

Assessment Integrity Guide

Michigan standards for professional and ethical conduct in
assessment administration and reporting



Developed by the
Michigan Department of Education
Office of Educational Assessment and Accountability

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www.michigan.gov/oeaa

The Michigan State Board of Education approved this guide on September 9, 2009. This document pertains to the expected professional and ethical conduct of all programs administered by the Michigan Department of Education (MDE), Office of Educational Assessment & Accountability (OEAA).

This includes:

- Michigan Educational Assessment Program (MEAP)
- Michigan Merit Examination (MME)
Includes ACT, WorkKeys, and Michigan Components
- English Language Proficiency Assessment (ELPA)
- MI-Access
- MEAP-Access
- Secondary Credit Assessment (SCA)
- No Child Left Behind (NCLB) Accountability
- EducationYES!
- Michigan School Accreditation System (MI-SAS)

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About This Revision

This *Assessment Integrity Guide* replaces in its entirety the *Professional Assessment and Accountability Practices for Educators* released in August 2005 and revised in August 2007. Major changes include:

- **Training Requirements** – Schools may provide training on these standards according to the district’s professional development and training programs. For the convenience of the trainers, training handouts in the back of this manual will help outline the process. The use of these handouts is strongly recommended. In the event of an alleged misadministration, their use, or something similar, would help establish evidence that staff were properly trained.
- **Restricted Use Items** – This is a new definition: A test or collection of test items used for a specific and designated purpose with specific handling instructions related to that purpose.
- **Emergency Form** – In cases of misadministration an Emergency Form may be administered at the determination of the OEAA.
- **Self-Investigation** – Is now defined as: A document (email preferred, letter, memorandum, etc.) by which a school reports to the OEAA its own findings about an alleged administrative irregularity. The self-investigation must include a thorough analysis of the problem with sufficient detail and must also include corrective actions the district is or will be taking to correct the problem.
- **Self-Report** – Is now defined as: A document filled out on the OEAA Self-Report Web Form (preferred) or by phone or email, by a district assessment coordinator reporting an irregularity. The self-report may include a self-investigation which may be sufficient for OEAA to endorse the explanation of the problem and the resolution to the problem without further investigation.
- **Test Preparation** – Appropriate test preparation practices and responsibilities have been further clarified.
- **Prohibition of Undue Stress** - The OEAA now formally recognizes and prohibits undue stress on students, which is defined as: teachers and other school staff placing undue stress on a student to perform well on an assessment before, during, and after an assessment.
- **Security Audit** - Schools or districts that do not return test booklets or other secure materials will be considered to have breached test security which will be reported and handled as an irregularity.

Introduction

The Office of Educational Assessment and Accountability (OEAA) is a division within the Michigan Department of Education (MDE). A primary function of the OEAA is to establish, develop, and conduct a state assessment system that fairly and accurately measures student achievement against the State's content standards. These assessments include the Michigan Educational Assessment Program (MEAP), MEAP-Access, MI-Access, the English Language Proficiency Assessment (ELPA), and the Michigan Merit Examination (MME) and may include other state level assessments that may be developed. OEAA also coordinates information for EducationYES!, Michigan School Accreditation System (MI-SAS), Adequate Yearly Progress (AYP) determination, and the National Assessment of Educational Progress (NAEP). OEAA also currently provides prototype Secondary Credit Assessments which districts may opt to use for the testing requirements under the Michigan Merit Curriculum legislation.

The purpose of the assessments and procedures developed by OEAA is to accurately measure and report student achievement relative to the Michigan content standards – the MDE Benchmarks, Grade Level Content Expectations (GLCE), High School Content Expectations (HSCE), and English Language Proficiency Standards (ELPS). The procedures must be standardized in order to create a fair and equitable measure for all students. All administrative procedures must be carefully adhered to so that each student's achievement results are a reflection of his or her individual skills and abilities. All educational staff participating in the assessments play a critical role in helping to achieve fair and accurate student results by closely adhering to these guidelines. Failure to follow these guidelines could result in serious consequences for the students, schools, school districts, and staff.

This document is approved by the State Board of Education (SBE) and represents the expected professional conduct of educators who administer OEAA assessments in order to ensure proper assessment and academic integrity. It is intended to be used by districts and schools in the fair and appropriate administration of the State assessments. State assessments are an important and required tool used to monitor state, district, school, and student achievement. For assessments to yield fair and accurate results, they must be given under standardized conditions to all students.

The OEAA develops assessments and establishes professional conduct standards based upon the following professional guidelines and laws:

- *Standards for Educational and Psychological Testing.* (1999). Joint publication of the American Educational Research Association (AERA), American Psychological Association (APA) and National Council on Measurement in Education (NCME).
- *Code of Fair Testing Practices in Education.* (2004). Joint Committee on Testing Practices, AERA, APA and NCME.

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- *Code of Professional Responsibilities in Educational Measurement.* (1995). National Council on Measurement in Education.
- *Standards for Student Evaluation.* (2002). Joint Committee on Standards for Educational Evaluation. Corwin Press.
- *Standards for Teacher Competence in Educational Assessment of Students.* (1990). American Federation of Teachers (AFT), NCME, and National Education Association (NEA).
- *Family Education and Privacy Rights Act (FERPA).* (1997). Code of Federal Regulations – Title 34, Volume 1, Parts 1 to 299.
- *Michigan's Freedom of Information Act (FOIA).* (1996). Public Act 442 of 1976, as amended.

Appropriate assessment preparation activities should promote quality long-term learning. Good assessment-taking skills and appropriate content learning help ensure the validity of student assessment scores.

The best way to promote appropriate assessment practice is to ensure that teachers and administrators understand and recognize acceptable and unacceptable practice. This document is intended to provide more details to assist schools in developing professional conduct and clarifying the standards for Michigan educational staff and students.

Section 1. Roles and Responsibilities

District and school professional staff members play a key role in the fair and equitable administration of successful state assessments. Included in this section are designated roles. Districts may adjust the roles and responsibilities to its size and organizational structure. Roles may be designated to one or more individuals or split among several individuals. However, only one District Assessment Coordinator should be designated. No function or responsibility should be ignored. All standardized procedures are expected to be followed.

These designated roles and responsibilities include:

- ✓District Assessment Coordinator Rolepage 2
- ✓Building Assessment Coordinator Rolepage 5
- ✓Assessment Administrator Rolepage 8
- ✓Assessment Proctor Rolepage 11

District Assessment Coordinator Role

Each district, public school academy, or participating nonpublic school, must designate a District Assessment Coordinator. Roles may vary by district but the goal is to ensure coverage of all assessment preparation and administration roles and responsibilities. The District Assessment Coordinator is responsible for the overall integrity of the assessment program. The coordinator oversees all assessment procedures, ensures that the district is in compliance with required standardized procedures, reports irregularities to OEAA as soon as possible, and assists OEAA in resolving the irregularity. The District Assessment Coordinator sets the tone of high integrity for the entire district and holds specific responsibilities. The District Assessment Coordinator will:

Before assessment administration

1. Serve as the designated person for the district or ISD/RESA in all communications with OEAA or Scoring Services.
2. Be aware of appropriate and inappropriate assessment activities and practices throughout all schools and programs.
3. Inform OEAA if there is a breach of test security or an administration irregularity as soon as possible.
4. Inform the District Superintendent and local Board of Education members of this document.
5. Be familiar with all assessment preparation guidelines.
6. Attend statewide assessment program meetings and ensure the training of all staff assisting in assessment activities.
7. Coordinate the pre-identification, ordering, distribution and security of assessment materials.
8. Be a resource to the Building Assessment Administrator in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; plans for students who need additional time; staff to be involved; accommodations to be provided; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
9. Review identification and demographic information for accuracy and consistency with other school records.
10. Approve Assessment Administrator qualifications.

