

**SHAKER HEIGHTS CITY SCHOOL DISTRICT
SHAKER HEIGHTS, OHIO
2016-17
Test Security Plan and Protocols**

Part I: Preparing for the Assessment

Preparing for the assessment includes:

- Preparing students for the test—what the test covers, how it will be administered
- Familiarizing yourself thoroughly with the test administration manual in advance
- Reviewing the classroom and nearby hallway to make sure that no clues to possible test questions are visible.
- Preparing to implement test accommodation(s) specified on an IEP or 504 plans or identified for an English language learner.

Preparing students for the assessment (See Appendix)

Ohio's test rules book and the standards for ethical use of tests focus on what not to do. However, it helps your students to prepare them in ways that conform to good practice. Here are some general guidelines to consider:

- For the state tests and OGT, make sure your instruction conforms to the standards. All state assessments will cover Ohio academic content standards in English/language arts, math, science & social studies.
- For any assessment, explain the purpose of the assessment and how the results will be used, without making students (or their parents/guardians) anxious.
- Familiarize the students with what the tests will look like and how to approach them ***(See Appendix for further guidance)***
- This would include:
 - Examining the features of multiple-choice tests. Examples include:
 - Looking at how the questions and the answer documents are set up
 - Paying attention to format features like underlining or bold print
 - Examining the features of online tests. Examples include:
 - Familiarity with the online calculator and equation editor
 - Familiarity with the process of adjusting the volume on text to speech
 - Teaching the formal language of tests (test talk) and test-taking strategies
 - Special words that appear in directions
 - ELA, mathematics, science and social studies terms that are more likely to show up ***(See Appendix for the three points above).***
 - Determining what counts and doesn't count for an open-response question
 - Providing opportunities for students to take practice tests, which are available online
 - Note: When carrying out this kind of test preparation, strike a balance. While

familiarity with the assessments is a good thing, it can easily take over the more important work of instruction. Where possible and appropriate, incorporate test preparation into meaningful instruction. **The following claim by a parent should never apply to a teacher in the Shaker Heights City School District:** *“Weeks before the tests take place, instruction shuts down in my child’s class and test preparation takes over.”*

- A key source for materials to familiarize teachers, students and parents with state tests is The Ohio State Testing Portal: <http://oh.portal.airast.org/ocba/>
- Share tried and true test taking strategies like those below:
 - **Read the entire question first.**
 - **Look for key words in the question.** Students identify key words in the question, such as *compare*, *except*, and *author’s intent*, that will guide them to choose the correct answer (*See Appendix*)
 - **Read all answer choices before choosing the correct answer.**
 - **Answer easier questions first.**
 - **Make smart guesses.** To make a smart guess, students eliminate the answer choices they’re sure are wrong, think about what they know about the topic, and then pick the best remaining answer choice. The correct answer is often the longest one.
 - **Stick with your first answer.**
 - **Pace yourself.**
 - **Check your work carefully.** Did you answer every question?

Preparing Yourself for a Test Administration

- Familiarize yourself with test security procedures and guidelines at least two weeks prior to the first day of standardized testing. These are available on-line: <http://education.ohio.gov/Topics/Testing/Testing-Forms-Rules-and-Committees/Ohio%E2%80%99s-State-Tests-Rules-Book>. They are also posted on the district testing page.
- Inform students no later than one week prior to testing of the rules regarding the test situation and sanctions that could be imposed if a student is found to have cheated or otherwise violated the security of the testing procedure. Make sure your Building Test Coordinator knows that you have done this.
- All examiners and monitors will receive training in test security procedures and will be assessed on that training. The training is offered on line via Public School Works. Such training is an annual requirement, so new teachers or those who did not receive the training in the spring and will be administering the test in the following fall will need to be trained before working with test materials. A written list of such people should be maintained that includes confirmation that they successfully completed the training.
- Remove or cover all posted materials that might provide clues to test questions prior to the -test administration. This should take place in all rooms where tests are administered and hallways leading to & from restrooms.

