

Remote Proctoring Pilot Report



**Report to the
Ohio General Assembly**

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**Department of
Education &
Workforce**

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Executive Summary

The Ohio Department of Education and Workforce, in response to Senate Bill 168 (135th General Assembly), initiated a pilot program in the 2024-2025 school year to test the feasibility of remotely administered and proctored state assessments. This pilot aimed to explore the potential of remote testing to enhance flexibility and accessibility for students attending internet-based community schools while maintaining the integrity and security of the testing process.

Key Findings

- Five of the 19 Ohio e-schools participated, with 579 unique students taking a total of 979 tests across various grades and subject areas.
- Many families appreciated the logistical convenience and comfort of testing from home, particularly for students with social or test anxiety. Some, however, raised issues about technical difficulties and distractions at home. Generally, families reacted favorably to remote proctoring but indicated in-person testing should remain an option.
- School personnel found resources clear and remote sessions easy to set up but noted concerns about test security, including cheating, and technical issues.
- Key considerations for future implementation include mandatory training for all participating schools, completion of a Remote Proctoring Certification course by school personnel, and practice to familiarize teachers, students, and families with remote testing features.
- *Therefore, the Department makes a qualified recommendation to move forward with implementation of live remotely administered and proctored state tests for online community schools.*
- Based on the lessons learned from the pilot, the Department recommends the following:
 - Prior to a live, high-stakes administration, participating schools must conduct a pilot before being approved at the school level.
 - Updated test administration guidance will be created to address lessons learned, including considerations for parental options, training requirements, and other issues identified through the pilot.

Remote test proctoring allows test administration to take place when students and test administrators are not in the same physical location. The current online assessment system of the state's testing contractor, Cambium Assessment (Cambium), allows for this functionality when remote testing features are enabled. In this way, teachers or test administrators can set up remote proctoring sessions and monitor students as they take tests with two-way camera, microphone, and communications technology.

The pilot utilized the state's existing [Benchmark tests](#), which are part of Ohio's suite of Readiness Assessments. Benchmark tests mirror Ohio's State Tests in terms of content, rigor, and length and thus provide a strong proxy for a live testing environment without high stakes for students or schools. The pilot's purpose was to evaluate the workability of remotely administering tests rather than to compare test scores from remote testing versus in-person testing.

Because this pilot marked the first time Ohio has attempted remote proctoring, all stakeholders involved required specialized training. Preparation for the pilot included webinars, customized training materials, and live training sessions to ensure that schools, students, and families were well prepared for the remote testing experience. Pilot test administration took place Jan. 27-Feb. 21, 2025, with schools having flexibility to set test sessions on their schedules.

Feedback was collected through surveys for both families and school personnel; 79 parents or guardians responded, and 83 school staff provided input and insight on the pilot. Many families appreciated the logistical convenience and comfort of testing from home, particularly for students with social or test anxiety. Some, however, raised issues about technical difficulties and distractions at home. Generally, families reacted favorably to remote proctoring but indicated in-person testing should remain an option. School personnel also reported positive experiences with the clarity of instructions and ease of setting up remote proctoring sessions, yet expressed concern about maintaining test security, preventing cheating, and monitoring students effectively.

The pilot demonstrated the potential of remotely administered and proctored testing while also highlighting areas of strengths and weaknesses. Based on the pilot's outcomes, several matters should be considered if remote proctoring goes forward. These include mandatory training for all participating schools, completion of a Remote Proctoring Certification course by school personnel, and a pilot to familiarize teachers, students, and families with remote testing features. Additionally, it was noted that remote testing may not be practical for large-scale testing due to the need for active monitoring and the strong recommendation to limit the number of students-to-proctor ratio to ensure test security and integrity.

Introduction

Senate Bill 168 (135th General Assembly) required the Ohio Department of Education and Workforce to “establish a pilot program for the 2024-2025 school year based on the state assessments to test the feasibility of remotely administered and proctored assessments.” The legislation charged the Department with determining the requirements and methodology for the pilot program, including selecting internet-based community schools to participate,

choosing the tests to be used, and setting out administration logistics such as when the pilot would take place.

