



Telepractice and aimswebPlus

The telepractice information in this document is intended to support professionals in making informed, well-reasoned decisions around remote assessment. This information is not intended to be comprehensive regarding all considerations for assessment via telepractice. It should not be interpreted as a requirement or recommendation to conduct assessment via telepractice.

Professionals should remain mindful to:

- Follow professional best practice recommendations and respective ethical codes
- Follow telepractice regulations and legal requirements from federal, state and local authorities, licensing boards, professional liability insurance providers, and payors
- Develop competence with assessment via telepractice through activities such as practicing, studying, consulting with other professionals, and engaging in professional development.

Professionals should use their judgment to determine if assessment via telepractice is appropriate for a particular examinee, referral question, and situation. There are circumstances where assessment via telepractice is not feasible and/or is contraindicated. Documentation of all considerations, procedures, and conclusions remains a professional responsibility.

The aimswebPlus® measures can be administered in a telepractice context. Measures that use digital record forms (DRFs) follow one procedure, while the measures that use TestNav® (Pearson's secure online-testing platform) follow another. This document describes how to administer DRF-scored and TestNav-delivered measures via telepractice.

Measures administered via DRFs include:

Subject	Measure	Grade
Early Literacy	Print Concepts (PC)	K
	Letter Naming Fluency (LNF)	K
	Initial Sounds (IS)	K
	Auditory Vocabulary (AV)	K–1
	Letter Word Sounds Fluency (LWSF)	K–1
	Phoneme Segmentation (PS)	K–1
	Nonsense Word Fluency (NWF)	K–1
	Word Reading Fluency (WRF)	K–1
Early Literacy/Reading	Oral Reading Fluency (ORF)	1–8
Early Numeracy	Number Naming Fluency (NNF)	K
	Quantity Total Fluency (QTF)	K
	Quantity Difference Fluency (QDF)	K
	Concepts & Applications (CA)	K–1
	Number Comparison Fluency–Pairs (NCF–P)	1
	Math Facts Fluency–1 Digit (MFF–1D)	1
	Math Facts Fluency–Tens (MFF–T)	1

Measures administered via TestNav include:

Subject	Measure	Grade
Reading	Vocabulary (VO)	2–8
	Reading Comprehension (RC)	2–8
	Silent Reading Fluency (SRF)	4–8
	Reading Comprehension–Progress Monitor (RC–PM)	2–5
Math	Number Comparison Fluency–Triads (NCF–T)	2–8
	Mental Computation Fluency (MCF)	2–8
	Concepts & Applications (CA)	2–8

View a quick video demonstration on how to access the following topics through your account.

<https://youtu.be/CCog7P3aFLA>

Share this video with parents and caregivers to help them learn how to best support their children who are taking aimswebPlus tests remotely.

<https://youtu.be/IgNOdnmQqus>

DRF Administration

Examiners will need a computer with a camera, audio (speaker and microphone), and stable, high-speed internet access. A second computer with stable internet access or a second screen, which will be used to score the DRF, is also required. The examiner will need to download the PowerPoint (Early Literacy and Early Numeracy Spring stimulus books) and/or PDF (Oral Reading Fluency forms) student stimulus materials needed. Finally, the examiner will need to select a teleconferencing platform that:

- meets HIPAA and FERPA requirements;
- provides the student a clear, full-screen image of shared stimulus materials;
- provides clear audio for communicating directions, questions, and responses;
- allows for mobile access;
- and allows the student to see the examiner.

Students will need a computer or tablet (e.g., iPad) with a camera, audio (speaker and microphone), and stable, high-speed internet access. The computer/tablet screen should be no smaller than 8 inches (measured diagonally). When possible, a smartphone with an internet connection can be helpful during the test session (e.g., a facilitator connected to the teleconference platform can use their phone's camera to share the student's pointing and other test behaviors with the examiner).

For a DRF test session, a facilitator will be with the student to ensure the student is engaged with the test material and the environment remains conducive to test taking activities. A facilitator is an adult at the remote location (i.e., with the student taking the test) who assists the examiner with the testing process.

TestNav Administration

Students will need a computer or tablet (e.g., iPad®) with stable, high-speed internet access. The computer/tablet screen should be no smaller than 8 inches (measured diagonally).

