The Michigan State Board of Education approved this guide on April 12, 2016, with updates on December 14, 2017. This document pertains to the expected professional and ethical conduct of all assessment programs administered by the Michigan Department of Education (MDE), Office of Educational Assessment and Accountability (OEAA). This includes all Michigan summative, interim, and formative assessments.

If you have questions or wish to report suspected test administration irregularities, on any statewide educational assessments or accountability issues in Michigan, contact:

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Copies of this guide may be obtained at [http://www.michigan.gov/oeaa](http://www.michigan.gov/oeaa).

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**Introduction**

A primary function of the Michigan Department of Education (MDE) Office of Educational Assessment and Accountability (OEAA) is to establish, develop, and implement a state assessment system that fairly, accurately, and validly measures Michigan’s content standards.

This *Assessment Integrity Guide* focuses on four main integrity themes:

- **Prevention** – Standards and best practices for the test integrity and security aspects of the design, development, operation, and administration of state assessments, both paper/pencil and online test administrations, to prevent irregularities from occurring.
- **Detection** – Guidelines for assessment monitoring, reporting, and working with the OEAA when irregularities are found.
- **Follow-Up Investigations** – Guidelines for the state and local educational agency for working together to investigate irregularities.
- **Resolution** – Guidelines for working with the OEAA to resolve irregularities and to ensure valid results for all students.

All test administration practices are subject to this ultimate question: **Will the test administration lead to student results that accurately reflect a valid and reliable measure of what each student knows and is able to do compared to Michigan’s Academic standards?** Following these guidelines will ensure that all students have equal opportunities to show their knowledge, skills, and abilities, and are actively involved in demonstrating those opportunities through their engagement with the test. Educators, students, parents, school boards, legislators, researchers, and the public must have confidence that psychometrically-sound testing, scoring, and reporting will be handled ethically and in accordance with the best administrative practices and procedures.¹

National Council for Measurement in Education (NCME) current president, Dr. Greg Cizek, emphasizes that valid testing requires the results to be useful, interpretable, accurate, and comparable. The technical merits of scores from an assessment must meet industry standards with respect to fairness, reliability, and validity. Of these standards, the most important is validity, and cheating undermines the integrity and validity of the results from an assessment.

The OEAA staff fully support the advice of the NCME and other professional organizations on maintaining test integrity and the validity for the state assessment.

**Importance of Test Security**

The primary goal of test security is to protect the integrity of the assessment and to assure that results are accurate and meaningful. To ensure that trends in achievement results can be calculated across years in order to provide longitudinal data, a certain number of test questions must be repeated from year to year. If any of these questions are made public, the validity of the test may be compromised because students may know the questions and answers in advance of taking the assessment. If the

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¹ Based on the National Council on Measurement in Education Test and Data Integrity Document, Oct. 2012
reliability or validity of a test is compromised, the test scores of individual students or entire classes may be invalidated, and disciplinary actions may be taken.

Appropriate testing practices are not always universally understood, leading to test irregularities. Good testing practices are sometimes violated because the individual involved is not informed about what is appropriate for a standardized assessment administration. To help school staff securely administer state assessments and have a common understanding of what practices are appropriate, the OEAA has prepared these guidelines.

The State Board of Education (SBE) approved Assessment Integrity guide includes guidelines that include the expected professional conduct of educators who administer state assessments and ensure proper test administration and academic integrity. It is intended to be used by districts and schools in the fair and appropriate administration of state assessments. State assessments are an important and required tool used to monitor the state, district, school, and student achievement results. For assessments to yield fair, accurate, and valid results, they must be administered under the same standardized conditions to all students.

Test Security Goals for the State of Michigan Assessment System

1. To provide secure assessments that result in valid and reliable scores
2. To adhere to high professional test administration standards
3. To maintain consistency across all testing occasions and sites (i.e., students and schools)
4. To protect the investments of resources, time, and energy

Common Assessment Irregularities

In 2013, the Office of Inspector General (OIG) released an audit report entitled, The U.S. Department of Education’s and Five State Educational Agencies’ Systems of Internal Control over Statewide Test Results, detailing specifics around test security policies and practices for states. The OIG audit focused on allegations of cheating on statewide tests that have been reported in multiple states and the District of Columbia. Their analysis of media reports on cheating that occurred during the past 10 years indicated that the five most prevalent methods of cheating included the following:

1. using actual test questions to prepare students for the tests,
2. erasing students’ wrong answers and filling in the correct answers,
3. indicating the correct answers to students during testing,
4. allowing students to change answers after giving them the correct answers, and
5. allowing students to discuss answers with each other.

In addition, they listed several other alleged methods of cheating, which included:

- completing incomplete test booklets,
- altering attendance records,
- failing to cover testing materials during the assessments,
- arranging the classroom to facilitate cheating,
- reading questions aloud to students who were not eligible for that accommodation,
- not testing all eligible students, and
- obtaining testing materials when not authorized to do so.
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The following table outlines the specific types of security breaches that occur for paper/pencil (P/P) test administrations, computer-based testing (CBT), and computer-adaptive testing (CAT). Asterisks show the potential risk to state test administrations or results. Please note that the overall level of security risk depends on numerous factors, such as test design, item types, item exposure, quality of proctoring, the testing environment, conflicts of interest, methods for transmission and storage, encryption levels, quality of training, and more.