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11. Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers and counselors), and to students and parents where appropriate.
12. Read and be familiar with all OEAA administration manuals.
13. Train Building Assessment Coordinators in appropriate administration practices specific to MEAP, MI-Access and ELPA, or other OEAA assessments.
14. Oversee an inventory of all assessment materials and ensure their security.
15. Store assessment materials in a secure location and restrict access to only the staff authorized to administer the assessment – in most cases District or Building Coordinators.
16. Organize assessment materials for individual schools in the district.
17. Be sure that assessment materials arrive at schools sufficiently in advance of the assessment period.
18. Direct the accurate completion of student identification information and “School Use Only” sections of answer documents.
19. Ensure that Building Assessment Coordinators know the procedures for the return of materials after assessments are completed.

During assessment administration

1. Monitor a sample of assessment administrations for quality assurance.
2. Answer questions from the Building Assessment Coordinators and Assessment Administrators that typically arise during the assessment administration.
3. Report any assessment irregularities or administration procedural errors to the OEAA promptly. Immediately contact the OEAA at the number provided in the Administration Manuals with detailed information and steps taken to correct the problem.

After assessment administration

1. Assist Building Assessment Coordinators with any assessment administration issues such as invalidation of assessments and special codes/accommodations.
2. Ensure that cover page information on the answer documents has been filled in accurately (if needed) and that no further marks or changes have been made to student answer documents.

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3. Consolidate and assemble all assessment materials according to procedures specified after assessment administration is completed.
4. Arrange for assessment materials to be returned to the appropriate scoring service by the required deadlines.
5. Complete the Assessment Security Compliance Form as provided and return to the appropriate scoring service with used answer documents.

Building Assessment Coordinator Role

Schools administering assessments (including adult and alternative education programs) should designate a Building Assessment Coordinator. Roles may vary by district but the goal is to ensure coverage of all assessment preparation and administration details. The Building Assessment Coordinator is responsible for the overall integrity of the assessment in the assigned building(s) and will report irregularities to the District Coordinator as soon as possible and assist the coordinator or OEAA in resolving any irregularities. The Building Assessment Coordinator shall:

Before assessment administration

1. Serve as the building contact person between the school and the District Assessment Coordinator.
2. Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
3. Read and be familiar with all OEAA administration manuals.
4. Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; provisions for students taking longer to finish the test; staff to be involved; accommodations provided; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
5. Train the Assessment Administrators and Proctors on administrative procedures and approved practices and provide documentation of this training.
6. Provide information regarding approved and prohibited assessment practices to students, assessment administrators, proctors, teachers, and parents. This includes making students and parents aware of prohibited equipment such as cell phones, Personal Digital Assistants (PDAs), Smart Phones, or equivalent ahead of the assessment.
7. Conduct an inventory of assessment materials as required by the District Assessment Coordinator.
8. Ensure assessment materials are kept in a secure location.
9. Ensure that any room used for assessment does not contain any visual material that would provide students with clues or answers to questions. All items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks, HSCEs and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

10. Assemble and distribute assessment materials to Assessment Administrators.
11. Ensure that assessment materials that are allowed by the state assessments are made available to students.
12. Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), Section 504 Plans, and instructional practices for English Language Learners.
13. Plan ahead for students who finish early or require extra time.
14. Reinforce to Assessment Administrators and Assessment Proctors, parents, and students the prohibited use of electronic communication or information storage devices (i.e., pagers, cell or smart phones, PDAs).
15. Plan ahead to have all materials ready for the appropriate assessment time and place. This includes making sure that calculators and assistive devices are in working order and back-up equipment and batteries are available.

During assessment administration

1. Ensure that each room used for assessments has an Assessment Administrator and, if needed, an Assessment Proctor present at all times.
2. Ensure that assessment materials are kept secure in a designated location between assessment sessions until all materials are returned to the District Assessment Coordinator.
3. Monitor assessment administration sessions to ensure the security and accountability of all secure materials and confirm that all standardized assessment procedures are being followed.
4. Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After assessment administration

1. Collect and assemble an inventory of assessment materials after the assessment.
2. Notify the District Assessment Coordinator of any missing materials and follow the designated instructions in the manual for recovering them.
3. Ensure that the demographic page of the answer documents has been filled in accurately (as needed). No further inspection or marking of a completed student answer document is allowed.
4. Ensure that any cover or return form has been completed correctly.

5. Prepare all assessment materials for return as required by the District Assessment Coordinator. Return assessment materials as required by the District Assessment Coordinator consistent with required timelines.
6. Report and document any incidents that have deviated from proper administrative procedures.
7. Complete Assessment Security Compliance Forms found in the OEAA administration manuals and the Training Handout Forms from this guide and submit all signed forms and training handouts from any Assessment Administrators, Assessment Proctors, or Accommodation Providers to the District Assessment Coordinator.

Assessment Administrator Role

The Assessment Administrator sets the tone for the integrity of the assessment with the students and holds specific responsibilities; therefore all irregularities should be reported to the Building Assessment Coordinator as soon as possible and assistance should be given to resolve the irregularity. Roles may vary by district but the goal is to ensure coverage of all assessment preparation and administration details.

Assessment Administrators must meet one of the following qualifications:

1. Employee of the district who is a certified or licensed educational professional.¹
2. Substitute teacher who is certified and employed by the district on an “as needed” basis.
3. Certified teacher who does not currently possess a teaching certificate because of a career change or retirement and has been approved by the District Assessment Coordinator.

Note: If para-educational staff (such as teacher assistants or other non-certified persons) assist in the assessment procedures, they must be directly supervised by a certified or licensed educational professional.

Before assessment administration the Assessment Administrator must:

1. Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator specific to each assessment.
2. Read and be familiar with all OEAA administration manuals and be able to train proctors and answer questions.
3. Ensure that any room used for assessment does not contain any visual material that would provide students with clues or answers to questions. All items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks, HSCEs and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
4. Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, other materials as allowed: dictionaries, calculators, etc.).
5. Know all assessment security procedures and be prepared to follow them before, during, and after all assessment sessions.
6. Plan ahead for students who finish early or require extra time.

¹ Includes employees who may be certified or otherwise authorized by the state.

7. Pre-plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), Section 504 Plans, and instructional practices for English Language Learners.

During assessment administration the Assessment Administrator must:

1. Ensure the accuracy of student test booklets and answer documents. Distribute all materials to students. Check for appropriate assessment booklets and answer documents without examining item content details.
2. Remind students to turn off all electronic communication devices (i.e., pagers, cell phones, PDAs) and store them out of sight and inform them to do their own work at all times.
3. Administer the assessments exactly as indicated in all OEAA administration manuals.
4. Read specific directions **exactly as they appear** in the administration manual. Answer student questions related to assessment directions as described in the administration manuals.
5. When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
6. Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment and not assisting other students in answering questions.
7. Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
8. Ensure that the assessment rooms have the proper testing environment: quiet during the entire administration period, no extraneous persons, distractions or unauthorized material.
9. Remain in the assessment room at all times unless replaced by another trained staff member.
10. Report any incidents of concern or questionable student behavior to the Building Assessment Coordinator for early and fair resolution.
11. Ensure that students remain in the assessment room at all times unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave

the room at a time. This should be done as quietly as possible with minimum disruption. Returning students should return promptly and staff should be reasonably certain the student did not obtain information that would assist him/her in answering questions.

12. Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments. Note: staff may not make any marks on a student answer document or give students hints about correct or incorrect answers.

After assessment administration the Assessment Administrator must:

1. Collect assessment materials and account for **all** assessment materials regardless of perceived student effort.
2. Ensure that the demographic page of the answer documents has been filled in accurately (as needed). No further inspection or marking of a completed student answer document is allowed.
3. Do not erase, darken, or make any marks in the student answer section of any document.
4. Deliver assessment materials in person at the end of each assessment administration to the Building Assessment Coordinator.
5. Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
6. Complete Assessment Security Compliance Form found in the OEAA manuals and submit to the Building Assessment Coordinator.

Assessment Proctor Role

As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success and ensure assessment integrity. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is strongly recommended that a proctor be assigned for any group over a typical classroom size (25 to 35) students.

An Assessment Proctor assists the Assessment Administrator in administering the tests and is typically a teacher's aide, para-educational staff, or other paid district or school personnel. If volunteers are used, they must have appropriate training. Volunteers must not have a conflict of interest or the appearance of a conflict of interest; they cannot be family members of students being assessed. Assessment Proctors must be supervised by an Assessment Administrator. Assessment Proctors who are assessment accommodation providers must be thoroughly trained in how to provide the accommodations prior to the assessment.

