

Do you have any suggestions on how to make procedures or directions better for whatever tests we are required to give in the future?

No, counselors at Monticello did an excellent job distributing assessments!
have more administrative support for teachers and technology that is effective and highly functional

Have an altered schedule, like we did for OGT week, where all the PARCC testing can take place, so that regular instruction is not so fragmented.

I would like all supplies ready for distribution earlier in the morning.

Let us test students in our own rooms that way it is smaller, less disruptive, and safer.

Let us test our own kids in our own rooms.

Is testing 200+ kids in the social room ever a good idea?

Better organize. Small groups like OGT for example. It is really impossible to test 250 students in one room. it gets too disruptive for students, they have to wait for a long time for everybody to be ready for directions.

ENFORCE RULES THROUGHOUT the school year and administration should set up consistent consequences for behavior

Make sure that schedules are completed ahead of time for planning purposes. Perhaps testing can be whole building to eliminate disruptions?

Ask the team! Plan ahead! You have experts RIGHT HERE! Let's build an assessment TBT/Cadre'/Committee/PLC WHATEVER the new fad name will be NEXT year for co-op groups.

Make sure the testing coordinator is capable of doing their job and starts organizing/planning for testing two weeks in advance.

I do not think the testing coordinator expresses the severity of the testing procedures to staff. It is too laid back, and I think that she does not take it very seriously.

The support provided at the building was really good for getting set up, but then some of the people left & multiple teachers were having trouble with the iPads loading all questions appropriately.

For PARCC testing, we should do late arrivals for 10-12 graders and allow all 9th graders to take the tests at the same time. This will also hopefully lessen the confusion about who is testing? where they are testing? and when they are testing? I think directions on how to administer or procedures for testing should be handled by small schools.

For ELL students; if they have been in the country less than a year and don't speak English, they should be exempt from the test. The absurdity of giving an Ohio history test to a child that had sat in class not understanding what the teacher was saying and then be expected to take a test on it, even with an interpreter, is beyond any normal logical thinking.

Have the directions on a CD so teachers are not responsible for issues why teachers would lose their jobs!

Allow teachers to work at their desks while students test.

If these tests are standardized, they can be administered in an auditorium setting using subs to actively proctor. Using teachers to do such work is demoralizing and is a waste of time and talents.

Our Testing Coordinator was very meticulous and followed the procedures outlined in all the manuals. She was able to answer our questions and direct us to the manual section(s) in which the information could be referenced.

Seems like if we are to have this many tests we should do them all in the shortest amount of time possible, get them over and done with, and just sacrifice an entire week or two perhaps doing it. The staggered nature of the whole ordeal made it very inconvenient for lesson planning.

The tests should be given once in the fall and then again in the spring, at the end of May.

There should be an entire manual on troubleshooting ideas for any problems that occur during testing. For example, when a test froze on a student for 45 minutes, I did not know that I could sign her onto another ipad in the middle of testing. I was afraid that the test would be invalidated or that the answers might erase. I did not know what to do when a student's test was missing FIVE part B questions on her Reading test.

Involve the social workers so that the counselors are not constantly tied up in the spring with testing when scheduling needs to be completed.

Have a minimum of four people assigned to a room so that proctors and rovers can work out a relief schedule between themselves so no one is tied to the room for extended periods of time.

Do not, under any circumstances, give more than 1 test in any given day.

Clarify procedures on what the district will do if an employee needs to call in sick on a testing day. It seems since only district employees could administer the test, this was an issue.

I think building test coordinators should be required to submit plans to Ms. Byrd in advance that lays out schedules/changes to schedules, room assignments and procedures for picking up and checking in tests. Let's hold people accountable when they don't do what they need to.

Google classroom with all procedures for every test. We get so many emails that test related emails are lost.

My building leadership needs to be more organized.

Ensure that we have fully operational technology in place, especially if we will be switching the PARCC or, if the state of Ohio decides to go with AIR as the test supplier, pretty much the same thing.

Also, a lot of teachers do not understand that science and social studies were created by AIR, a rival company in the creation of PARCC testing. Shouldn't they understand the distinction?

stop testing or take away parts of the curriculum instead of trying to cram it all in much less available teaching time!!!!

They seemed fine with me. However, I did hear of other teachers that may have experienced some opposition from students regarding turning over their cell phones before the tests started. I either locked up phones in my closet or students put them in their own lockers. My own phone was off and locked in my desk. My computer was off and in its bag.

Great Job - Monticello Counselors!

Clear, consistent directions for teachers.

Have an adjusted bell schedule so that students do not miss several days of instruction at a time. Schedule the test better so that the proctors know when they have to administer the test and not schedule them during their planning period.

We should advocate to acquire digital administration devices as early as possible so that students can simulate test-taking and decrease this variable's impact on student performance.

Teachers should be trained on how to administer the test as a collective group so that all teachers receive the same training. A bathroom break schedule should be created so that every teacher gets a restroom break.

ipads may be the issue bc they are temperamental with the keyboards and headphones are attached.

10 tests is outrageous and not grade appropriate.

In my opinion, the directions and procedures were very clear.

State should allow funding for data entry specialists to input all data.