- Make sure you know which students need accommodations and what those accommodations are. This will require:
 - a) Review of a student’s IEP or 504 Plan or ELL accommodations
 - b) Confirmation that these accommodations have been provided for assessments during the school year and
 - c) Confirmation that the accommodations don’t alter what the test is assessing. (Example: A calculator for a test on math facts)

Guidance Related to Preparation from the ODE Rules Book:

All state tests (including any and all test passages, test questions and any other secure material developed for use with any operational test) are secure. (Practice test materials, the diagnostic tests and released tests are not secure). It is not permissible to reproduce any of this secure material or cause it to be reproduced in any format. It is illegal to reveal any test question that is known to be on a state test in any manner whatsoever to any student who will be taking a test. The following includes, but is not limited to, examples of actions that would be considered a security breach:

- Creating “study guides” for students based upon questions known to be on state tests;
- “Looking ahead” at other test subjects printed in a test booklet;
- Releasing secure material to any student, the media or the general public;

Copies or Photocopies

All test booklets are subject to the same strict test security procedures per OAC 3301-13-05 (F):

No person shall reveal, cause to be revealed, release, cause to be released, reproduce, or cause to be reproduced any secure assessment materials through any means or medium including, but not limited to, electronic, photographic, photocopy, written, paraphrase, or oral.

Penalty for Revealing Test Questions

ORC 3319.151 prohibits any person from revealing to students any test questions known to appear on a test students will take. Violation is grounds for suspension of a teaching license and/or termination of a teaching contract and employment.

Appropriate Help for Students

While it is not appropriate to teach students how to answer specific questions that students will take on state tests, it is appropriate to be sure that students are prepared for the different types of content measured by the tests. Several tools are provided by the state, including practice tests, practice test administration manuals, annotations of released test questions and other resources for the OGT that may be located at the *Success* website at this [link](#):

<http://portal.success-ode-state-oh-us.info/>. Resources on the *Success* website provide more detailed information about each test, the academic content standards, and scored and annotated student work on constructed-response questions.

Ohio's State Tests Portal is the gateway to all systems and resources for the administration of the state tests. It includes practice tests, FAQs and resources for students and families, teachers/test administrators, test coordinators, and technology coordinators. Although this portal is available to the public, several systems require users to log in using their account information. The portal can be accessed at this link: <http://oh.portal.airast.org/ocba/>.

It is appropriate to integrate instructional activities that address the academic content standards at each grade level. It is also appropriate to establish and implement intervention programs to help students gain necessary knowledge and skills to score at the proficient level on the state tests. If students do not score at the proficient level, then public schools are required to provide intervention/remediation services to those students.

Standards for the Ethical Use of Tests: Preparing for the test

Ohio Administrative Code Rule 3301-7-01

(C) In monitoring practices related to preparing students for a state-wide assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:

- (1) Any preparation activity that undermines the reliability and/or validity of an inference made from any result of an assessment;
- (2) Any preparation practice that results solely in raising scores or performance levels on a specific assessment without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;
- (3) Any practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;
- (4) Any preparation activity that includes a question, task, graph, chart, passage, or other material included in an assessment, and/or material that is a paraphrase or highly similar in content to what is in an assessment;
- (5) Preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;
- (6) Any preparation practice that does not comply with, or has the appearance of not complying with any statutory and/or regulatory provision related to security of an assessment; and
- (7) Any practice that supports or assists others in conducting unethical or inappropriate preparation activities.