The Assessment Proctor assists in setting the tone of high integrity in the assessment room and holds specific responsibilities.

Before assessment Proctors must:

1. Participate in assessment administration training.
2. Ensure that any room used for assessment does not contain any visual material that would provide students with clues or answers to questions. All items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks, HSCEs and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

During assessment Proctors must:

1. Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (i.e., pagers, cell phones, PDAs).
2. Assist the Assessment Administrator in distributing assessment materials.
3. Ensure there are adequate supporting staff to observe students and monitor those who have been given permission to temporarily leave the assessment room.
4. Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.

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5. Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
6. Remain in the assessment room at all times unless replaced by another trained staff member.
7. Ensure that the assessment room is quiet during the entire assessment administration.
8. Report any questionable or unusual activity to the Assessment Administrator immediately.
9. Ensure there are adequate supporting staff to accompany students who are being directed to an alternate assessment room to complete assessments.
10. Provide accommodations as prescribed in Individualized Education Programs (IEPs), Section 504 Plans, and instructional practices for English Language Learners.

After assessment Proctors must:

1. Assist the Assessment Administrator in collecting and accounting for all assessment materials.
2. Ensure that the demographic page of the answer documents have been filled in accurately (if needed). No further inspection or marking of a completed student answer document is allowed.
3. Complete Assessment Security Compliance Form found in the OEAA administration manual and submit form to the Building Assessment Coordinator.

Section 2. Assessment Security

The purpose of the OEAA assessments is to accurately measure student achievement in a standardized environment. In order to preserve unbiased measures of student performance, the students should have no prior exposure to the assessment items. A breach of the security of these tests could result in invalid district, school, classroom or student scores. Breaches can be local but have the potential to invalidate an entire state administration and potentially cost the state hundreds of thousands of dollars. It is critical that all staff handling student assessment materials keep it protected from exposure at all times.

In order to provide an unbiased, precise, and accurate measure of a content standard, assessment security must be maintained at all times.

There are two levels of item security; secure and restricted use.

- *Secure* assessment instruments, tests, or a collection of secure test items must be kept in a secure location and cannot be seen by anyone until the appropriate administration time and place provided in the OEAA instructions. Exposure should be limited to the test time only and none of these items may ever be reviewed or copied.
- *Restricted Use* assessment instruments and test items are used for a designated purpose with specific handling instructions related to that purpose. The use of restricted tests or items requires that teachers/proctors take measures to limit student exposure and prevent these items from being copied or taken out of the classroom/testing area at any time. They cannot be used as part of professional development.

Secure tests are the Michigan Educational Assessment Program, the Michigan Merit Exam, MI-Access, MEAP-Access, and Spring English Language Proficiency Assessment. Restricted Use tests include the Secondary Credit Assessments and the English Language Proficiency Assessment Initial Screening.

Restricted Use Secondary Credit Assessment (SCA) special handling instructions are:

- Items may be used as a whole or in parts, for interim or summative assessment but are restricted to classroom testing situations only.
- Teachers may share the use of the items and discuss their results.
- SCA items should not be used as part of instructional exercises.

Restricted Use English Language Proficiency Assessment (ELPA) Initial Screening special handling instructions are:

- Test booklets (unmarked) may be reused in emergency situations where there is a shortage of booklets. OEAA will advise schools when unmarked booklets should be destroyed and new ones ordered in the case where new booklets are required.

- They cannot be shared, distributed, or copied in any form.
- They cannot be used in formative assessment or instruction.

Professional Assessment Security Practices

School personnel **will**:

1. Keep assessment materials in a locked and secure location before, during, and after assessments. Restrict access to this area and keep track of who accesses these materials.
2. Inform all personnel involved in assessment administration of the importance of maintaining strict assessment security and the potential implications of assessment security breaches.
3. Limit access to assessment materials to those directly involved in each of the assessments.
4. Account for all assessment materials before, during, and after each assessment session.
5. Return answer documents, assessment booklets, and other secure assessment materials within the designated timelines.
6. Contact the OEAA with assessment security concerns immediately.
7. Report assessment security breaches to the OEAA immediately.
8. On Secure tests, abstain from examining actual assessment items or discussing the assessment items with colleagues.
9. Ensure the security of materials used to provide accommodations as prescribed for students with Individualized Education Programs, Section 504 Plans, or English Language Learners.

Inappropriate and Prohibited Assessment Security Practices

School personnel will **not**:

1. Give students access to assessment content, questions, or prompts prior to assessments.
2. Review actual assessment items before, during or after the assessment administration unless it is consistent with the directions in the administration manual or required as part of administration by an approved accommodation for students with disabilities or English Language Learners.
3. Allow media representatives to (1) interview students during testing windows, (2) interview staff during testing windows, (3) access any assessment material other than released items, or (4) access any location in which assessment is occurring.
4. Leave an assessment room unsupervised at any time.
5. Leave secure assessment materials unattended at any time unless locked away.
6. Permit the use of any supplemental or reference materials that are not specifically allowed.
7. Copy, reproduce, or use in any manner inconsistent with assessment security measures, all or any portion of secure assessment booklets or answer documents.
8. Make assessment answers available to students.
9. Fail to follow guidelines for the distribution and return of secure or restricted use materials as directed, or fail to account for all secure assessment materials before, during, and after assessments.
10. Use or handle the secure assessment booklets and answer documents for any purpose other than proper administration procedures.
11. Read student responses during or after assessments or attempt to hand-score student responses to any subtest. An Assessment Administrator may examine a student response only as an emergency procedure, i.e. if a student is suspected of endangering him/herself or others and it is believed that a student's response may contain some important information, the Assessment Coordinator may examine that student's responses. After handling the potential emergency, they must report that procedure to OEAA as soon as possible.

12. Participate in, direct, aid, counsel, assist, encourage, ignore, or fail to report prohibited student acts.
13. Fail to follow administration directions for the assessment precisely.
14. Disclose the contents of any portion of secure materials or discuss the contents of secure assessments with students, parents, teachers, other educators, or community members before, during, or after assessments except to report potential problems to the Building Assessment Administrator.
15. Assist a student by any direct or indirect means (such as gestures, pointing, prompting, etc.) in identifying or providing correct or incorrect answers on any test.
16. Erase or change student answers in any way.

The OEAA may observe assessment administration activities without prior notice. OEAA observers will arrive with a letter of introduction and with instructions on verifying their identify.

Section 3. Assessment Preparation

School and district assessment programs should have a proper balance between formative and summative assessment activities. Assessment preparation activities for students should have the following two major goals:

1. Ensure that all students have the opportunity to learn in accordance with the teaching and learning standards and the content domains of the Benchmarks and Grade Level Content Expectations (GLCEs) and High School Content Expectations (HSCE) in a manner that promotes long-term learning growth and retention of the materials and concepts covered.
2. Give all students the opportunity to become familiar with test taking strategies and with the types of formats and scoring used on the assessments (writing prompts, multiple-choice questions, extended-response questions and rubrics).

Appropriate test preparation includes such practices as: 1) teaching or remediating the content expectations to be tested, 2) teaching test-taking skills specific to the format and scoring of the test, 3) giving practice tests within the context of test-taking skills (but without excessive drilling), and 4) coaching, motivational activities or test-anxiety reducing exercises.

Inappropriate test preparation practices include: 1) focusing instruction directly on secure questions that a teacher or administrator knows to be on an OEAA test; 2) providing students with repetitive drill with old or parallel forms of the test without a focus on skill development; 3) using any appropriate test preparation excessively in such a manner that it interferes with direct instructional time without any significant benefit to the student; or 4) placing undue stress on a student's performance. Research has shown that inappropriate test preparation can actually interfere with student learning and have the opposite effect on learning and achievement. **Focusing instruction on secure test items is considered a misadministration and is cheating. OEAA will investigate and if found true, will invalidate student scores. All other inappropriate practices are expected to be governed by the local school district.**

All local assessment practices should be in proper balance with an emphasis on obtaining instructionally relevant information or confirming mastery of targeted student skills. At no time should school testing be used to continuously drill or repetitively use practice tests solely with the intention of improving test scores. Testing should always be used in the context of improving an aspect of a student's instructional goals and subsequent skills. The OEAA staff encourages schools to use practices that enhance student long term growth and academic achievement over practices that use continuous drilling with test items that mimic state testing without using the results to inform instructional practice. Excessive use of drilling is neither effective nor appropriate.

