# A picture containing the DESE logo

# **Adult and Community Learning Services**

# NRS ASSESSMENT ADMINISTRATION DURING COVID-19

### Guidance for Massachusetts Adult Education Programs

**FY2021**

**July 2020**

Overview of Guidance

As adult education service providers are ramping up remote learning through the end of the school year, summer programming (where applicable), and possibly the beginning of the next school year, this document provides updated recommendations, strategies, and resources to implement adult education NRS assessment in Massachusetts. This document has been informed by the following guiding principles:

1. Adult education student and staff’s health and safety priority;
2. Flexibility for administering NRS assessments: options of remote and physically distant in-person (PDIP) test administration;
3. Standard procedures for remote test administration as highlighted in the Office of Career and Technical Adult Education (OCTAE) [March 27, 2020 memorandum](https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-20-3.pdf) , as well as test publishers’ guidance (see [BEST Plus 2.0](http://www.cal.org/aea/covid-19/) and [TABE Tests](https://tabetest.com/)):
	1. Proper student identification
	2. Test security
	3. Trained and certified test administrators.

Please note that this is not a comprehensive guide to the administration of NRS-approved assessments in Massachusetts. The intention of this document is to offer support to program directors, program coordinators, teachers, and advisors who have been trained in administering NRS assessments under non-COVID-19 conditions to carry out test administration in remote and physically distant settings.

The goal is of this document is twofold:

1. Provide general guidance for programs to manage remote test delivery and/or PDIP test administration.
2. Answer test-specific questions about remote and PDIP test administration.

ACLS expects that adult education test administrators and program staff will review this guidance and use these principles to make informed decisions for FY2021 test administration that are flexible and safe until COVID-19 restrictions are lifted.

ACLS recognizes that shifting to these new ways of student assessment comes with myriad challenges, and therefore these guidelines should be considered initial. More information for programs will be forthcoming as the state of Massachusetts issues additional health and safety guidance. Programs should also follow guidance set by their agency or district.

As part of ACLS’ response to the challenges of NRS assessment administration in the current environment, ACLS is temporarily changing two assessment policies. All other policies outlined in the [ACLS Assessment Policies Manual](http://www.doe.mass.edu/acls/assessment/) are still in effect.

Below are the policies that are temporarily changed:

1. **Moving assessment forward**: Any assessment administered in FY 2020 may be moved forward in FY 2021 and used as a pre-test until December 31, 2020. If a student has two previous assessments, the most recent assessment may be moved forward. This policy has been effective since May 20, 2020 (See [ACLS Assessment Guidance during COVID-19 assessment memo](https://www.doe.mass.edu/acls/mailings/2020/0520moving-assessments-forward.html).)
2. **Number of hours before pre-test**: the policy that students must be pre-tested within the first 18 hours of contact/instruction is being relaxed for FY2021. In FY2021, students must be pretested **within the first** **30 hours of instruction**. This policy is effective immediately.

When implementing the remote and/or the PDIP assessment guidelines, programs must abide by the policies outlined in the [ACLS Assessment Policies Manual](http://www.doe.mass.edu/acls/assessment/).

ACLS will continue to collaborate with adult education stakeholders, UMass’ Center for Educational Assessment, and state leadership to:

1. Better understand adult education programs’ successes and challenges around NRS-approved assessment;
2. Identify and share best practices for remote and in-person physically distant test administration; and
3. Provide updated remote and in-person physically distant test administration guidance through the [ACLS page](http://www.doe.mass.edu/acls) and the [ACLS Test Help Blog](https://blogs.umass.edu/aclstesthelp/).

