



Supplemental Remote Testing Resources








**Brought to you by Dr. Tammy L. Stephens,
on behalf of Riverside Insights®**

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Telephone Interview Checklist









Provide Parent an Overview

						
Telephone parent for shortlisting	Explain the need for testing	Gather any missing data	Review testing process	Do not disclose testing material	Ask and answer questions. Determine if parent will allow remote testing	Decide. When no, STOP! Yes, continue









Determine Student Wellbeing and IT Skills

						
Discuss the student's health and wellbeing	Discuss COVID-19 and the student	Can the student use a computer?	Can the student use a keyboard and mouse?	Can the student use a cell phone or tablet? Gaming?	Can the student use social media?	Decide. When no, STOP! Yes, continue.







Is the Appropriate Technology Available?

							
Headphones or speakers	Microphone built in or on headset	Video by internal or external camera	* Peripheral camera or other device	Mouse or trackpad, student can use	Internet stable and of sufficient speed	Must download a tele-conference platform	Printer, scanner, fax available?









Is an Appropriate Environment Available?

							
Quiet / distraction free. No pets, toys, family	Large and comfortable workspace for tech and supplies	Well lit area	Any necessary materials sent by examiner	Basic school supplies	Student should be comfortable and visible in camera	Two chairs available for student and a facilitator	Decide. When no, STOP! Yes, continue.

Select a Facilitator

					HELP!		
Review the responsibility of a facilitator with parent	Nominate a facilitator	Detail the role to the facilitator. Do's & Don'ts	Decide. When no, STOP! Yes, continue.	Tell facilitator which platform to download	Exchange contact details: phone, email, etc.	Agree to contact one another if problems arise	Set a formal remote test time and date

Schedule the Remote Screener

							
Confirm date and time of screener w/ facilitator	Log into the tele-conference platform	Generate a link or code for the screener	Email the screener evaluation link or code	Confirm receipt of screener link/code	Transfer / mail Consent Form	Confirm receipt of Consent Form	* Confirm date and formal eval.

Student Name: _____ **ID:** _____ **Grade:** _____

DOB: _____ **School:** _____

This checklist is intended as a tool to help school personnel formally consider and document the potential impact the COVID-19 pandemic on a student's academic and emotional functioning and provides guiding questions for consideration in regard to the following areas:

- 1.) Psycho-social
- 2.) Socio-economic
- 3.) Educational/Academic

The checklist can be used by evaluation personnel **prior to conducting formal testing** or by student support teams **prior to referring** a student for formal testing. Additionally, findings should be integrated with other multiple sources of data when making educational decisions regarding the student.

Direct Impact of COVID-19 on the student *The purpose of this section is to obtain information regarding the direct impact of COVID-19 on the student's academic, psycho-social, and socio-economic status.*

Was the student diagnosed with COVID-19? If yes: Details about treatment and recovery:	Was an immediate family member diagnosed with COVID-19? If yes, who?	Was an extended family member diagnosed with COVID-19? If yes, who?	Was there a death of a close family member or friend due to COVID-19? If yes, who?
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Psycho-Social Considerations *The purpose of this section is to obtain information regarding the possible impact of COVID-19 on the student's psycho-social well-being and consider such impact on the student's functioning.*

- Was the student diagnosed with depression and/or anxiety prior to COVID-19? Explain: _____
- Did the student appear to experience increased anxiety during the COVID-19 self-quarantine? Explain: _____
- Did the student's sleep patterns change (e.g., sleeping more than usual)? Explain: _____
- Did the student's behavior significantly change after COVID-19 (e.g., increased crying, anger, temper tantrums, withdrawal, etc.)? Explain: _____
- Did the student have opportunities for remote social interaction? Explain: _____
- Did the student have an established routine for school activities? Explain: _____

Socio-Economic Considerations *The purpose of this section is to obtain information regarding the possible impact of COVID-19-related socio-economic stressors and consider such impact on the student's functioning.*

- Was the student receiving free/reduced lunch prior to COVID-19? Explain: _____
- Did the student's parent(s) lose a job(s) during COVID-19? Explain: _____
- Did the family rely on food bank or other assistance programs for food or other goods and services during COVID-19? Explain: _____
- Did the family struggle with housing (e.g., paying rent or mortgages)?
- Were there increased family stressors during COVID-19 regarding bills? Explain: _____

Educational/Academic Considerations *The purpose of this section is to obtain information regarding the possible impact of COVID-19 on the student's academic performance and consider such impact on the student's academic performance.*

Student's educational trajectory prior to/during COVID-19

How did the student perform academically prior to COVID-19?

Strengths: _____

Weaknesses: _____

How did the students perform academically during remote instruction?

Strengths: _____

Weaknesses: _____

Grades

Review school's grading policy for Spring 2020 (e.g., pass/fail, reduction in requirements, no penalty for late submission)

What were the student's grades prior to instructional changes resulting from COVID-19?

Writing: _____

Science: _____

Math: _____

SS: _____

Reading: _____

Other: _____

What were the student's grades during COVID-19 virtual instruction?

Writing: _____

Science: _____

Math: _____

SS: _____

Reading: _____

Other: _____

Virtual Academic Instruction

• What mode(s) of instruction were utilized during remote instruction? Live virtual sessions? Video-taped lessons? Posted assignments? _____

• Did student have access to necessary technology to engage in academic instruction (computer, internet, etc.)? _____

• Did the student have a quiet place at home to complete schoolwork with minimal distraction? _____

• Did the student have the necessary support from a parent or sibling, needed to complete assignments? Explain: _____

Did the student continue to receive necessary academic support during COVID-19 (e.g., interventions or remedial instruction)? Explain: _____

Student Engagement in Learning








• Did student participate in virtual instructional meetings with teacher if offered? Explain: _____

• Did the student complete necessary assignments? Explain: _____








• Is there evidence of progress monitoring? (e.g., iStation) Explain: _____

Examiner's Remote Screener Quick Reference









Schedule the Remote Screener

						
Schedule the screener	Log into platform	Generate a screener meeting link or code	Email the link or code to the facilitator	Confirm receipt of the code or link	Transfer or mail any documents if printer unavailable (e.g. Informed Consent Form)	* Confirm date and time of screener

Start the Remote Screener

						
Prepare for screener at scheduled time	Load any apps or files	Log into platform	Start session with video and audio	Confirm student identity	Review testing process	Review tasks of the facilitator









Technology Check

							
Headphones or speakers	Microphone built in or on headset	Video with internal or external camera	* Peripheral camera or other device	Mouse functions, student can manage	Internet stable and of sufficient speed	Platform functions	Test Easel is available









Environment Check

						
Quiet / distraction free. All tech is silenced, no popups, etc.	Large and comfortable workspace with all tech and supplies	Good light, no reflections on screen	Any necessary materials are available	Basic school supplies are available	Student is comfortable and is clearly visible	Facilitator is located behind student, in view

Conduct the Remote Screener








							
Do not disclose testing material	Conduct the remote screener	Ask and answer any questions about the screener	Ensure the student and facilitator are prepared	Make a decision. When no, STOP! Yes, continue.	Display and review Informed Consent	Ask and answer any questions about consent	Obtain a copy of the signed consent form

Schedule the Formal Evaluation



							
Set a formal remote test time and date	Log into the platform	Generate a formal evaluation link or code	Email the formal evaluation link or code	Confirm receipt of formal eval. link/code	Transfer / mail any testing material	Confirm receipt of testing material	* Confirm date and time of the formal eval.