A word about "reliability"

Test reliability means test consistency. In the world of assessment, reliability has 3 different versions:

- Internal consistency—all the questions on the assessment are assessing the same thing. Example to give you a general idea of what this means: If all the questions in a test assess vocabulary, they are probably consistent in what they are assessing. However, if some questions assess math facts and others assess vocabulary, then they are not consistent.
- Alternate form consistency—two versions of the same test measure the same thing. A good example of this is the two forms (forms A and B) of the Stanford Achievement Test for acquisition of vocabulary. If they both consistently measure vocabulary in the same way, then they are reliable.
- Stability consistency—a student gets pretty much the same score if he/she were assessed twice on the same measure without getting any instruction between the 2 times and without remembering the questions from one time to the next. District example of this notion: Administering the same school climate survey on 2 different days. Results could be very different.

A word about “validity”

If an inference about what a student knows or can do is accurate, then it is valid. If an inference from a state assessment score is accurate, then:

- The content is based on the state standards; it covers the important ones the most and the less important ones the least.
- A high or low score would correspond to other assessment information: other scores on assessments of the same stuff, grades, etc.
- A student’s score would change if he/she got instruction on what it assesses.
- Students who had instruction aligned to the standards would get higher scores than those who didn’t.

Thought: In many communications with parents about test scores, we say that a test score is one snapshot in time. Of course a single snapshot might be misleading. A finger over the lens, flash failure, sudden movement—all of these things can happen, resulting in a picture that is wrong. To reach a valid conclusion about what something really looks like, we need to see more than one snapshot—preferably from more than one camera.

Bottom line: It is important to know the meaning of these two little words—*reliability* and *validity*. Keep clear about what an assessment is supposed to assess. Remember this as you think about how to prepare students for the assessment, how to administer the assessment and how to interpret the results to your students, parents and for your own planning. Anything that affects reliability and/or validity will compromise inferences you can make from the scores.

Part II: Test Security Protocols—Test Administration

The administration of any standardized or high stakes assessment is a secure testing event. Building Test Coordinators are responsible for ensuring that Test Administrators and Proctors are trained in all security requirements. In the case of online assessments from testing companies, they also must ensure that students do not have access to secure test content, printed Student Authorization Tickets, or printed seal codes before testing.

This protocol applies to all tests administered during Spring 2017. Should there be changes in the state guidelines regarding test security, they may be amended before fall assessment administrations. Otherwise, these guidelines apply for one year.

Test Administrator Criteria

Any person administering a test must be an employee of the district and hold a license, certificate, or permit issued by the Ohio Department of Education (ODE). Test Administrators who are teachers in the district must scrupulously avoid discussing secure tests in their classrooms. This includes **not** discussing specific test content with students **or** revealing information about students' scores, individually or collectively (e.g., teachers must not commend a particular student for doing well on a test, or comment that the class as a whole did well – or poorly – on a test).

Security Agreement

Before testing, **all** staff involved in the administration of a secure test (e.g., District Test Coordinators, Building Test Coordinators, Technology Coordinators, Test Administrators, and Proctors) must “sign” the Security Agreement that is on PublicSchoolWorks (the agreement is also included at the end of this document). This will be maintained by the District for three years. Violation of this security agreement can result in consequences ranging from a reprimand to dismissal, depending on the severity of the violation. ODE has the right to revoke licenses. In some cases, violations can be prosecuted.

Requirements for Maintaining the Security of Test Materials and Content

Each Building Test Coordinator must develop a chain-of-custody plan that reflects the requirements below:

- Ensuring that test materials are accounted for at all times before, during, and after test administration
- Documenting the distribution and return of test materials between Building Test Coordinators and Test Administrators.

Note that all secure test materials must be collected, inventoried and either shredded or returned to the test company.. Hence, all Test Administrators and Test Coordinators must become familiar with the Test Administration Manual in advance of the test administration. Test administrators will have online access to information or copies of manuals at least a week in advance of the test administration. Failure to implement and follow a chain-of-custody plan may result in test invalidations. The chain-of-custody of test materials must be documented before, during, and after test administration.