<table>
<thead>
<tr>
<th>BEFORE, DURING, AND AFTER</th>
<th>P/P</th>
<th>CBT</th>
<th>CAT</th>
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<tbody>
<tr>
<td>Lost or stolen booklets</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Obtaining unauthorized access to secure assessment materials</td>
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<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Educators logging into tests to view questions or change responses</td>
<td>*</td>
<td></td>
<td></td>
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<tr>
<td>Hacking into computers</td>
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<tr>
<th>BEFORE</th>
<th>P/P</th>
<th>CBT</th>
<th>CAT</th>
</tr>
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<tbody>
<tr>
<td>Educators or students engaging others to take a test on a student’s behalf</td>
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<td>*</td>
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</tbody>
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<table>
<thead>
<tr>
<th>DURING</th>
<th>P/P</th>
<th>CBT</th>
<th>CAT</th>
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</thead>
<tbody>
<tr>
<td>Students giving or receiving unauthorized assistance from other students during a test administration</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Teachers providing answers or providing assistance to students during testing</td>
<td>*</td>
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</tr>
<tr>
<td>Students accessing non-allowable resources (notes, textbooks, the Internet)</td>
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<tr>
<td>Taking photos of test items and sharing them on the Internet or Social Media</td>
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<td>*</td>
</tr>
<tr>
<td>Use of actual test questions or answers during the test</td>
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<td>*</td>
</tr>
<tr>
<td>Accommodations being used inappropriately to cheat</td>
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<td>*</td>
<td>*</td>
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<tr>
<td>Keystroke logging</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AFTER</th>
<th>P/P</th>
<th>CBT</th>
<th>CAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altering test scores</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Erasing wrong answers</td>
<td></td>
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<tr>
<td>Changing responses on the computer</td>
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<tr>
<td>Reconstructing assessment materials through memorization</td>
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</tr>
<tr>
<td>Memorized test items or answers being posted online</td>
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<td>*</td>
</tr>
<tr>
<td>Printing, emailing, or storing test information in a computer outside the test delivery system</td>
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<td></td>
<td>*</td>
</tr>
<tr>
<td>Accessing or altering assessment materials or scores during the transfer of data</td>
<td>*</td>
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Appropriate test preparation activities should promote quality long-term learning. Good test-taking skills and appropriate content learning help to ensure the validity of student test scores.

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

In an effort to keep individuals well informed regarding testing security policies and procedures, the OEAA recommends the following system for communication exchange. This protocol serves the purpose of connecting all individuals involved in the testing community in order to better impact policy decision making. There is a two-way communication exchange between each level, which is particularly important in maintaining test security.

The protocol for communication exchange for test security is as follows:
Professional Standards and Guidelines for Best Testing Practices and Test Security

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


Section 1 – Prevention of Testing Irregularities

This section addresses standards for assessment integrity and security aspects of the design, development, operation, and administration of paper/pencil and online state assessments, to prevent irregularities from occurring. The following activities are required:

- Adhere to the testing administration windows and testing schedules.
- Provide integrity and security training to all staff, both when they move into jobs and then periodically to be sure they are current on security policies and procedures.
- Assign explicit responsibility for test security and monitor the effectiveness of each school’s efforts.
- Work with the OEAA when necessary to prevent irregularities.
- Adhere to all test administration rules and policies.
  - Devote as much attention as possible to prevention.
  - Follow rules to discourage student or Test Administrator prohibited behavior.

Testing Window and Testing Schedule

Each major component of the state assessment program has its own Test Administrator Manual (TAM) and its own testing window (e.g., summative, Michigan Merit Exams, alternate, and English Learners assessment). The testing windows provide ample opportunity to complete testing while keeping test items secure. Assessments are typically scheduled as follows:

- Paper/pencil test administrations occur on the scheduled day and as early in the day as possible. Each test administrator manual provides estimated test administration time and the testing schedule guidelines that schools must follow in administering specific tests. Any alteration to the schedule must be approved in advance by the OEAA.
- Online test administrations allow for scheduling flexibility for schools. Online test administrations can be scheduled at any time during the instructional day throughout their designated testing window. Students do not have to be scheduled for the same content area, on the same day, at the same time.

Eligible Students

Michigan relies on state-mandated assessments as a key component of the state accountability program as well as using the test results to fulfill national requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically to all students. Test Administrators must administer state assessments to all eligible students. This includes testing students through the standard test administration, test administration with accommodations, alternate assessment, English Learners (EL) assessment, or EL assessment with accommodations. Eligible students refer to the total number of students who are required to take the specified test as outlined in test administrator manuals.
Training

All District Assessment Coordinators, Building Assessment Coordinators, Test Administrators, Proctors, and other staff who participate in a state assessment, or handle secure assessment material, must:

- be fully trained
- meet eligibility requirements detailed in this Assessment Integrity Guide
- sign an OEAA Assessment Security and Confidentiality Agreement (provided with assessment materials before each testing window)

The District Assessment Coordinator must be well prepared and must be responsible for providing clear and comprehensive annual training on test administration, security and procedures, and comply with state assessment requirements.

At a minimum, training should incorporate a thorough review of the following:

- Assessment Integrity Guide
- Roles and Responsibilities Checklists
- Test Administrator Manuals
- Specific instructions as communicated in newsletters or direct communications from the MDE

Each district should document all training and test administration processes and keep copies of all assessment training materials including presentations, handouts, and sign-in sheets. If a school experiences an irregularity, the state may ask for these materials to ensure that the training was appropriate and adequate.