# **PART A: NRS Remote Test Administration Procedures**

## **General Guidelines for NRS Remote Test Administration**

The following section describes considerations for remote testing specifically related to COVID-19. The guidance is divided into six sections:

1. Scheduling
2. Identity verification
3. Technology and equipment
4. Practice session and technology run-throughs
5. Test security
6. Web meeting procedures

## **Scheduling**

Programs must have procedures in place to communicate with students around setting up test sessions and reminding students about virtual test sessions.

|  |  |  |
| --- | --- | --- |
| *One week before* | *Two days before* | *Day of test session* |
| * Contact student(s) to schedule test session.
* Only certified test administrators can administer NRS assessments approved for use in Massachusetts.
 | * Confirm test session with student providing web meeting link directly by email or text (not posting publicly).
 | * *Before test session*: Send reminder about test session to student.
 |

## **Identity Verification**

When administering tests remotely, programs must verify the identity of the student who is taking the test if the student is not known to the test administrator.

|  |  |  |
| --- | --- | --- |
| *One week before* | *Two days before* | *Day of test session* |
| * Inform student to have a photo ID nearby when the test session is starting so that identity can be verified if the student is not known to the test administrator.
 | * Remind student that a photo ID must be accessible for ID verification.
 | * *Before test session*: Confirm identity of student if the student is not known to the test administrator.
 |

## **Technology and Equipment**

Both students and test administrators must have access to specific technology and equipment for remote test administration.

|  |  |  |
| --- | --- | --- |
| *One week before* | *Two days before* | *Day of test session* |
| * Inform student of technology requirements:
* Camera-enabled computer, Chromebook, or tablet
* Web browser
* Stable internet connection
* Web meeting software
* Confirm that the student is able to take test remotely given technology requirements.
* Ensure that test administrator has hardware, software, and web meeting access necessary for test administration.
* Ensure to give test administrator’s contact information to the student in case the test session is interrupted for any reason.
 | * Identify assessment accommodations (extended time, reader, separate space) that may be needed and ensure supports are present during the test session.
 | * *During test session:* If the web meeting video is interrupted for any reason, students should stop responding to test items immediately and contact the test administrator by phone, text or email.
 |

## **Practice Sessions**

It is required that test administrators have the skills and ability to navigate web conferencing programs such as chat, screen sharing, and breakout rooms before testing remotely.

Test administrators should also consider scheduling technology tryout sessions with students to ensure that students are comfortable with the device they will use for tests, are able to navigate the test administration portal, and that they have access to connect with the test administrator via web conferencing.

|  |
| --- |
| *One week before* |
| * Determine whether a practice test or technology tryout is needed.
* Schedule with students as needed.
 |

## **Test Security**

Test administrators have a responsibility to maintain the security of test forms when tests are administered remotely.

|  |
| --- |
| *Day of test session, during test session* |
| * Test administrator should use the web conferencing video feeds to monitor students for cheating behaviors (e.g., movement in physical space, use of cellphone, reflection of another screen in glasses or other reflective surface). Test administrators may not offer support related to the test content while testing is in session.
* At any time, students can be asked to share their screen with the Test administrator; if they fail to comply, the test session will be invalidated.
* Test administrators should remind students that while taking a test remotely they may not receive help on test content from anyone; if they fail to comply, the test session may be invalidated.
 |

## **Web Meeting**

Remote test administration requires that test administrators and students connect via web meeting software such as Zoom, Google Meet, Microsoft Teams, GoToMeeting, Skype, or the equivalent. In all cases, programs must ensure that their web meeting software accounts permit enough time for the test to take place. All NRS-approved assessments must be proctored, and the use of web conferencing programs allows test administrators to verify student identity, to follow test delivery procedures, and to monitor the test administration.

| *One week before* | *Two days before* | *Day of test session* | *Day of test session*  |
| --- | --- | --- | --- |
| * Inform students that they should find a quiet place free from distraction for test taking.
 | * Set up web meeting session details.
* Estimate length of time needed for test session (including ID verification, instructions, administration)
* Mute participants on entry
* Limit chat messages from participants to host only (not among students)
* Enable breakout rooms
* Ensure that software allows for participants to share screens with the host.
 | * *Before test session:* Test administrator logs into the web meeting software about 15 minutes before start of test session to troubleshoot if needed.
 | * *During test session:* Greet students, take test session attendance.
* Explain how test session will work.
* Test administrator can remain in main meeting room or virtually check in on each breakout room as needed.
* Test administrator should monitor group chat for student requests for help.
 |

## **Test Specific Remote Administration Guidelines**

## **MAPT-CCR**

To administer the MAPT-CCR remotely, test administrators must coordinate with students to:

1. set up the actual test session,
2. take practice tests and tryout technology,
3. provide students with their OWL login and the correct URL, and
4. instruct students that they can only login to OWL when a test administrator is available during a scheduled test session.