Test Materials

The Building Test Coordinator must distribute test materials to and collect them from the Test Administrators each test administration day. Test materials must not be stored in classrooms prior to or following the day of administration. Test materials that will be distributed by Building Test Coordinators to Test Administrators for computer-based test administration include:

- **Log on Information Sheet (Computer administrations only)**

To log in to their test session, students will need a preprinted log-in sheet that includes their first name and last name, as spelled out in DASL/TIDE and their SSID number. This sheet can then be used as the student's scratch paper.

- **Scratch Paper**

Administrators must have scratch paper on hand for students who request it. Scratch paper must also be provided to students whose IEPs (Individual Education Plans) or 504 Plans state the need for it. In such cases, specialized paper such as colored, wide ruled, or grid paper is allowed. After the administration, all scratch paper must be returned to the Test Administrator along with other test materials. Any paper that has been written on is to be treated as secure testing material.

- **Headphones.** Headphones are allowed for students who wish to use the text-to-speech feature for content area assessments (math, science, and social studies). In very rare cases, a student may have a read-aloud accommodation for an ELA test that requires headphones. Additionally some students may use headphones as noise buffers to minimize distractions or filter external noise during testing if they have a documented need to use headphones for this purpose. In such cases, Test Administrators are responsible for ensuring that the headphones are not plugged into any device. District administrators will work with each school to determine which students need headphones and determine in advance how many headphones will be needed and purchase them.

- **Calculators**

Students must be provided time prior to the tests to become familiar with calculators. Note that online calculators are included in applicable math and science assessments. At some grade levels, formula editors are also included. Students are permitted to use their own calculators, but the test administrator must ensure that the memory has been cleared immediately before and after the assessment. Test administrators may not allow students to share calculators and must ensure that calculator cases, with formula cards, are not accessible during testing.

- **Record of Secure Materials**

Hard copies of Mathematics Reference Sheets and scratch paper distributed to students become secure materials once they are written on by students and must be tracked until

they are destroyed by shredding. It is recommended that test materials be distributed no more than 15 minutes prior to and collected no less than 15 minutes after testing. This recommendation will be followed as closely as is feasible. Test Administrators must document the receipt and return of all secure test materials (used and unused) to the Building Test Coordinator immediately after testing.

Breaches of Test Security – Electronic Devices

- The following prohibitions apply to Test Administrators, proctors, students, and anyone else in the testing site:
 - Using a cell phone or other prohibited handheld electronic device (e.g., Smartphone, iPod) while secure test materials are still distributed or while students are testing
 - Checking email while secure test materials are still distributed or while students are testing
 - Using a computer, laptop or electronic tablet (other than the one being used to administer the test) while secure test materials are still distributed or while students are testing.
 - *Note: Students need to be warned in advance that they are NOT to bring electronic devices to the testing site.*

- The following exceptions apply:
 - A student accessing an electronic device during testing is grounds for invalidation; however, if cheating can be ruled out, the district may elect not to invalidate the test.
 - If it is unclear whether a student was using the electronic device to cheat, contact ODE's Office of Curriculum and Assessment.
 - District/school policy will determine whether electronic devices may be used after the test session has been completed.
 - Test Administrators may have a cell phone for medical and technological emergencies, to use as a timekeeper when the test permits, or to otherwise perform necessary test-related actions. Test Administrators must not use their cell phones for non-test related issues or personal conversations. Test Administrators should never take photographs of any kind during testing.