Professional Assessment Preparation

School/Local Educational Agency (LEA)/Intermediate School District (ISD) personnel **should**:

1. Use the Benchmarks and GLCEs or HSCEs as a resource for curriculum development, instruction, and formative and summative assessment.
2. Incorporate all subject area objectives in the local curriculum throughout the year including, but not limited to, the content expectations incorporated in state assessments.
3. Communicate to students, parents, and the public what the state assessments do and don't do, when and how the assessments will be administered, and how the results will be appropriately used.
4. Integrate and teach assessment-taking skills along with regular classroom instruction and classroom assessment and create a positive assessment-taking environment.
5. Read and discuss OEAA administration manuals with colleagues.
6. Briefly review a previous grade's content expectations (typically in the first two weeks), then move on to advance student learning by teaching the curriculum of the current grade level. Remediation of individual students who have not mastered previous content may also need to continue simultaneously.
7. Use a balanced assessment approach with emphasis on formative assessment that informs instruction.
8. Monitor student academic progress continuously and use local or third party assessment materials for diagnostic purposes.
9. Review skills, strategies, and concepts previously taught.
10. Use any released documents and materials prepared by the Michigan Department of Education and its Office of Educational Assessment and Accountability (OEAA).
11. Continue to use independent, external tests (such as North West Evaluation Association (NWEA), Iowa Tests of Basic Skills (ITBS), Terra Nova, etc.) in the school for interim assessments, pre- and post-testing, placement, North Central Accreditation or similar purposes.

Inappropriate and Prohibited Assessment Preparation

School/LEA/ISD personnel **should not**:

1. Use secure/unreleased OEAA assessment questions, or questions that are similar or altered versions of secure/unreleased assessment questions.
2. Reveal, copy, or reproduce any secure state assessment questions or materials, or student responses to secure questions.
3. Use repeated drilling with material that very closely or identically matches the specific topics and question wording normally found in the state assessments. (General coverage of topics that would normally be covered by the MDE Benchmarks and GLCEs or HSCEs are expected to be covered).
4. Sacrifice significant instructional time to commercially or locally prepared programs (such as drill-type assessment preparations) that focus on testing and not on student skill and knowledge development.
5. Repeatedly drill, students using assessments as practice of the same content that very closely or identically match topics and wording that are used for the state assessments without a relation to direct instructional feedback.
 - a. EXAMPLE - If a school uses released items (previously used items from actual OEAA assessments made available to the public) or similar items that are parallel to state assessment items, they should be part of an instructional program that leads to long-term learning and not drill for the sake of attempting to artificially change test scores.
6. Place undue stress on a student before, during, or after the administration of an assessment. Preparation activities aimed at motivating students should create a positive atmosphere for test taking.
 - a. EXAMPLE - While “undue stress” is not easily defined, informing students that poor performance on an assessment might reflect negatively on the student, school, family or peers, would be an example of “undue stress.” Encouraging students to prepare for an upcoming assessment by excessive practice or studying (such as well into the evening hours) or encouraging students to work beyond a reasonable effort would be another.

Section 4. Assessment Administration

For all students to be assessed in a fair and consistent manner, the assessments must be administered uniformly.

Appropriate Professional Assessment Administration

School personnel **will**:

1. Provide training for staff in appropriate assessment preparation and assessment administration procedures and incorporate the handouts in this guide.
2. Provide staff training in correct use of assessment accommodations.
3. Supervise assessment materials closely.
4. Become familiar with the specific designated roles found in the assessment administration manual.
5. Begin standardized assessment administration procedures immediately upon commencement of the assessment without additional comment or side-conversation regarding the contents of the assessments.
6. Read oral instructions verbatim to the students as required by OEAA administration manuals.
7. Monitor student behavior closely for adherence to proper test-taking practices. Ensure that there are no distractions during the assessment period, including no talking between students or other noises.
8. Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.
9. Return all assessment booklets and answer documents.
10. Return the answer document for each student who took the assessment regardless of the student's perceived efforts.
11. Follow directions provided by each OEAA assessment program for handling unused answer documents and other testing materials.
12. Refer to specific allowable accommodations described in OEAA administration manuals.

Inappropriate and Prohibited Assessment Administration

School personnel **will not**:

1. Allow media representatives to have access to the items on the assessment, the secure or restricted-use assessment booklets, student answer documents, or assessment activities. Students should not be interviewed concerning the assessment the week before or during the testing windows. Note: reporters and interviewees should be cautioned not to discuss or report on secure test items in any post-testing interviews. However, the use of released items for stories is appropriate.
2. Coach students, edit their work, respond to their questions in detail, or any behavior that would contribute to an unearned improvement of scores during the assessment. Assessment Administrators and Assessment Proctors should simply encourage students to do their best.
3. Coach students during the assessment, or alter/interfere with their own authentic responses. This includes such behaviors as making statements to students regarding the accuracy of their responses, defining words, giving students hints, clues, or altering/editing their responses.
4. Alter student responses in any manner, including, but not limited to: darkening, rewriting, correcting, editing, or erasing (including erasure of one or more multiple responses a student has given to a multiple-choice question, or writing or re-writing student work).
5. Transfer student answers to the individual student answer document unless prescribed in an IEP or Section 504 Plan and in accordance with established state accommodation and assessment administration guidelines.
6. Exclude eligible students from taking the assessment.
7. Schedule a break during administration within a session of the assessment. Breaks are to occur at the conclusion of an individual assessment session.
8. Suggest or engage in a practice that allows a student to retrieve an answer document after completing an assessment, or allow a student to complete, revise, delete, correct, or alter a response to previously completed sections of a state assessment.
9. Allow scrap or extra paper of any kind during assessments unless specified in the assessment administration manual.
10. Allow the use of any district, teacher, or publisher's graphic organizers, outlines, word lists, or any other material that is not expressly permitted by the assessment administration manual during the testing period.

11. Allow the use of prohibited electronic communication devices or calculators. Please refer to OEAA administration manual(s) for a list of prohibited materials.

Section 5. Student Prohibited Behavior

The **Prohibited Behavior** bubble should be used to identify students who engage in unacceptable behavior during the assessment. Prohibited behavior denotes actions that violate directions for proper student conduct during testing. These include any attempt by a student to gain an unfair advantage in answering questions that will benefit self or another student. Interfering with other students taking the test or other improper behaviors by a student may also be considered prohibited. School personnel should review this section prior to administering the assessments. Students should be made aware of prohibited assessment practices and consequences. The most common prohibited practice involves students who do not follow instructions when notified to do so and continue with prohibited behavior after the situation has been addressed. **Students who make little or no attempt, appear to be unengaged, or seem to be marking answers randomly do not fall under this category.** Students who are submitted under this category will not be counted in the final assessment total for the school. Use of the handout for student responsibilities in Section 9 of this guidebook is encouraged.

Students who engage in Inappropriate and Prohibited Behavior include those who:

1. Communicate or collaborate in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication.
2. Copy, request, or accept another student's answers or receive any form of help in answering questions.
3. Use any material or equipment that is not expressly permitted by the directions found in the assessment administration manual for that test.
4. Answer an assessment question or any part of an assessment for another person, or provide assistance to another student before or during an assessment.
5. Return to previously administered sections of the assessment when informed by the administrator to stop work in that section.
6. Use unauthorized equipment such as a calculator (where not allowed), or a communication or information storage device (i.e., pagers, cell phones, PDAs).
7. Engage in any other practice that has the potential of erroneously affecting the student's score or the score of another student.
8. Disrupt other students taking the exam.

All reasonable attempts should be made to create an atmosphere that will focus on avoiding prohibited behaviors while doing their own work without disturbing others.

