



Best practices in Teleassessment **Questions & Answers**

Presented by A. Jordan Wright, PhD

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The following are some of the frequently asked questions (and answers) that followed the presentation.

Q: Where can we access a recording of the webinar and the presentation that was used?

A: The PowerPoint presentation is available on the [PAR Training Portal](#), and the recording will be available soon.

Q: Do you have a list of tests suitable for teleassessment?

A: PAR maintains a list of its remote assessment solutions [here](#). To view a list of products available on PARiConnect, click [here](#).

Q: Are there other RIAS-2 webinars?

A: Recordings of our recent RIAS-2 webinars—What We Need to Know from Intelligence Tests and How Best to Obtain it and RIAS-2 Remote Administration are available on the [PAR Training Portal](#). Please check our [webinar page](#) for the latest webinar schedule.

Q: Are there any videos of you/others administering a teleassessment from start to finish?

A: There is an example of a portion of the RIAS-2 being administered in the RIAS-2 Remote webinar, available on the [PAR Training Portal](#).

Q: How do you ensure test security with teleassessment?

A: See [PAR's statement on telehealth](#), which specifically addresses test security, as well as the white papers for our [remote assessments](#).

**Q: How can we order Dr. Wright's new book?**

A: The book will be available soon. Please visit the [Wiley website](#) for more information.

Q: Does the book contain a table showing which tests across major test batteries have similar input, processes, and output requirements? Is there any way to get a copy of the checklist that Dr. Wright referred to at the beginning of the webinar regarding the best practices of administering teleassessments?

A: Yes, all these materials are in Dr. Wright's upcoming book.

Q: Are any other equivalency studies in process?

A: To find out more information about equivalency studies for a particular test, reach out to the publisher.

Q: How can I obtain more information on the RIAS-2 equivalency study?

A: The free paper is available [here](#).



Questions directed toward Dr. Wright

Q: What are your thoughts about using PPE [personal protective equipment] during assessments? If we use PPE, is it okay to change the order in which subtests are administered?

A: Currently, we have absolutely no research into the potential impact of using PPE on the data that emerge during an assessment. Remember, the more you veer off from standardized administration, the greater the threat to validity. So, changing the order of subtests adds one large variable that changes standardized administration procedures. PPE adds another (and in a way that is likely to be quite significant).

Q: My school district is asking us to only report confidence intervals due to breaking standardization with PPE during in-person testing. What are your thoughts on only reporting confidence intervals?

A: Because we know there are not systematic effects of teleassessment, confidence intervals are helpful (they can remind us and readers that scores are imperfect). However, with PPE, we don't have research studies to confirm where children's scores would likely fall, so even confidence intervals can be misleading.

Q: What is the "disclaimer" about teleassessment you mentioned that could be used in reports? Is there specific language that should be used to make it more legally defensible when doing teleassessment?

A: Mine is evolving. Here's the gist of the language I include:

1. It should be noted that the evaluation was conducted using teleassessment (remote) procedures.



2. It is known that administering tests in this way may have some effects on the validity of the data that emerge from the tests.
3. However, the teleassessment was conducted in alignment with the best and most current research evidence to elicit data that constitute a valid representation of the client's functioning.

Q: In your experience, how are teleassessment reports received by schools, testing boards like ETS, etc.?

A: Many school districts have developed their own rules. Check with your school district and the state psychological associations in your state. Advocacy is a role that we as psychologists need to take on so kids can get resources they need. If a school district or company has a blanket statement that they will not accept teleassessments, work toward educating them about the evidence base of conducting teleassessments.

Q: What information can we share with parents, families, and schools about equivalence and validity?

A: We have reviewed the current state of equivalence/validity research across all tests for the Essentials of Psychological Tele-Assessment book. It is of course fair and ethical to discuss the limitations of the evidence base with the interested parties. But you can also summarize the current state of support (for the most part, across IQ and achievement tests, research has shown very little, if any, impact of conducting testing remotely on scores that emerge).

Q: What's your best advice when remote testing ELL students with chaotic settings at home (lots of siblings, distractions, limited ability from parent to support)?

A: This is really tough, and it's a social justice issue. Obviously, we cannot only provide



services to those with "perfect" home environments. A remote, in-office setup is one way that we can balance the safety of tele-assessment with better controlling the environment. If you set up an office with a laptop, any manipulatives and response booklets, etc., and have students come into that office to do their remote assessment, this provides a much more controlled environment. This is also the solution when students/clients do not have access to the necessary technology (e.g., a stable internet connection).

Q: How would you address observations needed for special education eligibility determination, since with virtual assessments, observations are limited in the child's natural learning environment and multiple settings?

A: I tend not to use classroom observations, period, because the research support behind them is weak (we are biased, having us present may impact how children behave, etc.). Therefore, I tend to rely more on teacher reports (either standardized, like using a teacher rating scale, or through a collateral interview).

Q: There are many countries where IQ tests developed in the United States are being used but the normative studies have never been done, so what is the reliability and validity of the IQ which is obtained?

A: We can't claim it's reliable and valid data obtained since the instruments were normed on individuals living in the United States. The best we can do is say that they are performing a certain way "compared to others their age in the United States." This is obviously problematic and very often not helpful; however, without local norms, there is not much we can do to improve this.



Q: What is an acceptable time period to readminister an IQ test?

A: We need to be wary of practice effects. I don't readminister the same IQ test within 6 months. Use multiple measures to help validate findings.

For more information, please visit parinc.com or call 1.800.331.8378