Breaches of Test Security – Test Supervision

- Reading a book, newspaper, or any other material while secure test materials are still distributed or while students are testing
- Explaining passages or test items to students or coaching them in any way, including verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test for students
- Grading papers or otherwise engaging in activities that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
- Leaving test materials or online forms unattended or failing to keep test materials secure while test materials are still distributed or while students are testing
- Leaving students unattended for any period of time while secure test materials are still distributed or while students are testing
- Allowing students to leave the room to use the restroom or for any other reason without following the guidelines provided by the Building Test Coordinator and the Directions for Administration Manual
- Not administering a session according to the allotted time
- Giving students more time than is allotted for the session, as outlined in the Directions for Test Administration Manual (except for students who have an IEP or 504 Plan or are English language learners and are allowed to receive extended time)
- Encouraging students to finish early
- Passing notes, talking, or causing disturbances while test materials are still distributed or while students are testing
- Administering the test to family members, friends, or anyone other than properly identified students, or allowing family members access to secure test materials
- Formally or informally scoring student responses to test items
- Displaying or failing to cover visual aids in the room that may advantage or disadvantage students (e.g., word walls, multiplication charts). Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.
- Allowing a student to engage in any insecure activities after the student has checked his or her work and completed the test. The student may sit quietly and take out his or her silent work or reading, when permissible by the test. This work/reading must be unrelated to the content of the test for that day.
- Failing to follow test administration directions exactly as specified in the Directions for Administration Manual

Breaches of Test Security – Test Materials

- Giving a student access to test items, test tickets, seal codes or prompts prior to testing
- Viewing or permitting students to view secure test content at any time other than administration time
- Reading or viewing the passages or test items before, after, or during testing. Reading to a student who has the human reader accommodation listed in his or her IEP or 504 Plan is permitted
- Copying or reproducing any part of the passages or test items, or any secure test materials or online test materials
- Altering or interfering with a student's response in any way
- Making responses available to a student
- Handling the test materials for a purpose other than test administration (e.g., reading test items outside the test session, when paper tests are involved)
- Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
- Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test
- Failing to properly secure and destroy Student Authorization Tickets, seal codes, and scratch paper necessary for online test administration.

Testing Irregularities – Testing Environment

- Loss of Internet connectivity or other technical malfunctions
- Building evacuation or lockdown.

Testing Irregularities – Procedural

- Failing to verify the identity of each test taker
- Failing to follow administration directions for the test
- Displaying testing aids in the testing environment (e.g., a bulletin board containing relevant instructional materials) during testing
- Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
- Providing access to seal codes or test tickets ahead of time and before reading the appropriate directions in the script.

Reporting Security Breaches and Testing Irregularities

Any action or event surrounding a test that potentially interferes with a student's opportunity to demonstrate what he/she knows about the test content is considered a test irregularity or incident. All instances of security breaches and testing irregularities must be reported to the Building Test Coordinator immediately. The Building Test Coordinator should call the District Test Coordinator immediately upon discovering a testing irregularity/security breach. The District Test Coordinator should contact the state (ODE) immediately upon receiving such a call. The Building Test Coordinator should submit a Testing Irregularity/Security Breach form to the District Test Coordinator within two school days of the event. The District Test Coordinator should then submit the form to the state (ODE) within ten days. All reported irregularities, incidents, and alleged test security breaches are confidential. Communications and investigations of irregularities, incidents, and breaches should not be discussed with anyone other than identified staff.

Unauthorized Visitors

Visitors, including parents/guardians, school board members, researchers, reporters, non-testing students and school staff not authorized to serve as Test Administrators are prohibited from entering the testing environment. Visits by state assessment office monitors, district monitors, and observers from the testing company are allowed. See the Directions for Administration for guidelines on translators and read-aloud staff for students with documented accommodations.

Materials Required to be Provided to Students

Students may have **only** the following materials on their desks or at their computers **during** the test session (including breaks between sessions).

School-supplied materials:

- Student log in sheet
- Headphones (if needed)
- Pencils with erasers
- Blank scratch paper

Allowable Materials for Specific Assessments

See the Directions for Administration Manual in advance to determine which materials are allowable. Such materials may include: Tracing paper, reflection tools, straightedge and compass materials, rulers or protractors, and calculators. The Building Test Coordinator should predetermine where these materials should be located in the testing room, and then inform Test Administrators where the materials should be located. Students should raise their hands to ask to use any of these tools.