Examiner's Formal Evaluation Quick Reference









Schedule the Formal Evaluation

						
Schedule the formal evaluation	Log into platform	Generate a formal meeting link or code	Email the link or code to facilitator	Confirm receipt of the code or link	Transfer or mail any documents necessary (e.g. SRB)	* Confirm date and time of evaluation








Start the Formal Evaluation

						
Prepare for evaluation at scheduled time	Load any apps or files	Log into platform	Start session with video and audio	Confirm student identity	Ensure student is rested and prepared	Review any facilitator tasks









Technology Check







							
Headphones or speakers	Microphone built in or on headset	Video with internal or external camera	* Peripheral camera or other device	Mouse functions, student can manage	Internet stable and of sufficient speed	Platform functions	Test Easel is available

Environment Check

						
Quiet / distraction free area. All tech is silenced, no popups, etc.	Large and comfortable workspace with all tech and supplies	Good light, no reflections on screen	All necessary testing materials (SRB) is available	Basic school supplies are available	Student is comfortable and is clearly visible	Facilitator is located behind student, in view

Conduct the Formal Evaluation & Securely Manage Testing Material

							
Remind everyone of privacy (no photos, film, etc.)	Ask and answer any questions about the screener	Begin the formal evaluation process	Provide clear, concise directions to examinee	Have facilitator show SRB envelope in full view	Verify the envelope has not been tampered	Instruct the facilitator to open the envelope in view	Instruct the student to use the SRB as needed

					
Keep records of any issues or problems. Note any deviations from protocol	When testing is finished, dismiss the examinee	Have facilitator place the SRB & signed Consent Form in the return envelope, in full view. Have it sealed and signed	Remind the facilitator to return material ASAP	Confirm receipt of testing material	Thoroughly document the evaluation

Observation Checklist for Virtual Instruction

Student Name: _____ **Student ID:** _____ **DOB:** _____ **School:** _____

Observation Date: _____ Observation Time: From: _____ To: _____

Observer: _____ Teacher: _____

Area of Concern: _____

Class / Subject Observed: (This subject is an area of strength or weakness for student.)

- Math Reading Special Area(s) Social Studies
 Science English/Lang. Arts Other: _____

Pupil / Teacher Ratio During Observation Period

Full class

Small breakout group

of students: < 10

10-15

16-20

> 20

ID	Observation	Always	Often	Sometimes	Rarely	Not Obs.
Initiative						
	Logs into platform prior to class/session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Actively participates in discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Stays on topic/task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Raises their hand to ask or answer questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Seeks more information by asking questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement						
	Turns on camera.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Seems prepared, organized and ready for activity/instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Appears attentive to instruction/instructor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follows oral instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follows written instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Begins tasks promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Responds appropriately to correction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Engages in age-appropriate social interaction (small group).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Engages in age-appropriate social interaction (large group).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Works effectively <input type="checkbox"/> alone <input type="checkbox"/> in a small group <input type="checkbox"/> in a large group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Tries to complete assignments even when challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is persistent when challenged with a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disruptive Behavior						
	Does not follow directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Talks excessively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is disruptive to lesson/instructor/peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interrupts often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is withdrawn and non-communicative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is restless; unable to sit still.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Plays with objects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Becomes easily discouraged, frustrated and stops working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Requires redirection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What behavior was observed that relates directly to the student's area of concern:

Comments:

Student behavior was consistent with classroom peers? Yes No Explain:

Signature of Observer: _____

Remote Testing Screener (A)

Tammy L. Stephens, Ph.D.

Test the Audio Functionality of the Examiner & Examinee

Examiner: **Repeat what I say, “The dog ran down the road.”**

Examiner: **Repeat what I say, “The cat ran after the rat.”**

Test Visual Display of Digital Stimuli & Audio Functionality

Examiner: Point to the first picture and say, **“What is this?”**

Examiner: Point to the second picture and say, **“What is this?”**

Examiner: Point to the third picture and say, **“What is this?”**



Test Visual Display of Digital Stimuli & Mouse Manipulation

Examiner: **“Click on the apple.”**

Examiner: **“Point to the dog.”**

Examiner: **“Point to the car.”**



Examiner: **“Point to the *First* picture.”**

Examiner: **“Point to the *Second* or *Next* picture.”**

Examiner: **“Point to the *Third* or *Last* picture.”**

Remote Screener (A)

Test Use of Response Booklets

The student will need a scratch piece of paper and a sharpened pencil to complete this portion of the screener.

**Various options are available (depending on accessible technology) when completing the tests that require writing tasks.

- Using desktop monitor (administer select items of the test and instruct the student to hold writing samples up to the camera for scoring).
- Using a laptop (move the laptop to the side of the student's work area). Instruct the student to place the scratch paper in front of him/herself on the table. Ask for adjustments to be made until you can see the student's writing area. Once situated, move forward to the directions below.
- The writing tests can also be administered using a document camera or a parent/student's iPhone (see YouTube videos regarding hacks for using an iPhone for a document camera).

Directions:

Once the setup of the writing tasks is completed (see above), move forward with the writing portion of the screener (choose those items most appropriate for the student):

Examiner: ***"I want to practice some writing activities with you today. Using your pencil and scratch paper, I want you to complete some tasks."***

#1: Draw a straight line.

#2: Draw a square.

