



# **Tips for Remote Assessment Using Riverside Insights Clinical Products**

Riverside Insights

## Table of Contents

Table of Contents .....	2
Tips for Remote Assessment Using Riverside Insights Clinical Products.....	3
Test Candidate Screening & Selection Process.....	3
Technology Considerations.....	4
Environment Considerations.....	6
Facilitator Considerations .....	7
Response Booklets (RB) Considerations .....	7
Practice Session Considerations .....	8
Post Test Session Considerations .....	10
Checklist: Technology and Equipment.....	11
Examiner’s Assessment Protocol.....	12
Remote Assessment Decision Tree.....	15
WJ IV Tests of Cognitive Abilities: Remote Assessment Considerations.....	18
WJ IV Tests of Academic Achievement: Remote Assessment Considerations .....	24
WJ IV Tests of Oral Language: Remote Assessment Considerations .....	31
Tests of Early Cognitive and Academic Development (ECAD): Remote Assessment Considerations .....	35
Woodcock Munoz Language Survey, Third Edition (WMLS III): Remote Assessment Considerations .....	39
References .....	42

## Tips for Remote Assessment Using Riverside Insights Clinical Products

During the COVID-19 pandemic, Riverside Insights is working hard to support practitioners while balancing the need to ensure the integrity and security of our tests. While Riverside Insight's clinical assessment tools are normed and designed for face to face individual administration, we recognize that remote assessment may be required during the current COVID-19 pandemic. In this case, it is critical that the best interest of the client always be the first consideration of the examiner. Compliance with legal and ethical standards, as well as governing professional organizations, such as the American Psychological Association (APA, 2013) and the National Association of School Psychologists (NASP, 2017) should always be at the forefront of any decision-making.

Conducting an assessment in a remote delivery model requires an understanding of the interplay of several complex issues. It is with this in mind that Riverside Insights is pleased to offer this document, which provides tips for the remote assessment of the following products: *Woodcock-Johnson Tests of Cognitive Abilities (WJ IV COG*; Schrank, McGrew, & Mather, 2014); *Woodcock-Johnson IV Tests of Achievement (WJ IV ACH*; Schrank, Mather, & McGrew, 2014a); *Woodcock-Johnson IV Tests of Oral Language (WJ IV OL*; Schrank, Mather, & McGrew, 2014b); *Woodcock-Johnson IV Tests of Early Cognitive and Academic Development (ECAD*; Schrank, McGrew, & Mather, 2015); and *Woodcock-Munoz Language Survey, Third Edition (WMLS III*; Woodcock, Alvarado, Ruef, & Schrank, 2017).

Examiners should consider all factors below when planning to administer and score assessments via remote administration.

1. Test Candidate Screening & Selection Process
2. Technology Considerations
3. Environment Considerations
4. Facilitator Considerations
5. Response Booklet (RB) Considerations
6. Practice Session Considerations
7. Post Test Session Considerations

### Test Candidate Screening & Selection Process

Prior to engaging in a formal remote assessment, the evaluator should conduct a screening as a way of identifying whether the referred student is a good candidate. This can be conducted through a preliminary review of the data. During the selection process, the following should be considered:

- Age of the examinee (e.g., very young children should not be assessed remotely)

- Referral question/suspected disability (e.g., students with lower functioning may not be able to remain engaged throughout the remote assessment process).
- Physical limitations (e.g., students with deficits in hearing, vision, or motor skills may not be able to engage in remote assessment).
- Determine assessment plan (e.g., if this is a re-evaluation for math, do you need to give a cognitive test or only an achievement test; or portions of achievement [e.g., math tests])

Once the student has been deemed an appropriate candidate for a remote assessment, the evaluator should contact the parent/guardian to finalize the selection process by confirming access to the necessary technology, a distraction free testing environment, and a person who can serve as a facilitator to handle the logistics of test setup.

## **Technology Considerations**

Two computers with audio and video capability and stable internet connectivity—one for the examiner and one for the examinee—are required. A stationary web camera, microphone, and speakers or headphones are required for both the examiner and the examinee. The examinee and examiner will also need a fast, stable internet connection. Both the examiner and the examinee will likewise need a web camera, microphone and speakers, or headphones with an attached microphone. For convenience, please refer to the **Checklist 1.0 Technology and Environment**.

### **Computer**

To teleconference, the examinee and examiner will need a computer equipped with a Single Core 1Ghz processor or higher. These should have a computer screen or monitor that is at least 15 inches wide when measured diagonally (Taylor, 2018). Visual stimuli presented during the exam should measure at least 9.7 inches diagonally on the examinee’s screen. Since some teleconferencing platforms automatically reduce the size of an image, the examiner should ensure the image shown on an examinee’s screen meets existing standards. Smartphones and small tablets do not meet these parameters, and therefore are not appropriate.

### **Internet**

The examinee and examiner will need access to reliable, high speed internet. Individuals will need at least 1mbps download speed for smooth teleconferencing. When wireless connections are used, the signal must be strong enough to ensure uninterrupted video and audio transmission throughout the testing session. In instances where the internet speed is a concern, request that no other devices in the home be logged onto the network during examinee-examiner teleconferencing and remote testing.

## **Video**

High-quality video is required for teleassessment. Stand-alone cameras, which can be repositioned, are preferred, but built-in computer cameras may be used when no alternative is available. The angles of these may have to be adjusted during the session.

## **Peripheral Camera or Devices**

Ideally, a peripheral camera, such as a document camera or a cell phone, should be used in addition to the above-mentioned camera (Taylor, 2018). These devices are useful for observing the examinee's workspace or gestures. With a peripheral camera, the examiner is also able to monitor examinee progression. It should be positioned so the examiner has a wider view of the examinee's work area and the examinee.