Prohibited Materials

Prohibited materials can compromise test security and can violate the construct being measured by the test, thus producing invalid results. Prohibited materials include materials that must be covered or removed from the testing room and hallways leading from the testing room to restrooms. Classroom resources such as books, models, displays, and teaching aids may provide unauthorized assistance or explain, define, or illustrate concepts that are part of the subject areas being tested. The following list includes materials that must be covered or removed

because they might provide students with an advantage in answering questions for the tested content areas. There may be other materials not included in this list that school personnel should consider when preparing rooms for testing.

- Mathematical formulas/theorems (for mathematics testing sessions)
- Graphic organizers
- Number lines
- Multiplication tables
- 100s charts
- Word lists
- Definitions
- Writing formulas
- Any manipulative not approved for use prior to testing.

Materials Prohibited During All Sessions

- All cellular phones (including camera phones and smartphones) Non-test-related personal electronic equipment (e.g., personal document scanners, eBooks, electronic pens)
- Any electronic equipment capable of performing computations or providing other assistance in the content area being assessed (other than calculator devices provided by the school or district or student calculators when checked by test administrators for calculator sections on mathematics sessions)
- Instructional aids related to the content being assessed
- Reference books
- Food and beverages

Materials Prohibited During Specific Sessions

ELA/Literacy

- Writing journals and other personal reference or resource material
- Dictionary or thesaurus. **Note: Only** word-to-word dictionaries without definitions or pictures are an allowable accommodation for English language learners for any test except the OGT
- Any resource or reference material (e.g., book, model, display, writing journal, or teaching aid) that defines, explains, or illustrates ELA /Literacy terminology or concepts or otherwise provides unauthorized assistance during testing.

Mathematics

- Grades 3–5: Calculators
- Grades 6–8 and high school: Calculators not approved by ODE or those without the memory cleared before and after the test administration

- Any resources (e.g., books, posters, models, displays, teaching aids) that define, explain, or illustrate mathematical terminology or concepts or otherwise provide unauthorized assistance during testing
- Mathematical reference sheets, other than those provided by AIR.

Science

- Grades 5 & 8: Calculators
- High school: Calculators not approved by ODE or those without the memory cleared before and after the test administration
- Any resources (e.g., books, posters, models, displays, teaching aids) that define, explain, or illustrate scientific terminology or concepts or otherwise provide unauthorized assistance during testing.

Social Studies

- Any resources (e.g., books, posters, models, displays, teaching aids) that define, explain, or illustrate social studies terminology or concepts or otherwise provide unauthorized assistance during testing.

Prior to testing, Test Administrators should instruct students to place prohibited materials in their lockers or backpacks. If a student is found to have any prohibited material in his or her possession upon arrival for testing, the student should be instructed to place the material in a backpack. If the prohibited material is an electrical device, it must be turned off and placed in the backpack for the duration of the test session.

If a student is observed with any of the prohibited items listed during testing or during breaks, collect the student's test materials and confiscate the prohibited items. The student will then be dismissed from the exam room and the test may be invalidated. The Test Administrator must report this situation to the Building Test Coordinator and it must be documented. The decision to invalidate is made by the District Test Coordinator after reviewing the circumstances. Specifics about the consequences of inappropriate use of electrical devices are outlined in the student handbook.

Materials Allowed ONLY AFTER a Student Has Completed Testing (for some tests only)

The following materials may be accessed only after a student completes a state test and turns in his or her test materials:

- Recreational books (subject matter of recreational books must be unrelated to content being assessed)
- Textbooks for subjects other than the one being tested
- Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed)
- Notebooks or papers of any kind (subject matter must be unrelated to content being assessed)
- Pens or colored pencils.