Test administrators can administer the MAPT-CCR in individual or group settings (of up to five students connected in one test session), and, if more than one student is testing at a time, must assign individual students to ‘breakout rooms’ in the web conferencing program to ensure test security and minimize disruption to other students.

| **Before Test Administration** | **During Test Administration**  | **After Test Administration**  |
| --- | --- | --- |
| * Inform students that the MAPT-CCR cannot be taken on a phone or a tablet.
* Provide student with MAPT-CCR login and password, and OWL URL. Note that students cannot be told to Google the OWL-MAPT login page because they may inadvertently access the MAPT-CCR via the Corrections login.
* Communicate login policies to students (that students are not to login to OWL except when connected to a test administrator via web conferencing).
* Online practice tests must be proctored by a MAPT-CCR test administrator.
 | * Each student should be assigned to an individual breakout room in web meeting software.
* Help students log in to OWL, instruct them which content area to take, and if this is the first MAPT-CCR test for the student, which level to take.
* Have student start their MAPT-CCR test, and the test administrator can leave the breakout room and move to the next breakout room, through all students taking tests.
* Test administrator can remain in main meeting room or virtually check in on each breakout room as needed.
 | * The test administrator should enter the breakout room, ask the student to share the screen to visually confirm that the test has been submitted, and then ask the student to log out of OWL and continue screen sharing so that the test administrator can confirm that the student has logged out.
* As students finish, test administrator can allow them to ‘virtually’ leave as they finish (or ask them to come to the main meeting room to be dismissed as a group).
* Communicate with student if an additional session is needed to complete test.
 |

## **BEST Plus 2.0**

BEST Plus 2.0 is an individually administered oral English language assessment. For students, the main technology requirement is reliable and clear access to a web conferencing program so that they can see and hear the test administrator, and so that the administrator can see and hear the student to evaluate their spoken responses.

| **Before Test Administration** | **During Test Administration** |
| --- | --- |
| * Test administrators must have access to test administration materials.
* BEST Plus 2.0 test administrator guide, rubric, and test administration program installed on their PC (available for free as digital files from the test publisher; please contact aea@cal.org)
 | * As instructed in the Test Administrator Guide (TAG), the test administrator should briefly explain to the student that they will be taking a test in English, that their responses must be in English, that it is okay if they don’t know how to respond to all of the questions, and that test administrators can repeat each question only one time.
* Students should also be instructed to notify the test administrator if they experience technology problems with the audio or video at any time, and what to do if the connection drops completely.
* Tasks with picture cues can be administered by holding the device for web conferencing up to the screen with the picture cue (if the test administrator is using two devices), using the screen share function (if the test administrator is using one device), or, for print-based versions, holding the Picture Cue booklet up for the student to see.
* If the student cannot see the picture(s), the picture cue tasks should be skipped (do not enter any scores for those tasks).
 |

## **TABE 11/12, CLAS-E Reading, and CLAS-E Writing**

For programs using the TABE 11/12 tests, the TABE CLAS-E Reading test, or the TABE CLAS-E Writing test, remote administration of these tests should be carried out via the DRC INSIGHT Portal digital test administration platform with individuals or in groups of up to five students at a time. **Programs cannot administer the paper-based TABE tests remotely.**

| **Before Test Administration** | **During Test Administration**  | **After Test Administration**  |
| --- | --- | --- |
| * Programs must have a DRC INSIGHT Portal account with purchased test administrations.
* No more than five students should be tested at once.
* Inform student(s) that the TABE tests cannot be taken on a phone.
* If possible, only include students at the same form and level of a TABE test in a remote test session.
* Programs may not remotely administer the paper based TABE tests.
 | * Each student should be assigned to an individual breakout room in web meeting software.
* Test administrators and students must adhere to the time limits of the publisher for all TABE tests.
 | * As students finish, the test administrator can allow them to ‘virtually’ leave (or ask them to come to the main meeting room to be dismissed as a group).