Ohio administers its state assessments — Ohio’s State Tests — online using a computer-based testing platform. In the 2024-2025 school year, 97% of students in grades 3-8 took the state tests online; at the high school level, 99.8% took the tests online. For this state testing, students take their tests under the supervision of test administrators. Those test administrators are required to be an employee of the district or school and hold a license, certificate, permit, or registration issued by the State Board of Education. The responsibilities of test administrators are multifold: They ensure testing results provide an accurate picture of student achievement by actively monitoring test sessions, maintaining test security, verifying student identity, and providing directions to students on test procedures. All state assessments are currently administered in person, with the test administrator proctoring students in the same physical space. In traditional districts, this space is typically a classroom or library. Online community schools must provide a testing location, such as a conference or community center, within 50 miles of each student’s residence, where students are also proctored in person by a test administrator.

Remotely administered and proctored student testing, on the other hand, allows students to take tests at a distance with the test administrator and the student in separate locations. This method utilizes online software and technologies to monitor students during their assessments, maintaining test integrity and ensuring a secure testing environment.

Pilot Design

To try out the remote administration of state tests, the Department selected its existing Benchmark tests for the pilot. Benchmark tests are part of the state’s Readiness Assessment system, which was introduced to districts and schools in fall 2020. Benchmark tests are full-length tests that cover the same grade levels and subject areas as Ohio’s State Tests, are aligned to Ohio’s Learning Standards, and report student results in the Centralized Reporting System using familiar measures such as scale scores and performance levels. Benchmark tests are also not considered secure tests, which for the purposes of the pilot allowed schools to offer the tests in a lower stakes environment without accountability implications but still closely mimic a live administration of a state test. Additionally, because the Benchmark tests mirror the rigor of the state tests and contain content aligned to state Learning Standards, results gave participating schools a secondary benefit of using the test experience to help students prepare for Ohio’s State Tests. Scores reported in the Centralized Reporting System allowed the schools to gauge academic readiness prior to the administration later in the spring of the live state tests.

The existing online systems of the state’s test vendor, Cambium, were used for the pilot with remote testing features enabled for participating schools. These systems used existing state

testing tools and features with which educators and students were familiar. This allowed schools to focus on learning the new remote testing features. In addition, as this was the first time students were taking Ohio's tests remotely, considerable student and family preparation was necessary to ensure that students were familiar with the remote testing features and that parents could provide technical assistance if an issue arose.

The Department and Cambium worked together closely in the fall of 2024 and early 2025 to prepare for the pilot. These efforts included the following:

- Communicating with the internet-based community schools, including conducting a webinar to provide schools with expectations for the proctoring pilot and an introduction to remote proctoring platform features
- Determining and implementing the system settings for the remote testing features
- Developing customized training materials and making them available to participating schools
- Determining the policies and procedures for the pilot and documenting them in the Test Administration Manual
- Offering an opportunity to practice with the remote testing features prior to the pilot
- Conducting live training with participating schools

Pilot test administration took place Jan. 27-Feb. 21, 2025, with schools having flexibility to establish their own schedules for test sessions.

Communication and Training

INITIAL INFORMATIONAL WEBINAR

In October 2024, the Department communicated with the 19 internet-based community schools (also called e-schools or virtual schools), notifying them of the pilot opportunity and inviting them to an informational webinar. Department staff conducted the webinar explaining the purpose of the pilot, providing an overview of the remote proctoring features, outlining what would be needed from the schools and families, and laying out how the Department and Cambium would support schools for the pilot. Finally, the Department encouraged all schools to participate and asked interested schools to complete a survey to indicate their intent to participate in the pilot. The intent-to-participate notification was not binding but allowed the Department to gauge interest and plan further outreach as needed.