When alternative devices, such as a cell phone or tablet, are used as a peripheral camera. These may have to be propped up against books or held in place using a tripod. Be certain that the audio on these devices has been silenced and the microphone is muted to prevent audio feedback. Ensure these devices are not used to film or photograph the materials or the session for test security and privacy reasons.

## **Audio**

Headsets with two earphones and an attached microphone are the best-suited devices for transmitting audio during remote administration (Wright, 2020). They are generally more comfortable and simpler to adjust, thereby allowing participants to hear and be heard clearly. When necessary, a microphone and speakers (built-in or external) may be used if headsets are unavailable. The examinee and examiner must be able to communicate clearly.

Keep in mind that in certain instances it may be inappropriate or impossible for an examinee to use a headset due to physical needs, sensitivities, behavior, or positioning issues. Examiners should use their professional judgment on the appropriateness of headsets in these situations.

## **Mouse**

An independent wired mouse or Bluetooth mouse is preferred for remote administration (Taylor, 2018). They are generally easier to manage and are more comfortable over longer periods of use. However, a built-in mouse or trackpad, often integrated into a laptop or notebook, may be used when the preferred type of mouse is unavailable. The mouse is necessary to allow an examinee remote access to point to responses on stimuli displayed on a computer screen (Wright, 2020). Ensure that the examinee can manage the mouse properly.

## **Teleconferencing Platform**

A teleconference platform with screensharing capability is required.

## **Environment Considerations**

The remote environment designated for examinee testing must meet specific criteria. Ideally, an environment as close to a traditional setting as possible should be established. Once again, **Checklist 1.0 Technology and Environment** can be used to guide technological and environmental considerations.

### **Distraction Free Testing Area**

The testing environment should be distraction free. This includes being free from technological distractions such as radios, televisions, telephones, video games, fax machines, and other devices. It should also be free from other distractions including siblings, other family members, animals, and toys. Doors and windows to the room should remain closed, and, whenever possible, blinds or curtains should be closed to limit distractions and prevent sunlight from glaring on faces or computer screens. \*Note: The use of headphones may help minimize distractions.

### **Workspace**

The testing area should have a functional workspace. It can be created using a desk or table where a computer with video, audio and a mouse can be placed. The workspace should have enough space for the examinee to write in a workbook. Finally, a chair should be available for the examinee.

### **Lighting**

The designated testing room should have adequate lighting to allow the examinee to work comfortably. The light should permit the examiner to clearly observe the examinee, workspace, and testing materials through the webcam(s). Close curtains or blinds to prevent sunlight from glaring on faces or computer screens.

### **Examinee Location**

The examinee should be seated in front of the computer and the camera. They should be clearly visible to the examiner. They should have comfortable access to the workspace and technology.

## Facilitator Considerations

An examiner must consider many factors before deciding remote administration is a viable option. Due to the current stay at home orders and social distancing, the availability of a trained facilitator is a major consideration. In some instances, such as when assessing older children and adults, no facilitator will be required on site. However, a major consideration when remotely assessing younger children is identifying a facilitator for that child's testing session.

If the onsite facilitator is a well-trained professional, remote administration can involve the use of response booklets and audiovisual equipment. During the COVID-19 pandemic, however, the only facilitator available may be someone in the examinee's home. If using an onsite facilitator who is not in a professional role (e.g., parent/guardian), the examiner should use their professional judgment about the capacity of the facilitator to perform the required logistical functions correctly and without interfering in the testing session. If deemed appropriate, the onsite facilitator can open response booklets provided in an envelope during the session.

If the onsite facilitator is a parent/guardian, follow the guidelines outlined in examiner's manual regarding the presence of a parent or guardian in the room to ensure adherence to standard administration procedures. As specified in the manual, it is very rare that the parent/guardian stays in the room during testing. The parent/guardian may only make audiovisual adjustments and, if deemed appropriate, manage response booklets.

## Response Booklets (RB) Considerations

When the assessment plan for the examinee requires the administration of tests involving printed responses (e.g., Spelling, Written expression, or Math Calculations), it is necessary for the examiner to be proactive and ensure the examinee is provided a copy of the RB prior to the testing session. Examiners must ensure the RB is securely delivered to the facilitator and not opened until instructed by the examiner during the testing session. Further, the examiner must explain to the examinee/facilitator how to secure the materials, what to do with them during the examination, and how to return them to the examiner after testing. Proper handling and transferring of this sensitive, private and copyrighted data are essential to test security, examinee privacy, and to the proper maintenance of examinee records. Below, please find recommendations for secure transmission of the RB:

1. The RB and a new envelope should be placed within a sealed envelope with the examiner's signature across the seal (use a sharpie or black marker).

2. The examiner should either mail the envelope containing the RB to the examinee/facilitator or instruct the examinee/facilitator to retrieve the envelope from a specific location.
3. To ensure security and integrity, and prior to sending the RB in the sealed envelope, the examiner should provide specific instructions to the examinee/facilitator explaining that the envelope should not be opened prior to the testing session.
4. During the formal testing session, ensure the sealed envelope is accessible by the examinee or facilitator.
5. During the formal testing session, when the first test involving written responses is introduced, the examinee or facilitator should be instructed to bring the envelope in view of the camera, showing the examiner the sealed side (the examiner needs to ensure the seal has not been broken).
6. Once security of the envelope is verified; the examiner should instruct the examinee or test facilitator to open the envelope in view of the camera.
7. The examiner should provide the examinee instructions and standardized directions for completion of the task.
8. During the completion of tests requiring written response by the examinee, a camera should be angled to allow the examiner to observe the examinee's responses. If a peripheral camera is available, it should be positioned to capture the examinee's written responses by projecting them onto the second computer monitor of the examiner.
9. When the written session is finished, the camera should be repositioned to ensure the examiner can see the examinee's face.
10. The examiner should instruct the examinee or facilitator to place the RB back into the envelope until the next test requiring written responses is administered.
11. At the completion of all tests requiring written responses, the examiner should instruct the facilitator to insert the RB into the new envelope, seal it, and sign across the seal (these steps should be conducted in full view of the examiner).