Handling Prohibited Behavior

If the Assessment Administrator/Proctor observes a student who appears to be engaged in prohibited behavior, the administrator should address the situation by redirecting the student to return to proper behavior. If the student fails to comply but is not disruptive to the other students, they may continue testing but the answer document will be marked as prohibited behavior after the student answer documents are collected. This will minimize disturbance to other students taking the test and allow time to investigate the questionable action. If it is a significantly grievous behavior such as disrupting others, or possessing an answer key or “cheat sheet,” the student may need to be immediately dismissed from the assessment.

Immediately after the testing session, the Assessment Administrator should notify the Building Assessment Coordinator of the suspected prohibited behavior. The Building Assessment Coordinator should also notify the building principal. An immediate preliminary investigation should be conducted to determine if a prohibited behavior occurred.

The District Assessment Coordinator is a valuable part of the team in the preliminary investigation and should be notified about any prohibited behavior(s). If it is determined by the District Assessment Coordinator that a prohibited behavior has occurred, the Prohibited Behavior Bubble on the student answer document should be marked. The principal should inform the student and his/her parent/guardian(s) of the prohibited behavior and provide them with a chance to discuss it. After a determination of the facts, and before returning the student answer documents, the principal and the assessment coordinator should be afforded one last opportunity to determine if a prohibited behavior mark should be enforced.

District Coordinators will have one last chance to review and if necessary change any errors in students designated with Prohibited Behavior. After the contractor receives and processes all student answer documents, OEAA will announce a Tested Roster review period (usually 2-3 weeks after materials have been returned). During the Tested Roster review period, schools should review the list of students marked with a prohibited behavior. If the school feels that the prohibited behavior was marked in error, or that the prohibited behavior should have been marked but was overlooked, **the school MUST file an electronic appeal form found on the Tested Roster web page during the designated review period.** Once the window is closed, the prohibited behavior condition cannot be changed and any student confirmed with prohibited behavior will have invalidated score(s). A student without a valid assessment score will be considered “not tested” for Adequate Yearly Progress purposes. A high school student with a prohibited behavior may also adversely affect his/her eligibility to earn scholarships administered by the Michigan Department of Treasury.

Section 6. Data Reporting Practice

Schools are expected to report all data as accurately as possible. When schools receive the results from state assessments, specific activities should be carried out in order to maximize the information appropriately and effectively.

Appropriate Data Reporting

School personnel **will**:

1. Understand and comply with Michigan and United States laws that apply to the handling of family privacy and student data including but not limited to the Family Educational Rights and Privacy Act (1997) and the Michigan Freedom of Information Act (1996).
2. Focus on student achievement to improve individual and program performance.
3. Maintain student confidentiality at all times.
4. Ensure that the information is reported to parents and teachers as soon as possible to determine individual strengths and weakness.
5. Ensure that student information is accurate before placing it in the student's permanent records.
6. Analyze student attainment and scores in conjunction with MDE Grade Level Content Expectations, or High School Level Content Expectations, and Benchmarks.
7. Analyze results in the context of the school program as a whole, not in isolation.
8. Remind the community that various factors affect test performance and factors such as the following need be taken into consideration when analyzing test results: cultural background, health conditions, economic status, and former educational experiences.

School personnel **will not**:

1. Expose any personally identifiable information to anyone other than the student or parents/legal guardian or designated school personnel. (Public law requires the protection of student information).
2. Report on sub-groups of students that would lead to inadvertent identification of students. State assessment results are reported for sub-

group sizes of ten students per group or more. Smaller group sizes may inadvertently expose student identities.

3. Use names, student ID numbers, birthdates, gender, race or student ID numbers which may appear on reports on any public information. Names may be used on recognized achievement awards.
4. Falsify student records to alter the accuracy of reported results.
5. Misuse or misrepresent the meaning and interpretation of any student scores.

Section 7. Determining and Resolving Administration Irregularities

Timely reporting - Districts that discover irregularities in testing practices must report them to the OEAA *as soon as possible*. If reported in time, the district may be able to resolve the irregularity and avoid a significant number of student test results being invalidated which could adversely affect Adequate Yearly Progress determination or a high school student's eligibility to earn scholarships administered by the Michigan Department of Treasury or other sources.

Identifying and investigating potential assessment irregularities or alleged prohibited behavior involves a variety of data sources. These include self-reports of assessment irregularities, allegations/complaints, and results of analyses and reports designed to identify irregularities including scoring alerts.

It is the district and school's responsibility to monitor assessment practices and enforce the policies and guidelines in this booklet to promote fair, approved and standardized practices. Resolving irregularities is a good faith partnership between the schools and the OEAA. The OEAA prefers that a district monitor its own performance and report and take self-corrective actions to resolve any problems.

In determining the severity of an irregularity, there are three overriding questions: 1) Did the irregularity lead to a breach of test item(s) security? 2) Did a misadministration affect the validity of any student performance and resulting scores? and 3) Was the irregularity deliberate; is there evidence of academic fraud?

The Assessment Integrity Process Flowchart below shows the progression from the discovery of a potential assessment administration irregularity to its resolution. The process is designed to ensure the integrity and validity of student scores while protecting the due process rights of districts and schools. Each step in the process is identified by the number in brackets - []. The process of identifying an irregularity begins in one of five ways; through [1] school monitoring, [2] data scoring pattern analysis, [3] allegations from students, educational staff, parents, or the public, [4] the district assessment coordinator self-reporting an irregularity or [5] a security audit reveals materials were not returned.

The OEAA director or designee reviews the case to determine the necessary next steps (if needed) [6] to acquire information to determine a resolution to the case. Irregularities that are minor and the school has self-corrected are noted and documented in the OEAA irregularity log. If further information is required, the school may be asked to submit [7] a self-investigation. If questions remain from the self-report, or from the self-investigation, or if the case review finds questions that could include a potentially severe irregularity, the OEAA director will [8] assign an independent investigator to conduct fact finding and provide a report. Once all

reports are returned OEAA will determine a [9] resolution. The school must decide if it wants to [10] accept the decision or appeal [11] the OEAA resolution decision within 30 days. Once resolved, the documentation will be finalized and recorded for historical purposes and used to determine the [12] targeted monitoring requirements, if needed, for the following test cycle.

It is OEAA's expectation that districts will handle any personnel issues in relation to an irregularity in accordance with their professional conduct policies within the authority of the local superintendent and the local board of education.

FLOWCHART DETAILED STEPS

1. Monitoring

- a. Targeted Monitoring. Schools that have had a previous history of a reported problem or that show unusual results from previous data analyses may be placed on a list for monitoring from year to year or for a period of years. OEAA will assign monitors to observe any or all facets of testing coordination, administration, and reporting. Results will be reported to the OEAA.
- b. Random Monitoring. A sample of schools may be randomly selected for quality and integrity assurance purposes.

2. Results Analysis

- a. Erasure Analysis. The scoring contractor will use scanning detection methods to determine the average number of erasures on the exam. Unusual erasure patterns will be reported to OEAA.
- b. Non-Cohort Changes. Analysis of unusual patterns of change in item responses or sub-scores, or dramatic demographic shifts, or other unusual patterns will be analyzed and reported.
- c. Cohort Changes. Extreme changes or unusual shifts in score changes among cohort groups will be analyzed and reported.
- d. Performance Level Changes. Any extreme change in performance level changes will be analyzed and reported.
- e. Constructed Response Scoring Alerts will be provided by the contractor regarding too similar answers or unusually consistent responses.
- f. Other Pattern Forensic Analysis Procedures. OEAA may apply forensic data analysis procedures that would determine unexpected patterns of data.