TRAINING MATERIALS

The Department coordinated the creation of an extensive set of customized training materials for the pilot. Below is a description of each:

Document	Description
Remote Testing Test Administrator (TA) User Guide	This user guide explains how test administrators (TAs) can administer tests to students who are at home. It includes tasks to complete before the day of the test and tasks to complete during testing.
Remote Testing Technology User Guide	This user guide explains how school technology coordinators help prepare technology for remote testing. It includes information on preparing before test day and supporting students and test administrators on test day.
Remote Testing TA Certification Course	This interactive tutorial helps test administrators become familiar with the systems used to remotely administer tests. It must be completed before any test can be administered remotely.
Remote Testing TA Certification Companion	This document provides Ohio-specific information and should be read when taking the certification course.
Taking Tests from Home Brochure	This brochure explains how students test remotely from home. It includes information about logging in, communicating with the teacher, and submitting the test.
Home Technology for Remote Testing Brochure	This brochure provides instructions to parents to make sure the technology is ready before their child tests remotely. It includes verifying internet speed and checking hardware.
Remote Testing TA Training Module	This module demonstrates how to prepare for and administer remote tests. The module includes verifying technology, scheduling test sessions, and communicating with students during the session.
Remote Testing Students and Families Training Module	This module demonstrates how students will test from home. The module includes instructions for parents to verify technology, how students sign-in, and how students communicate during the test session.
Remote Proctoring Pilot Test Administration Manual	This manual covers policies and procedures for schools participating in the remote proctoring pilot. District test coordinators and test administrators must review the information in this manual prior to testing.

PRACTICE OPPORTUNITY AND LIVE TRAINING

In early January 2025, participating schools were given the opportunity to use the remote proctoring features in a practice site prior to the pilot. The Department and Cambium also conducted live online training with the participating schools. This training included reviewing what schools and families would need to do prior to and during the pilot, a demonstration of the remote testing features, and a reminder of the opportunity to provide feedback in two surveys.

TIMELINE OF TRAINING MATERIALS AND MAJOR EVENTS

Date	Event
10/18/2024	Webinar for remote proctoring pilot conducted by Department
10/25/2024	Materials posted: <ul style="list-style-type: none"> • Intent-to-Participate Survey • Recording of the webinar for remote proctoring pilot • Department remote test proctoring slides • Cambium remote test proctoring slides

Date	Event
12/2/2024	Materials posted: <ul style="list-style-type: none"> User Guide for Remote Testing Test Administrator (TA) User Guide for Remote Testing Technology Remote Testing TA Certification Companion Brochure: Taking Tests from Home Brochure: Home Technology for Remote Testing
12/10/2024	Materials posted: <ul style="list-style-type: none"> Remote Testing TA Training Module Remote Testing Students and Families Training Module
1/2/2025	Remote Proctoring Pilot Test Administration Manual posted
1/6/2025	Remote Testing TA Certification Course launched
	Remote Proctoring Practice Tests available in Practice Site
1/16/2025	Remote proctoring live training conducted
1/22/2025	Materials posted: <ul style="list-style-type: none"> Remote proctoring live training recording Department remote proctoring live training slides Cambium remote proctoring live training slides
1/27-2/21/2025	Remote Proctoring Pilot Test Administration Window
2/26-3/14/2025	Evaluation surveys available for schools and families

Summary of Participation

OVERVIEW

Schools were encouraged to test as many grades and subjects as possible and in all other ways mirror a live, operational test administration as closely as possible. This allowed the pilot to provide a solid evaluation of the feasibility of conducting remotely administered state tests and an understanding of what would be needed if remote proctoring were offered in the future for operational administrations. Several schools, however, chose to test only one grade and/or subject area in the pilot.

Five of the 19 Ohio e-schools participated in the pilot, which saw 579 unique students taking a total of 979 tests. (Some students took more than one subject area test.)