## **Practice Session Considerations**

Examiners should practice prior to engaging in a remote assessment. In this manner, the examiner will become efficient and comfortable with the remote testing procedure.



Likewise, they must equally understand and manage the actions and processes occurring on the examinee's side of the evaluation (Wright, 2020). When learning and practicing these skills, an examiner should try to replicate an official testing environment to the best of their ability. This will ensure that examinee evaluations adhere to traditional and professional expectations and standards as required (APA, 2013; NASP, 2017; Wright, Mihura, Pade & McCord, 2020).

To learn and hone the skills necessary for remote testing, it is highly recommended examiners:

1. Practice administering remote assessments with colleagues or associates before conducting the first formal remote assessment. Practice the mechanics and processes of every test item. This will ensure that examiners are familiar and confident with administering the examination and will allow them to predict and resolve issues associated with tasks. This will also allow them to acquire a feel for the technology needed when administering each test/subtest.
2. Follow the administration procedures of face-to-face administration as much as possible. For example, if a spoken stimulus cannot be said more than once in face-to-face administration, do not say it more than once in a remote assessment session. The examiner should make note of the deviation and consider it when scoring and interpreting the results.
3. As examiners learn the techniques and challenges associated with remote administration, identify which criteria would include or exclude an examinee from being suited for remote assessments. This insight will be invaluable as they transition into formal remote assessment.
4. Examiners should critically and honestly evaluate their performance during training sessions. They should actively seek and be open to constructive advice and feedback from colleagues. They should adjust their technique and approach accordingly to improve skills and efficiency.

Practice sessions should be taken seriously. They provide examiners with much needed experience, as well as insight into the challenges associated with remote assessments. Remote examinee evaluations should not begin until examiners are confident in their ability to manage and troubleshoot the platform, can manage the test battery and its associated materials, and can provide clear instructions and guidance to an examinee and facilitator. Conduct as many practice sessions as necessary to build confidence and skill level. Ensuring a fluid delivery of the assessment is an important component of the assessment process. The **Examiner's Protocol Checklist** is provided to help quickly identify all considerations.

## Post Test Session Considerations

When the remote assessment is over, data needs to be secured, materials promptly and properly returned, and reports written. The examiner should remind the examinee or facilitator to promptly return secured envelopes containing the subject response workbook immediately. Also, the examiner should ensure that the examinee's information is not visible on a computer screen or stored in un-secure files.

Upon the completion of the formal remote assessment, the evaluator should critically review the test session:

- Was the examination successful?
- Which problems were encountered?
- What deviations were required when administering each test?
- In what ways were the standardized procedures not followed?

### Reporting the Remote Assessment Session

Clearly indicate in the final report when and how standard procedures were altered and how these may have affected findings (Wright, 2020). Note in the report that the evaluation was conducted remotely, and briefly describe the method of remote assessment used (Wright, 2020). State, for example, *"The WJ-IV was administered via teleconference using the [name of tele-conference system]...and a facilitator monitored and assisted the process onsite."* The examiner should similarly record any technical issues or other problems that occurred while testing was underway. These include loss of internet connection, video or audio lags, distractions or interruptions, and other equipment malfunctions (APA, 2013; NASP, 2017).

Use professional judgment to determine if you measured the examinee's true capability, as you would in a traditional face-to-face evaluation. Document your professional findings in your report and note the factors that led to the decision to report (or not report) the scores.

## Checklist: Technology and Equipment

Checklist	Requirement	Description
___	Computer	A computer with a Single Core 1Ghz or higher processor. Computer screens with a minimum 15-inch-wide screen (measured diagonally).
___	Internet	Reliable, high speed internet.
___	Video	Camera (independent or integrated).
___	Peripheral Camera	A peripheral camera (document camera) or another device (smart phone, tablet).
___	Audio	Headsets with two earphones and an attached microphone or microphone and speakers (built-in or external).
___	Mouse	An independent mouse or integrated mouse or trackpad.
___	Platform	A teleconference platform that is secure.

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### Testing Environment

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Checklist	Requirement	Description
___	Distraction free	Free from technological and other distractions. Doors and windows to the room should be closed.
___	Workspace	A desk or table with a computer and other technology. Enough area for examinees to work.
___	Lighting	Adequate lighting to allow the examinee to work comfortably and can be seen by the examiner.
___	Adequate technology	A computer with reliable, high-speed internet, mouse, audio, video, and teleconferencing platform.
___	Examinee location	The examinee should be positioned directly in front of the computer and camera, clearly visible and with comfortable access to their workspace.

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## Examiner's Assessment Protocol

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### Checklist

### Task

\_\_\_\_\_ Mail or provide any necessary testing material (e.g., SRB) to the examinee/facilitator. Secure testing materials should be sealed in an envelope that contains a self-addressed stamped envelope for returning completed materials. The examiner should sign across the seal to ensure the documents are not viewed prior to the formal assessment. Direct the examinee/facilitator not to open the envelope until instructed (during the assessment session).

\_\_\_\_\_ Log into your teleconferencing user account and generate a meeting code or link for the testing session.

\_\_\_\_\_ Email the meeting code or link to the examinee/facilitator and confirm its receipt.

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### Conducting the Evaluation

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\_\_\_\_\_ On the scheduled date and time of the testing session, ensure access to any applications and files necessary for the teleconference.

\_\_\_\_\_ Launch the teleconferencing application and sign into the appropriate account.

\_\_\_\_\_ At the scheduled time, start the "Video" to connect with the examinee/facilitator. When the examinee/facilitator joins, begin the session.