#3: Draw a smiley face

#4: Write the letter T

#5: Write the number 1

Remote Screener (A)

Digital Stimuli Set 1



Digital Stimuli Set 2



Remote Testing Screener (B)

Exercise 1: Test the Audio Functionality of the Examiner & Examinee

Examiner: **Repeat what I say, “The weather forecast is sunny and warm.”**

Examiner: **Repeat what I say, “Exercise keeps the mind and body healthy.”**

Examiner: **Repeat what I say, “The chocolate chip cookies smell delicious.”**

Examiner: **Repeat what I say, “I saw the girl dancing in the rain.”**

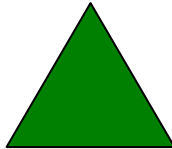
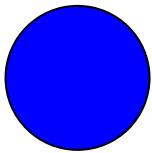
Exercise 2: Test Visual Display of Digital Stimuli & Audio Functionality

Examiner: Point to the first image and ask, **“What is this?”**

Examiner: Point to the triangle and ask, **“What color is this?”**

Examiner: Point to the second image and ask, **“What is this?”**

Examiner: Point to the third image and ask, **“What is this?”**



Exercise 3: Test Visual Display of Digital Stimuli & Mouse Manipulation

Examiner: **“Using the mouse, click on the key.”**

Examiner: **“Point to the bear.”**

Examiner: **“Point to the bicycle.”**



Examiner: **“Point to the item that has two wheels.”**

Examiner: **“Point to the animal.”**

Examiner: **“Point to the item that unlocks a door.”**

Exercise 4: Test Use of Response Booklets

Remote Screener (B)

The student will need a scratch piece of paper and a sharpened pencil to complete this portion of the screener.

** Various options are available (depending on accessible technology) when completing tests that include writing task.

- Using desktop monitor (administer select items of the test and instruct the student to hold writing samples up to the camera for scoring).
- Using a laptop (move the laptop to the side of the student's work area). Instruct the student to place the scratch paper in front of him/herself on the table. As for adjustments to be made until you can see the student's writing area. Once situated, move forward to the directions below.
- The writing tests can be administered using a document camera or a parent/student's cellular phone (see YouTube videos regarding hacks for using an iPhone for a document camera).

Directions:

Once set up for the writing tasks is completed (see above), move forward with the writing portion of the screener (choose those items most appropriate for the student):

Examiner: **"Now we are going to do several writing activities. Using your pencil and scratch paper, please complete the following tasks."**

#1: Write/Make a question mark.

#2: Draw a kite.

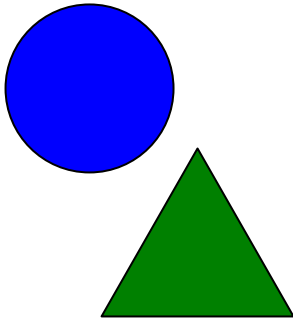
#3: Write the word, *computer*.

#4: Draw a square with a circle inside.

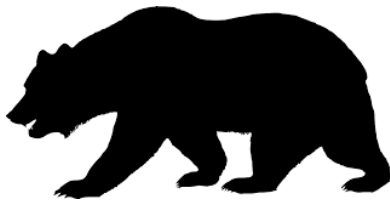
#5: Write the total of $3 + 7$.

Remote Screener (B)

Visual Stimuli for Exercise 2



Visual Stimuli for Exercise 3



SLD Exclusionary Factors Checklist

Directions: Section §300.309 of the *Individuals with Disabilities Education Improvement Act* (IDEIA, 2014) mandates that **Exclusionary Factors** be considered, documented, ruled-out and as the **primary** cause of academic struggle **prior to**, and **during** the assessment process. Read each exclusionary factor and the accompanying questions and select Y (yes) or N (no) for each. Circle each source of data used to measure the impact of each factor.

EXCLUSIONARY FACTOR: VISION	Yes	No	
Has the student had a history of difficulties with vision?			
Does the student wear glasses? If yes, does the student routinely wear glasses during instruction?			
Has the student complained about not being able to see?			
Did school nurse conduct a Near-Vision Screener (within 1 year)?			
Did school nurse conduct a Far-Vision Screener (within 1-year)? If yes, findings: _____			
Did an ophthalmologist/optometrist conduct a formal vision test? If yes, findings: _____			
Has the student been diagnosed with a vision disorder/disturbance? If so, explain: _____			
Does the student experience difficulty copying, misalign numbers, move closer to visual stimuli, squint or rub eyes when reading or using computers?			
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)			
Review of Records	Parent Information	Health Screener	Teacher Information
Classroom Observation	Doctor's Report	Student Interview	Informal Vision Test
COMMENTS:			
EXCLUSIONARY FACTOR: HEARING	Yes	No	
Has the student had a history of difficulties with hearing (including chronic ear infections, have tubes)?			
Does the student wear hearing aides/devices? If yes, does the student routinely wear hearing device during instruction?			
Has the student complained about not being able to hear?			
Did school nurse conduct a hearing screener (within 1-year)? If yes, findings: _____			
Did an audiologist conduct a formal hearing test? If yes, findings: _____			
Does the student frequently request things be repeated orally, misarticulate words, move closer to the source of a sound?			
Has there been a determination between Auditory Discrimination and Hearing Difficulty?			
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)			
Review of Records	Parent Information	Health Screener	Teacher Information
Classroom Observation	Audiologist Report	Student Interview	Tests of Oral Language
	Informal Hearing Test		

SLD Exclusionary Factors Checklist

COMMENTS:		
EXCLUSIONARY FACTOR: MOTOR	Yes	No
Has the student had a history of motor difficulties?		
Does the student exhibit fine motor difficulties? If yes, please note difficulties: _____		
Does the student exhibit gross motor difficulties? If yes, please note difficulties: _____		
Has the student been assessed by OT and/or PT? If yes, findings: _____		
Does the student utilize motoric assistive devices? If yes, please list: _____		
Have assistive devices been utilized (e.g., weighted pencils, pencil grips, slant boards): _____		
Is there a history of motor difficulties (e.g., illegible writing, concern with letter and number formation; difficulties with fine motor tasks such as using scissors or tracing lines)? Please circle		
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)		
Review of Records	Parent Information	Health Screener
Classroom Observation	Doctor's Report	Student Information
Writing Passages	Informal Motor Assessment	Formal Motor Assessment
Teacher Information	Work Samples	
COMMENTS:		
EXCLUSIONARY FACTOR: INTELLECTUAL DISABILITY	Yes	No
Does the student exhibit sub-average intelligence (70 or below)? IQ Score: _____ Date of testing _____		
Does the student exhibit severe deficits in 2 or more adaptive behavior skills (communication, social, self-care)? If yes, please list: _____		
Updated assessment of adaptive behavior? Date? _____		
Does student exhibit severe deficits in academic achievement? (70 or below?) Which areas? _____		
Is the student's performance equally depressed in all academic areas?		
Manifestation during developmental period?		
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)		
Review of Records	Parent Information	Health Screener
Classroom Observation	Doctor's Report	Student Interview
Intelligence/Cognitive Test	Achievement Test	Tests of Oral Language
Teacher Information		Work Samples
Adaptive Test		
COMMENTS:		

