

Resiliency Assessment Preparation Tips

Testing Logistics

- The assessment is facilitated online, so it is important that the testing room has enough computers for each student to take the assessment at one time. If that is not possible, students may need to visit a computer lab on a rotating schedule and staff may need to provide additional assistance.
- The **Level 1** (elementary) assessment has 55 questions, is at a second grade reading level, and it should take about 20-25 minutes to complete.
- The **Level 2** (middle school / high school) assessment has 108 questions, is at a fifth grade reading level, and it should take about 20-25 minutes to complete.
- It is recommended that students take the entire assessment in an uninterrupted block of time. However, students may take it in multiple sittings, if necessary. They can close the browser and next time they log in with their **name**, **student ID number**, and **Access Key**, they will pick up where they left off as long as the access key is still valid and they are within the expiration window (the key expires within 14 days of being created by the Site Administrator).

Preparation for Testing

- All students taking the test will need their own **Student ID** number (this is generally a state or school ID) because it will be used as a unique identifier to display student data in addition to their first and last name.
- Students will need to know the **website address for the Clear Path portal**: www.GoClearPath.com
- Students will need to know the **Access Key** generated by the Site Administrator prior to the testing date.
- If you want a breakdown of your students' data by class or by teacher, you will need to **assign each class or teacher a unique number (1-99)** to identify the group in advance. The students will need to know this number when they begin the assessment. If you are not interested in seeing data broken down by class, have all students choose the same pre-identified class number to prevent data being split up by class on different pages of the pre- and post- data reports.
- Helpful Suggestions:**
 - Create a post-it, note card, or sticker label for each student with his or her **name, student number, the Clear Path web address, Access Key, and class/teacher number** (if applicable).
 - On the front board of the testing room, have the **Clear Path web address** written out, along with the **Access Key** and the **class/teacher number** (if applicable).

Tips for Discussing the Assessment with Students

- It is recommended that teachers and staff use the word **“survey”** when discussing the Clear Path assessment with students. Students often associate the word “assessment” with high-stakes subject-matter tests, whereas the word **“survey”** conveys the idea that this is geared more towards gathering students' feelings and opinions on non-academic related topics.
- When discussing the “survey” with students prior to the testing date, you can also let them know that, unlike high-stakes assessments or graded tests, it is **okay to ask questions** if they need clarification on any of the items or words in the assessment.
- Sample Teacher Language:**

*“You are about to take a **personal survey** that provides an opportunity for you to share your thoughts and feelings about how you learn. There are no right or wrong answers to this **survey** and you will not be graded. However, the more honestly you answer the questions, the more meaningful your results will be. Your responses to the **survey** will be private and will be used to help us create a positive and engaging learning environment for you. Thank you in advance for taking this seriously.”*

Tips for a Smooth Administration of the Assessment

- ❑ There is nothing keeping students from simply clicking on random bubbles throughout the test. It is therefore crucial that teachers are **moving around the room supervising** students taking the test and also **following the recommended preparation steps** listed herein to ensure students are set up to answer the questions honestly on the assessment.
- ❑ Students have the option to pass on questions, but should be **encouraged to answer as many questions** as they are comfortable answering. If they skip questions, it may impact their results. If a student skips many questions, then there may not be enough data to calculate their resiliency score for a skill or sub-skill.
- ❑ If students have questions as they are taking the assessment (i.e. a student needs a statement clarified or a word defined), **teachers should feel comfortable answering any questions**. Again, the goal of the assessment is to obtain accurate data from each student to best address their existing social and emotional needs.
- ❑ This may be the first time students are answering questions and sharing their opinion on a subject matter that they they know very well; themselves. 😊 Encourage them to be as honest as possible in their selection of responses.

After the Assessment Administration

- ❑ Assessment **results are available immediately at www.GoClearPath.com** after students have completed the assessment. An Excel file is available with individual student results for all students who took the assessment. If there were more than 20 students who tested, then there will be an additional school or district report with aggregate results including additional charts and graphs. This data is not available if there were less than 20 students who took the test. Also, only Site Administrators have access to reports using their administrative username and password.
- ❑ Students may want to know whether they can review their results. If your site purchased the Success Highways curriculum, then students will be able to review their pre- test results when they get to lesson 4 in the curriculum, after they are given a **printed copy of the Individual Student Report**. If you do not have access to the curriculum, then students will not necessarily get a copy of their results, but one could still discuss individual results with each student using data from the school/site reports.

Additional Tips for Post- Testing

- ❑ It is recommended the same steps are followed in the **Preparation for Testing** section of this document when administering the post- test.
- ❑ It is **absolutely critical that students use the exact same student ID** that they used to take the pre- test. If a student uses a different ID on the post- test, the system will not be able to generate any comparison data and therefore, you will not be able to see if any gains were made on each resiliency skill. It is recommended facilitators print the Excel student test results so you have the exact list of IDs used when students took the pre- test.
- ❑ Students should **enter the same class number** as they did on the pre- test. If they choose a different class number on the post- test, then the system will not be able to produce any comparison data. Therefore, it is recommended students enter the exact same class number that they used on the pre- test, if you are interested in seeing the gains analysis by each class. Note that you must have at least twenty students who took both the pre- and post- test in each class in order to see gains data 'by class'.
- ❑ There must be **at least twenty students who took the pre- and post- test** in order for gains to reported on any sub group: gender, ethnicity, and class.