Identification of Testing Personnel

The District Superintendent has the ultimate responsibility for testing within the schools. The Superintendent must identify an individual to act as the District Assessment Coordinator. It is recommended that a back-up District Assessment Coordinator also be assigned to handle responsibilities if the assigned District Assessment Coordinator becomes unavailable. For districts with buildings participating in computerized-testing, a District Technology Coordinator must be assigned to oversee the setup and installation of online testing software. The District Assessment Coordinator must coordinate with the District Assessment Coordinator to ensure that computer workstations are operating properly and are prepared for testing.

The Principal, under the direction of the Superintendent, has the responsibility to ensure the security and integrity of each test administration within his or her building. The Principal will identify a Building Assessment Coordinator and a back-up Building Assessment Coordinator.

Test Administrators (TAs) should be selected from the highest possible ranking from the following list. If a school has exhausted the availability of persons in category “1”, it should select staff in category “2” and so on.

1. Licensed teachers or licensed educational administrators employed by the school district
2. Paraprofessionals or non-licensed administrative personnel employed by the school district
3. Licensed substitute teachers who are employed by the district for the purpose of administering the test
Trained proctors may be assigned to assist Test Administrators in administering the tests. A proctor is typically a teacher’s aide, a paraprofessional, or another paid district or school staff member. If volunteers must be used, they must be trained with appropriate testing procedures. Proctors must be supervised directly by a Test Administrator and may not administer a test independently. A Test Administrator must be in charge of the test administration at all times. It is recommended that a proctor be assigned for any group over a typical classroom size of 25 students.

**Test Administrators and Proctors must not have a conflict of interest or the appearance of a conflict of interest.** Test Administrators and Proctors cannot serve as testing staff in rooms in which their children or students that reside in their household are testing. In some cases, certain state-mandated assessments (e.g. some Michigan Merit Exam components) may dictate a differing policy that applies to all testing staff and is not solely limited to TAs and Proctors. In such cases, the differing policy overrides the policy found in the Assessment Integrity Guide.

**Roles and Responsibilities**

District and school professional staff members play a key role in the fair and equitable administration of successful state assessments. Districts may adjust the roles and responsibilities to its size and organizational structure. Roles may be split among several individuals. No function or responsibility should be ignored. All standardized procedures must be explicitly followed. Information on what each role is responsible for before, during, and after testing can be found in Appendix B – Roles and Responsibilities Checklists.

All District Assessment Coordinators, Building Assessment Coordinators, TAs, proctors, and other staff who participate in a state assessment or handles secure assessment materials or test tickets must meet eligibility requirements detailed in this *Assessment Integrity Guide*, must be trained, and must sign an *OEAA Assessment Security and Confidentiality Agreement*. All staff is required to receive training on test security and test administration procedures, and are responsible for complying with state assessment requirements. The District Assessment Coordinator must be well prepared and is responsible for providing clear and comprehensive annual training on test administration security and procedures.

By signing an *OEAA Assessment Security and Confidentiality Agreement*, district and school staff affirm that they understand that all test items are considered secure and may not be copied, photographed, or communicated in any way; that they have access to a printed or electronic copy of the *Assessment Integrity Guide*; have read the sections applicable to test security, test preparation, and test administration; have read the section regarding the duties and responsibilities of their role in the assessment process; and have followed the practices found in the test administrator manual relative to their role.

Each district or school must keep a copy of all seating charts, *OEAA Assessment Security and Confidentiality Agreements*, assessment training materials including presentations, handouts, and sign-in sheets for 3 years. If a school experiences an irregularity, the state may ask for these. These materials may be archived digitally.
Test Administration

Seating Charts

Seating charts must be completed by the school for each test session conducted. Seating charts will assist with the tracking of test administrations, secure assessment materials, test tickets, and attendance. Should an irregularity occur, the MDE may ask for a copy of the seating chart. Seating charts will be required to be attached to a missing test or missing student issue during the Verification of Answer Document Review or the issue may not be investigated. See Appendix C – Sample Seating Charts.

Schools can create seating chart templates that best suit their needs; however, the following minimal information must be collected for each test session:

- The test session start and stop times
- Test session name (online only)
- Test Administrator’s name
- Names of any proctors who may be assisting in the room
- The location of the room, such as a room number, and a description of the testing area (e.g., classroom, computer lab, library, or cafeteria)
- The test administered, content area, and grade level
- The first and last name of the student participating in the assessment must be indicated on the chart at the location where the student was seated for testing
- If a paper/pencil test administration is occurring it is recommended that the test booklet number also be placed on the chart

Testing Environment

The school shall designate an area for the test administration that provides an environment that minimizes distractions and disruptions for students (e.g., classroom, computer lab, library, or cafeteria). All rooms used for test administrations must be conducive to a proper test environment. For example, the room must be quiet, orderly, comfortable, and have adequate lighting and ventilation. Seating must be arranged to discourage students from sharing responses. If testing is to take place in a facility other than a classroom (e.g., cafeteria or library), special effort may be required to establish and maintain a proper testing atmosphere. The Principal is encouraged to designate areas for testing that are similar to the classroom environment and familiar to students. The Test Administrator must remain in the room at all times. General visitors to the room are prohibited during the test administration except under extreme circumstances (e.g., emergency situations) or in the case of an MDE assessment monitoring event (see OEAA Targeted and Random Assessment Monitoring section) Any room used for test administrations should not be used for general staff activities during an active testing session. For example, a room with a copier/fax machine should not be accessible to staff to make copies or send faxes during testing.