\_\_\_\_\_ Confirm the identity of the examinee.

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### Technology Check

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\_\_\_\_\_ **Computer screen:** Visual stimuli presented during the exam should measure at least 9.7 inches diagonally on the examinee's screen.

\_\_\_\_\_ **Computer:** Ensure the examinee's computer is plugged in or fully charged.

\_\_\_\_\_ **Internet:** No lags or pauses in video or audio.

\_\_\_\_\_ **Video:** The camera is unobstructed. The complete faces of the examiner and the examinee are visible to their respective cameras. Examinee workspace and desktop can be observed.

\_\_\_\_\_ **Peripheral camera:** Positioned to provide a wide view of the examinee and workspace. Silence the audio and mute the microphone to prevent feedback. Do not film or photograph the test materials or the session.

\_\_\_\_\_ **Audio:** Ensure that the headphones, speakers, and/or microphone properly function and are adjusted to a comfortable, audible volume.

\_\_\_\_\_ **Mouse:** Ensure that the mouse functions and that the examinee can manage it.

\_\_\_\_\_ **Screen sharing:** Test screen sharing function. Ensure no other distractors are visible on the examinee's monitor. Note: Return to video conferencing when you do not need to share.

\_\_\_\_\_ **Mouse handover:** Ensure that mouse handover functions and that the examinee understands how it functions.

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### **Test Environment Check**

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\_\_\_\_\_ **Distraction free:** Free from technological and other distractions. Doors and windows to the room should be closed.

\_\_\_\_\_ Ask the examinee/facilitator to silence any notifications that may pop up on the computer (email accounts, social media notices, instant messages, updates, etc.).

\_\_\_\_\_ **Workspace:** A desk or table with a computer and other technology. Enough area for examinees to work.

\_\_\_\_\_ **Lighting:** Adequate lighting to allow the examinee to work comfortably and can be seen by the examiner.

\_\_\_\_\_ **Examinee location:** Positioned directly in front of the computer and camera, clearly visible and with comfortable access to their workspace.

\_\_\_\_\_ **Facilitator:** Remind the facilitator not to interrupt the session without checking with you. They should also not assist the examinee. The examinee needs privacy and that the examination session should not be disrupted.

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### **Post-Assessment**

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- \_\_\_\_\_ Have the examinee/facilitator place all the test materials into the envelope while you observe. Have the envelope sealed.
- \_\_\_\_\_ Inform the examinee/facilitator that the test materials should be mailed or transferred at their earliest possible convenience.
- \_\_\_\_\_ Log out of the teleconference.
- \_\_\_\_\_ Thoroughly document your actions and keep all necessary records, while ensuring the highest degree of privacy, confidentiality, and security.

## Remote Assessment Decision Tree

**STEP 1: Conduct a preliminary review of the data to determine if the examinee is a good candidate for remote assessment. When adequate data is not available, ask additional clarifying questions during Step 2.**

- Age of the examinee?
- Referral Question/Suspected Disability?
- Physical Limitations? (Hearing, Vision, Motor, etc.)
- Determine assessment plan (e.g., if this is a re-evaluation for math, do you need to give a cognitive or just achievement or portions of achievement [e.g., math tests])
- Determine if a testing facilitator is available (based on the assessment plan and the functioning level of the examinee).

**DECISION POINT:** Using your professional/clinical judgment and the data collected in Step 1, decide whether to move forward with the remote assessment screening. If no, stop here. If yes, move to Step 2.

**STEP 2: Schedule and conduct a brief call (10-15 minutes) with the examinee/parent/guardian/test facilitator to:**

- Gather additional data from questions posed in Step 1.
- Briefly explain the remote assessment process to the examinee or parent and his/her openness to its use.
- Evaluate examinee's behaviors during COVID-19, identifying any concerns (e.g., heightened depression or anxiety).
- Establish an understanding of the examinee's level of familiarity with computers (e.g., Level of technological exposure? Ability to use a mouse or touchpad).
- Discuss the logistics of the remote assessment with the examinee/parent/guardian/test facilitator.
  - Ensure the examinee has the necessary technology (e.g., computer with camera, microphone, and high-speed internet), and an appropriate room for testing.
- If a facilitator is needed, explain the roles and responsibilities of the test facilitator (e.g., technology set up).

- Determine who would serve as the test facilitator if one is needed.
- Discuss the tele-conferencing platform that will be used to deliver the remote assessment (e.g., Zoom, GoToMeeting, etc.).

**DECISION POINT:** At this point, using your professional/clinical judgment and the data collected in Steps 1 & 2, decide whether to move forward with the remote assessment screening. If no, stop here. If yes, move to Step 3.

**STEP 3: Schedule a virtual meeting using the chosen teleconferencing platform to continue the pre-screening process. Complete the following:**

- Log into the teleconferencing platform using the meeting invitation.
- Share the screen and video to start teleconference (troubleshoot, if necessary).
- Conduct introductions.
  - Explain to parent/guardian/test facilitator what remote assessment involves.
  - Verify examinee has all technology necessary and it functions.
  - Discuss the weaknesses and concerns of using remote assessment (e.g., possible deviation from standardized practices, test security, etc.).
  - Review the roles and responsibilities of the test facilitator (e.g., technology set up, test security, confidentiality, etc.) and Do's and Don'ts; \*facilitation levels may vary\*.
  - Explain the roles and responsibilities of the examiner (e.g., delivery of the assessment).
  - Answer any questions posed by the parent/guardian/test facilitator.

**DECISION POINT:** At this point, using your professional/clinical judgment and the data collected in Steps 1-3, decide whether to move forward with scheduling the remote assessment. If no, stop here. If yes, agree on a date and time. Then send a teleconference link to the facilitator. Continue to Step 4.

**STEP 4: Familiarize the examinee with the process**

- Conduct a pre-assessment “test” to practice and familiarize the examinee with the required tasks demanded in a formal evaluation.

