Appropriate Practices for Test Security

Relevant assessments:

All Michigan state assessments:

- **M-STEP**
- **MME**
  - » ACT WorkKeys®
  - » SAT® with Essay
  - » M-STEP (Science and Social Studies)
- **MI-Access**
  - » MI-Access Functional Independence (FI)
  - » MI-Access Supported Independence (SI)
  - » MI-Access Participation (P)
- **WIDA™**
  - » WIDA ACCESS for ELLs
  - » WIDA Alternate ACCESS for ELLs
  - » WIDA ACCESS Placement Test (W-APT)
  - » WIDA Screener
- **PSAT™ 8/9 and 10**
- **Early Literacy and Mathematics Benchmark Assessments (K–2)**

☐ Handling Secure Materials

☐ Setting up for Testing

☐ Testing Off-Site

☐ Secure Test Administration Requirements

☐ Document Retention

Assessment Coordinator Training Guide

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MICHIGAN Department of Education

NOTE to Reader:

The **Assessment Coordinator Training Guide** is composed of a series of documents published by the Michigan Department of Education (MDE) to provide information to District and Building Assessment Coordinators regarding their assessment-related roles and responsibilities. This guide provides the resources and knowledge base necessary to establish sound test administration practices and procedures that will allow for the reporting of valid and reliable test results. It will introduce you to Michigan's state assessment systems in general and will link you to the people, trainings, materials, tools, and resources needed throughout the process of coordinating state-provided assessments in your district.

This document is one chapter of the **Assessment Coordinator Training Guide** series. The **Assessment Coordinator Training Guide** is not meant to replace assessment-specific testing manuals, guides, training resources, or other documentation associated with each assessment program.

The web pages referenced in this document are active links. For the full URLs to these pages, please see the **Assessment Coordinator Training Guide Quick Reference** chapter. In that resource you will find an interactive list, along with the full URLs of the assessment-related web pages you will need to access, as well as:

- A preface for the **Assessment Coordinator Training Guide,** which includes information on how to use the guide

- An interactive **Table of Contents** for the training guide

- A reference list of acronym definitions, and

- Important contact information

It is recommended that you keep the **Quick Reference** chapter readily available for future use.

MICHIGAN Department of **Education**

Intro

This chapter discusses what an Assessment Coordinator must know about the testing procedures and practices that ensure a **secure testing experience**, by answering the following questions:

▶ What are the procedures for handling secure materials?

▶ How should classrooms and computer labs be set up for testing?

▶ What has to be done to allow students to test in an off-site location?

▶ What are the requirements for a secure test administration?

▶ What documents must be retained for security and test administration purposes?

Note: The information in this chapter introduces you to the importance of test security and provides links to important resources you will need to ensure a secure testing experience. It is not meant to replace a thorough review of the **Assessment Integrity Guide (AIG)** nor participation in the online **Assessment Security Training Modules** provided by the Michigan Department of Education (MDE) and Michigan Virtual (MV).

What are the procedures for handling secure materials?

When receiving secure test materials, it is important to inventory the materials to verify that the correct materials have been received and are accounted for. Once materials have been inventoried, they must be kept in a locked storage area that is only accessible to the Assessment Coordinator and designates. A chain of custody plan for the distribution, use, collection, and return of materials must be established and maintained throughout each testing session. Each assessment has specific policies and guidelines that must be followed when handling assessment materials and maintaining security. These specific policies and guidelines can be found in the corresponding manuals for each assessment, along with a complete list of secure materials for each assessment.

How should classrooms and computer labs be set up for testing?

The classroom setup is the responsibility of the test administrator; however, training on how the classroom should be set up is the responsibility of the Building Assessment Coordinator. The testing environment must be quiet, orderly, comfortable, and have adequate lighting and ventilation. When preparing the testing environment, meet the following requirements:

» Arrange student seating to minimize opportunities for students to view the work of others.

» Remove or cover any materials that could be considered instructional or could provide cueing for testing students. These materials include, but are not limited to: maps, globes, graphic organizers, periodic tables, multiplication tables, instructional posters, mnemonics, and any other materials that might provide students with an unfair advantage. If there is doubt as to whether the material in question should be removed, it is probably best to remove it.

What must be done to allow students to test in an off-site location?

