

KEEP EXIT 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, 4 blank sheets of paper, 2 sheets of lined paper provided by me, and 10 basic 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 second 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 Exit!

Prepare Yourself to Administer KEEP Exit:

- 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 [PowerPoint](#) or [Google Slides](#). This is what you will display on the screen for the student to see during administration.
- Have a paper copy of these KEEP Exit 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 50 – 52 in the [TAM](#).
- You will find it helpful to review the [sample administration video](#) of a remote administration with a student. It will also help for the assessors to practice administering this assessment remotely several times with another adult prior to assessing kindergarten students.
- All of the above linked materials can be found in the Remote KEEP Administration Google folder [here](#).
- Before beginning the test ensure that the parent/guardian has a pencil, 4 blank sheets of paper, 2 sheets of lined paper (provided by the teacher), and 10 basic counters.

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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 “**(Parent/Guardian) you can 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. (Student Name) if at any time you can’t hear what I say, please ask me to repeat the instructions.**”

Question #1: No student materials to display. Read the instructions in the TAM.

Question #2: No student materials to display. Continue with the instructions in the TAM.

Question #3: No student materials to display. Continue with the instructions in the TAM.

Question #4: Start sharing your screen and display the student materials for Question 4a. Enable the laser pointer in the presentation mode of PowerPoint or Google Slides. Continue with the instructions in the TAM. When the TAM gives the instruction “*turn the page in the student materials booklet*” display the student materials for Question 4b. At the end of Question 4 disable the laser pointer by hitting escape in PowerPoint or clicking the Pointer button in Google Slides.

Question #5: Display the student materials for Question 5. Continue with the following instructions. Say “**Read this story out loud. I will ask you about it when you are done reading.**” When the student reaches the end of a slide display the next slide on your screen. When you get to the first blank slide ask the following questions: “**What is this story about?**” “**What did you see in the grass?**”

To proceed, the student needs to read text 1 with three or fewer errors, **AND** answer at least one of the comprehension questions correctly. If this isn’t accomplished, then discontinue this item and stop sharing your screen.

Display the next slide on your screen (Ned the Cat) and say, “**Read this story out loud. I will ask you about it when you are done reading.**” When the student reaches the end of a slide display the next slide on your screen. When you get to the blank slide ask the following questions: “**What is this story about?**” “**What does Ned do?**”

Question #6: Stop sharing your screen. Say “**(Parent/Guardian) please give (Student Name) the provided lined paper and a pencil.**” Continue with the instructions in the TAM.

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Question #7: Start sharing your screen and display the first student material slide for Question 7. Continue with the following instructions:

- Say **“I am going to read you some interesting information about trees. Listen carefully. Trees are all around us. Trees grow. Trees have different parts. Each part has a special job.”**
- Display the next slide and say **“The leaves make food for the tree. The leaves also give us shade.”**
- Display the next slide and say **“The roots take in water for the tree. The roots hold the tree in the ground.”**
- Display the next slide and say **“Trees have stems called trunks. Trunks can be thin or fat. The trunk holds the tree up.”**
- Display the next slide and say **“Trees are the largest plants on Earth!”**
- Say **“Now that we have read about trees, your job is to write about trees and their parts. I am going to read the text one more time so that you can think about what you might want to include in your writing.”**
- Display the next slide and say **“I am going to read you some interesting information about trees. Listen carefully. Trees are all around us. Trees grow. Trees have different parts. Each part has a special job.”**
- Display the next slide and say **“The leaves make food for the tree. The leaves also give us shade.”**
- Display the next slide and say **“The roots take in water for the tree. The roots hold the tree in the ground.”**
- Display the next slide and say **“Trees have stems called trunks. Trunks can be thin or fat. The trunk holds the tree up.”**
- Display the next slide and say **“Trees are the largest plants on Earth!”**
- Turn on the laser pointer in PowerPoint or Google Slides. While pointing to the pictures on the student page as a reference for the students, say **“Now, it is time to write about trees and their parts: leaves, roots, and trunks.”** Say **“(Parent/Guardian) please give (Student Name) the provided lined paper and a pencil.”**
- Stop sharing your screen and wait for the student to get their paper. Say **“Make sure to include at least three details about trees and their parts in your writing and drawing based on the text. Be sure to use a capital letter at the beginning of each sentence and to leave spaces between the words. Remember to write before you draw. You may begin.”**
- As students work, teachers may repeat as necessary: **“Remember to write about and draw trees and their parts and include at least three details based on the texts.”** If a student starts drawing first, then prompt the student only once by saying, **“Remember you need to write first and then you can draw.”**
- Teachers should NOT provide a word bank. If a student asks for help, say, **“Do the best you can.”** Do NOT spell words for students or use a sentence starter/stem. Phonetic spelling is acceptable.
- When the student indicates he/she is finished, use the one-time prompt, **“Looks good, can you add any more details?”**
- Once a student has made his/her best attempt, the teacher can ask the student what he/she wrote and record the student’s response to clarify what was written if needed. Remember, this question shall only take up to 15 minutes once writing begins.
- Say **“(Parent Name) please take a picture of the written response and email it to (Student Name)’s teacher.”**

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Question #8: Stop sharing your screen and follow the instructions in the TAM.

Question #9: Say **“(Parent Name) please give (Student Name) a pencil and blank sheet of paper.”** Share your screen and display the student materials with 16 circles for question #9. Continue with the instructions in the TAM. When the TAM says to display the Student Material sheet with nine scattered triangles advance to the next slide.

- If you are unable to see the number the student wrote, have the parent use the second device to show the student’s written number.

Question #10: Display student materials for question 10 on your screen. Enable the laser pointer in the presentation mode of PowerPoint or Google Slides. Say **“(Parent/Guardian) please make sure the second device allows me to see where your child is pointing.”** Continue with the instructions in the TAM.

Question #11: Display student materials for question 11 on your screen. Say **“(Parent/Guardian) please copy these equations on a blank sheet a paper.”** Pause for parent. Say **“Please give (Student Name) the page with the equations, a pencil, and five counters. Please make sure the second device allows me to see what your child is writing.”** Continue with the instructions in the TAM. After the student completes the first set of equations, say **“(Parent/Guardian) please give (Student Name) 3 more counters for a total of 8 counters.”** Continue with the instructions in the TAM.

Question #12: Display student materials for question 12 on your screen. Say **“(Parent/Guardian) please draw the ten frames and equations that are on the screen on a blank sheet of paper.”** Pause for parent. Say **“Please give (Student Name) the page with the ten frames and a pencil, and make sure the second device allows me to see what your child is writing.”** Say **“Show the number 13 as ten ones and some more ones by drawing circles in your ten frames.”** Allow for the student’s response. **“Finish the equation to show 13 as ten ones and some more ones.”** Allow for the student to write an equation.

Discontinue rule - If the student is unable to decompose 13, move on to question #13.

Say **“Now, show the number 18 as ten ones and some more ones by drawing circles in your ten frames.”** Allow for the student’s response. **“Finish the equation to show 18 as ten ones and some more ones.”** Allow for the student to write an equation.

Question #13: Stop sharing your screen. Say **“(Parent/Guardian) please give (Student Name) a blank piece of paper, a pencil, and 10 counters, and make sure the second device allows me to see what your child is writing.”** Continue with the instructions in the TAM.

After Administration: Thank the student for participating in the KEEP and remind the parent to email a picture of the student writing for questions 6 and 7. Ensure you complete the Social -Emotional Skills Observation Inventory and enter the data for each student in the [Data Gateway](#).