School	Enrollment K-12 October 2024	Staff Completing Remote Test Administrator Training	Unique Students Tested	Total Tests Taken	Grades/ Subject Areas Assessed
Buckeye Online School for Success	519	43	332	715	20

School	Enrollment K-12 October 2024	Staff Completing Remote Test Administrator Training	Unique Students Tested	Total Tests Taken	Grades/ Subject Areas Assessed
Greater Ohio Virtual Community School	607	3	3	3	1
Ohio Connections Academy	5,173	19	159	159	1
Ohio Virtual Academy	15,545	181	61	61	1
TRECA Digital Academy	2,228	15	24	41	13

Below are the total numbers of tests taken for each grade and subject area. These numbers range from 15 tests taken (in grade 4 English language arts) to 186 tests taken (in grade 6 mathematics).

Test	Number of Tests Taken	Test	Number of Tests Taken
Grade 3 ELA	23	Grade 3 Math	24
Grade 4 ELA	15	Grade 4 Math	18
Grade 5 ELA	21	Grade 5 Math	21
Grade 6 ELA	30	Grade 6 Math	186
Grade 7 ELA	36	Grade 7 Math	35
Grade 8 ELA	47	Grade 8 Math	48
ELA II	129	Algebra	86
		Geometry	43
TOTAL ELA	301	TOTAL MATH	461
Grade 5 Science	20	American Government	36
Grade 8 Science	48	American History	54
Biology	59		
TOTAL SCIENCE	127	TOTAL SOCIAL STUDIES	90
GRAND TOTAL NUMBER OF TESTS TAKEN IN PILOT: 979			

Survey Summaries

At the conclusion of the pilot administration period, the Department requested feedback to help evaluate how well the pilot worked. Two surveys were disseminated, with one geared

toward school staff and the other for families of participating students. Both survey links were sent to the five participating schools in late February; the surveys closed mid-March 2025. Brief summaries are provided below, and further detail of the survey responses is included in the appendices.

SCHOOL SURVEY

The school survey was composed of 30 questions. Responses were received from 83 school personnel. School survey results showed that approximately:

- 88% of respondents felt the instructions, manuals, and other resources for the pilot were very clear or clear.
- 93% of respondents said that remote proctoring sessions were very easy or easy to set up.
- 69% felt test security procedures were understood and followed by families and students either very well or well.
- 29% of the respondents reported they experienced issues with pilot administration.

Most issues were cited as login or connectivity issues. Under current in-person administration procedures, login issues can typically be resolved by the test administrator or technology coordinator. Internet connectivity issues can be a result of the student or test administrator not having sufficient internet stability. Some administrators indicated issues with students' equipment such as cameras or microphones not functioning properly or at all. Other respondents noted concerns about test security, as it was difficult to actively monitor multiple students remotely. Test administrators commented that it was impossible to see whether students were receiving assistance from an outside source such as a cell phone, a different computer, or another individual. They were also unable to make sure students were not taking photos of test items for sharing with other students or on social media.

FAMILY SURVEY

The family survey was sent to the five participating schools, and school personnel were instructed to forward it to the families of participating students. The survey was composed of 19 questions with no requirement to respond to each question. Anonymous responses were received from 79 families; individual responses are not attributable to a particular school. Family survey results showed that approximately:

- 73% of respondents felt they were well prepared to participate in the remote proctoring.
- 23% felt they were somewhat prepared to participate in the remote proctoring pilot.
- 96% of respondents felt they had the support from their school to be successful in the pilot.
- 80% of respondents stated they would prefer their child to take state tests remotely.

- 13% indicated they had no preference between remote and in-person testing.
- 8% stated they would prefer the tests be taken in person.

Many families noted that remote proctoring offered their students less anxiety when taking tests and that it provided a more logistically feasible option for testing, since they did not need to drive their students to testing locations or take days off work, for example.

While family feedback was largely positive, several responses to the survey indicated that remote proctoring was frustrating or should be optional, specifically noting technology issues, student performance due to distractions at home, or personal preference.

Recommendations

The pilot confirmed that remotely administering and proctoring assessments is feasible. It also made clear that remote test administration presents both benefits and challenges. Benefits can include eliminating or limiting the need for physical testing centers, reducing travel costs, and offering flexibility for students and families. Challenges can include maintaining the integrity of the tests, preventing outside assistance to students, and handling technical challenges to ensure all equipment works appropriately.