**DECISION POINT:** Does the examinee and the technology available meet the screening criteria?



If no, inform the examinee (or parent/guardian if examinee is a child) that the testing cannot be completed through a remote assessment. Document the limitations. If yes, schedule the Formal Remote Assessment session (*\*\*When scheduling, allow for 15-20 minutes at the beginning to set up and test technology\*\**).

## WJ IV Tests of Cognitive Abilities: Remote Assessment Considerations

This resource is provided as a quick guide for evaluators who engage in the remote assessment administration of the WJ IV COG.

<b>Test</b>	<b>Considerations</b>
<b><i>COG 1: Oral Vocabulary (Synonyms &amp; Antonyms)</i></b>	<p>Requires high quality audio for the examiner and examinee.</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see each other’s mouths)</p> <p>Requires the examiner to have access to test directions through test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <p>Examiner must monitor response time using a timer or clock</p>
<b><i>COG 2: Number Series</i></b>	<p>Requires high quality audio for the examiner and examinee.</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see each mouths)</p> <p>Requires the examiner to have access to test directions through test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <p>Examiner must monitor response time using a timer or clock</p>
<b><i>COG 3: Verbal Attention</i></b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p>

	<p>Requires the examiner to stream audio from the online platform (<i>if streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally</i>).</p>
<p><b>COG 4: Letter-Pattern Matching</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Requires the use of the Student Response Booklet (SRB)  Requires the examiner to be able to display SRB while walking through the sample items  Requires the facilitator or examinee to position web camera or peripheral camera on the student’s SRB when completing sample items and test items.</p>
<p><b>COG 5: Phonological Processing (Word Access, Word Fluency, &amp; Substitution)</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.</p> <p><b>Word Access Subtest</b> requires the examiner to stream audio from the online platform.  Word Access Sample items and test items 1-3 require examiner to display and “point to” stimuli projected 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><b>Substitution Subtest:</b> Sample items A &amp; B, and test items 1-2 are administered orally by the examiner.  Requires the examiner to stream audio from the online platform for Sample Items C &amp; D, and test items 3-15</p>

	<i>(If streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally).</i>
<b>COG 6: Story Recall</b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to stream audio from the online platform <i>(if streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally).</i></p>
<b>COG 7: Visualization (Spatial Relations &amp; Block Rotation)</b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <p>Requires the examiner to monitor item response time using a stopwatch or watch.</p>
<b>COG 8: General Information (What &amp; Where)</b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p>
<b>COG 9: Concept Formation</b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p>

	<p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <p>Requires the examinee to use a mouse/cursor to “point to” responses on items 1-5.</p> <p>Requires the examiner to monitor examinee’s response time using a stopwatch or watch.</p>
<b><i>COG 10: Numbers Reversed</i></b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p><i>(If streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally).</i></p> <p>Sample Item A, items 1-5; Sample Item B, items 6-10, and Sample C, are orally presented by the examiner</p> <p>Requires the examiner to stream audio from the online platform for Sample item D, and test items 11-34</p>
<b><i>EXTENDED BATTERY</i></b>	<b><i>EXTENDED BATTERY</i></b>
<b><i>COG 11: Number-Pattern Matching</i></b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the use of the Student Response Booklet (SRB)</p> <p>Requires the examiner to be able to display SRB while walking through the sample items</p>

	<p>Requires the facilitator or examinee to position web camera or peripheral camera on the student’s SRB when completing sample items and test items.</p> <p>Requires a stopwatch/timer for the 3-minute time limit.</p>
<b><i>COG 12: Nonword Repetition</i></b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <ul style="list-style-type: none"> <li>• Sample Items A &amp; B and items 1-7 are presented orally</li> <li>• Items 8-46 requires the examiner to stream audio.</li> </ul>
<b><i>COG 13: Visual-Auditory Learning</i></b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p>
<b><i>COG 14: Picture Recognition</i></b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <p>Requires the examinee to use mouse/cursor to “point to” items during administration.</p>

	<p><i>Optional solution for examinee responses:</i> peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b>COG 15: Analysis-Synthesis</b></p>	<p>Requires high quality audio for the examiner and examinee Headphones with a microphone for the examiner &amp; examinee Requires high quality video for the examiner and examinee (positioned to see mouths) Requires the examiner to have access to test directions through the test easel. Requires the examiner to access and display the testing stimuli on the examinee’s monitor. Requires the examiner to use mouse/cursor to “point to” items during administration. <i>Optional solution for examinee responses:</i> peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b>COG 16: Object-Number Sequencing</b></p>	<p>Requires high quality audio for the examiner and examinee Headphones with a microphone for the examiner &amp; examinee Requires high quality video for the examiner and examinee (positioned to see mouths) Requires the examiner to have access to test directions through the test easel.</p> <ul style="list-style-type: none"> <li>• Sample A presented orally</li> <li>• Sample B &amp; C &amp; Items 1-31 requires the examiner to stream audio.</li> </ul> <p><i>(If streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally).</i></p>
<p><b>COG 17: Pair Cancellation</b></p>	<p>Requires high quality audio for the examiner and examinee Headphones with a microphone for the examiner &amp; examinee Requires high quality video for the examiner and examinee (positioned to see mouths) Requires the examiner to have access to test directions through the test easel.</p>

	<p>Requires the use of the Student Response Booklet (SRB)</p> <p>Requires the examiner to be able to display SRB while walking through the sample items</p> <p>Requires the facilitator or examinee to position web camera or peripheral camera on the student’s SRB when completing sample items and test items.</p> <p>Requires a stopwatch/timer for the 3-minute time limit.</p>
<b>COG 18: Memory for Words</b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <ul style="list-style-type: none"> <li>• Sample A presented orally</li> <li>• Sample B &amp; Items 1-26 requires the examiner to stream audio.</li> </ul> <p><i>(If streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally).</i></p>

## WJ IV Tests of Academic Achievement: Remote Assessment Considerations

This resource is provided as a quick guide for evaluators who engage in the remote assessment administration of the WJ IVACH.