3. Allegations

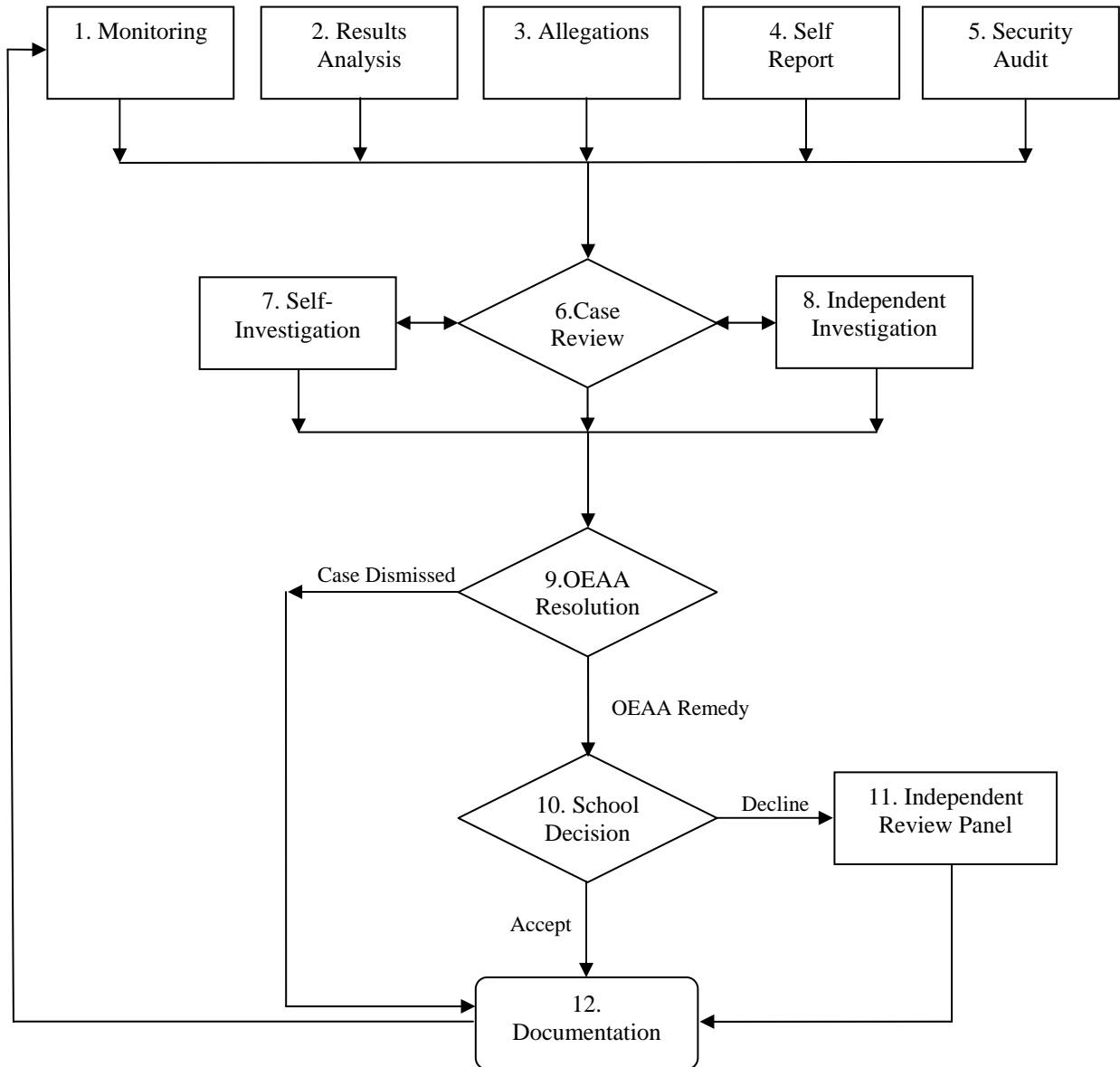
- a. Identified Witnesses. Allegations from witnesses will be logged and OEAA staff will do an initial interview fact finding with the witnesses to determine the severity of the violation and any relevant details regarding the irregularity. They will send recommendations for OEAA Case Review [6].
- b. Anonymous Witnesses. Allegations from anonymous witnesses will go through the same steps for information collection; however, it is significantly more difficult because OEAA will not be able to follow-up to determine the credibility or severity of the irregularity. Some anonymous complaints may not contain enough information to proceed

with actions. If there is no actionable information, the irregularity will be logged and no further actions will be taken.

4. Self-Report
 - a. School Submitted Self-Report. Self-reports should be filed by the District Assessment Coordinator with the OEAA. Many irregularities can be self-corrected without significant consequences if caught and remedied in a timely fashion. Self-reporting also reduces the suspicion or appearance of academic fraud.
5. Security Audit
 - a. OEAA will monitor and audit booklet and other secure material returns. Any booklets or other secure material that are not returned will be considered a breach of security irregularity.
6. Case Review
 - a. Self-Correction. OEAA determines that the irregularity caused no consequences affecting security, validity or fraud and that the school took appropriate actions to correct the situation. The school may have identified the problem and corrected it, or OEAA may request actions to remedy the irregularity that will lead to self-correction. The irregularity is considered resolved and the case is logged and closed.
 - b. Investigation. OEAA determines questions remain regarding the security, validity or authenticity of the administration and requests either a school self-investigation [7] or if the problem is considered potentially severe, an independent investigation [8]. The reports are filed with the OEAA for Resolution Determination [9].
7. Self-Investigation
 - a. Following a self-report, or complaint, OEAA determines that questions still remain regarding the security, validity, or authenticity of the administration, and require the District Assessment Coordinator (or designee) to complete a self-investigation and file a report to OEAA.
8. Independent Investigation
 - a. An Independent Investigator is appointed by the OEAA director. The Independent Investigator conducts a fact finding and submits a report to the OEAA.
9. OEAA Resolution
 - a. OEAA reviews the initial complaint and the investigation report(s) and makes one or more of the following determinations:
 - i. No basis for the complaint. OEAA determines that there were no irregularities.
 - ii. Self-corrections Accepted. OEAA determines that the school properly resolved the irregularity.
 - iii. OEAA determines that the irregularities led to a breach of test item security.
 1. OEAA reports irregularity to the State Superintendent of Public Instruction.
 2. Possible consequences include:
 - a. District liability for the cost of item re-development and re-administration (could include the entire state).

- b. Re-testing within the test cycle period (potential costs to district).
 - c. Invalidation of scores with no opportunity for re-testing; school must comply with implications of No Child Left Behind.
 - d. Placed on OEAA monitoring list for next year.
 - iv. OEAA determines that the irregularities resulted in invalid administration.
 - 1. OEAA reports the irregularity to State Superintendent of Public Instruction.
 - 2. Possible consequences include:
 - a. Re-testing within the test cycle period (potential costs to district).
 - b. Students in suspected grades and subjects are given an audit test – a parallel form of the test and scores between the two exams will be analyzed.
 - c. Invalidation of scores with no opportunity for re-testing; school must comply with implications of No Child Left Behind.
 - d. Placed on monitoring list for future years.
 - e. School is required to file a training plan with OEAA.
 - f. School is required to inform parents and public of a misadministration and the scores will be considered invalid.
 - v. OEAA determines that the irregularities resulted in academic fraud.
 - 1. OEAA reports the irregularity to State Superintendent of Public Instruction.
 - 2. Possible consequences include:
 - a. Re-testing within the test cycle period (potential costs to district).
 - b. Students in suspected grades and subjects are given an audit test - a parallel form of the test and scores between the two exams will be analyzed.
 - c. Invalidation of scores with no opportunity for re-testing, school must comply with implications of No Child Left Behind.
 - d. Placed on monitoring list for future years.
 - e. Test booklets will be held in abeyance under the supervision of the state-appointed monitor and delivered on the day of testing. Monitor will closely observe testing and collect and return answer documents.
 - f. Personnel involved in fraud will not be allowed to administer OEAA tests (MEAP, MME, MI-Access, MEAP-Access, ELPA).
 - g. District Superintendent will be notified so that district may take necessary personnel actions.

Assessment Integrity Process Flowchart



Section 8. Glossary

Administrative Procedural Error – During the process of preparing for testing, administering a test, or handling and shipping answer documents, a person or organization failed to follow the directions supplied by OEAA.

Assessment Administrator – A person who is a certified or licensed employee of the district who ensures that assessment administration is adhered to and administers the tests to students.

Assessment Proctor – A person who is assigned to work under the direction of the assessment administrator to assist in assessment administration.

Assessment Irregularity – This guide along with the administrative manuals define standardized practice. Any deviation from standardized practice is an assessment irregularity.

Assessment Security Breach – Any person who examines test items, copies, distributes or has unauthorized access to secure tests or test items. Any assessment administrator who fails to return test booklets or other secure materials after the testing window.