Participation in the pilot was low with about a quarter of the e-schools (5 out of 19) conducting remote testing. For the most part, there was also relatively low student participation from the e-schools that engaged in the pilot. However, the Department recognizes that there is interest in moving forward and that some online schools may prefer administering state tests remotely when scores would be official. *Thus, the Department makes a qualified recommendation to move forward with implementation of live remotely administered and proctored state tests for online community schools.*

Accordingly, and based on the lessons learned from the pilot, the Department recommends the following:

- Prior to a live, high-stakes administration, participating schools must conduct a pilot before being approved at the school level.
- Updated test administration guidance will be created to address lessons learned, including parental options, training requirements, and other issues as addressed below.

Lessons learned from the pilot and review of survey responses point out the following:

1. Training must be required for personnel in all participating schools. Teachers, test administrators, and other school staff need to understand the technical requirements and be familiar with the remote testing features prior to test administration.

2. In addition to the training mentioned above, any school personnel administering a remotely proctored test must be required to complete the Remote Proctoring Certification course.
3. Families and students must be adequately prepared for remote testing and all equipment must be functioning correctly. Schools must provide families and students with the training and support needed for a successful experience. This includes communicating test security provisions and procedures in advance of testing.
4. Prior to remote test administration, teachers, students, and families must gain experience with remote testing features.
5. Test administrators must actively monitor all students using the remote testing features, be available to respond to student inquiries, and troubleshoot issues. Due to the practicalities of remote proctoring, it is strongly recommended that no more than nine students be in a remote testing session with one proctor.
6. Remote proctoring may not be appropriate for higher stakes large-scale testing; in-person testing should still be offered as an option for families even if e-schools choose to offer remotely administered and proctored assessments.

The cost to the state for moving forward is estimated, in part, at \$67,000 for the first live remote administration and \$25,000 annually after that point. Dependent on specifications to be determined, implementation of a pilot required of schools prior to live test administration would result in additional annual costs. Any cost savings for schools is unknown at this time. It seems likely that online community schools would still need to make arrangements for some students to test at physical locations. Remote administration could begin with the spring 2026 administration of Ohio's State Tests.

It is still the responsibility of schools to ensure that state testing is standardized and secure and provides accurate performance results for students, schools, and accountability. Online community schools should carefully examine practical considerations as they determine whether and how to participate in live remote administration. A few examples of topics to contemplate include the following:

- Is the school prepared for remote administration?
- Does staffing allow a sufficient ratio of proctors to students and allow for testing to be completed within the testing window?
- What are the plans for troubleshooting technical issues?
- What is the process if a student's camera is not functioning or cuts out during testing?
- Should students at all grade levels participate remotely?
- Are there some students that need a test accommodation best provided in person?

- Have a back-up plan and calendar been established if a student is unable to complete remote testing?

The Department can develop a document laying out potential questions that may help online community schools take a comprehensive look at their plans to ensure a smooth, valid test administration.

Moving forward judiciously with live remote assessments is feasible, provided that necessary training and support structures are established. Online community schools must evaluate their readiness for remote administration, consider the implications for test security and integrity, and gauge student and family preparedness. Finally, the Department emphasizes the need to evaluate remote testing of state assessments for longer term implementation.