Before the day of testing, all information regarding the content being measured or test-taking strategies displayed in the testing room, in any manner or form, must be removed or covered, or it will result in a misadministration.

Examples include, but are not limited to:
The behavior of the Test Administrators and Proctors during testing can have a significant impact on the overall testing environment. Test Administrators and Proctors are encouraged to frequently and unobtrusively move through the room and monitor the students’ work area during testing. While seated, the Test Administrator and Proctor should position themselves so they have an unobstructed view of, and easy access to, all students. Monitoring student progress must be the priority of the Test Administrator and the Proctor. To perform this function successfully, and to maintain test security, the Test Administrator and Proctor should grant their full attention to testing at all times. A Test Administrator must be present during the entire test administration.

The Test Administrators and Proctors should avoid distracting behaviors such as:
- Holding extended conversations with one another
- Reading newspapers or books
- Eating
- Working on a computer, using a cell phone, iPad, etc.
- Tending to unrelated duties
- Grading papers

**Video Surveillance Cameras**

Video cameras in the testing environment can create a security issue but, in the interest of student and staff safety, the use of video surveillance cameras in the testing environment during testing is allowed. Cameras should be directed in a way that does not compromise any test item. Any videos recorded during testing must be deleted as soon as possible. The video of any test session cannot be archived.
Prohibited Materials

Students are not permitted to access any electronic devices used for communication, capturing images of the test or testing room, or data storage (e.g., smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders, etc.) that can disrupt the testing environment, and be used to compromise the security and confidentiality of the test. At a minimum, these devices must be powered off and stored away from the students’ work area at all times during a test session. These devices cannot be used as a substitute for a calculator. Specific calculator policies are covered in the Test Administrator Manuals particular to each assessment.

Students should be informed of this policy in advance and strongly encouraged to leave such items out of the testing room. Students should not have any of these prohibited devices near them during testing.

If a student accesses any of these devices during testing, it will constitute a prohibited behavior and the student’s test results in that content area will be invalidated.

In some cases, certain state-mandated assessments (e.g. some Michigan Merit Exam components) may dictate a differing prohibited device policy. For example, some assessments may require that all prohibited devices be collected before a student enters the testing environment. In such cases, the differing prohibited device policy overrides the prohibited device policy found in the Assessment Integrity Guide.

Retention of Test Administration Documentation

Either the district or the school is required to retain signed OEAA Assessment Security and Confidentiality Agreements, seating charts, and assessment training materials for three years following a test administration. These materials may be archived digitally. Inventory and shipping records for paper/pencil assessment materials must also be maintained in the event that a discrepancy arises or the receipt of secure materials cannot be confirmed.

1. Verify that schools collect all signed OEAA Assessment Security and Confidentiality Agreements for all personnel who participated in testing prior to having contact with the test.
2. Gather all assessment training materials (e.g., sign-in sheets, presentation materials).
3. Confirm that schools have completed and collected seating charts for each test session. Make certain that the charts have been accurately completed and that coordinators have verified that the charts contain the required information.
4. Confirm that schools have properly completed and collected all inventory and shipping records (including school packing lists and documents used to track the transfer of secure materials within the schools).
Test Security & Test Administration Practices

The purpose of state assessments is to 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 test items. A breach of the security of these tests could result in invalid district, school, classroom, or student scores. Breaches can be local and result in retesting fees for a district, but also have the potential to invalidate an entire state test administration and potentially cost the state hundreds of thousands of dollars. It is critical that all staff handling student assessment materials protect the test from exposure at all times.

Professional Test Security Practices

Whether a P/P, CAT, or CBT test administration is employed, sound planning plays a key role in ensuring the security and validity of assessments. This includes proper handling of test materials and successful return of all materials. District Assessment Coordinators are encouraged to confirm that all schools are meeting security requirements. The importance of maintaining test security at all times must be stressed. Ethical practices ensure validity of the assessment results. The following are professional test security practices that all school personnel must follow.

1. All assessment materials must be kept in a locked storage area that is only accessible to the Building Assessment Coordinator and designates. This includes immediately before and after testing. Supervise materials closely. Secure materials include, but are not limited to, the following items:
   a. Test Booklets
   b. Test Tickets
   c. Classroom Activities
   d. Listening Scripts
   e. Accommodated Materials
   f. Used Answer Documents
   g. Used Scratch/Graph Paper
   h. MI-Access Picture Cards
   i. MI-Access P/Sl Response Sheets

2. Restrict access to the storage area to authorized personnel only and ensure the assessment materials remain secure at all times.

3. Inform all personnel involved in test administration of the importance of maintaining strict test security and the potential implications of test security breaches.

4. Determine and document which staffers are responsible for maintaining a chain of custody over assessment materials and limit access to those directly involved with each of the assessments.

5. Account for all assessment materials including test tickets, before, during, and after each test session.

6. Ensure that students testing online do not access unauthorized computer applications, including the use of the Internet, during the test.
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7. Disallow student access at prohibited times to online tests (e.g., weekends, holidays, hours outside of the instructional day, etc.).

8. Abstain from examining or discussing actual test items or test responses with anyone.

9. Ensure the security of materials used to provide accommodations as prescribed for students with Individualized Education Programs, Section 504 plans, or English learners.