SLD Exclusionary Factors Checklist

EXCLUSIONARY FACTOR: EMOTIONAL DISTURBANCE	Yes	No	
Does the student have a documented history of behavioral difficulties?			
Are the student's learning problems primarily the result of his/her behavior?			
Have behavioral interventions been tried and progress monitoring data collected? If yes, findings: _____			
List interventions attempted: _____			
Updated psychological assessment? Y / N Date _____			
Observations of behaviors in multiple settings? Findings? _____			
Is there a history of a lack of motivation?			
Emotional stress: Loss of parent/family member, loss of home, placement in foster care system, or other traumatic life event?			
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)			
Review of Records	Parent Information	Health Screener	Teacher Information
Classroom Observation	Psychological Report	Student Interview	Work Samples
Intelligence/Cognitive Test	Achievement Test	Tests of Oral Language	RTI Data
	COVID -19 Impact Checklist	Behavioral Checklists	
COMMENTS:			
EXCLUSIONARY FACTOR: CULTURAL	Yes	No	
Is the student from a culture other than that dominant in the school, community, or society where the student resides?			
Are there conflicting educational and behavioral expectations for the student between school and family?			
Are there conflicting social responses based on cultural expectations (not making eye contact, not speaking in class or volunteering, limited interaction with other students during group activities).			
Does the student have limited experience in the culture?			
Is the student new to the United States? If so, how long has he/she been in the United States? _____			
How long has student been exposed to the school system in the United States? _____			
Was the student enrolled in school prior to entering the United States? If so, how long? _____			
Does the student have limited experience being taught in English?			
Has there been miscommunication between parents and school due to cultural and/or ethnic differences?			
Are parents less involved due to cultural and/or language barriers?			
Were previously administered standardized assessments validated taking into consideration the student's culture?			
Does the student have limited involvement in groups, associations, and activities?			
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)			
Review of Educational Records	Parent Information	Teacher Information	

SLD Exclusionary Factors Checklist


















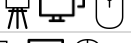
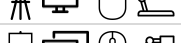
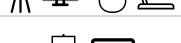













Classroom Observation	Student Interview		
COMMENTS:			
EXCLUSIONARY FACTOR: ECONOMICAL and/or ENVIRONMENTAL DISADVANTAGED		Yes	No
Does the student reside in an economically depressed area?			
Does the family have a low family income?			
Do the parents work multiple jobs and have limited time for involvement?			
How much access has the student had to educational resources and materials at home (technology-computer, I-pad or tablet, smart phone, video gaming systems- <u>underline all that apply</u>)? Minimal, Moderate or Extensive (circle one)			
Does the student have adequate access to health and nutrition (annual visits to dr., dentist, free or reduced lunch)?			
Does the student have appropriate monitoring and supervision at home (to include routine times for school work and meals, adequate supervision, academic learning, and bedtime)?			
Is the child exposed to a large number of at-risk factors (e.g., violence, crime, pollution, excessive number of people in the home, homelessness-past or present, etc.)?			
Does the student have access to environmental conditions conducive to learning (e.g., space to study, adequate sleep, etc.)?			
Does the student have adequate opportunities to participate in extracurricular activities (e.g., boy scouts, girl scouts, team sports, etc.)?			
Has the student had adequate opportunity for educational experiences (trips to the museum, library, zoo, etc.)?			
Is there a history or current status of homelessness with student or family?			
Are the parent or guardian unable to provide educational support?			
Do circumstances prevent the student from having treatment (e.g., glasses replaced, tutoring, prescriptions filled)?			
Is there a history of educational neglect?			
Is there a history of frequent transition (e.g., joint custody)?			
Are there lifestyle factors that might undermine the student's academic performance? Explain: _____			
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)			
Review of Records	Parent Information	Health Screener	Teacher Information
Classroom Observation	Doctor's Report	Student Interview	Work Samples
Free or Reduced Lunch	Coded At-risk	Attendance Record	COVID -19 Impact Checklist
COMMENTS:			
EXCLUSIONARY FACTOR: LIMITED ENGLISH PROFICIENCY		Yes	No
Dominant language spoken at home per Home Language Survey: _____			
Does the student speak dominant language at home, English, or both?			
Has someone validated the results of the Home Language Survey (e.g., parent interview, home visit)?			
Oral Proficiency Score in native language _____ and English _____			
Is the student currently in a bilingual program? If so, describe: _____			
Has the student received bilingual instruction in the past?			

SLD Exclusionary Factors Checklist

If so, how long? _____		
What are the total number of years the student has been exposed to English Instruction? _____		
Basic Interpersonal Communication Skills (BICS): _____		
Cognitive Academic Language Proficiency (CALP): _____		
Is there a specific dialect or cultural influences that might affect the student's ability to speak or understand English?		
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)		
Home Language Survey Language Background Checklist Academic Language Exposure Checklist Tests of Language Proficiency Review of Educational Records Parent Information Teacher Information Classroom Observation Student Information Work Samples RTI Data		
COMMENTS:		
EXCLUSIONARY FACTOR: ADEQUATE INSTRUCTION IN READING AND MATH	Yes	No
Does the student have a documented history of excessive absences (to include tardies and school suspensions)? Elaborate below		
Is there documented history of frequent mobility? (e.g., migrant workers, military families, etc.)?		
Is there documented history that the student has received instruction from highly qualified teachers?		
Has the child received homeschool instruction? If so, for how long? _____		
Has the school documented the use of research-based instructional strategies with student?		
Has students' response to instruction been documented through the collection of progress monitoring data?		
Has documentation been provided to show a strong match between grade level curricula and the student's skill level?		
Has the student had interrupted schooling (e.g., mid-year relocation)?		
Has the student been exposed to nontraditional education curriculum (e.g., homeschooled)?		
Does the student have a new teacher (e.g., past 6-months)?		
Did the student engage in virtual instruction for a period of time? Describe: _____		
Has the student changed schools often?		
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)		
Review of Educational Records Grades Parent Information Health Screener Teacher Information Classroom Observation Student Interview Work Samples Attendance Record COVID -19 Impact Checklist Formal Achievement Test RTI Progress Monitoring Data COVID -19 Impact Checklist		
COMMENTS:		

ADDITIONAL NOTES:

WJ IV Test of Cognitive Abilities - Quick Reference for Remote Testing






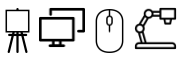


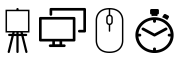

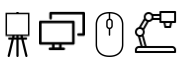


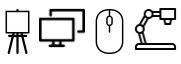
Necessary technology for all WJ-IV Cognitive Abilities Tests		    	
Test	Material + Tech	Considerations	
1. Oral Vocabulary (Synonym & Antonym)		Display digital testing stimuli. Monitor response time.	
2. Number Series		Display digital testing stimuli. Monitor response time.	
3. Verbal Attention		Requires examiner to stream audio from the platform. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation.	
4. Letter-Pattern Matching		Requires the examiner display SRB sample. Position computer/peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.	
5. Phonological Processing (Word Access, Word Fluency, & Substitution)		<p><i>Word Access Subtest</i> requires the examiner to stream. Word Access Sample items and test items 1-3 require examiner to display and "point to" stimuli on the examinee's monitor; the examinee must "point to" the response (dual controls can be given to the mouse or a peripheral camera can be utilized).</p> <p><i>Substitution Subtest:</i> Sample items A & B, and test items 1-2 are administered orally by the examiner. Requires the examiner to stream audio for Sample Items C & D, and test items 3-15. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation.</p>	
6. Story Recall		Requires Examiner to stream audio from the platform. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation.	
7. Visualization (Spatial Relations & Block Rotation)		Display digital testing stimuli. Examiner uses mouse cursor to "point" to items; Monitor response time.	
8. General Information (What & Where)		Display only examinee + examiner videos.	
9. Concept Formation		Display digital testing stimuli. Requires examiner to use the mouse to "point to" test items. Monitor response time.	
10. Numbers Reversed		Sample Item A, items 1-5; Sample Item B, items 6-10, and Sample C, are orally presented by the examiner. Requires the examiner to stream audio for Sample item D, and test items 11-34. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation. Display white screen or only examinee + examiner videos.	
11. Number-Pattern Matching		Requires the examiner to monitor examinee's responses and testing time (3-minutes) with a stopwatch. Position computer/peripheral camera to show the SRB, student and written responses. Secure in envelope.	
12. Nonword Repetition		Sample Items A & B and items 1-7 are presented Orally. Items 8-46 require the examiner stream audio. Display only examinee + examiner videos.	
13. Visual-Auditory Learning		Display digital testing stimuli through the use of dual remote control of mouse.	
14. Picture Recognition		Items require pointing through the use of dual control of mouse. Position optional computer / peripheral camera or peripheral camera to show nonverbal responses.	
15. Analysis-Synthesis		Item requires pointing through the use of dual control of mouse. Position optional computer / peripheral camera or peripheral camera to show nonverbal responses.	
16. Object-Number Sequencing		Sample A presented orally. Sample B & C & Items 1-31 requires streaming audio. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation. Display examinee + examiner videos.	
17. Pair Cancellation		Position computer/peripheral camera to show the SRB, student and written responses. Requires a stopwatch to for 3-minute time limit. Secure in envelope.	
18. Memory for Words		Sample A presented orally. Sample B & Items 1-26 stream audio. When audio quality is low, follow Examiner's Manual guidance for oral presentation. Display examinee + examiner videos.	
LEGEND: Examiner / Examinee Needs		LEGEND: Additional Material and Technology	
	High quality headphones (ideally with microphone)		Examiner has access to directions through the test easel
	High quality microphone		Requires the Examiner to access and display the testing stimuli on the Examinee's monitor (screen shearing)
	High quality audio		Peripheral device should be positioned to show the SRB, student's gestures and/or written responses
	High quality video		Requires the Examiner to use mouse/cursor to "point to" items during administration
	Ability to see Examiner's / Examinee's mouth		Timed exercise
		SRB	Examinee needs Student Response Booklet to write responses











WJ IV Test of Academic Achievement - Quick Reference for Remote Testing

Necessary technology for all WJ-IV Achievement Tests		
Test	Material + Tech	Considerations
1. Letter-Word Identification		Display digital testing stimuli for early items (#'s 1-6; 11-13) requires "pointing" through the use of dual remote control of mouse.
2. Applied Problems		Display digital testing stimuli for early items early items (#'s 3, 5, 12, 13, 16, & 21) through the use of dual remote control of mouse.
3. Spelling		Computer/document camera needed for examiner to demo test items 1-3. Position student's computer camera to show the SRB, student's handwriting and responses. Secure in envelope.
4. Passage Comprehension		Display digital testing stimuli and activate dual remote control of mouse for pointing on early items (Introduction, Sample Item & #'s 1-11).
5. Calculation		Position computer/peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
6. Writing Samples		Position computer/peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
7. Word Attack		Display digital testing stimuli through the use of dual remote control of mouse for pointing on early items (#'s 1-5).
8. Oral Reading		Display digital testing stimuli.
9. Sentence Reading Fluency		Requires the examiner to monitor examinee's responses and testing time (3-minutes). Position computer camera or peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
10. Math Facts Fluency		Requires the examiner to monitor examinee's responses and testing time (3-minutes). Position computer camera or peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
11. Sentence Writing Fluency		Requires the examiner to monitor examinee's responses and testing time (3-minutes). Position computer camera or peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
12. Reading Recall		Display only videos of examiner + examinee.
13. Number Matrices		Display digital testing stimuli.
14. Editing		Display digital testing stimuli.
15. Word Reading Fluency		Requires the examiner to monitor examinee's responses and testing time (3-minutes). Position computer camera or peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
16. Spelling of Sounds		Present Sample Items A through D & Items 1-5 Orally; Items 6-30 requires the examiner stream audio. Position computer camera or peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
17A / 17B. Reading Vocabulary - Synonyms / Antonyms		Display videos of examiner + examinee.
18. Science		Display digital testing stimuli for items requiring pointing. Use remote control of mouse.
19. Social Studies		Display digital testing stimuli for items requiring pointing. Use remote control of mouse.
20. Humanities		Display digital testing stimuli for items requiring pointing. Use remote control of mouse.


