Test	Considerations
<b>Test 1: Letter-Word Identification</b>	<p>Requires high quality audio for the examiner and examinee.</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see each other’s mouths)</p> <p>Requires the examiner to have access to test directions through test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <p><i>Optional solution for early items (#’s 1-6; 11-13), that require pointing responses: peripheral camera/device</i></p>



	<p>should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b>Test 2: Applied Problems</b></p>	<p>Requires high quality audio for the examiner and examinee.  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see each mouths)  Requires the examiner to have access to test directions through test easel.  Requires the examiner to access and display the testing stimuli on the examinee’s monitor.  Requires the examiner to use mouse/cursor to “point to” items during administration.  <i>Optional solution for early items (#’s 3, 5, 12, 13, 16, &amp; 21) that require pointing responses:</i> peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b>Test 3: Spelling</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Peripheral camera/device needed for examiner to demo test items 1-3  SRB required for the Examinee to write responses.  Position computer camera to show student’s handwriting or use peripheral camera/device positioned in a stable place to show the examinee’s SRB and written responses.</p>
<p><b>Test 4: Passage Comprehension</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee</p>

	<p>Requires high quality video for the examiner and examinee (positioned to see mouths)          Requires the examiner to have access to test directions through the test easel.          Requires the examiner to access and display the testing stimuli on the examinee’s monitor.          Requires the examiner to use mouse/cursor to “point to” items during administration.  <i>Optional solution for early items (Introduction, Sample Item &amp; #'s 1-11) that require pointing responses:</i>          peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<b>Test 5: Calculation</b>	<p>Requires high quality audio for the examiner and examinee          Headphones with a microphone for the examiner &amp; examinee          Requires high quality video for the examiner and examinee (positioned to see mouths)          Requires the examiner to have access to test directions through the test easel.          SRB required for the Examinee to write responses.          Position computer camera to show student’s handwriting or use peripheral camera/device positioned in a stable place to show the examinee’s SRB and written responses.</p>
<b>Test 6: Writing Samples</b>	<p>Requires high quality audio for the examiner and examinee          Headphones with a microphone for the examiner &amp; examinee          Requires high quality video for the examiner and examinee (positioned to see mouths)          Requires the examiner to have access to test directions through the test easel.          SRB required for the Examinee to write responses.          Position computer camera to show student’s handwriting or use peripheral camera/device positioned in a stable place to show the examinee’s SRB and written responses.</p>
	<p>Requires high quality audio for the examiner and examinee</p>

<p><b>Test 7: Word Attack</b></p>	<p>Headphones with a microphone for the examiner &amp; examinee          Requires high quality video for the examiner and examinee (positioned to see mouths)          Requires the examiner to have access to test directions through the test easel.          Requires the examiner to access and display the testing stimuli on the examinee’s monitor.          Requires the examiner to use mouse/cursor to “point to” items during administration.  <i>Optional solution for early items (#’s 1-5) that require pointing responses:</i> peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b>Test 8: Oral Reading</b></p>	<p>Requires high quality audio for the examiner and examinee          Headphones with a microphone for the examiner &amp; examinee          Requires high quality video for the examiner and examinee (positioned to see mouths)          Requires the examiner to have access to test directions through the test easel.          Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p>
<p><b>Test 9: Sentence Reading Fluency</b></p>	<p>Requires high quality audio for the examiner and examinee          Headphones with a microphone for the examiner &amp; examinee          Requires high quality video for the examiner and examinee (positioned to see mouths)          Requires the examiner to have access to test directions through the test easel.          SRB required for the Examinee to write responses.          Position computer camera to show student’s handwriting or use peripheral camera/device positioned in a stable place to show the examinee’s SRB and written responses.          Requires the examiner to monitor examinee’s responses and testing time (3-minutes) using a stopwatch or watch.</p>

<p><b><i>Test 10: Math Facts Fluency</i></b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  SRB required for the Examinee to write responses.  Position computer camera to show student’s handwriting or use peripheral camera/device positioned in a stable place to show the examinee’s SRB and written responses.  Requires the examiner to monitor examinee’s responses and testing time (3-minutes) using a stopwatch or watch.</p>
<p><b><i>Test 11: Sentence Writing Fluency</i></b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  SRB required for the Examinee to write responses.  Position computer camera to show student’s handwriting or use peripheral camera/device positioned in a stable place to show the examinee’s SRB and written responses.  Requires the examiner to monitor examinee’s responses and testing time (3-minutes) using a stopwatch or watch.</p>
<p><b><i>EXTENDED BATTERY</i></b></p>	<p><b><i>EXTENDED BATTERY</i></b></p>
<p><b><i>Test 12: Reading Recall</i></b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p>

<b>Test 13: Number Matrices</b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p>
<b>Test 14: Editing</b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p>
<b>Test 15: Word Reading Fluency</b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>SRB required for the Examinee to write responses.</p> <p>Position computer camera to show student’s handwriting or use peripheral camera/device positioned in a stable place to show the examinee’s SRB and written responses.</p> <p>Requires the examiner to monitor examinee’s responses and testing time (3-minutes) using a stopwatch or watch.</p>
<b>Test 16: Spelling of Sounds</b>	<p>Requires high quality audio for the examiner and examinee</p>