- **Note: Some tests, such as the AP exams, do not allow ANY materials to be accessed while a test session is still going on. Please review the test administration guidelines in advance.**

Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct. If student misconduct rises to the level of dismissal, collect the student's test materials and close (or locking out) the student's test session. The student will then be dismissed from the exam room per building policy. The Test Administrator must report this situation to the Building Test Coordinator and it must be documented. The decision to invalidate is made by the District Test Coordinator after reviewing the circumstances.

Procedures for Severe Weather and Safety Threats that Interrupt Testing

In the extremely rare event that there is a building evacuation or lockdown during the test session, follow the protocol outlined below:

- The safety and security of students and staff is always the primary concern.
- In case of inclement weather, the start time or date of the test may be altered.
- If there is a threat, assume that the threat is real and initiate the district's building-evacuation/lockdown procedure.
- If possible, note the time of the disruption so that the remaining time for the test session can be calculated. Upon returning to the testing room, prepare students for the continuation of the testing session.
- Test Administrators must resume students' tests according to the directions in the test administrators' manual.
- Test Administrators must tell students how many minutes remain in the test session.
- Test Administrators must also write on the board the start and stop times of the test session.
- Document the situation in writing, noting the date and time, and include specific details regarding the situation, for example:
 - Event or occurrence that prompted the evacuation/lockdown
 - Action steps taken as a result of the security/safety threat
 - Names of students being tested
 - Location of students at the time of the incident
 - Assessment component, content area(s), grade level(s), and test session(s) in process at the time of the incident
 - Test Administrator for each assessment
 - Detailed timeline regarding scheduled test start time, time of disruption, amount of time spent in evacuation/lockdown, time the test session was

- o resumed, and time the test session ended
- o Any other pertinent details.

Part 3: When the results come in: Protecting student privacy and confidentiality

- Students have rights to privacy and confidentiality. Therefore, their test results should not be shared in any way that permits other students or adults without a legitimate interest in the results to determine the scores or general results such as passing or failing. This would include discussing results in settings where others might overhear what is being said.
- Those with a legitimate interest include the student, parents/guardians, school staff members with responsibility for that student, such as teachers of record, counselors, or administrators.

Part 4: Test Security Agreement

SECURITY AGREEMENT – Spring 2017

The content of any secure test, including teacher developed assessments, published standardized assessments, or state assessments, is confidential and must be kept secure at all times. Maintaining the security of test materials is critical in order to obtain valid results from the test. Accordingly, each individual authorized to administer or have access to test materials, including technology coordinators, or those authorized to observe administration, must sign this security agreement and agree to the statements below. Failure to abide by the terms of the agreement may result in an investigation that leads to sanctions including employment and licensure consequences, according to your state policies.

For Building Test Coordinators

- I will establish and carry out a security plan for my school.
- I will provide training in a testing company's test security, administration policies, and procedures to all individuals involved in test administration.
- I will establish a system for documenting the chain-of-custody of secure test materials, and I will keep all test materials locked in a central secure storage area when they are not in use.
- I will make sure that all staff involved with a test administration in my school or who have access to test materials will have signed this security agreement.
- I will follow all security policies and test administration protocols described in the [Spring 2017 Test Administration Manual \(TAM\)](#) and its appendices d .

For Building Test Coordinators, Technology Coordinators, Test Administrators, Proctors, and Authorized Observers

- I will prepare students for a test using procedures that are secure and are designed to ensure validity of students' scores.
- I will prepare students to be comfortable and familiar with any special features of a test, including technology, types of questions and common test language.
- I will **not** employ extensive test preparation or practice activities that emphasize testing, rather than learning.
- I will **not** view test content or student responses (except if necessary to administer certain accommodations).
- I will **not** reproduce test content or student responses in any way (e.g., photographing, copying by hand, typing, texting from cell phone, or copying by copier).
- I will **not** reveal or discuss test content or student responses before, during, or after testing.
- I will promptly report any testing irregularities or concerns (according to the instructions in the [TAM](#)
- I will **not** engage in any activity that adversely affects the validity, security, or fairness of

the test.