LEGEND: Examiner / Examinee Needs		LEGEND: Additional Material and Technology	
	High quality headphones (ideally with microphone)		Examiner has access to directions through the test easel
	High quality microphone		Requires the Examiner to access and display the testing stimuli on the Examinee's monitor (screen sharing)
	High quality audio		Peripheral device should be positioned to show the SRB, student's gestures and/or written responses
	High quality video		Requires the Examiner to use mouse/cursor to "point to" items during administration
	Ability to see Examiner's / Examinee's mouth		Timed exercise
		SRB	Examinee needs Student Response Booklet to write responses











WJ IV Test of Oral Language - Quick Reference for Remote Testing

Necessary technology for all WJ-IV Oral Language Tests     		
Test	Material + Tech	Considerations
1. Picture Vocabulary		Requires digital testing stimuli to be projected to the student. Examiner uses mouse/cursor to “point to” items. Early items (Sample A&B; #'s 1-2), require examiner and examinee to “point” with mouse (utilize remote control of the mouse).
2. Oral Comprehension		Display either white page or videos of the examiner + examinee on the screen Requires auditory streaming. When audio quality is low, follow guidance in the Examiner’s Manual for oral presentation.
3. Segmentation		Requires early item (Introduction 1 and items 1-3) digital testing stimuli to be projected to the student. Examiner uses mouse/cursor to “point to” early items. At item #4, stop sharing and display only examinee + examiner videos
4. Rapid Picture Naming		Requires digital testing stimuli to be projected to the student. Examiner uses mouse/cursor to “point to” Sample items. Requires the examiner to monitor examinee’s responses and testing time (2-minutes) using a stopwatch or watch. *Examiner needs to be ready to scroll to the next page as soon as the student names item #30.
5. Sentence Repetition		Display either white page or videos of the examiner + examinee on the screen Examiner orally administers Sample A and items 1-8 Audio streaming for Sample item B and items 9-37; When audio quality is low, follow guidance in the Examiner’s Manual for oral presentation.
6. Understanding Directions		Requires digital testing stimuli to be projected to the student. Utilize dual remote control of the mouse to allow the examiner and examinee to “point to” items. Audio streaming from the platform. When audio quality is low, follow guidance in the Examiner’s Manual for oral presentation.
7. Sound Blending		Display either white page or videos of the examiner + examinee on the screen Requires the examiner to present Sample A orally. Requires audio streaming on Sample B and the remaining items of the test. When audio quality is low, follow guidance in the Examiner’s Manual for oral presentation.
8. Retrieval Fluency		Display videos of the examiner + examinee on the screen Requires a stopwatch/timer for the administration of the 3 test items.
9A. Sound Awareness-Rhyming (R) 9B. Sound Awareness-Deletion (D)		Requires the examiner access and display testing stimuli on the examinee’s monitor; (R) Items: Introduction, Sample A, Sample B. Requires the examiner to use mouse/cursor to “point to” items during administration. Optional solution that require pointing responses. Position computer / peripheral camera to show the student’s nonverbal responses. (D) Items: Sample A presented orally; Requires audio streaming for Samples B & Items 1-20. When audio quality is low, follow guidance in the Examiner’s Manual for oral presentation.




















































LEGEND: Examiner / Examinee Needs		LEGEND: Additional Material and Technology	
	High quality headphones (ideally with microphone)		Examiner has access to directions through the test easel
	High quality microphone		Requires the Examiner to access and display the testing stimuli on the Examinee’s monitor (screen shearing)
	High quality audio		Peripheral device should be positioned to show the SRB, student’s gestures and/or written responses
	High quality video		Requires the Examiner to use mouse/cursor to “point to” items during administration
	Ability to see Examiner’s / Examinee’s mouth		Timed exercise
		SRB	Examinee needs Student Response Booklet to write responses














Woodcock Munoz Language Survey, Third Edition (WMLS III) English / Spanish - Quick Reference for Remote Testing

Necessary technology for all WMLS III Tests     		
Test	Material + Tech	Considerations
1. Analogies		Display only videos of the examiner + examinee on the screen
2. Oral Comprehension		Display either white page or videos of the examiner + examinee on the screen Requires streaming of auditory presentation of items. Examiner presents Sample Items A & B orally. Examiner presents Sample Items C & D and all test items using audio streaming. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation.
3. Picture Vocabulary	   	Requires digital testing stimuli to be projected to the student. Requires examiner and examinee to "point" with mouse (utilize remote control of the mouse). Optional solution that require pointing responses. Position computer / peripheral camera to show the student's nonverbal responses.
4. Oral Language	 	Requires digital testing stimuli to be projected to the student. Examiner uses mouse and cursor to "point" to items.
5. Letter-Word Identification	   	Requires digital testing stimuli to be projected to the student. Requires examiner and examinee to "point" with mouse (utilize remote control of the mouse) for early items (#'s 1-6;10-11; 18-20). Optional solution: Position computer / peripheral camera to show the student's nonverbal responses.
6. Passage Comprehension	   	Requires digital testing stimuli to be projected to the student. Requires examiner and examinee to "point" with mouse (utilize remote control of the mouse). Optional solution for items #1-11 requires pointing responses. Position computer / peripheral camera to show the student's nonverbal responses.
7. Dictation	 SRB 	Computer/peripheral camera needed for examiner to demo test items 1-6. Position camera to show the SRB, student's handwriting and responses. Secure in envelope.
8. Written Language Expression	 SRB 	Requires digital testing stimuli to be projected to the student. Requires examiner to "point" with mouse (utilize remote control of the mouse). Computer/peripheral camera needed for examiner to demo sample item. Position camera to show the SRB, student's handwriting and responses. Secure in envelope.





























































LEGEND: Examiner / Examinee Needs		LEGEND: Additional Material and Technology	
	High quality headphones (ideally with microphone)		Examiner has access to directions through the test easel
	High quality microphone		Requires the Examiner to access and display the testing stimuli on the Examinee's monitor (screen shearing)
	High quality audio		Peripheral device should be positioned to show the SRB, student's gestures and/or written responses
	High quality video		Requires the Examiner to use mouse/cursor to "point to" items during administration
	Ability to see Examiner's / Examinee's mouth		Timed exercise
		SRB	Examinee needs Student Response Booklet to write responses