***Important Note about the online scoring of CLAS E Writing:*** Massachusetts test administrators must use the following materials:* The *CLAS-E Expository Writing Rubrics* with the embedded *Notes to the Scorer;*
* The *Supplementary Scoring Guide* for the *CLAS-E Expository Writing Assessment;* and
* The *TABE’s CLAS-E Writing Scoring Guide*, which includes the Summary Chart (page 3), Glossary (pages 69-70), and *Sample Responses* (pages 13-61).

When determining the score for a writing sample, the Rubrics are the most important item to use. The *Supplementary Scoring Guide* is meant to support scorers’ understanding of the Rubrics and should also be considered. |

## **TABE Level L**

Per the publisher’s guidelines, TABE Level L cannot be administered remotely.

# **PART B: In-Person NRS Test Administration Guidelines**

## **General Guidelines for In-Person Test Administration during COVID-19**

The following section describes considerations for in-person testing specifically related to COVID-19. The guidance is divided into five sections:

1. Physical distancing
2. Personal hygiene
3. Personal protective equipment (PPE)
4. Cleaning and disinfecting
5. Screening and responding to symptoms

Please note that the guidance in Part B is intended to offer ideas for interpreting and applying guidance and should not be considered comprehensive. Programs must prioritize health and safety in determining whether in-person testing can be done safely. For more information, please see the references and resources in Appendix A.

If students are noncompliant with any of these guidelines for in-person testing or other state, municipal, or local public health guidance around COVID-19, programs should follow agency or district plans for building safety and security, which may include termination of the scheduled test session and/or requiring the student to leave.

## **Physical Distancing**

[Students and staff must maintain a physical distance of six feet to the greatest extent possible](https://www.mass.gov/info-details/reopening-mandatory-safety-standards-for-workplaces#social-distancing-). Desks must be spaced [at least six feet apart and facing the same direction](https://home.pearsonvue.com/coronavirus-update.aspx), and protocols must be developed to maintain this distance when students are entering and exiting the building and moving through the building (including to and within restrooms) when feasible.

| **Category** | **Guidelines** |
| --- | --- |
| **Physical distancing** | 1. Train test administrators on [proper physical distancing protocol](https://www.mass.gov/info-details/covid-19-prevention-and-treatment#social-distancing-).
2. Maintain distance of at least six feet.
3. Limit number of examinees per test event.
4. Maximize space between examinees during testing.
5. Avoid opportunities for congregating.
6. Set up materials (paper-based or CBT login information) in advance of testing.
7. Use assigned seating for students.
 |

## **Frequent Hand Washing and Hand Sanitizing**

[All students and staff must engage in frequent handwashing](https://www.mass.gov/info-details/reopening-mandatory-safety-standards-for-workplaces#hygiene-protocols-), including upon arrival, before and after meals, after bathroom use, after coughing or sneezing, and before dismissal.

Protocols must be established for effective handwashing in which individuals use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel. If handwashing is not available, hand sanitizer with at least 60 percent alcohol content can be used.

| **Category** | **Guidelines** |
| --- | --- |
| **Frequent hand washing and hand sanitizing** | 1. Train test administrators on proper hand washing and hand sanitizing protocol.
2. Put up [posters](https://www.who.int/gpsc/5may/How_To_HandWash_Poster.pdf?ua=1) with instructions on how to wash hands correctly.
3. Disseminate expectations for hand washing and hand sanitizing to students at the time of registration or leading up to testing.
4. Advise test administrators and students to [frequently wash and sanitize hands](https://www.mass.gov/info-details/covid-19-prevention-and-treatment#prevention-) according to Massachusetts state guidelines.
5. Encourage test administrators and examinees to wash hands before arriving and after testing.
6. Advise test administrators and students to avoid touching their face.
7. Make hand sanitizer available to all persons at the testing event.
 |