To further support remote assessment of aimswebPlus, customers who administer online tests will have the option to administer Benchmark, Survey Level Assessment and Progress Monitoring screenings using TestNav's browser-based application or the TestNav desktop application. If the student is using a personal computer, the student or proctor will need to download and install the TestNav app. To enable browser-based TestNav the account manager should contact our support team at 866/313-6194 option 2 or email aimswsupport@pearson.com.

To use the browser-based TestNav application, the student will need to navigate via a supported browser to <https://aps.testnav.com/> and selecting aimswebPlus from the left panel.

To use the TestNav desktop application here are the step-by-step instructions for TestNav installations:

English

iPad

<https://www.youtube.com/watch?v=GG4X7fZRuP4&list=PLTRNT7i5iG3RFgkS0ctI8PNMyrrmFCAIV&index=1>

MAC

<https://www.youtube.com/watch?v=cLEGWWNyYzg&list=PLTRNT7i5iG3RFgkS0ctI8PNMyrrmFCAIV&index=3>

Windows

<https://www.youtube.com/watch?v=s4YTN6qKxI8&list=PLTRNT7i5iG3RFgkS0ctI8PNMyrrmFCAIV&index=4>

How to launch an aimswebPlus TestNav test

<https://www.youtube.com/watch?v=GNqXo8FArXM&list=PLTRNT7i5iG3RFgkS0ctI8PNMyrrmFCAIV&index=2>

Español

iPad

https://www.youtube.com/watch?v=wJMGMe_AX5U&list=PLTRNT7i5iG3RFgkS0ctI8PNMyrrmFCAIV&index=

MAC

<https://www.youtube.com/watch?v=CgE7WNmFBhY&list=PLTRNT7i5iG3RFgkS0ctI8PNMyrrmFCAIV&index=>

Windows

<https://www.youtube.com/watch?v=B2V4Tcl-av4&list=PLTRNT7i5iG3RFgkS0ctI8PNMyrrmFCAIV&index=9&t=0s>

Cómo iniciar una sesión de aimswebPlus en TestNav

<https://www.youtube.com/watch?v=up1zmeADJVg&list=PLTRNT7i5iG3RFgkS0ctI8PNMyrrmFCAIV&index=8&t=0s>

After logging the student in to TestNav and reading the short script introducing the test to the student, the proctor will supervise the test session to ensure the student stays on task and is doing their best work. Because TestNav locks down the computer during test sessions, the examiner will not be able to maintain a connection with the student via the teleconferencing app. If desired, the examiner may request to connect to a teleconference app via a second computer, such as a smartphone, to monitor the test session. However, this is not required.

For a TestNav testing session, a proctor will be with the student to ensure the student is engaged with the test material and the environment remains conducive to test taking activities. A proctor is an adult at the remote location (i.e., with the student taking the test) who assists the examiner with the testing process.

Conducting Telepractice Assessment

Conducting a valid assessment in a telepractice service delivery model requires an understanding of the interplay of a number of complex issues. In addition to the general information on Pearson's telepractice page, examiners should address five factors (Eichstadt et al., 2013) when planning to administer and score assessments via telepractice:

1. [Telepractice Environment & Equipment](#)
2. [Assessment Materials & Procedures](#)
3. [Examinee Considerations](#)
4. [Examiner Considerations](#)
5. [Other Considerations](#)

1. Telepractice Environment & Equipment

Computers and Connectivity

Two computers with audio and video capability and stable internet connectivity—one for the examiner and one for the examinee—are required. A web camera, microphone, and speakers or headphones are required for both the examiner and the examinee. A second computer screen or split-screen format on a large computer monitor for the examiner is helpful to allow a view of the digital administration and scoring manual, but the examiner can also use the paper format manual or a Pearson-delivered digital version. The second computer screen or large screen also tends to make sharing test content more straightforward for the examiner.

Image/Screen Size

When items with visual stimuli are presented, the digital image of the visual stimuli on the examinee's screen should be at least 8" measured diagonally, similar to an iPad or iPad Air®. Some teleconferencing software shrink the size of images, the image size should be verified in the initial virtual meeting. It is recommended that computer screens used for teleconference assessment be at least 15" measured diagonally. Smaller screens, such as those of iPad minis, small tablet PCs, and smartphones, are not allowed for examinee-facing content, as these have not been examined empirically and may affect stimulus presentation, examinee response, and validity of the test results. Similarly, presenting stimuli on extremely large screens has not been examined, so the same precaution applies. At the beginning of the testing session, the examiner may ask for a peripheral camera or device (as described later in this section) to be aimed at the examinee's screen to ensure

that the examinee's screen is displaying images in the correct aspect ratio and not stretching or obscuring the stimuli image.