A cheat sheet of prompts we can say to students so that we are all using common language. Just one sheet that is easy to read so all get the same clues.

There are too many tests, kids are not invested - they do not really care. They are drained and then expected to continue on with classes. Administrators actually did walk-throughs right after testing.

testing material to be delivered on time

Nothing other than less testing and MORE time to truly educate our future!

Continue to have the directions read over the PA system. This helped with teachers knowing when to start the test.

Other comments about the administration of the tests.

Most are a waste of time

It's just a lot. PARCC exams, then MAP testing, then final exams, all on top of assessments we need to give for our regular teaching. It's a rough way to end the year.

First period classes of Freshman missed 11 days of instruction due to PARCC testing. It was requested that during the second round of testing, that the Algebra and Geometry test times be reversed so the number of classes missed by students was reduced.

It seems that there can't be an accurate result if students have to take an assessment after being frustrated, sit for hours and deal with ipads shutting down

We need to limit the number of test that we are giving.

This last MAP testing scheduling was given the afternoon of the day it began for English. Not enough notice. Should have skipped it with all of the recent testing- PAARC, etc.

Also, 10th graders should not have had to take any PAARC exams. They went from PAARC right into OGTs the next week.

I lost a ton of instructional time.

The testing schedule was very disruptive to lesson planning. Students would arrive midway through class at varying times without passes.

INHUMANE!

There needs to be checks and balances of all staff.

Paper testing went fine. Concerned about implementation online testing.

Too much of a thing of dubious use.

It was my understanding that PARCCs will be given online next year. Are we prepared for this? Also if there could be more information given about the importance of PARCC and how they will impact our district grade report as well as Teacher Evaluations? Many students felt like they did not need to try and just filled in bubbles. Why did we test 10th, 11th and 12th graders for PARCC if it had no impact

Too many tests! Over 40 days of testing! Students are burned out from testing!

It seems that relying on teachers to organize a testing schedule for a grade that typically does not test and then planning the tests during the final older kids testing is plan planning.

We had to give two ELA tests in one day. This was not good for the students. This is the 15th year that I have given state mandated standardized tests. I have had more trouble with the site working in one 5 day testing period this year than all of the other years combined. We gave the Science test on paper because the website completely froze for fourth grade Social Studies. It was such a relief for me and my students to take the test with no problems. EXCEPT, the students had never taken a test with a scantron/answer document before because they do this for the first time in 5th grade and we didn't practice because we thought we were taking the test online.

The tests all seemed to run into each other: MAP testing, AP testing, PARC testing, OGT testing, etc. When was there time for teaching? Then, on the weekends, we administer the SAT and ACT. Wow. How can teachers be held responsible for their students' scores when, after so much testing, even students stop taking these tests seriously?

One thing that was great about the schedule was that non-testing grades did not have to miss the ELA block to accommodate the testing schedule.

State mandating testing is expected, all of the other building and district assessments is overkill. We need to rely more on teachers as professionals and less on subjective data such as DIBELS, F&Ps, and MAP. Students become very apathetic when faced with so many assessments.

I lost almost 40 days of instructional time due to pre/post testing; MAP testing 3 times this year, and Parcc testing 2x. I no longer teach - I am a test administrator. Ms. Menefee did a great job! Ms. Searcy did a good job of keeping teachers in the loop.

stop taking kids out of class to test!!!!

The test directions seemed clear enough to me.

To maximize teacher effectiveness, we should be able to work on things we need to do quietly. It really will not change a student's scores.

Testing should not be continuous. Students need breaks and district and state tests should not run back to back.

The procedures and directions for the actual test were not the problem as much as the testing schedule. The scheduled testing dates for the PBAs and then the EOY were only about a month and a half apart. There needs to be a better way to plan this so that teachers can actually utilize the data from the test in preparation for the other. This year's testing model gave no feedback to how our instructional practices supported our students' achievement.

Not enough time for students to complete

Have smaller testing rooms to minimize distractions.

This test series PARCC required a lot of preparation (Counselors, Staff Members), however we should fare better with (paper/pencil) test administrations in the future. Very concerned about digital administration next year. We need to get out in front of this one-advocate and allocate resources to get equipment ASAP-so students can practice (simulate) prior to actual digital administration.

I was not involved in AIR testing, but the thought of administering another measure after PARCC, seemed excessive.

Give one test a day. We gave two reading test in one day.

The combination of state tests with required district testing (MAP) was overwhelming this year.

The state should offer a waiver for the most severely disabled students, the test doesn't benefit the student, the school or the state.

very frustrating in the online setting

The counselors are so busy getting the tests ready, testing students , etc. that they are not available for the students who are not testing that need their services. They do a wonderful job with the testing prep and administrating to tests, but we need them to work with students in a counseling capacity and they can't.

Administration of additional mandated tests significantly reduced the time I had to do my job, I lost at least two weeks allotted to work with students in grade 9.

Less of them

During administration it is tough keeping students who are daily distractions at bay...consider alternative testing locations within the building...

Boulevard	3
Canterbury	1
Fairfax	3
Gearity	5
High School	24
Monticello	13
Noble	5
Oxford	9
Rox El	8
Rox MS	11
TOTAL	82