## **Face Coverings and Masks**

[Students and staff must wear face coverings or masks](https://www.mass.gov/doc/guidance-for-face-masks-in-public-settings/download), with exceptions only for those students or staff for whom it is not safe to do so due to age, medical conditions, or other considerations. Exceptions to mask/face covering requirementsmust be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. In cases in which face coverings or masks are not possible, physical distancing of six feet is required.

| **Category** | **Guidelines** |
| --- | --- |
| **Face Coverings and Masks** | 1. Wear a cloth face covering at all times while at the testing site. The covering should cover the nose and mouth and fit snugly against the side of the face.
2. Minimize touching the cloth face covering once it is on to avoid transmitting germs, and if you do, wash hands immediately.
3. Continue practicing physical distancing while wearing a cloth face covering to the extent possible.

*Note: Guidance on how to make a cloth face covering is available from the* [*Center for Disease Control*](https://www.cdc.gov/coronavirus/2019-ncov/downloads/DIY-cloth-face-covering-instructions.pdf)*.* |

## **Regular Cleaning, Sanitizing, Disinfecting, and Disposal Protocols**

[Programs will need to undertake protocols and routines](https://www.mass.gov/info-details/reopening-mandatory-safety-standards-for-workplaces#cleaning-and-disinfecting-) to ensure that facilities and surfaces are regularly cleaned, sanitized, and disinfected in accordance with health and safety guidelines and that hazardous materials are disposed of properly.

| **Category** | **Guidelines** |
| --- | --- |
| **Regular Cleaning, Sanitizing, Disinfecting, and Disposal Protocol** | 1. Develop a plan to guide and maintain routine cleaning and disinfecting.
2. Clean and disinfect frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, desks, tables, telephones, and keyboards) according to local and/or [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/community/cleaning-disinfecting-decision-tool.html).
3. Ensure restrooms are equipped with adequate supplies for proper hand hygiene.
 |

## **Screening and Responding to Symptoms**

[Programs must develop protocols for screening, isolation and discharge](https://www.mass.gov/info-details/safety-standards-and-control-plan-occupational-schools-and-testing-centers#staffing-and-operations-) of students who become sick while on the testing site.

| **Category** | **Guidelines** |
| --- | --- |
| **Screening and Responding to Symptoms** | 1. Students should be asked to complete a self-assessment before going to a program site.
	1. One online option is [*Buoy* from the Massachusetts Department of Public Health](https://www.buoyhealth.com/symptom-checker/?configuration=ma_covid&concern=coronavirus).
	2. [Basic questions](https://www.ama-assn.org/practice-management/sustainability/use-covid-19-screening-script-when-reopening-your-practice) students and staff should ask themselves include:
* Have you or anyone in your household had any of the following symptoms in the last 21 days: sore throat, cough, chills, body aches for unknown reasons, shortness of breath for unknown reasons, loss of smell, loss of taste, fever at or greater than 100 degrees Fahrenheit?
* Have you or anyone in your household been tested for COVID-19?
* Have you or anyone in your household visited or received treatment in a hospital, nursing home, long-term care, or other health care facility in the past 30 days?
* Are you or anyone in your household a health care provider or emergency responder?
* Have you or anyone in your household cared for an individual who is in quarantine or is a presumptive positive or has tested positive for COVID-19?
* Do you have any reason to believe you or anyone in your household has been exposed to or acquired COVID-19?
* To the best of your knowledge have you been in close proximity to any individual who tested positive for COVID-19?
	1. If the answer to any of these questions is yes, programs and students should decide whether the test session should proceed as scheduled, prioritizing student and staff safety and comfort.
1. Follow Massachusetts Department of Public Health guidance under the [Safer-at-Home Advisory](https://www.mass.gov/news/safer-at-home-advisory).
2. [Have response plans for the presence of COVID-19 at the test site](https://www.mass.gov/info-details/safety-standards-and-control-plan-occupational-schools-and-testing-centers#cleaning-and-disinfecting-), including:
	* shutdown for cleaning/disinfecting high-touch surfaces, and
	* contact tracing and communication around isolation/self-quarantining of people in contact with the sick individual(s).
3. Individuals who have a confirmed or suspected case of COVID-19 should [stay away from a program site for a minimum of 10 days after symptoms first appeared or a positive test](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html) result.

