

KEEP REMOTE ADMINISTRATION GUIDELINES

Meeting Setup: Schedule individual testing appointments for each student. Then send a meeting invite to the parent/guardian with the link for the meeting and information about how to sign in. Include the following instructions in your communication:

The KEEP is designed to give teachers an understanding of your child's current skills and abilities. As the test is being administered please refrain from providing prompts or comments that influence the responses provided by your child. To prepare for your child's testing appointment please read and follow the instructions below:

- Ensure you have a pencil, blank sheet of paper and 7 identical counters (pieces of cereal, rocks, buttons, etc.).
- Ensure the student is signed into the virtual meeting on a computer.
- You will need to be signed into the virtual meeting on a different device that has video capabilities. When signing in on the second device DO NOT join audio. This eliminates any feedback issues. If there are still feedback issues plug in headphones.
- Position yourself so the teacher can see the student pointing to the screen to respond or writing their answers on paper.
- Please help to monitor your child's behavior during the testing session. You can remind your child to sit and listen when necessary. This will help to keep them focused and on task so accurate results can be collected.

We appreciate you working with your child's teacher to help with the administration of the KEEP Entry profile!

Prepare Yourself to Administer KEEP Entry:

- Complete annual *Standard Test Administration and Testing Ethics Policy* training provided by your school/district.
- Ensure that you have completed training on KEEP Administration - [self-guided Canvas course](#) or [recorded webinar](#).
- Download the Remote Administration Materials document. This is what you will display on the screen for the student to see during administration.
- Have a paper copy of these KEEP Remote Administration Guidelines to follow while administering the KEEP.
- Have a paper copy of the [Test Administration Manual \(TAM\)](#) for administering individual questions.
- Have a paper copy of the Scoring Sheet for each student, found on pages 39 – 41 in the [TAM](#).
- Before beginning the test ensure that the parent/guardian has a pencil, blank sheet of paper, and 7 identical counters.

During Administration:

- In order to ensure standardization, you must follow the instructions for each item *exactly* as they are written in the TAM, unless noted below.
- To indicate that you are moving on, you can prompt the student with “thank you, next question” as you finish an item. This way the student understands you are moving on to the next item.
- Say **“We will start by collecting some information about your child's early learning experiences.”** Read the questions listed on the Parent Questionnaire and record responses.

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- Say **“Throughout the test you will hear me say ‘I will point to...’ When you hear this prompt please point to what is indicated in the instructions I give. You can also help by monitoring your child’s behavior during the session so that they stay focused and on task and repeating directions if necessary. Please refrain from providing prompts or comments that influence how your child responds.”**

Opening Task: Complete the Opening Task with the student.

Question #1: Display the student materials for question 1. Please say **“(Parent/Guardian) please point to the basketball hoop.”** As they point you will then continue with the instructions in the TAM.

Question #2: Display the student materials for question 2. Say **“(Parent/Guardian) pause, if needed, for up to 3 seconds on each letter to allow (Student Name) to respond. If (he/she) does not respond within 3 seconds, point to the next letter.”** Continue with the instructions in the TAM.

- Remember to prompt, as necessary, if the student says letter sounds **“Just say the name.”**
- If the student misses 4 consecutive letters say, **“(Parent/Guardian) please stop pointing. (Student Name) look at all the letters. Point to and tell me the ones you know.”**

Question #3: Display the student materials for question 3. Say **“(Parent/Guardian) pause, if needed, for up to 3 seconds on each letter to allow (Student Name) to respond. If (he/she) does not respond within 3 seconds, point to the next letter.”** Continue with the instructions in the TAM.

- Remember to prompt, as necessary, if the student says letter sounds **“Just say the name.”**
- If the student misses 4 consecutive letters say **“(Parent/Guardian) please stop pointing. (Student Name) look at all the letters. Point to and tell me the ones you know.”**

Question #4: Stop sharing your screen. Say **“Please give (Student Name) a pencil and blank sheet of paper.”** Continue with the instructions in the TAM.

Question #5: No student materials to display. Say **“You can put your pencil down. We don’t need it for this question.”** Continue with the instructions in the TAM.

Question #6: Share your screen again and display the student materials for Question 6. Say **“(Parent/Guardian) pause, if needed, for up to 3 seconds on each letter pair to allow (Student Name) to respond. If (he/she) does not respond within 3 seconds, point to the next letter pair.”** Continue with the instructions in the TAM.

- Remember to prompt, as necessary, if the student says letter names **“Just say the sound.”**
- If the student gives a long vowel sound or soft sound (for c or g) immediately say **“Can you tell me another sound that letter makes?”**
- If the student misses 4 consecutive sounds say **“(Parent/Guardian) please stop pointing. (Student Name) look at all the letter pairs. Point to and tell me the ones you know.”**

Question #7: Display the student materials for question 7 and follow the instructions in the TAM.

Question #8: Display the student materials for question 8 and follow the instructions in the TAM.

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Question #9: Stop sharing your screen and follow the instructions in the TAM.

Question #10: Share your screen again and display student materials for Question 10. Say **“(Parent/Guardian) pause, if needed, for up to 3 seconds on each number to allow (Student Name) to respond. If (he/she) does not respond within 3 seconds, point to the next number.”** Continue with the instructions in the TAM.

Question #11: Display the Parent Instructions Page for question 11 on your screen. Ask the parent to *silently* read and follow the instructions. They should then display 4 counters in a horizontal line. When they have displayed the counters, show the student materials page for question 11 and follow the instructions here:

Say, **“Use your finger to count these objects.”** If the student does not count out loud, then say, **“Please start again and count out loud.”** Listen as the student counts. Say **“Now tell me how many there are.”** Pause for the response. Say **“Now point to that number on the screen.”**

When finished with the first set of counters say, **“(Parent/Guardian) please add the remaining counters to the line”** and repeat all instructions above for 7 counters.

Question #12: Display student materials for question 12 on your screen. Say **“(Parent/Guardian) when I say this is the number ___ you will need to point to that number at the top of the page.”** Continue with the instructions for question 12 in the TAM.

Question #13: Display student materials for question 13 on your screen. Say **“(Parent/Guardian) when I read this question you will need to point to the button on the left when I say ‘this one’ and then point to the button on the right when I say ‘or this one.’”** Continue with the instructions for question 13 in the TAM.

Question #14: Display student materials for question 14 on your screen. Say **“(Parent/Guardian) please give (Student Name) the paper and pencil they used to write their name. Please point to each of the four shapes, one at a time, when I say ‘Draw this shape.’”**

After Administration: Complete data entry for each student in the [Data Gateway](#).