10. Return answer documents, test booklets, and other secure assessment materials within the designated timelines.

11. Maintain packing lists, shipping records, and documents used to track the delivery and custody of materials, for at least a year, in the event that a discrepancy arises or the receipt of the materials cannot be confirmed.

12. Destroy all test tickets following guidelines and instructions in the test administrator manuals.

13. Contact the OEAA with test irregularities and breaches immediately.

Prohibited Test Security Practices

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 following are inappropriate and restricted practices that testing personnel should not participate in.

1. Give students access to test content or secure test questions, except for during the actual test administration. Note: Access to practice tests and released items is not prohibited.

2. Review actual test items before, during, or after the test administration.

3. Copy, reproduce, or use in any manner inconsistent with test security measures, all or any portion of secure assessment material.

4. Allow media representatives to interview or photograph students or staff during or after the testing windows or allow access to any assessment material other than released items. Students and school staff may be interviewed after results are released, but media staff and students should be cautioned to not discuss any assessment materials, problems, or test questions.

5. Fail to follow directions for the distribution and return of secure material, or fail to account for any secure materials before, during, and after test administrations.

6. Leave secure assessment materials, including test tickets, unattended at any time unless they are located in a secure locked location.

7. Leave a testing room unsupervised at any time.

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

9. Make test answers available to students.

10. 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.

11. Use, handle, or view online tests, test booklets, or answer documents for any purpose other than proper test administration procedures.
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12. Read student responses during, after testing, or in the case of paper/pencil testing, attempt to hand-score student responses to any test. A Building Assessment Coordinator 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.

13. Participate in, direct, aid, counsel, assist, encourage, ignore, or fail to report prohibited acts.

14. Fail to follow test administration directions for the test precisely as directed in the test administrator manuals.

15. Disclose or discuss the contents of tests with students, parents, teachers, other educators, or community members before, during, or after testing except to report potential problems to the Building Assessment Coordinator.

16. For paper/pencil testing, erase or change student answers in any way.

17. For CBT, making any changes to student responses in the online testing system.

18. For CBT, logging in as a student to the online testing system.

19. Administering assessments outside of their designated testing window.

20. Posting of test items or materials on the Internet.

**Note: The OEAA staff or contracted observers may directly observe test administration activities, or monitor online test anomalies without advanced notice.**
Professional Test Administration Practices

All state assessments require a standardized process of test administration in order for test results to yield fair and accurate results. The following are professional test administration practices that school personnel must follow.

1. Provide training to testing personnel in appropriate test security, test preparation, test administration procedures, and accommodations.

2. Become familiar with the responsibilities found in the test administrator manual and the Assessment Integrity Guide for each designated role prior to testing.

3. Begin all standardized test administration procedures explicitly according to the test administrator manual.

4. Read oral instructions exactly as they are written to the students as required by the appropriate test administrator manual.

5. Monitor student behavior closely for adherence to proper test-taking practices. Ensure 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.

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

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

8. Refer to specific allowable accommodations described in the test administrator manuals.

9. Students take each state assessment only one time. For any other occurrences, the OEAA should be contacted first.

Additional Professional Test Administration Practices for Paper and Pencil Testing

1. Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed tests.

2. Return all test booklets and answer documents according to test administrator manuals.

3. Return the answer document or submit student responses for each student who took the test regardless of the student’s perceived efforts.

4. Follow directions provided by each state assessment for handling unused test booklets and answer documents.

Additional Professional Test Administration Practices for CBT and CAT

1. Make sure that all staff in administration or monitoring roles have been trained in the testing system and how do deal with disruptions and irregularities.

2. Follow proper procedures for logging in to the CBT system.

3. Make sure that students remain at their designated testing device and location.

4. Use of only approved devices for testing online, such as PCs, Macs, iPads, Chromebooks etc.
5. Follow directions for restarting any CBT/CAT sessions that have lost connection to the system.

6. Pay special attention to the possible use of cell phone camera or other devices to take screen images.

7. Make sure that the testing devices are in kiosk/captive mode and monitored throughout the period when test content can be accessed.

**Prohibited Test Administration Practices**

School personnel must monitor test administration procedures. If any instance of improper test administration practices is discovered, it must be reported to the OEAA immediately for resolution. It is at the discretion of the OEAA to determine if invalidation of score or an emergency test is possible. Prohibited test administration practices that school personnel should **not** participate in are as follows:

1. Allow media representatives to have access to test items, test booklets, online tests, student answer documents, or test activities. Students should not be interviewed concerning the test 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. The use of released items for stories is appropriate.

2. Coach students during the test, edit their work, or respond to their questions regarding content or answers, or any behavior that would contribute to an inauthentic improvement of scores during the test. This includes such behaviors as making statements to students regarding the correctness or incorrectness or completeness of their responses, defining words, giving students hints, clues, or altering/editing their responses. Test Administrators and proctors should simply encourage students to do their best.

3. Exclude any eligible students from taking the test.

4. Fail to follow test administrator manual instructions for session administration or schedule a break in the middle of a session. Breaks are to occur at the conclusion of an individual test session.

5. Allow scrap or extra paper of any kind during testing unless specified in the test administrator manual.

6. Allow the use of any district, school, parent, student, teacher, or publisher’s graphic organizers, outlines, word lists, or any other material that is not expressly permitted by the test administrator manual during the testing period.