	<p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>SRB required for the Examinee to write responses.  <i>Position computer camera to show student's handwriting or use peripheral camera/device positioned in a stable place to show the examinee's SRB and written responses.</i></p> <ul style="list-style-type: none"> <li>• Present Sample Items A through D &amp; Items 1-5 Orally;</li> <li>• Items 6-30 requires the examiner to stream audio.</li> </ul>
<p><b>Test 17A: Reading Vocabulary- Synonyms</b></p> <p><b>Test 17B: Reading Vocabulary- Antonyms</b></p>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee's monitor.</p>
<p><b>Test 18: Science</b></p>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee's monitor.</p> <p>Requires the examiner to use mouse/cursor to "point to" items during administration.</p> <p><i>Optional solution for items that require pointing responses:</i> peripheral camera/device should be positioned in a stable position to show the examinee's screen and provide a view of responses given nonverbally through pointing.</p>
	<p>Requires high quality audio for the examiner and examinee</p>

<p><b>Test 19: Social Studies</b></p>	<p>Headphones with a microphone for the examiner &amp; examinee          Requires high quality video for the examiner and examinee (positioned to see mouths)          Requires the examiner to have access to test directions through the test easel.          Requires the examiner to access and display the testing stimuli on the examinee’s monitor.          Requires the examiner to use mouse/cursor to “point to” items during administration.  <i>Optional solution for items that require pointing responses:</i> peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b>Test 20: Humanities</b></p>	<p>Requires high quality audio for the examiner and examinee          Headphones with a microphone for the examiner &amp; examinee          Requires high quality video for the examiner and examinee (positioned to see mouths)          Requires the examiner to have access to test directions through the test easel.          Requires the examiner to access and display the testing stimuli on the examinee’s monitor.          Requires the examiner to use mouse/cursor to “point to” items during administration.  <i>Optional solution for items that require pointing responses:</i> peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>

## WJ IV Tests of Oral Language: Remote Assessment Considerations

This resource is provided as a quick guide for evaluators who engage in the remote assessment administration of the WJ IV OL.

<b>Test</b>	<b>Considerations</b>
<p><b>Test 1: Picture Vocabulary</b></p>	<p>Requires high quality audio for the examiner and examinee.</p>

	<p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see each other’s mouths)</p> <p>Requires the examiner to have access to test directions through test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <p><i>Optional solution for early items (Sample A&amp;B; #'s 1-2), that require pointing responses: peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</i></p>
<b>Test 2: Oral Comprehension</b>	<p>Requires high quality audio for the examiner and examinee.</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires streaming of auditory presentation of items.</p> <p>Requires high quality video for the examiner and examinee (positioned to see each mouths)</p> <p>Requires the examiner to have access to test directions through test easel (<i>if streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally</i>).</p>
<b>Test 3: Segmentation</b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p>
<b>Test 4: Rapid Picture Naming</b>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p>



	<p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <p>Requires the examiner to monitor examinee’s responses and testing time (2-minutes) using a stopwatch or watch.</p> <p><i>*Examiner needs to be ready to scroll to the next page as soon as the student names item #30.</i></p>
<p><b>Test 5: Sentence Repetition</b></p>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel (<i>if streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally</i>).</p>
<p><b>Test 6: Understanding Directions</b></p>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <p><i>Optional solution that require pointing responses:</i> peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p> <p><i>(If streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally).</i></p>

<p><b>Test 7: Sound Blending</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Requires the examiner to present Sample A orally to the examinee  Requires audio streaming on Sample B and the remaining items of the test.  <i>(If streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally).</i></p>
<p><b>Test 8: Retrieval Fluency</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Requires a stopwatch/timer for the administration of the 3 test items.</p>
<p><b>Test 9A: Sound Awareness-Rhyming (R)</b></p> <p><b>Test 9B: Sound Awareness-Deletion (D)</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Requires the examiner to access and display the testing stimuli on the examinee’s monitor <b>(R) Items:</b> <i>Introduction, Sample A, Sample B].</i>  Requires the examiner to use mouse/cursor to “point to” items during administration.  <i>Optional solution that require pointing responses:</i> peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>

	<p><b>(D) Items:</b> Sample A presented orally;          Requires audio streaming for Samples B &amp; Items 1-20  <i>(if streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally).</i></p>
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## Tests of Early Cognitive and Academic Development (ECAD): Remote Assessment Considerations

This resource is provided as a quick guide for evaluators who engage in the remote assessment administration of the ECAD.

Test	Considerations
<p><b><i>Test 1: Memory for Names</i></b></p>	<p>Requires high quality audio for the examiner and examinee.            Headphones with a microphone for the examiner &amp; examinee            Requires high quality video for the examiner and examinee (positioned to see each other’s mouths)            Requires the examiner to have access to test directions through test easel.            Requires the examiner to use mouse/cursor to “point to” items during administration.            Requires the examinee to use mouse/cursor to “point to” items when responding to earlier items.  <i>Optional solution that require pointing responses:</i>            peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b><i>Test 2: Sound Blending</i></b></p>	<p>Requires high quality audio for the examiner and examinee.            Headphones with a microphone for the examiner &amp; examinee            Requires streaming of auditory presentation of items <i>(if streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally).</i>            Requires high quality video for the examiner and examinee (positioned to see each mouths)            Requires the examiner to have access to test directions through test easel.</p> <ul style="list-style-type: none"> <li>• Examiner presents Sample Items A orally</li> </ul>

	<ul style="list-style-type: none"> <li>• Examiner presents Sample Items B and all test items require audio streaming</li> </ul>
<p><b>Test 3: Picture Vocabulary</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Requires the examiner to access and display the testing stimuli on the examinee’s monitor.  Requires the examiner to use mouse/cursor to “point to” items during administration.  Requires the examinee to use mouse/cursor to “point to” items when responding to earlier items.</p> <ul style="list-style-type: none"> <li>• Examinee points to Sample item A, items 3, 5, 6, 7, 8, 9</li> </ul> <p><i>Optional solution that require pointing responses:</i>  peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b>Test 4: Verbal Analogies</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.</p>
<p><b>Test 5: Visual Closure</b></p>	<p>Requires high quality audio for the examiner and examinee.  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see each other’s mouths)  Requires the examiner to have access to test directions through test easel.  Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p>