- I will follow the procedures in the TAM regarding the disposition of all test materials.

For Test Administrators and Proctors

- I will complete training necessary to understand the testing company's test security and administration policies and procedures.
- I will keep test materials under my supervision at all times, and I will **not** leave them unattended.
- I will prepare the testing room so that no student can view another student's test materials or computer screen, and so that inappropriate wall displays are removed or covered before testing.
- I will supervise the students at all times and focus my full attention on the testing environment. I understand that this means I will not read, work on a computer or other electronic device, grade student work or engage in any activity that prevents my ability to focus my full attention on the testing environment.
- I will **not** allow students to talk, pass notes, cause disturbances, or communicate with each other in any way during testing.
- I will **not** allow students to access cell phones or other unapproved electronic devices during the testing session.
- I will **not** allow students to access notes, books, or any instructional materials during testing.
- I will ensure that students provide answers that are strictly their own and do not participate in any form of cheating.
- I will **not** coach students in any way or do anything to enhance, alter, or interfere with their responses.
- I will collect, inventory, and return all scratch paper and student test tickets/log in sheets distributed during the test (according to the instructions in the test administration manual (TAM)).
- Some testing accommodations require a Test Administrator to view, read, or transcribe test content or student responses. If I am administering such an accommodation, I will **not** disclose any test content that I view in the course of providing the accommodation.
- I will follow all security policies and test administration protocols described in the TAM.

For all teachers and other staff with access to test results

- I will not share test results with students in any way that violates their rights to privacy and confidentiality, including a classroom setting when others are present.
- I will **not** share any student's test results with anyone other than those who need to know: the student, his/her parents/guardians, and those with direct instructional responsibility for that student.

APPENDIX

Preparing students for the assessment

Examining the features of multiple-choice tests. Examples include:

- Looking at how the questions and the answer choices appear on the type of computer students will use during the exams.
- Learning how to navigate each screen: For multiple choice questions, how to choose an answer, how to change an answer, how to submit an answer.
- Students may be provided with empty graphs and instructed to use an “Add Line” or “Add Arrow” button to draw line on the graph to represent data given.
- Checkboxes: “Select the boxes” in a table means that clicking on a blank box will create a checkmark in it, marking that as your answer.
- Understand whether the checkmarks indicate a yes or no answer, or do they match sets of characteristics?
- “Click the blank boxes” means that a list of choices will appear from a drop-down menu; sometimes the phrase “drop-down menu” will be used in the question.
- “Select the sentence” in a paragraph means that the sentence will become highlighted, e.g., “Select the sentence that means animal will survive the new conditions.”

Paying attention to format features like underlining or bold print, e.g.,

- “Select **two** sentences”; “select **three** characters.”
- “Select the **main** event that occurs in the story?”
- “What is the **best** explanation for how the author feels about the topic?”
- “Which sentence **best** summarizes the passage?”
- “What does empathy mean as it is used in the story?” (vocabulary words are usually underlined; the correct answer will be the closest synonym)

Organization

- How is the story organized: chronologically, by cause and effect, from differing points of view?

Vocabulary Used in Items and Stems

- Stimulus—In ELA and Social Studies, usually a reading passage; in in other subjects, such as math or science, a stimulus can be a graphic display of information, such as a map, chart, graph, etc. Use scratch paper provided by the proctor to take notes on significant words and events in a reading stimulus.
- ELA/SS: “Explain,” “describe,” “provide examples or evidence,” “in your own words.”
- Types of essays: informative, persuasive, argumentative, supportive
- “What is author’s point of view?”
- Math/science: “solve” (for a variable), “calculate,” “graph,” “drag the numbers,” “expression” (two or more numbers with operational symbols, like multiplication or division signs), “equation” (two or more numbers with an equal sign, i.e., “+”)

On-line Calculators: Becoming familiar with the on-line calculator provided for state tests