7. Allow the use of any prohibited electronic communication or storage devices or calculators.

**Additional Prohibited Practices for Paper and Pencil Test Administrations Only**

1. 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 rewriting student work).

2. 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 test administration guidelines.
3. Suggest or engage in a practice that allows a student to retrieve an answer document after completing a test, or allow a student to complete, revise, delete, correct, or alter a response to previously completed sections of a state assessment.

**Prohibited Practices for CBT and CAT Test Administrations Only**

1. Allowing a student to change any responses made on the computer after they have been submitted to the system.

2. Letting students access information on the Internet while taking the assessment, such as by opening another window on the computer.

3. Allowing access to test item screen content by anyone other than the student.

4. Allowing repeat test taking outside of test program guidelines.
Test Preparation

Test 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 of the district and the content of Michigan’s content standards in a manner that promotes long-term learning growth and retention of the materials and concepts covered.

2. All students will be familiar with test taking strategies and with the types of formats and scoring used on the tests (writing prompts, multiple-choice questions, extended-response questions, performance tasks, technology-enhanced methods such as drag and drop, use of pointing mapping devices, matching, etc., online tools, and scoring rubrics).

All local school test administration practices should maintain a 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 (“drill and kill”) 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 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.

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. The OEAA will investigate, and if found true, will invalidate student scores. Personnel issues resulting from intentional misadministration or academic fraud shall be handled by the local educational entity.
Professional Test Preparation Practices

In educational settings, school personnel should ensure that any test preparation activities and materials provided to students would not adversely affect the validity of test score inferences. Test takers should be provided appropriate instruction, practice, and other support necessary to reduce any influences not relevant to measuring the student’s ability. The following are professional test preparation activities that are permissible for educators to use.

Encouraged Test Preparation Practices

1. Use Michigan’s content standards as a resource for curriculum development, instruction, and 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 state assessments entail, when, and how the tests will be administered, and how the results will be appropriately used.

4. Integrate and teach test-taking skills along with regular classroom instruction and classroom assessment, and create a positive test-taking environment.

5. Read and discuss test administrator manuals with colleagues.

6. Use a balanced assessment approach with emphasis on formative assessment that informs instruction.

7. Monitor student academic progress continuously and use local or third party assessment materials for diagnostic purposes.

8. Use any released documents, practice sets, and materials prepared by the Michigan Department of Education.

9. Continue to use assessments in the school for pre- and post-testing, placement, or similar purposes.
Prohibited Test Preparation Practices

In order to ensure test security, discussing information related to the content of specific test items or test forms is prohibited. Incidents of this nature are thoroughly investigated and may result in district liability for the cost of item-redevelopment, re-testing within the testing window, test score invalidation, and follow-up monitoring. In abiding by this guideline, educators ensure that the integrity of the assessment is maintained, which helps minimize the cost of resources used when test security has been compromised.

School personnel who engage in prohibited test preparation practices include those who:

1. Use secure test questions, or questions that are similar or altered versions of secure test questions.

2. Reveal, copy, or reproduce any secure state assessment questions, 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 state assessments. (General coverage of topics that would normally be covered by Michigan’s content standards is expected to be covered).

4. Sacrifice significant instructional time to commercially or locally prepared programs (such as drill-type test preparations) that focus on testing and not on student skill and knowledge development.

5. Repeatedly drill students using tests as practice on 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 state 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 test administration. Test 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 a test might reflect negatively on the student, school, teacher, family, or peers, are examples of “undue stress.” Encouraging students to prepare for an upcoming test by excessive practice or studying (such as well into the evening hours) or encouraging students to work beyond a reasonable effort would be another.
Student Prohibited Behavior

The Prohibited Behavior selection on a student’s answer document or online test should be used to identify students who engage in prohibited behavior during the test. Students, who make little or no attempt, appear to be unengaged, or seem to be marking answers randomly do not fall under this category. 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.

School personnel should review this section prior to administering the tests. Students should also be made aware of prohibited practices and consequences. Students who are submitted under this category will not be counted in the final assessment total for the school. The use of the handout for student responsibilities in Appendix B – Roles and Responsibilities Checklists 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 test administrator manual.
4. Answer a test question or any part of a test for another person, or assist another student before or during a test.
5. Return to previously administered sections of the test when informed by the test administrator to stop work in that section.
6. Use any unauthorized electronic devices (e.g., smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders, etc.).
7. Engage in any other practice that has the potential of erroneously affecting the student’s score or the score of another student.
8. Intentionally disrupt other students taking the test.

All reasonable attempts should be made to create an atmosphere that will focus on avoiding prohibited student behaviors.
Handling Prohibited Behavior

If the Test Administrator/Proctor observes a student who appears to be engaged in prohibited behavior, the test 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, he or she may continue testing, but the online test or answer document will be marked as prohibited behavior after the student has completed testing. This will minimize disturbance to other students taking the test and allow time to investigate the questionable action. If it is a significantly egregious behavior such as intentionally disrupting others, possessing an answer key or “cheat sheet,” or using a cell phone to take pictures of test items, the student should be immediately dismissed from testing.

Immediately after the test session, the Test Administrator should notify the Building Assessment Coordinator of the suspected prohibited behavior. The Building Assessment Coordinator should also notify the 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 is to be notified about any prohibited behavior(s). If it is determined that a prohibited behavior has occurred, it should be indicated on the online test or the Prohibited Behavior Bubble on the student answer document. 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 submitting the student’s online test or before returning the student answer, the Principal, and the Building Assessment Coordinator should be afforded one last opportunity to determine if a prohibited behavior mark should be enforced.