Batería IV Cognitivas - Quick Reference for Remote Testing

Necessary technology for all Batería-IV Cognitivas Tests     		
Test	Material + Tech	Considerations
1. Vocabulario oral	   	Display digital testing stimuli. Monitor response time.
2. Series numericas	   	Display digital testing stimuli. Monitor response time.
3. Atencion verbal		Requires examiner to stream audio from the platform. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation.
4. Pareo de letras identificas	   	Requires the examiner display SRB sample. Position computer/peripheral camera to show the SRB, student's handwriting and written responses. Monitor test time (3 min). Secure in envelope.
5. Procesamiento fonetica	  	<i>Word Access Subtest</i> requires the examiner to stream. Word Access Sample items and test items 1-3 require examiner to display and "point to" stimuli on the examinee's monitor; the examinee must "point to" the response (dual controls can be given to the mouse or a peripheral camera can be utilized). <i>Substitution Subtest</i> : Sample items A & B, and test items 1-2 are administered orally by the examiner. Requires the examiner to stream audio for Sample Items C & D, and test items 3-15. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation.
6. Rememoracion de cuentos		Requires streaming audio. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation. Display white screen or only examinee + examiner videos.
7. Visualizacion	   	Display digital testing stimuli. Monitor response time.
8. Informacion general	 	Display only examinee + examiner videos.
9. Formacion de conceptos	   	Display digital testing stimuli. Requires examiner to use the mouse to "point to" test items. Monitor response time.
10. Inversion de numeros		Sample Item A, items 1-5; Sample Item B, items 6-10, and Sample C, are orally presented by the examiner. Requires the examiner to stream audio for Sample item D, and test items 11-34. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation. Display only examinee + examiner videos.
11. Pareo de numeros identicos	     	Requires the examiner to monitor examinee's responses and testing time (3-minutes) with a stopwatch. Position computer/document camera to show the SRB, student and written responses. Secure in envelope.
12. Repeticion de palabras sin sentido	 	Sample Items A & B and items 1-7 are presented Orally. Items 8-41 require the examiner stream audio. Display white screen or only examinee + examiner videos.
13. Cancelacion de pares	     	Position computer/document camera to show the SRB, student and written responses. Requires a stopwatch to for 3-minute time limit. Secure in envelope.
14. Rapidez en la identificacion de dibujos	   	Requires digital testing stimuli to be projected to the student. Examiner uses mouse/cursor to "point to" Sample items. Requires the examiner to monitor examinee's responses and testing time (2-minutes) using a stopwatch or watch. *Examiner needs to be ready to scroll to the next page as soon as the student names item #30.






































LEGEND: Examiner / Examinee Needs		LEGEND: Additional Material and Technology	
	High quality headphones (ideally with microphone)		Examiner has access to directions through the test easel
	High quality microphone		Requires the Examiner to access and display the testing stimuli on the Examinee's monitor (screen shearing)
	High quality audio		Peripheral device should be positioned to show the SRB, student's gestures and/or written responses
	High quality video		Requires the Examiner to use mouse/cursor to "point to" items during administration
	Ability to see Examiner's / Examinee's mouth		Timed exercise
			Examinee needs Student Response Booklet to write responses
			Secure the SRB in the envelope when not in use
			Computer monitor - one screen











Batería IV Aprovechamiento - Quick Reference for Remote Testing

Necessary technology for all Batería IV Aprovechamiento tests     		
Test	Material + Tech	Considerations
1. Identificación de estras y palabras	   	Display digital testing stimuli for early items (#'s 1-6; 11-13) requires "pointing" through the use of dual remote control of mouse.
2. Problemas aplicados	    	Display digital testing stimuli for early items early items (#'s 3, 8, 11, & 13) through the use of dual remote control of mouse.
3. Ortografía	   	Computer/document camera needed for examiner to demo test items 1-3. Position student's computer camera to show the SRB, student's handwriting and responses. Secure in envelope.
4. Comprensión de textos	   	Display digital testing stimuli and activate the dual remote control of mouse for pointing on early items (Introduction, Sample Item & #'s 1-14).
5. Calculo	   	Position computer/peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
6. Expresión de lenguaje escrito	    	Display digital testing stimuli and position computer/peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
7. Análisis de palabras	   	Display digital testing stimuli and activate the dual remote control of mouse for pointing on early items (#'s 1-2).
8. Lectura oral	 	Display digital testing stimuli.
9. Fluidez en datos frases	    	Requires the examiner to monitor examinee's responses and testing time (3-minutes). Position computer camera or peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
10. Fluidez en datos matemáticos	    	Requires the examiner to monitor examinee's responses and testing time (3-minutes). Position computer camera or peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
11. Fluidez en escritura de frases	    	Requires the examiner to monitor examinee's responses and testing time (5-minutes). Position computer camera or peripheral camera to show the SRB, student's handwriting and written responses. Secure in envelope.
12. Rememoración de lectura	    	Display only videos of examiner + examinee. Monitor testing time (5-minutes)
13. Números matices	  	Display digital testing stimuli.

LEGEND: Examiner / Examinee Needs		LEGEND: Additional Material and Technology	
	High quality headphones (ideally with microphone)		Examiner has access to directions through the test easel
	High quality microphone		Requires the Examiner to access and display the testing stimuli on the Examinee's monitor (screen shearing)
	High quality audio		Peripheral device should be positioned to show the SRB, student's gestures and/or written responses
	High quality video		Requires the Examiner to use mouse/cursor to "point to" items during administration
	Ability to see Examiner's / Examinee's mouth		Timed exercise
			Examinee needs Student Response Booklet to write responses
			Secure the SRB in the envelope when not in use

Early Cognitive and Academic Development (ECAD) - Quick Reference for Remote Testing

Necessary technology for all ECAD Tests     		
Test	Material + Tech	Considerations
1. Memory for Names	   	Requires display of digital test items. Dual remote control: Requires the examiner and examinee to point with mouse. Optional solution that require pointing responses. Position computer / peripheral camera to show the student's nonverbal responses.
2. Sound Blending		Examiner presents Sample Items A orally. Examiner presents Sample Items B and all test items through audio streaming. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation.
3. Picture Vocabulary	   	Examinee points to Sample item A, items 3, 5, 6, 7, 8, 9. Requires examiner and examinee to point with mouse (dual mouse control). Optional solution that require pointing responses. Position computer / peripheral camera to show the student's nonverbal responses.
4. Verbal Analogies		Display only videos of the examiner + examinee on the screen
5. Visual Closure	   	Optional solution that require pointing responses. Position computer / peripheral camera to show the student's nonverbal responses.
6. Sentence Repetition	 	Examiner presents Sample Item A and Items 1 through 15 orally. Examiner presents Sample Item B and remaining test items from the audio recording. When audio quality is low, follow guidance in the Examiner's Manual for oral presentation.
7. Rapid Picture Naming	   	Requires the examiner to use mouse/cursor to "point to" items during administration. Requires the examiner to monitor examinee's responses and testing time (2-minutes) using a stopwatch or watch. *Examiner needs to be ready to scroll to the next page as soon as the student names item #30.
8. Letter-Word Identification	   	Requires the examiner and examinee use mouse/cursor to "point to" items during administration (dual mouse control). Examinee points to items 1-10; 19-23. Optional solution that require pointing responses. Position computer / document camera to show the student's nonverbal responses.
9. Number Sense	   	Requires the examiner and examinee use mouse/cursor to "point to" items during administration (dual mouse control). Examinee points to items 5, 8, 9, 11, 20. Optional solution that require pointing responses. Position computer / document camera to show the student's nonverbal responses.
10. Writing	   	Requires the examiner demonstrate items 1-6. Optional solution that require positioning computer / document camera to show the student's handwriting and written responses.