	<p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <p><i>Optional solution that require pointing responses:</i> peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b>Test 6: Sentence Repetition</b></p>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <ul style="list-style-type: none"> <li>• Examiner presents Sample Item A and Items 1 through 15 orally.</li> <li>• Examiner presents Sample Item B and remaining test items from the audio recording (<i>if streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner’s Manual for presenting items orally</i>).</li> </ul>
<p><b>Test 7: Rapid Picture Naming</b></p>	<p>Requires high quality audio for the examiner and examinee</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see mouths)</p> <p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p> <p>Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <p>Requires the examiner to monitor examinee’s responses and testing time (2-minutes) using a stopwatch or watch.</p> <p><i>*Examiner needs to be ready to scroll to the next page as soon as the student names item #30.</i></p>

<p><b>Test 8: Letter-Word Identification</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Requires the examiner to access and display the testing stimuli on the examinee’s monitor.  Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <ul style="list-style-type: none"> <li>• Examinee points to items 1-10; 19-23</li> </ul> <p><i>Optional solution that require pointing responses:</i>  peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b>Test 9: Number Sense</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Requires the examiner to access and display the testing stimuli on the examinee’s monitor.  Requires the examiner to use mouse/cursor to “point to” items during administration.</p> <ul style="list-style-type: none"> <li>• Examinee points to items 5, 8, 9, 11, 20</li> </ul> <p><i>Optional solution that require pointing responses:</i>  peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b>Test 10: Writing</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)</p>

	<p>Requires the examiner to have access to test directions through the test easel.</p> <p>Requires the examiner to demonstrate items 1-6 (Optional solution require use of peripheral camera/device for the examiner).</p> <p>SRB required for the Examinee to write responses.</p> <p>Position computer camera to show student's handwriting or use peripheral camera/device positioned in a stable place to show the examinee's SRB and written responses.</p>
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## Woodcock Munoz Language Survey, Third Edition (WMLS III): Remote Assessment Considerations

This resource is provided as a quick guide for evaluators who engage in the remote assessment administration of the WMLS III English and Spanish.

Test	Considerations
<b><i>Test 1: Analogies</i></b>	<p>Requires high quality audio for the examiner and examinee.</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires high quality video for the examiner and examinee (positioned to see each other's mouths)</p> <p>Requires the examiner to have access to test directions through test easel.</p>
<b><i>Test 2: Oral Comprehension</i></b>	<p>Requires high quality audio for the examiner and examinee.</p> <p>Headphones with a microphone for the examiner &amp; examinee</p> <p>Requires streaming of auditory presentation of items (<i>if streaming audio from the platform does not produce the best quality audio, follow guidance in the Examiner's Manual for presenting items orally</i>).</p> <p>Requires high quality video for the examiner and examinee (positioned to see each mouths)</p> <p>Requires the examiner to have access to test directions through test easel.</p> <ul style="list-style-type: none"> <li>• Examiner presents Sample Items A &amp; B orally</li> <li>• Examiner presents Sample Items C &amp; D and all test items require audio streaming</li> </ul>

<p><b><i>Test 3: Picture Vocabulary</i></b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Requires the examiner to access and display the testing stimuli on the examinee’s monitor.  Requires the examiner to use mouse/cursor to “point to” items during administration.  Requires the examinee to use mouse/cursor to “point to” items when responding to earlier items.  <i>Optional solution that require pointing responses:</i>  peripheral camera/device should be positioned in a stable position to show the examinee’s screen and provide a view of responses given nonverbally through pointing.</p>
<p><b><i>Test 4: Oral Language Expression</i></b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Requires the examiner to access and display the testing stimuli on the examinee’s monitor.</p>
<p><b><i>Test 5: Letter-Word Identification</i></b></p>	<p>Requires high quality audio for the examiner and examinee.  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see each other’s mouths)  Requires the examiner to have access to test directions through test easel.  Requires the examiner to access and display the testing stimuli on the examinee’s monitor.  Requires the examiner to use mouse/cursor to “point to” items during administration.</p>



	<p><i>Optional solution for early items (#'s 1-6;10-11; 18-20), that require pointing responses: peripheral camera/device should be positioned in a stable position to show the examinee's screen and provide a view of responses given nonverbally through pointing.</i></p>
<p><b>Test 6: Passage Comprehension</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  Requires the examiner to access and display the testing stimuli on the examinee's monitor.  Requires the examiner to use mouse/cursor to "point to" items during administration.  <i>Optional solution that require pointing responses for items #1-11: peripheral camera/device should be positioned in a stable position to show the examinee's screen and provide a view of responses given nonverbally through pointing.</i></p>
<p><b>Test 7: Dictation</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee  Requires high quality video for the examiner and examinee (positioned to see mouths)  Requires the examiner to have access to test directions through the test easel.  SRB required for the Examinee to write responses.  Position computer camera or peripheral camera over the evaluator's workspace for demoing items 1-6  Position computer camera to show student's handwriting or use peripheral camera/device positioned in a stable place to show the examinee's SRB and written responses.</p>
<p><b>Test 8: Written Language Expression</b></p>	<p>Requires high quality audio for the examiner and examinee  Headphones with a microphone for the examiner &amp; examinee</p>

	<p>Requires high quality video for the examiner and examinee (positioned to see mouths)          Requires the examiner to have access to test directions through the test easel.          SRB required for the Examinee to write responses.          Position computer camera to show student's handwriting or use peripheral camera/device positioned in a stable place to show the examinee's SRB and written responses.</p>
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