Appendix A

School Survey Excerpt

Responses to open-ended request for comments

- I think it worked well for some. There are a few that are constantly distracted by things at home and in person would work better. However, the majority did better from home.
- We did not have as many students opt in as what we were hoping to get. However, since this was not an official test, many families decided to not participate. However, they did express how they want this to be an option in the future. Everyone is very excited for this possibility. Overall things went as well as could be expected the first time attempting this. Lots of areas for improvement but we have a foundation to work from. If this is state approved, we will start with small setting testing until staff are familiar and comfortable with providing testing in that way. Then we will increase the number of students that they are monitoring to ensure that they can handle the monitoring. Staff are used to monitoring approximately 20 students at a time for MAP testing but we have been doing that for years. I have no doubt we will be able to effectively manage the suggested 9 students at a time for these tests.
- The phone call button below that teachers click on the call/talk to the student was an easy and nice feature. And teachers popped up right away for students and easy to get their attention.
- I asked the students to provide feedback. All of them said it was much nicer to test at home and they felt they would do better on the test this way. One student shared this: I think the chat feature is very clever! It's great for communicating with my teachers during the test! I was very comfortable with the site, it was exactly like the test in person!
- It went well.
- The communication features were very helpful in addressing log in issues such as students forgetting their SSID number.
- This is an excellent opportunity for students who struggle with anxiety and or have life issues keeping them from traveling to take tests.
- This helped lower a lot of kids' anxiety levels when it came to testing.
- I hope remote testing becomes an option for Ohio students. Some have parents/guardians that cannot travel easily and this option would make their lives much easier.
- I think it is awesome! My only concern is students trying to cheat.
- Even though the parents were aware of the rules, after the test, they casually stated that they allowed the younger sibling in the room but kept them off camera. When I stated that the room should be empty they responded with the younger sibling wouldn't be able to help the older one so it doesn't matter.
- Remote testing is not an accurate way to see a student's actual ability. Someone could be coaching off camera, students could have their cell phone in their lap to cheat, the home environment could be distracting and disrupt student focus, and if there are any connectivity or tech issues, a proctor is not with a student to see their screen to assist them with fixing their issues.
- I do not think that remote testing is ideal in any way for first time test takers (3rd grade). They need to become familiar with the process of testing. I do not believe that remote testing is effective for students, because proctors cannot verify security measures; I would question the validity of results. I think that in-person testing is ideal.
- It is essentially impossible to prevent cheating in this format, so I guess if you are okay with cheating, do remote testing.
- I had two students with disabilities that were unsuccessful in logging in, although the lobby was used. The correct information was entered, but they were still unable to access it. The level of frustration for students with emotional, medical, and attention issues was too high and would have negatively influenced their ability to be tested. Also, having the ability to use Goguardian would have improved the success of helping struggling students to gain access to the test.

- I feel like there needs to be a lot more work on this before it could be implemented across the state. Plus, based on my experience, this should only be used in very small groups and only when in-person testing is not an option due to extenuating circumstances.
- The camera did not show what was explained in the training so it was different than expected but I worked through it.
- Overall, it went smoothly. I did have a student bump his computer and it turned off his camera for a moment, so, if that happens during a live test, I would make students aware that their test could become invalidated if they turn off their cameras. There would have to be clear guidelines in place for tech issues like that.
- Our school only tested those students who agreed to participate. In a real testing situation there will be students who do not want to test and therefore will not log in on time or at all and having teachers trying to call them to get them online to test and working to test students who did show up will be hard and stressful. I think it would be good to create a plan for this situation before it occurs.
- Like I stated before, I really think a video someone reading all directions when the student gets into the test would be amazing. With this set up, students will come in at various times and the teacher will want to be able to navigate talking through the issues with each student should they arise.
- Parents are very excited for at home testing, but the experience was not the best this time around.
- 1. I could see all of my students except for one. At first, I could see her and then suddenly I got this sad face/cloud icon, but she was still testing. I called them to verify and her progress bar was still moving. I just couldn't message her through the testing portal for some reason. 2 The secure browser made things tricky. TONS of students came in and still didn't have it. I had one student come in, parents were at work, no browser, and she couldn't figure it out by herself. The test itself is VERY user friendly. These families just didn't come prepared. I think if families knew that this was the actual state test they would have taken it far more seriously. They would need to stress the importance of an adult being there to provide guidance when logging in and stress the importance of arriving right on time (some came late). 3. If a student has Discord Program on their computer, it was not allowing them to log in smoothly. Restarting the computer seemed to help.
- The product was fine and the test itself was the same as reporting to a location. The biggest obstacle concerns the student and family. They were either very engaged or they weren't. That is the hurdle that all schools face.
- Student was unable to type text in the box to answer assessment questions.
- It would be nice if we could see ourselves while we are testing. I want to see what the student's see. Also, is there a blur option for the background? If not, it would be nice.