LEGEND: Examiner / Examinee Needs		LEGEND: Additional Material and Technology	
	High quality headphones (ideally with microphone)		Examiner has access to directions through the test easel
	High quality microphone		Requires the Examiner to access and display the testing stimuli on the Examinee's monitor (screen shearing)
	High quality audio		Peripheral device should be positioned to show the SRB, student's gestures and/or written responses
	High quality video		Requires the Examiner to use mouse/cursor to "point to" items during administration
	Ability to see Examiner's / Examinee's mouth		Timed exercise
		SRB	Examinee needs Student Response Booklet to write responses

Nombre Estudiante: _____ **IDEN.:** _____ **Grado:** _____

Nació: Fecha _____ **Escuela:** _____

Esta lista de cotejo es una herramienta que se creó con el propósito de ayudar al personal de las escuelas a considerar y documentar formalmente el potencial de impacto de la pandemia del COVID-19 en el funcionamiento académico y emocional de los estudiantes y proveer una guía de preguntas a considerarse en las siguientes áreas:

- 1.) Psicosocial
- 2.) Socioeconómica
- 3.) Educacional/Académica

La lista de cotejo puede ser usada por el personal evaluador **antes de una evaluación formal** o por miembros del equipo de apoyo al estudiante **antes de referir** al estudiante a una evaluación formal.

Adicionalmente, los hallazgos deberán integrarse con datos de muchas otras fuentes cuando se trata de tomar decisiones educativas para el futuro del estudiante.

Impacto Directo del COVID-19 en el estudiante *El propósito de esta sección es obtener información sobre el impacto directo del COVID-19 en el estatus académico, psicosocial y socioeconómico.*

¿Fue diagnosticado el estudiante con el COVID-19? De ser así, detalle el tratamiento y su recuperación:	¿Fue diagnosticado con el COVID-19 algún miembro de su familia inmediata? De ser así, ¿Quién fue?	¿Algún miembro de la familia extendida fue diagnosticado con el COVID-19? De ser así, ¿Quién fue?	¿Ha muerto algún miembro de su familia o amigo cercano a causa del COVID-19? De ser así, ¿Quién fue?
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Consideraciones Psicosociales *El propósito de esta sección es obtener información sobre el posible impacto del COVID-19 en el bienestar psicosocial del estudiante y considerar cómo eso impacta su funcionamiento.*

- ¿Fue diagnosticado el estudiante con depresión y/o ansiedad antes del COVID-19? Explique: _____
- ¿Durante la cuarentena autoimpuesta del COVID-19, mostró un aumento de ansiedad? Explique: _____
- ¿Hubo cambios en su patrón al dormir (i.e., dormía más de lo acostumbrado)? Explique: _____
- ¿Hubo cambios significativos en su comportamiento después del COVID-19 (i.e., más llanto, ira, rabietas, retraimiento, etc.)? Explique: _____
- ¿El estudiante tuvo oportunidad de interactuar socialmente de manera remota? Explique: _____
- ¿El estudiante tuvo una rutina establecida para sus actividades escolares? Explique: _____

Consideraciones Socioeconómicas *El propósito de esta sección es obtener información sobre el posible impacto del COVID-19 en términos de los estresores socioeconómicos y considerar cómo éstos impactan el funcionamiento del estudiante.*

- ¿Antes del COVID-19, recibía el estudiante almuerzo gratis o a precio reducido? Explique: _____
- ¿Los padres del estudiante perdieron sus empleos durante o a causa del COVID-19? Explique: _____
- ¿La familia recurrió a bancos de alimentos u otros programas de asistencia nutricional para comida, bienes y servicios durante el COVID-19? Explique: _____
- ¿La familia luchó con dificultades de vivienda (i.e., pagar renta o hipoteca)? Explique: _____
- ¿Los estresores familiares aumentaron durante el COVID-19 debido a las facturas? Explique: _____

Consideraciones Educativas/Académicas El propósito de esta sección es obtener información sobre el posible impacto del COVID 19 al rendimiento académico y considerar ese impacto en el rendimiento académico de nuestro estudiante.

Trayectoria educativa del estudiante antes y durante el COVID-19

¿Qué tal el rendimiento académico del estudiante antes del COVID-19?

Fortalezas: _____

 Debilidades: _____

 ¿Cómo fue su rendimiento académico durante la instrucción remota?
 Fortalezas: _____

 Debilidades: _____

Calificaciones

Revise la política que uso su escuela para calificar en la primavera del 2020 (i.e., aprobado/ no aprobado, reducción en los requisitos, no penalizar entregas tardías de trabajos sometidos).

¿Cuáles eran las calificaciones del estudiante previo a los cambios en la instrucción como resultados del COVID-19?

Escritura (redacción): _____
 Ciencia: _____
 Matemáticas: _____
 Estudios sociales: _____
 Lectura: _____
 Otros: _____

¿Cuáles fueron sus calificaciones durante la instrucción virtual por el COVID-19 virtual ?

Escritura (redacción): _____
 Ciencia: _____
 Matemáticas: _____
 Estudios Sociales: _____
 Reading: _____
 Otros: _____

Instrucción Académica Virtual

• ¿Qué medios de instrucción fueron utilizados durante la instrucción remota? ¿Sesiones virtuales en vivo? ¿Lecciones grabadas en Video? ¿Tareas publicadas en la red?

• ¿El estudiante tuvo acceso a la tecnología necesaria para participar en la instrucción académica (computadora, internet, etc.)?
 • ¿Contó el estudiante con un lugar tranquilo en su hogar que le permitiera hacer sus tareas escolares con el mínimo de distracciones?
 • ¿Contó el estudiante con el apoyo necesario del p/madre o hermano/a, requeridos para completar sus tareas escolares? Explique: _____

 • ¿El estudiante continuó recibiendo el apoyo académico necesario durante el COVID-19 (i.e., intervenciones o instrucción remediales)? Explique: _____

Participación Estudiantil en el Aprendizaje

• ¿El estudiante participó en reuniones de instrucción virtual si fueron ofrecidas por la maestra? Explique: _____

 • ¿Completó el estudiante los trabajos necesarios? Explique: _____

 • ¿Hay evidencia de monitoría del progreso? (e.i.,iStation) Explique: _____
