

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)**



Setting Up for Testing



Handling Secure Materials



Testing at Home



Requirements for Off-site Testing



Recommended Practices

Assessment Coordinator Training Guide

NOTE to Reader:

The **Assessment Coordinator Training Guide** is comprised 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 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 **Assessment Coordinator Quick Reference** readily available for future use.



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Regardless of the test being administered, MDE requires that ALL testing staff read the **Assessment Integrity Guide** and sign the **OEAA Assessment Security Compliance Form**. A signed **Assessment Security Compliance Form**, testing schedules, and training materials should be kept on file for any staff member who participates in the administration of a state assessment or handles secure test materials. A link to the **OEAA Assessment Security Compliance Form** is also provided in the **Assessment Coordinator Quick Reference** chapter of this Training Guide.

Intro

This chapter discusses test procedures and practices for ensuring a secure testing experience that an Assessment Coordinator should know, by answering the following questions:

- ▶ How should classrooms and computer labs be set up for testing?
- ▶ Are seating charts required?
- ▶ What are the procedures for handling secure materials?
- ▶ Can homebound or online students test at their homes?
- ▶ What are off-site testing requirements?
- ▶ What are the required practices for test administration?

IMPORTANT NOTE: The information in this chapter is meant to introduce you to processes designed 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 University (MVU).

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 should be quiet, orderly, comfortable, and have adequate lighting and ventilation. When preparing the testing environment, be sure the following requirements are met:

- » Arrange student seating to minimize opportunities to view other's work.

- » Remove or cover any materials from the testing room that could be considered instructional or provide cueing for testing students. These materials could be, 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.

Are seating charts required?



Seating charts are not required for the **M-STEP**, **MI-Access**, **WIDA**, and **Early Literacy and Mathematics Benchmark** assessments.

For the ACT WorkKeys® assessment, the **ACT WorkKeys Standard Time Administration Manual**

and the **ACT WorkKeys Administration Manual for Accommodations and English Learner Supports** both contain instructions and sample seating diagrams. These documents can be found on the [Michigan Merit Exam \(MME\) web page](#) under the **ACT**

WorkKeys (Work Skills Assessment) header, and on the [ACT Testing: Michigan website](#). Follow the instructions in these manuals regarding the appropriate use of seating diagrams and the return of materials.

For the SAT® assessment, Test Coordinators will follow the instructions and sample seating diagrams located in the **Michigan SAT School Day Coordinator Manual** and the **SAT Michigan Accommodated Testing Manual**. These manuals are located on the [College Board – Michigan website](#), the [MME web page](#) under the **SAT (College Entrance Assessment)** header, and the MDE [PSAT web page](#). Please be sure to return any required documentation along with the required seating charts.

PSAT™ 8/9 and **PSAT 10** assessments also have sample seating diagrams and seating instructions in the **Michigan PSAT 8/9 Coordinator Manual**, and the **Michigan PSAT 10 Coordinator Manual**, found on the [College Board – Michigan website](#), and the MDE [PSAT web page](#). For the PSAT 8/9 for 8th grade, College Board asks coordinators to keep seating charts for at least 6 months post-administration. PSAT 8/9 for 9th grade and PSAT 10 assessments do not require the return of completed seating charts, but test administrators should keep completed charts on file for a minimum of six months. Be sure to return to the College Board any additional required documentation for the PSAT 8/9 for 8th grade assessment. Refer to the appropriate coordinator manual for guidance.

What are the procedures for handling secure materials?

All assessment materials must be kept in a locked storage area that is only accessible to the Building Assessment Coordinator and designates. Secure materials include, but are not limited to Test Booklets, Test Tickets, Listening Scripts, accommodated materials, used Answer Documents, and used scratch/graph paper.

- **Secure Materials by Assessment:** For a complete list of secure materials by assessment, please refer to the **Test Administration Manual** for each assessment.
- **Storing Secure Materials:** All secure materials must be kept in a secure location. A **chain of custody** for the secure materials needs to be established and maintained throughout each testing session.

Can homebound or online students test at their homes?

Homebound and online students are allowed to test at their homes provided an **Off-Site Test Administration Request** has been completed and approved.

It is acceptable for the school to send a test administrator with a paper/pencil test or a laptop with the testing software to the location of the homebound student. Students enrolled in online schools must be tested by those schools at a remote site.

As part of the **Off-Site Test Administration Request** process, school personnel should plan to work closely with the Office of Educational Assessment and Accountability (OEAA), or in the case of the SAT with Essay high school assessment, with College Board, to ensure that testing at remote sites is managed in a secure fashion. All rules and regulations related to test security must be followed no matter where students are being tested.

What are the requirements regarding off-site testing?



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 OEAA. You can find the **Off-Site Test Administration Request Form** on each assessment's page and on the MDE [Student Assessment web page](#).

Once the request is granted, the school must ensure the security of the assessment during all phases of testing. The test tickets, test booklets, answer documents, and scrap paper should 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](#). After approval of the request, College Board will provide an off-site test center number that must be used on all SAT test day reporting forms.

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 required practices for test administration?



All state assessments require a standardized process of test administration in order for test results 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 should be aware of and monitoring during testing.

Required practices:

1. Participating in district training of testing personnel and understanding the responsibilities of their role(s) as described in the test administrator manual and the Assessment Integrity Guide
2. Beginning all standardized test administration procedures explicitly according to the test administrator manual
3. Reading oral instructions exactly as they are written to the students as required by the appropriate test administrator manual
4. Monitoring student behavior closely for adherence to proper test-taking practices; ensuring that there are no distractions during the test administration period, including talking, noises, other distractions between students, or viewing of another student's computer screen or answer document
5. Ensuring that all test tickets and other materials used for online test administrations are destroyed immediately after students have completed testing
6. Following directions provided by each state assessment for handling unused test tickets
7. Referring to specific allowable universal tools, designated supports, and accommodations described in the test administrator manual and the **Student Supports and Accommodations Tables** for Michigan assessments
8. Ensuring that students take each 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 should be made to ensure the integrity 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. Failing to appropriately handle or to secure materials before, during, and after test administrations
2. Failing to follow precisely prescribed test administration procedures
3. Permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed
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, etc.) in identifying or providing correct or incorrect answers on any test
6. Participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts

Districts that discover irregularities in testing practices should immediately report them using the steps described in the AIG. If reported quickly, the district may be able to resolve the irregularity and avoid a significant number of student test results being invalidated, which could adversely affect a school or district's integrity or accountability.