School Survey Excerpt

Responses to open-ended request for suggestions for improvement

- The student cameras must be on. The system did not always display the student.
- Give a video platform within the site for student proctor communication during log in process. Or allow zoom or meet to be used while the testing program is open. Make it required for proctor to see the whole student and their workspace at all times. Only seeing their face made it difficult to ensure student was not using second device or so phone to answer questions.
- When students are logging in, I would like a little extra time to respond to student issues before the connection is interrupted. Everyone was able to get into the test, it would just run smoother if there was a little more time. Also, if possible, the cameras could be bigger as a class - it would make for monitoring students a lot easier.
- The camera view needs to be of a certain height and width to ensure we can see the same amount of the students as was shown in the training. Meaning large enough to see student from desk/hands to top of head. (Currently she could point it down and I could see her hands, or she could point it up and I could see shoulders and head. I didn't feel either view was good for test security on its own. Students also need to be at a table and chair not on a soft surface or standing. Suggestions for background should be given so students do not have the sun/bright light behind them.
- Need a way to observe entire testing area. Camera is too close to student.
- More instruction on how and why the camera is used by the students while testing.
- Need to confirm prior to testing that all students have a working camera to insure test security.
- I know from personal experience that the particular student I was testing is an honest kid who is not likely to cheat or plagiarize (since he is one of my students); however, I don't feel that I could say with any confidence that any other student wouldn't use an outside source or have a third party coaching them. I had no sound, the video images were grainy at best, and communication with the student was challenging. A third party could have easily been feeding answers given those circumstances. This is challenging enough with ONE student; I can't imagine how it would work with a larger group. It would be very difficult to keep track of.
- I just question how well we can monitor them 100% from home.
- Clear outcomes described to the family if they do not follow the security protocol of the student testing alone.
- You can't fully tell if the students are not having another computer open or their phone or people in their background.
- Find a way to let us talk to students in the classroom management platform before they try to access the test (like a waiting room).
- Provide means for proctor to address all students within the testing environment to read the script, so that students do not have to access two separate sites at the time of testing. Currently, the script can only be read to one student at a time within the testing environment.
- It would be nice if the proctor was able to address the entire group of testers at once after they logged in and before testing began.
- A way to speak to all students at once would be helpful. It either does not have that, or we did not realize how to use it.
- The broadcasting tool could be improved on the student end.
- Only use link entry as trying to communicate with families outside of the system would require 1 on 1 testing since you need a different application to help them get logged in.
- The lobby the second day was a great help but I still had 2 students unable to get in. I feel that it would work better if students were live in Class and helped to log in and then switched over to the secure server.
- Proctors should not be given the option to read instructions/script to students in the test system, because at that point students have already logged in, verified their personal information, and selected their test, making most of the instructions irrelevant at that point. If students could somehow be given access to the system prior to logging in (a virtual waiting room of some sort?) this would work much better.

- Parents need to be home and available to help the student log into the test. Student IDs and secure browser information should be mailed, e-mailed, and sent via text.
- I had one student who could not join with their SSID not recognizing the login. They were a new student to the school so I believe it was the systems not syncing with each other. Other than that everything went well.
- Students need an equipment testing roadblock put up that prohibits them from participating if their tech does not function. Failing this, required equipment test should activate an email to that student's assigned proctor, notifying them that their student failed the tech function test and will not be taking the test.
- I think letting students use the link instead of the app would work better. The students had trouble with the app.
- Would be nice if a video for the parents to watch/plus the pamphlet
- The script needs to be altered if we plan on only using the test platform for the script because part of the script includes instructions for how to log in and if they are in the testing platform then they are already logged in. There was no way for me to tell when she was done with part 1. There should be a way for proctors to tell when done with part 1 like when we do it in person. Luckily, I asked her to tell me when she finished part 1 then we took a quick bathroom break. When the test was paused for a break, the student was logged out of the testing system so I could not communicate with her using the testing platform. I didn't experience a "waiting room" so I had to call her on the phone to tell her to log back in.
- The system was not clear on what part of the test they were on. And you couldn't use chat and see the camera, and the feedback was overall pretty poor.
- We hit many technical roadblocks and were unable to test. My student and I were not able to carry out the pilot test and unable to truly experience what testing at home would be like.
- There were some glitches at the beginning, but I think things went well.
- I did not encounter any major issues that needed improving for the pilot. Overall the experience was similar to in-person testing.
- No suggestions at this time
- The technology side of things was incredibly smooth, and I have no suggestions for improvement on that side of things
- None at the moment