Audit Test – An abbreviated and parallel form of an OEAA test that will predict the overall standard score of the original test. An audit test may be used to provide evidence if student scores are suspected to show a high discrepancy from the original test score.

Building Assessment Coordinator – A person who serves as the contact to the District Assessment Coordinator and trains and coordinates Assessment Administrators and Assessment Proctors in their assigned building or program. Each school building that is involved in administering assessments (including adult and alternative education programs) should appoint a Building Assessment Coordinator.

Conflict of Interest – Any person who handles test material or student data who could be perceived as having a special interest in a particular student or group of students such as a parent, scout master, etc.

Copyright © – Exclusive legal right retained by the State of Michigan to print or publish information or tests for the purpose of assessment and instruction. The State retains the right to protect secure items from copying or distribution. The State may also grant release of this protection after the testing cycle for some specific test items.

District Assessment Coordinator - The District Assessment Coordinator sets the tone of high integrity for the entire district and oversees the entire assessment process for a school district or academy.

Emergency Form - In certain circumstances approved by the OEAA, a school may administer a different form of the assessment. An Emergency Form is most commonly used when school staff have erred in the administration of an assessment and there is no possibility of using the make-up exams. Rather than negate student score(s), the OEAA may allow the school to administer a different form. The cost of printing, administering and processing an Emergency Form is borne by the district. A school may not administer an Emergency Form without prior approval from the OEAA. When an error in the administration of an assessment occurs, whether it involves one student or many, the school or district must notify the OEAA immediately.

Erasure analysis – Computer or hand-scored methods for detecting unusual patterns of erased answers that were not expected from a typical student or group of students' pattern of answers.

Field test – Test items that are in the final stages of development that are being monitored for quality by administering them to a sample group of students.

Formative assessment - A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. (Council of Chief State School Officers, 2006)

Live items – Items used by the OEAA in field tests and on actual assessments. These are considered secure items.

Prohibited Behavior Bubble – A category that is bubbled in when a student exhibits a behavior that is not allowed during test administration.

Protected items – Same as Secure items.

Released items – Formerly secure items that have been used on a test or field test and are being released for public use. Schools are allowed to copy or use released items as part of an individual or classroom assessment program when used for diagnostic purposes or so students can understand how the test item is presented and scored. Regular use of released items for continuous drill is not a recommended practice.

Restricted Use items - A test or collection of test items used for a specific and designated purpose with specific handling instructions related to that purpose.

Secure items – Items on field tests, tests, or in a secure database that are awaiting potential use on an OEAA test. These items must be kept secure to prevent copying of any kind.

Secure location – A storage location for tests under lock and key that prevents unauthorized access.

Secure materials – Any materials (such as text, graphics, stories, scoring rubrics, or assessment instructions) used for field test or live items.

Secure assessment/test – An assessment instrument, test, or collection of test items that must be kept in a secure location and cannot be seen by anyone until the appropriate administration time and place provided in the OEAA instructions and should never be copied. Administrators may not examine test items at any time.

Self-Investigation - A document (email (preferred), letter, memorandum, etc.) by which a school reports to the OEAA its own findings about an alleged administrative irregularity. The self-investigation should include thorough analysis of the problem with sufficient detail and should also include corrective actions the district is or will be taking to correct the problem.

Self-Report - A document filled out on the OEAA Self-Report Web Form (preferred) or by phone or email, by a district assessment coordinator reporting an irregularity. The self-report may include a self-investigation which may be sufficient for the OEAA to endorse the explanation of the problem and the resolution to the problem without further investigation.

Summative assessment – An assessment of learning specific content expectations that summarizes the development of a student (or students) at a particular time.

Test administration – The act of administering an OEAA test under the directions in the test administration manual and following the guidelines in this booklet.

Test cycle – The designated assessment window when OEAA tests are administered and reported.

Test window – Equivalent term to test cycle.

Trademark – The symbol ® or the word “Trademark,” that legally represent OEAA products and services.

Section 9. Handouts

The following handouts are intended to assist districts in the preparation and training of their administrators and/or proctors. Responsibilities should be tailored to match each schools organization and size. Feel free to duplicate and distribute these handouts consistent with your professional development program.



Office of Educational Assessment and Accountability
District Assessment Coordinator Responsibilities

Name:	
OEAA Help Number: 877-560-8378	Email: oeaa@mi.gov

Each district, public school academy and nonpublic school must designate a District Assessment Coordinator. The District Assessment Coordinator must maintain integrity at all times and set the tone of high performance for the entire district and assume specific responsibilities.

Before Assessment Administration the District Assessment Coordinator will:

- Serve as the designated person for the district or ISD/RESA in all communications with OEAA or Scoring Services.
- Be aware of appropriate and inappropriate assessment activities and practices throughout all schools and programs.
- Inform OEAA if there is a breach of test security or an administration irregularity as soon as possible.
- Inform the District Superintendent and local Board of Education members of this document.
- Be familiar with all assessment preparation guidelines.
- Attend statewide assessment program meetings and ensure the training of all staff assisting in assessment activities.
- Coordinate the pre-identification, ordering, distribution and security of assessment materials.
- Be a resource to the Building Assessment Administrator in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; plans for students who need additional time; staff to be involved; accommodations to be provided; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Review identification and demographic information for accuracy and consistency with other school records.
- Approve Assessment Administrator qualifications.
- Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers and counselors), and to students and parents where appropriate.
- Read and be familiar with all OEAA administration manuals.
- Train Building Assessment Coordinators in appropriate administration practices specific to MEAP, MI-Access and ELPA, or other OEAA assessments.
- Oversee an inventory of all assessment materials and ensure their security.

- ❑ Store assessment materials in a secure location and restrict access to only the staff authorized to administer the assessment – in most cases District or Building Coordinators.
- ❑ Organize assessment materials for individual schools in the district.
- ❑ Be sure that assessment materials arrive at schools sufficiently in advance of the assessment period.
- ❑ Direct the accurate completion of student identification information and “School Use Only” sections of answer documents.
- ❑ Ensure that Building Assessment Coordinators know the procedures for the return of materials after assessments are completed.

During Assessment Administration the District Assessment Coordinator will:

- ❑ Monitor a sample of assessment administrations for quality assurance.
- ❑ Answer questions from the Building Assessment Coordinators and Assessment Administrators that typically arise during the assessment administration.
- ❑ Report any assessment irregularities or administration procedural errors to the OEAA promptly. Immediately contact the OEAA at the number provided in the Administration Manuals with detailed information and steps taken to correct the problem.

After Assessment Administration the District Assessment Coordinator will:

- ❑ Assist Building Assessment Coordinators with any assessment administration issues such as invalidation of assessments and special codes/accommodations.
- ❑ Ensure that cover page information on the answer documents has been filled in accurately (if needed) and that no further marks or changes have been made to student answer documents.
- ❑ Consolidate and assemble all assessment materials according to procedures specified after assessment administration is completed.
- ❑ Arrange for assessment materials to be returned to the appropriate scoring service by the required deadlines.
- ❑ Complete the Assessment Security Compliance Form as provided and return to the appropriate scoring service with used answer documents.



Building Assessment Coordinator Responsibilities

Name:	District Coordinator:
Trainer:	Phone:
Training Date:	Email:

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator plays a key role in maintaining integrity at all times, setting the tone of high performance for the entire district and assuming specific responsibilities.

Before Assessment Administration, the Building Assessment Coordinator will:

- Serve as the building contact person between the school and the District Assessment Coordinator.
- Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
- Read and be familiar with all OEAA administration manuals.
- Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; provisions for students taking longer to finish the test; staff to be involved; accommodations provided; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Train the Assessment Administrators and Proctors on administrative procedures and approved practices and provide documentation of this training.
- Provide information regarding approved and prohibited assessment practices to students, assessment administrators, proctors, teachers, and parents. This includes making students and parents aware of prohibited equipment such as cell phones, Personal Digital Assistants (PDAs), Smart Phones, or equivalent ahead of the assessment.
- Conduct an inventory of assessment materials as required by the District Assessment Coordinator.
- Ensure assessment materials are kept in a secure location.
- Ensure that any room used for assessment does not contain any visual material that would provide students with clues or answers to questions. All items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks, HSCEs and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Assemble and distribute assessment materials to Assessment Administrators.
- Ensure that assessment materials that are allowed by the state assessments are made available to students.