Audio Considerations

High-quality audio capabilities are required during the administration. An over the head, two-ear, stereo headset with attached boom microphone is recommended for both the examiner and examinee. Headphones with a microphone may be used if a headset is not available.

The examiner should test the audio for both the examiner and examinee in the initial virtual meeting and at the beginning of the testing session to ensure a high-quality audio environment is present. Testing the audio should include an informal conversation prior to the administration where the examiner is listening for any clicks, pops, or breaks in the audio signal that distorts or interrupts the voice of the examinee. The examiner should also ask if there are any interruptions or distortions in the audio signal on the examinee's end. Any connectivity lapses, distractions, or intrusions that occurred during testing should be reported.

Audiovisual Distractions

As with any testing session, the examiner should do everything possible to make sure the examinee's environment is free from audio and visual distractions. If the examiner is unfamiliar with the examinee's planned physical location, a visual tour of the intended testing room should be given during the initial virtual meeting. The examiner can then provide a list of issues to address to transform the environment into one suitable for testing. For example, remove distracting items, silence all electronics, and close doors. The examiner should confirm that these issues have been addressed at the time of testing. If possible, the examinee should be positioned facing away from the door to ensure the examiner can verify through the examinee's camera that the door remains shut and can monitor any interruptions. Ensure that the examinee does not have access to study or other materials at their location during the test. The examiner should confirm that all other applications on the computer, laptop, or peripheral device are closed, the keyboard is moved aside or covered after the session is connected, and alerts and notifications are silenced on the peripheral device. Radios, televisions, other cellular phones, fax machines, smart speakers, printers, and equipment that emit noise must be silenced and/or removed from the room.

Lighting

Good overhead and facial lighting should be established for the examiner and examinee. Blinds or shades should be closed to reduce sun glare on faces and the computer screens.

Teleconferencing Software

Teleconferencing software is required. Screen-sharing capability is required if anything other than items with verbal stimuli and responses are administered.

Video

High-quality video (HD preferred) is required during the administration. Make sure the full faces of the examiner and the examinee are seen using each respective web camera. The teleconferencing software should allow all relevant visual stimuli to be fully visible to the examinee when providing instruction or completing items; the view of the examiner should not impede the examinee's view of visual test stimuli.

Peripheral Camera or Device

A standalone peripheral camera can be used to provide a view of the session from another angle or a live view of the examinee's progress. Alternately, a separate device (e.g., a smartphone with a camera or another peripheral device) can be connected to the teleconference and set in a stable position to show the examinee's pointing or written responses. The device's audio should be silenced and microphone should be muted to prevent feedback.

2. Assessment Materials & Procedures

Test Item Security

The examiner is responsible for ensuring test item security is maintained, as outlined in the Terms and Conditions for test use. The examiner should address test security requirements with the examinee (and facilitator, if applicable) during the informed consent process. The examiner should make it clear to the examinee/caregivers that the video should not be captured, photos should not be taken, and stimuli should not be copied or recorded, as this is a copyright violation. The examinee must agree that they will not record (audio or visual) or take photos or screenshots of any portion of the test materials or testing session, and not permit anyone to observe the testing session or be in the testing room (except for a facilitator, when necessary). Any test-related materials used in the testing session must be returned to the examiner.

Disruptions

The examiner should record any and all atypical events that occur during the testing session. This may include delayed audio or video, disruptions to connectivity, the examinee being distracted by external stimuli, and any other anomalies.

Facilitator/Proctor Preparation

Prior to the test session, the examiner will send the Guidelines for Remote Testing Facilitators (or Guidelines for TestNav Proctors) document to the facilitator/proctor or talk through the document with the facilitator/proctor over the phone or teleconference app. The document explains what equipment is required, how to set up the necessary equipment in a space suited to testing, how to prepare the student for the test event, how to log in to TestNav (if applicable), and how to introduce the test to the student. In addition, this document provides information about how to help (or supervise) during the test session, including a list of dos and don'ts and other considerations for the facilitator/proctor.

The facilitator/proctor should explain to the student that they will be assisting the examiner with testing (or supervising the test session) and encourage the student to do their best work during the test session.