Appendix B

Family Survey Excerpt

Responses to open-ended request for comments

- This was a great opportunity to help with the pilot. We really liked we were able to do it from home in the comfort of their surroundings which may decrease test anxiety for some children and help them perform better. I don't feel it is any different than the brick and mortar testing where the kids take it in their usual environment. It also saved us and the teachers travel time. Also, this method allowed us to jump right back into the regular lessons and not have to drive home or work too much ahead to accommodate the testing. We hope this is a success and becomes the norm.
- This is great for online schools. It's also great for kids who have anxiety issues or need special accommodations and would feel more comfortable at home taking a test. This is definitely needed for online schools.
- I will not be letting my son participate in the remote testing. Teachers and tech support didn't help in a quick enough manner to make this a viable option. The codes for the testing were wrong half of the time. There needs to be a more streamline way to access these tests before it is offered instead of in person testing. The computer stayed in testing mode for hours after. Making him miss the rest of the days school work. This was an extremely frustrating 2 days and we won't be doing it again.
- Remote testing is a great source especially for students that face learning challenges. With remote testing, students are free from classroom distractions which is a good thing.
- My child was more comfortable taking the test in an environment he was familiar with. His anxiety was lower.
- I think my son would do better in an in person setting rather than at home. It is more formal and he's able to focus better. At home there can be distractions with siblings.
- My child has social anxiety which is why we are doing homeschooling. He has test anxiety as well so could u imagine what it is like for him to not only have to go to a place with strange people to take a test he is already anxious over it has been hard for him and I think his test scores would improve if he was as in the comfort of his own home and not so anxious
- I would love for my son to be able to take the state test remotely from the comfort of our home, since that's why we decided to homeschool. I feel that he would feel more comfortable in an environment he's already comfortable in.
- I hope that my children will be able to test remotely. I think that they will feel more confident in the comfort of their own home. Therefore, testing higher on their test, without all the stress of in person testing. I am all for it and think it's a wonderful idea.
- I felt my child would do better remotely because he would not rush when he saw other kids getting done and leaving like he does in person
- I cannot speak for everyone, but I believe my child performed better with remote testing. She gets very anxious when we have to drive to the state testing site, and when she is in the testing room, she struggles to focus because some children finish before her. This causes her to panic and affects her concentration.
- Both my boys told me how much better they were able to focus on the questions by doing it remotely, compared to how they struggle to focus when it's in person. So we really appreciate the pilot program assessing this and giving this as a possible alternative!
- I am thankful for the remote testing opportunity. My child was more comfortable at home, which makes sense because he usually does school at home. Remote testing would also mean that my husband would not have to take time off work to get our student to testing.
- Template was so much easier for me than taking her to the volley and having to take off work.
- I feel it is very hard for parents to get around and bring their children to these testings, especially when they have to work and they are essential or have no one else to bring them/ no transportation.

- The world has evolved in a way that allows a more technological approach to everything. It only makes sense that state testing be done remotely. It is my hope that this happens sooner than later.
- My student was able to log in and successfully complete the test without many issues; however, her proctor could not easily confirm what part of the test she was on.
- My children love it. They all tested very well, I was out of room for the entire time. They were alone with the teacher 100% of the time. They had zero issues.
- I hope in the future remote testing will be offered for spring testing.
- I am confident they will get the bugs worked out of the system so kids can take tests remotely. Thank you for offering us the opportunity.
- I do not support the remote testing. If it is approved, it needs to be an option in addition to in-person testing. Parents need to have a choice.