District Assessment Coordinators will have one last chance to review and if necessary change any errors regarding students that have been identified with Prohibited Behavior. After the assessment contractor receives and processes all submitted online tests and student answer documents, a review period will be announced (usually 2-3 weeks after materials have been returned). During the 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 MDE Secure Site 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 test score will be considered “not tested” for Accountability purposes.
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 Rights and Privacy Act (1997) and the Michigan Freedom of Information Act (1996).

2. Focus on student achievement to improve individual student and instructional program performance.

3. Maintain student confidentiality at all times.

4. Ensure that the information is reported to parents and teachers as soon as possible after receipt from the MDE 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 Michigan’s content standards.

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 including but not limited to the following that 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 subgroups of students that would lead to inadvertent identification of individual 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, or race that 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 2 – Detection of Irregularities**

The focus of this section is on procedures for monitoring and detecting testing irregularities and maintaining the integrity of the state assessment. Two important considerations for districts and schools are:

- Have your plans for monitoring the integrity of the assessment before, during, and after all test administrations.
- Contact the OEAA immediately if an irregularity is suspected.

**Assessment Monitoring**

Districts should ensure that all tests are monitored for proper test administration. Districts that discover irregularities in testing practices should immediately report them to the OEAA. If reported quickly, the district may be able to resolve the irregularity and avoid a significant number of student test results being invalidated that could adversely affect a school or district’s integrity or accountability.

**School Assessment Monitoring**

It is the district and school’s responsibility to monitor testing practices and enforce the policies and guidelines in the *Assessment Integrity Guide* 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 take self-corrective actions to resolve any problems.

During testing, District Assessment Coordinators should be available to answer questions and resolve issues. Monitoring schools during a test administration will help confirm that procedures are being followed and it can minimize the risk of error. Principals and Building Assessment Coordinators play a critical role in this effort, ensuring that each Test Administrator is actively monitoring their room and that all testing personnel are adhering to the proper procedures.

**Before Test Administration**

1. Ensure that all staff involved with assessments have read the appropriate test administrator manuals, the *Assessment Integrity Guide*, and have signed an *OEAA Assessment Security and Confidentiality Agreement*.

2. Ensure all staff have security training prior to testing.

3. Define and clearly communicate before testing to appropriate staff how staff implementation of test administration, test security standards, and procedures will be monitored by school administrators and possibly State assessment monitors.

4. Establish a process for the assessment monitors to ensure that all aspects have been reviewed. A sample checklist has been provided in *Appendix D – Sample Test Administration Observation Checklist*.

5. Provide information and training to ensure that all staff have the knowledge and skills necessary to make ethical decisions related to preparing for a test and administering the test.

6. Establish an access policy and a chain of custody for assessment materials, including used and unused test tickets, that allows only appropriate staff to have access to secure information prior
to the test administration and prohibit the reviewing of any secure test questions before, during, or after the test administration.

7. Establish a process that ensures all secure testing materials including test tickets are returned to the locked storage area before and after each day of testing.

8. Communicate the Integrity Help Line (877-560-8378 option 1) to allow teachers, test administrators, students, parents, and other community members to voice their concerns about testing practices they consider inappropriate.

9. Establish procedures for investigating and documenting any complaint, allegation, or concern about inappropriate testing practices or prohibited behavior that ensure protection of both the rights of individuals and of the integrity of the assessment.

**During Test Administration**

1. Monitor testing to ensure staff is administering tests with fidelity in terms of testing protocols/procedures.

2. District assessment coordinators, building assessment coordinators, principals, and other assigned assessment staff should make unannounced monitoring visits to random testing rooms without disturbing the testing environment.

3. Check to ensure that schools follow proper check-in/check-out procedures and are transporting materials to and from the testing areas properly.

4. Follow the established procedures for monitoring test administrations.

**After Test Administration**

1. The District Assessment Coordinator should report all irregularities to the OEAA immediately for resolution.

2. Oversee the proper collection of, and accounting for, secure materials including test tickets.

3. Return materials to the assessment contractor following material return instructions in the test administrator manuals.

4. Destroy test tickets according to the instructions in the test administrator manuals.

5. The District Assessment Coordinator should ensure that all test administration documents i.e., OEAA Secure Compliance Forms, seating charts, inventory and shipping records, prohibited behavior documentation, and Missing Test Materials Reporting Forms have been gathered.
OEAA Assessment Monitoring

Identifying and investigating potential test irregularities involves a variety of data sources for the OEAA. These include self-reports of test irregularities, allegations/complaints, results of analyses, and reports designed to identify irregularities.

The OEAA will monitor assessment activity at districts and in schools for evidence of test fraud, security breaches, theft and distribution of test content either directly or indirectly.

In identifying and investigating irregularities, 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?
3. Was the irregularity deliberate; is there evidence of academic fraud?
OEAA Targeted and Random Assessment Monitoring

The OEAA has independent assessment monitors that conduct visits to schools each testing window. The assessment monitors follow procedures developed to assure the security and confidentiality of state assessments and that all testing personnel are adhering to proper procedures. A school can be monitored during a test administration if they were selected for 1) Targeted Assessment Monitoring or 2) Random Assessment Monitoring.