For the M-STEP, MI-Access, ACT WorkKeys, Early Literacy and Mathematics Benchmark, and WIDA assessments, any time students test in a place other than where they receive their instruction, an **Off-Site Test Administration Request** must be submitted to the Office of Educational Assessment and Accountability (OEAA). You can submit an Off-Site Test Administration Request through the OEAA Secure Site.

Once the request is granted, the school must ensure the security of the assessment during all phases of testing. Test tickets, test booklets, answer documents, and scrap paper must be securely transported to and from the remote location. Refer to the **Assessment Integrity Guide** and **Test Administration Manual** for the assessment being administered for more details on the proper handling of secure materials.

Schools requesting an off-site testing location for the SAT with Essay high school assessment must submit a request form to College Board in mid-December, prior to the following spring test administration window. The appropriate form is located on the College Board – Michigan website.

ACT requires that off-site testing information be documented in the Test Room Report section of the ACT WorkKeys Test Administration Forms folder. The **ACT WorkKeys Test Administration Forms Standard Time, Paper** and the **ACT WorkKeys Test Administration Forms Accommodation/Supports, Paper** are delivered to the school along with ACT test materials. These forms must be completed and returned to ACT with the test materials.

What are the requirements for a secure test administration?

All state assessments require a standardized process of test administration in order for the testing to yield fair and accurate results. The **Assessment Integrity Guide** lists in detail the professional test administration practices that test administrators must follow, and that both District and Building Coordinators must be aware of and must monitor during testing.

Required practices

1. Participate in district training of testing personnel, making sure they understand their role(s) as described in the Test Administrator Manual (TAM) and the Assessment Integrity Guide.

2. Follow all standardized test administration procedures explicitly according to the TAM.

3. Read oral instructions exactly as they are written to the students as required by the appropriate TAM.

4. Monitor student behavior closely for adherence to proper test-taking practices. Make sure there are no distractions during the test administration period, including talking, noises, other distractions between students, or the viewing of another student's computer screen or answer document.

5. Ensure that all test tickets and other materials used for online test administrations are destroyed immediately after students have completed testing.

6. Follow directions provided by each state assessment for handling unused test tickets.

7. Refer to specific allowable universal tools, designated supports, and accommodations described in the TAM and the **Supports and Accommodations Guidance Document** for Michigan assessments.

8. Ensure that students take each appropriate state assessment only one time.

The **Assessment Integrity Guide** discusses additional professional test administration practices for both online and paper/pencil testing. Be sure to refer to this document, the Test Administration Manual for each assessment, and to the **Assessment Security Training Modules** when training staff members who will administer tests.

Every effort must be made to ensure the validity of test scores, by eliminating opportunities for test takers to attain scores by fraudulent or deceptive means. The Test Security and Test Administration Practices section of the Assessment Integrity Guide lists many prohibited testing behaviors in which testing personnel should not participate.

Summary of prohibited practices

1. Failure to appropriately handle or to secure materials before, during, and after test administrations

2. Failure to follow precisely prescribed test administration procedures

3. Permitting the use of any supplemental or reference materials that are not specifically allowed during test administrations

4. Making testing content or answers available to students, parents, or the public by any means

5. Assisting a student by any direct or indirect means (such as gestures, pointing, prompting) in identifying correct or incorrect answers on any test

6. Participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts

An educator involved with test administration who discovers an irregularity in testing practices should immediately report it, using the steps described in the AIG. If an irregularity is reported promptly, the district may be able to resolve it and avoid the possible invalidation of student test results, which could adversely affect a school's or district's integrity or accountability.

What documents must be retained for security and test administration purposes?

Either the district or the school is required to retain test security and test administration documentation for three years following a test administration.

The District Coordinator or Building Coordinator must:

» verify that signed OEAA Assessment Security Compliance Forms are collected for all personnel who will participate in testing, prior to handling secure test materials and/or test administration

» gather all test administration documents and test security training materials; these include, but are not limited to, sign-in sheets, presentation materials, and certificates of completion

» collect testing schedules

» confirm that schools have properly completed and collected all inventory and shipping records (including school packaging lists and documents used to track the transfer of secure materials between testing locations)

Some state-mandated assessments may have additional policies regarding the retention of testing documents. Refer to the Test Administration Manual for the assessment being administered to review assessment-specific policies.