- ❑ Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), Section 504 Plans, and instructional practices for English Language Learners.
- ❑ Plan ahead for students who finish early or require extra time.
- ❑ Reinforce to Assessment Administrators and Assessment Proctors, parents, and students the prohibited use of electronic communication or information storage devices (i.e., pagers, cell or smart phones, PDAs).
- ❑ Plan ahead to have all materials ready for the appropriate assessment time and place. This includes making sure that calculators and assistive devices are in working order and back-up equipment and batteries are available.

During Assessment Administration, the Building Assessment Coordinator will:

- ❑ Ensure that each room used for assessments has an Assessment Administrator and, if needed, an Assessment Proctor present at all times.
- ❑ Ensure that assessment materials are kept secure in a designated location between assessment sessions until all materials are returned to the District Assessment Coordinator.
- ❑ Monitor assessment administration sessions to ensure the security and accountability of all secure materials and confirm that all standardized assessment procedures are being followed.
- ❑ Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After Assessment Administration, the Building Assessment Coordinator will:

- ❑ Collect and assemble an inventory of assessment materials after the assessment.
- ❑ Notify the District Assessment Coordinator of any missing materials and follow the designated instructions in the manual for recovering them.
- ❑ Ensure that the demographic page of the answer documents has been filled in accurately (as needed). No further inspection or marking of a completed student answer document is allowed.
- ❑ Ensure that any cover or return form has been completed correctly.
- ❑ Prepare all assessment materials for return as required by the District Assessment Coordinator. Return assessment materials as required by the District Assessment Coordinator consistent with required timelines.
- ❑ Report and document any incidents that have deviated from proper administrative procedures.
- ❑ Complete Assessment Security Compliance Forms found in the OEAA administration manuals and the Training Handout Forms from this guide and submit all signed forms and training handouts from any Assessment Administrators, Assessment Proctors, or Accommodation Providers to the District Assessment Coordinator.



Building Assessment Administrator Responsibilities

Name:	Building Coordinator:
Trainer:	Phone:
Training Date:	Email:

Assessment Administrators must be at least one of the following:

1. Employee of the district who is a certified or licensed educational professional.
2. Substitute teacher who is certified and employed by the district on an “as needed” basis.
3. Certified teacher who does not currently possess a teaching certificate because of a career change or retirement and has been approved by the District Assessment Coordinator.²

The Assessment Administrator must maintain integrity at all times, set the tone of high performance for the building, and assume specific responsibilities.

Before Assessment Administration, the Building Assessment Administrator will:

- Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator specific to each assessment.
- Read and be familiar with all OEAA administration manuals and be able to train proctors and answer questions.
- Ensure that any room used for assessment does not contain any visual material that would provide students with clues or answers to questions. All items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks, HSCEs and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, other materials as allowed: dictionaries, calculators, etc.).
- Know all assessment security procedures and be prepared to follow them before, during, and after all assessment sessions.
- Plan ahead for students who finish early or require extra time.
- Pre-plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), Section 504 Plans, and instructional practices for English Language Learners.

² Includes employees who may be certified or otherwise authorized by the state.

During Assessment Administration, the Building Assessment Administrator will:

- Ensure the accuracy of student test booklets and answer documents. Distribute all materials to students. Check for appropriate assessment booklets and answer documents without examining item content details.
- Remind students to turn off all electronic communication devices (i.e., pagers, cell phones, PDAs) and store them out of sight and inform them to do their own work at all times.
- Administer the assessments exactly as indicated in all OEAA administration manuals.
- Read specific directions **exactly as they appear** in the administration manual. Answer student questions related to assessment directions as described in the administration manuals.
- When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment and not assisting other students in answering questions.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Ensure that the assessment rooms have the proper testing environment: quiet during the entire administration period, no extraneous persons, distractions or unauthorized material.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of concern or questionable student behavior to the Building Assessment Coordinator for early and fair resolution.
- Ensure that students remain in the assessment room at all times unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time. This should be done as quietly as possible with minimum disruption. Returning students should return promptly and staff should be reasonably certain the student did not obtain information that would assist him/her in answering questions.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments. Note: staff may not make any marks on a student answer document or give students hints about correct or incorrect answers.

After Assessment Administration, the Building Assessment Administrator will:

- Collect assessment materials and account for **all** assessment materials regardless of perceived student effort.
- Ensure that the demographic page of the answer documents has been filled in accurately (as needed). No further inspection or marking of a completed student answer document is allowed.
- Do not erase, darken, or make any marks in the student answer section of any document.
- Deliver assessment materials in person at the end of each assessment administration to the Building Assessment Coordinator.
- Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
- Complete Assessment Security Compliance Form found in the OEAA manuals and submit to the Building Assessment Coordinator.



Assessment Proctor Responsibilities

Name:	Assessment Administrator:
Trainer:	Phone:
Training Date:	Email:

As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher’s aide, paraprofessional, or other paid district or school personnel. If volunteers must be used, they must be trained in appropriate testing procedures. Family members of students in the assessment group must not be used as proctors.

Assessment Proctors who are used in the capacity of providing assessment accommodations to students must be thoroughly trained in providing the accommodations prior to the assessment.

The Assessment Proctor must maintain integrity at all times, set the tone of high performance for the entire district, and assume specific responsibilities.

Before Assessment Administration, the Assessment Proctor will:

- Participate in assessment administration training.
- Ensure that any room used for assessment does not contain any visual material that would provide students with clues or answers to questions. All items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks, HSCEs and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

During Assessment Administration, the Assessment Proctor will:

- Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (i.e., pagers, cell phones, PDAs).
- Assist the Assessment Administrator in distributing assessment materials.
- Ensure there are adequate supporting staff to observe students and monitor those who have been given permission to temporarily leave the assessment room.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.

- ❑ Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- ❑ Remain in the assessment room at all times unless replaced by another trained staff member.
- ❑ Ensure that the assessment room is quiet during the entire assessment administration.
- ❑ Report any questionable or unusual activity to the Assessment Administrator immediately.
- ❑ Ensure there are adequate supporting staff to accompany students who are being directed to an alternate assessment room to complete assessments.
- ❑ Provide accommodations as prescribed in Individualized Education Programs (IEPs), Section 504 Plans, and instructional practices for English Language Learners.

After Assessment Administration, the Assessment Proctor will:

- ❑ Assist the Assessment Administrator in collecting and accounting for all assessment materials.
- ❑ Ensure that the demographic page of the answer documents have been filled in accurately (if needed). No further inspection or marking of a completed student answer document is allowed.
- ❑ Complete Assessment Security Compliance Form found in the OEAA administration manual and submit form to the Building Assessment Coordinator.



Testing Responsibilities for Students

You are encouraged to do your best on the tests to demonstrate to yourself, the school, and your parents your knowledge, skills, and abilities. In order for state assessments to accurately reflect what you know and can do, you have the following responsibilities:

Expected Conduct:

1. Do your best on the state assessments.
2. Do your own work.
3. Make sure you understand and follow the assessment directions.
4. Respect other students during the assessment.

Inappropriate and Prohibited Conduct:

You must not:

1. Communicate or collaborate in any way with another student. This includes written, electronic, verbal or gestured forms of communication.
2. Copy another student's answers, or request or accept any help from another person.
3. Use any material or equipment that is not expressly permitted by the instructions.
4. Answer an assessment question or any part of an assessment question for another student or provide assistance to another student before or while that student is taking a state assessment.
5. Return to previously administered sections of the assessment after an assessment session is complete.
6. Use prohibited equipment such as phones, calculators, or other communication or information storage devices.
7. Engage in any other practice that has the intent of artificially affecting your score or the score of another student.

Professional Practices Committee 2005-2006*

We gratefully acknowledge the members of the Professional Practices Committee for their selfless time and invaluable expertise in the development of the original document.

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* These positions and names were accurate during the 2005 academic year, but may have changed.

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