For more information on Facilitator/Proctor and Examiner Preparation, refer to Help using the following path: How can we help > Other Resources > Remote Assessment

Test Sessions

Schedule a test session for each student and provide the teleconference login information, meeting time, and Facilitator Guidelines document to each facilitator. Arrive approximately 10 minutes early for a test session, and go over the following pre-assessment checklist items with the facilitator when they log in to the teleconference session:

Has the facilitator reviewed the general guidelines?

Is the sound clear and the volume loud enough?

Is the internet connection good or is there a lag?

Is the computer fully charged or plugged in?

Does the lighting reflect on the screen?

Are notifications turned off on both the examiner and student's computers/tablets?

Share a screen. Can it be seen on the student computer?

Test the examiner's mouse. Can it be clearly seen on the student computer?

Share video camera through the computers. Can you see each other?

Join a smartphone, if available, to the teleconference platform to use as a second camera. Practice taking a view of the student and of the screen with the smartphone.

Is the content displayed correctly on the screen (e.g., full screen)?

Can the student sit directly in front of the screen?

Is the student's testing area free from major distractions?

Troubleshoot any issues that arise during the checklist review and before the test session begins. Use the DRF to read measure directions and administer test items, just as you would during a typical face-to-face administration. During testing, ask the facilitator or use the smartphone to verify that the stimulus content is displayed correctly on the student's screen before administering each new measure.

Evaluating Equivalence Evidence

Examiners should review the current research available on equivalence between different modes of administration before proceeding to use remote administration of a standardized assessment with normative data collected via in-person assessment. When reviewing the literature, the examiner should consider the input and output requirements for each task, and the evidence available for telepractice equivalence for the specific task type. Direct evidence of equivalence for a specific task may be available because the task was researched in a study with results indicating no significant difference between telepractice and in-person assessment. Indirect evidence may also be reported in the literature for a task that is similar in construct and input/output demands to the standardized assessment being considered for remote administration and may help determine the examiner's level of confidence in applying the norms. For instance, a study demonstrating direct evidence for the Repeatable Battery for the Assessment of Neuropsychological Status (RBANS) Picture Naming subtest also demonstrates valuable indirect evidence for the WISC-V Vocabulary and CLQT+ Confrontation Naming subtests because Picture Naming, Vocabulary, and Confrontation Naming all require brief spoken directions with pictorial stimuli inputs with open-ended spoken response outputs. Examiners can have more confidence that the normative scores are valid when tasks have direct evidence showing equivalency between modes.

In reviewing the literature of telepractice–in-person and digital–traditional investigations, professionals should also be mindful of the age range and population (e.g., clinical group) of the research study to consider relevancy for the examinee. Greater caution is recommended when only indirect evidence of equivalency is available for a task, or when equivalence has not been established for a particular examinee's age range and clinical condition. However, it can be informative to consider any such available evidence when considering impact of remote administration on results and interpretation. Pearson Clinical Assessment is tracking and aggregating the relevant equivalence evidence for our assessments, including the age range, population, direct evidence, and indirect evidence (see [Evidence for Remote Assessment](#)).

3. Examinee Considerations

Appropriateness

The examiner should first ensure that a telepractice administration is appropriate for the examinee and for the purpose of the assessment. Judgment, best practice guidance for telepractice (e.g., APA Services, 2020; ASPPB, 2013; IOPC, 2020), information from professional organizations and other professional entities (e.g., licensing boards, legal resources, professional liability insurance providers, payors), consultation with other knowledgeable professionals, existing research, and any available federal or state regulations should be considered in the decision-making process. Consideration should be given to whether the necessary administrative and technological tasks involved in a telepractice session can be accomplished without influencing results.

Preparedness

Before initiating test administration, the examiner should ensure that the examinee is well-rested, able, prepared, and ready to appropriately and fully participate in the testing session.

Facilitator Role

If using a facilitator, the role of the facilitator must be explained to the examinee so participation and actions are understood.

Headset

It may not be appropriate or feasible for some examinees to use a headset due to behavior, positioning, physical needs, or tactile sensitivities, or if a headset is not available. Clinical judgement on the appropriate use of a headset in these situations should be used. If a headset is not utilized, the examiner's and examinee's microphones and speakers should be turned up to a comfortable volume.

Mouse

On some teleconferencing software, the examiner can pass control of the mouse to allow the examinee to point to indicate responses; this is an option if it is within the capabilities of the examinee. However, best practice guidelines provide cautions about this. For example, the IOPC guidelines suggest examiners be alert throughout administration, resume control of the screen once the task is finished, and never leave the computer unattended while the examinee has control over the examiner's computer (IOPC, 2020).