*Note: ACLS does not require programs to check a student’s temperature for entry in a program building or site, but programs should follow guidance set by their agency or district in this regard.* |

## **Test Specific Physically Distant In-Person Administration Guidelines**

**MAPT-CCR**

To administer the MAPT-CCR in person, test administrators must coordinate with students to set up the actual test dates, any needed practice tests, and communicate with students around COVID-19 safety procedures.

1. Have the test administrator log in to the test delivery portal for students immediately prior to the start of the test session.

***or***

1. Place login information for individual students at each computer workstation.
2. Test administrators should assign students to specific computer workstations, being mindful of physical distancing requirements.
3. Wipe keyboard, monitors and mice using EPA-approved disinfectants or other safe and effective disinfectants prior to and after test administration.

**BEST Plus 2.0**

BEST Plus 2.0 is an individually-administered oral English language assessment. To administer the BEST Plus 2.0 in person, test administrators must coordinate with students to set up the actual test dates and communicate with students around COVID-19 safety procedures.

1. Set up the computer in a way that maintains six-foot physical distancing between the test administrator and the student.
2. The test administrator should be able to show the screen to the student for the questions that involve picture cues, and if necessary, can step back six feet if the student needs to move closer to the screen in order to see the picture cues better. If maintaining six-foot distancing is not possible, consider using a plexiglass screen between the test administrator and the examinee, or projecting the test screen on a far wall in the room. If a screen or projector are not available, after the student has responded to a specific picture cue, the student should return to their original seating position and the test administrator can go back to their original seat as well.
3. Wipe keyboard, monitors and mice using EPA-approved disinfectants or other alternative disinfectants prior to and after test administration.

**TABE 11/12, TABE Level L, TABE CLAS-E Reading, and TABE CLAS-E Writing**

For programs using the TABE 11/12 tests (including the TABE Level L), the TABE CLAS-E Reading test, or the TABE CLAS-E Writing test, paper administration of these tests should be carried out in accordance with the general guidelines for in-person test administration above as well as the specific guidelines below. (Note also that programs can administer the TABE Online tests in person, as long as they adhere to physical distancing and sanitizing procedures for computers.)

1. Identify the materials (e.g., locator and/or specific test level booklets) in advance of testing.
2. Place test materials on desks/tables to be used.
3. Maintain six feet of physical distance between examinees and test administrators to the maximum extent possible (e.g., use signs or tape to mark six-foot distances and where to stand).
4. Maintain a minimum of six-foot distances between desks/test stations.
5. Assign students to specific seats.
6. Avoid passing test materials directly between people whenever possible.
7. Collect materials (answer sheets, paper test booklets, etc.) and, if possible, set them aside for 24-48 hours prior to scoring or re-using. If this is not possible, follow the guidance above for handwashing and hand sanitizing after handling paper-based test materials.

## **Test Administrators and Assessment Trainings**

* **Currently certified test administrators**

These test administrators are not required to recertify or retake assessment trainings in order to administer the six NRS assessments approved for use in Massachusetts. However, these administrators must read this guidance in order to comply with the procedures for remote and PDIP test administration and scoring.

* **Adult education practitioners seeking certification**

Adult education staff seeking certification in any of the six NRS assessments approved for use in Massachusetts are required to take assessment training and pass the certification test for the test(s) they wish to administer as per the policies outlined in the [ACLS Assessment Policies Manual](http://www.doe.mass.edu/acls/assessment/).

