

## Testing Period Self-Assessment — Overall School Readiness

Best Practice Indicators	Yes/No	Priority
Teachers and coaches have a plan for developing optimal testing environments in all classes.		
Academic leaders and coaches have developed backup plans for unforeseen disruption of the testing cycle (e.g., behavior, illness, emotional stress, etc.).		
Academic leaders, coaches, and instructional staff have established plans for mitigating all controllable disruptions (e.g., announcements, drills, maintenance, etc.).		
Student-teacher testing groups have been designed to match students with teachers who can solicit best-effort and high-level engagement for the course of the test.		
Administrators have planned for increased visibility before, during, and after testing and altered their observation checklists to meet the demands of the Testing Period.		
The school day during testing has been altered to ensure that all students can get to school, have breakfast, and go through pre-testing rituals.		
All teachers have been trained to engage students in pre-test focusing activities and post-test decompression activities.		
All teachers have plans to maintain the teaching/learning environment after the testing is completed for the day.		
All adult mentors and “lightning rods” have plans to meet daily with their target students to make sure they are emotionally ready for best-effort work on the test.		