4. Examiner Considerations

Practice

During the telepractice setup, and before administering to any actual examinee, the examiner should rehearse the mechanics and workflow of every item in the entire test using the selected teleconferencing software so that the examiner is familiar with the administration procedures. For example, a colleague could be used as a practice examinee.

Standardized Procedures

The examiner must follow the administration procedures of in-person administration as much as possible. For example, if a spoken stimulus cannot be said more than once in in-person administration, the examiner must not say it more than once in a telepractice administration unless a technical difficulty precluded the examinee from hearing the stimulus.

Real-Time Troubleshooting

In order to conduct a smooth telepractice session, audiovisual needs and materials must be managed appropriately. The initial virtual meeting involves the examiner, examinee, and/or the facilitator (if used), and is the opportunity for the examiner to provide information about the audiovisual needs and materials. During the initial virtual meeting, the examiner should provide training in troubleshooting audiovisual needs that arise during the testing session, including camera angle, lighting, and audio checks. The examiner should provide verbal feedback to guide camera adjustment, checking the on-screen video shown by the peripheral camera/device to provide

information about how to reposition it until the proper view is shown. The examiner should emphasize that no materials should be opened until the examiner provides instructions to do so, if applicable. The examiner should also expect to provide verbal guidance about these issues during the testing session.

Collaborating With Facilitators

If used, the facilitator is to assist with administrative and technological tasks and not to manage rapport, engagement, or attention during the testing session. The examiner should direct them not to interfere with the examinee's performance or responses. Any other roles and responsibilities for which an examiner needs support, such as behavior management, should be outlined and trained prior to the beginning of the testing session. The examiner is responsible for documenting all behaviors of the facilitator during test administration and taking these into consideration when reporting scores and performance.

5. Other Considerations

There are special considerations for written reports describing testing that takes place via telepractice. The professional completing the written report should state in the report that the test was administered via telepractice, and briefly describe the method of telepractice used. The professional should also make a clinical judgment, similar to an in-person session, about whether or not the examiner was able to obtain the examinee's best performance. Clinical decisions should be explained in the report, including comments on the factors that led to the decision to conduct testing via telepractice and to report all (or not to report suspect) scores. In addition, it is recommended that the report include a record of any and all atypical events during the testing session (e.g., delayed video or audio, disruptions to connectivity, extraneous noises such as phone ringing or loud dog barking, person or animal unexpectedly walking into room, the examinee responding to other external stimuli). List and describe these anomalies as is typical for reporting behavioral observations in the written report, as well as any observed or perceived impact on the testing sessions and/or results, and consider these in the interpretation of results.

Post-Test Considerations

Within 24 hours of the test session, the examiner should reflect on and discuss with the proctor how the testing session went. Consider the following questions:

Was the student on task and motivated for the duration of the test session?

Did the student rush through any parts of the test?

Did the student listen to directions?

Did the student only use scratch paper for the CA test?

Were there any disruptions (e.g., noises or other distractions) or technical issues (e.g., lagging connection, disrupted audio) during the test?

How did the student respond to the telepractice testing session?

This reflection and discussion can take place via phone, teleconferencing app, or email. However, the examiner should receive the responses within 24 hours of the test session to best ensure the proctor accurately recalls the experience. To determine if the test results can be deemed valid, the examiner should consider the following:

Did the test session capture an accurate representation of what the student can do?

Did the facilitator/proctor follow the guidelines to foster a standardized testing environment?

Conclusion

This test was not standardized in a telepractice mode, and this should be taken into consideration when utilizing this test via telepractice and interpreting results. For example, the examiner should consider relying on convergence of multiple data sources and/or being tentative about conclusions. Provided that the examiner has thoroughly considered and addressed the factors and the specific considerations as listed above, the examiner should be prepared to observe and comment about the reliable and valid delivery of the test via telepractice. Materials may be used via telepractice without additional permission from Pearson in the following published contexts:

The DRF and TestNav aimswebPlus measures can all be administered in a telepractice context. This guide serves as a framework to support the administration of both types of measures in this new context. In addition, educators should be sure to adhere to their national/state organization's and local education agency's recommendations regarding telepractice.

The calibration and norming of the aimswebPlus measures were not done within a telepractice context. As such, the educator administering these measures should use their professional judgement to determine if the telepractice assessment experience for a given student was comparable to a typical assessment experience at school.

References

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