* **Standardized assessment trainings:**
* Online trainings such as MAPT-CCR, TABE 11/12, TABE Literacy, TABE CLAS E Reading-Administration and Scoring, and TABE CLAS E Writing-Administration will be updated to reflect the remote and PDIP guidance.
* BEST Plus 2.0 and CLAS E Writing-Scoring trainings will be delivered remotely in the summer and fall of 2020. Depending on the ever-evolving nature of the COVID-19 pandemic, UMass CEA may resume in-person BEST Plus 2.0 and CLAS E Writing-Scoring trainings later in FY21.
* To meet the immediate need for certified test administrators, UMass CEA anticipates that two BEST Plus 2.0 and two CLAS E Writing-Scoring trainings will be offered remotely in the summer of 2020.

## **Final Reminders**

A few final reminders as programs begin thinking about NRS remote or in person test administration**.** We urge programs to think about this work in stages:

1. **Plan**: Review and outline the requirements that your program needs to meet to administer test remotely and/or in-person safely and effectively.
2. **Prepare**: Gather resources and supplies, create protocols, form teams, and assign responsibilities to staff members.
3. **Implement**: Set up your NRS COVID-19 assessment protocol, monitor, and refine it.
4. **Communicate**: Throughout the process of implementing the NRS COVID-19 assessment administration during COVID-19, make sure you are communicating regularly with all stakeholders, including staff, students, families, community organizations, and your local board of health.

## **Contact Information**

For questions regarding NRS assessment policies, please contact Dana Varzan-Parker at dana.varzan-parker@mass.gov.

For questions regarding NRS assessment administration procedures, please contact April Zenisky at azenisky@umass.edu.

# **Appendix A**

**References/Resources**

* [ACLS Assessment Policies](http://www.doe.mass.edu/acls/assessment/)
* [ACLS Test Help Blog](https://blogs.umass.edu/aclstesthelp/)
* [BEST Plus 2.0 Virtual Test Administration Guidance](http://www.cal.org/aea/pdfs/BEST_Plus_2_Virtual_Test_Administration_Guidance.pdf)
* [BEST Plus 2.0 FAQ for COVID-19](http://www.cal.org/aea/pdfs/FAQs-COVID-19.pdf)
* [TABE CLAS E Online](http://tabetest.com/PDFs/TABE_CLAS-E_Online_Brochure.pdf)
* [TABE 11/12 and TABE CLAS E Practice Tests](https://wbte.drcedirect.com/TABE/portals/tabe)
* [TABE 11/12 Remote Proctoring Guidance](http://tabetest.com/PDFs/TABE_Remote_Proctoring_Guidance.pdf)
* [TABE Examiner Instructions for Remote Testing](https://drive.google.com/file/d/1MFJ_B-eJQxukOxRFiUDqSXpMVTMIuGPZ/view)
* [TABE Student Instructions for Remote Testing](https://drive.google.com/file/d/14dSP6cvmqIJQKz8Smlc_FWVLWpTAUwBx/view)
* [TABE Remote Testing FAQ](http://tabetest.com/PDFs/TABE_Remote_Testing_FAQs.pdf)
* [Reopening: Mandatory Safety Standards for Workplaces. Updated June 1, 2020](https://www.mass.gov/info-details/reopening-mandatory-safety-standards-for-workplaces)
* [Safety Standards and Control Plan: Occupational Schools and Testing Centers. Page last reviewed June 12, 2020](https://www.mass.gov/info-details/safety-standards-and-control-plan-occupational-schools-and-testing-centers#related-)
* [Interim Guidance for Businesses and Employers Responding to Coronavirus Disease 2019 (COVID-19). Updated May 6, 2020.](https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html)
* [Considerations for Schools. Updated May 19, 2020](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html)
* [Recommendations for Cloth Face Covers. Page last reviewed April 3, 2020](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover.html)
* [How to Wear Cloth Face Coverings. Page last reviewed May 22, 2020](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html)