**Targeted Assessment Monitoring**

Schools that have had a previous irregularity or that show unusual results from previous state assessment data analyses may be placed on a list for monitoring from year-to-year or for a period of years. The OEAA will assign assessment monitors to observe any or all facets of testing coordination, test administration, and reporting. Results will be reported to the OEAA for review.

**Random Assessment Monitoring**

A sample of schools is randomly selected for quality and integrity assurance purposes. These locations are chosen to ensure regional representation with randomly selected schools within each region.

OEAA Targeted and Random Assessment Monitoring Procedures

During any day of testing an assessment monitor may present themselves to the front office of the school at the beginning of the school day. These assessment monitors will deliver a signed letter, on MDE letterhead, to the Principal of the school. The assessment monitor will then ask for the schedule of testing for the school and choose a room to monitor.

Once they arrive in the testing room, they will introduce themselves to the Test Administrator and any proctors and quietly sit at the back of the room and observe the test administration. The assessment monitor has a checklist of questions that they will mark to indicate if they see any irregularities and if any best practices are observed during testing. The assessment monitors are unable to answer any questions about the test administration. All questions should be directed to the Building or District Assessment Coordinator.

After the monitoring session is complete, the assessment monitor will report any potential testing irregularities that may cause an invalidation of scores to the OEAA. The OEAA will work with the school to find a resolution and send a copy of the checklist to the Principal for information or to suggest possible process improvements if no irregularities are found.

OEAA Internet and Media Monitoring

The OEAA works with MI to monitor the internet during testing sessions. The goal of this monitoring is to combat secure test question breaches and disclosure of sensitive assessment materials. The web is regularly monitored for such activity to the extent that resources allow and the findings are reported to OEAA. Daily monitoring is scheduled during active assessment windows. These monitoring activities include:

- Monitoring of the Internet for test items captured and shared either from testing computer screens or from paper/pencil test booklets.
- Monitoring of social media sites for posts discussing or exposing test material.
Privacy Concern – The OEAA will only monitor publically accessible internet and media venues for potential exposure, sharing, or sale of assessment content. Students or test administrators who publically express opinions about the test(s) are disregarded and not a focus of concern unless those opinions may be used to improve assessment conditions.

**Statistical Analysis of Results and Data Forensics Methods**

During and after online and paper/pencil test administrations, the OEAA conducts multiple analyses on student assessments. These statistical analyses help the OEAA in flagging potential testing irregularities.

Online testing permits detailed analyses of the response times and other test performance behaviors of testing students, to detect testing anomalies. Extreme response patterns will be monitored. For example, on occasion, students may proceed quickly through a test, answering all questions correctly and using much less time than would be normal or appropriate. In other situations, it may be detected that testing students are taking much longer than would be normal or appropriate. In such cases, the OEAA may, through the analysis of test data, identify the anomalies for further inquiry.

In both online testing and paper/pencil settings, very similar questions need to be asked, but the particular methods for answering the questions vary somewhat with the format. Here are the kinds of questions that data forensics methods help answer:

- Does it appear that two or more test takers colluded before or during a test?
- Does it appear that some students had advance knowledge of specific test questions?
- Is there evidence that the responses of two or more students in a class are far more similar than would have occurred if they were working independently?
  - For online test administrations, does the timing of responses to questions vary considerably from the timing of responses of other students?
  - Are there changes to test scores for an individual or a class from one test administration to another that are much greater than one would expect for the test that was administered?

**Types of Data Forensics Analyses Used for the State Assessment**

**Unusual Score Gains and Losses**

This data forensic approach has a very long history of use in Michigan assessments and makes comparisons of scores from one testing occasion to another. This approach is essentially the same regardless of the test delivery method. This analysis can show extreme changes in performance level changes by group and by cohort.

**Similarity Analysis**

A very effective data forensics approach is to examine, on a response-by-response basis, the answers given on each question, in every subject for every possible pair or group of students who took the same test or set of questions. This type of analysis is done for a substantial sized group when a data analyst has access to the data that emerge from item responses for individual students.

**Corrective Change Analysis**

The OEAA, following a paper/pencil test administration, performs an erasure analysis for each administered assessment. An erasure analysis looks at changed responses on scanned student answer documents. Similar analyses are performed for online test administrations, where the OEAA reviews
changes made by a student after first choosing a response to a particular question. For online test administrations, a comparison is made between the first responses chosen and subsequent choices. Testing systems can provide precise details of any changes made, which affords a higher degree of accuracy in determining actual student behaviors. CAT and CBT forensic analyses will examine the number, type, and frequency of changes of answer choices as well as the timing for student responses.

**Person Fit Analysis**

Another method of data forensics analysis for state assessments is the person-fit analysis, which examines the consistency of students’ responses across all questions on a test. In general, students will perform better on those questions that most other students also answer correctly, not as well on questions of moderate difficulty, and least well on the most difficult questions on a test. If a student generally performs well in a particular area such as mathematics, the same student may answer correctly all questions of low and moderate difficulty and miss only some of the most difficult questions. However, there are instances when a student’s, or a group of students’, test responses do not adhere to this pattern, perhaps departing from it in very significant ways. In this case, a student, or a group of students does significantly better on the most difficult questions on a test than the less difficult ones. A pattern such as this would prompt the application of the person-fit analysis to determine whether prohibited behavior has occurred.

**Other Data Forensics Methods**

At times, other data forensics methods may be employed. For online test administrations, an analysis of response times to test questions sometimes exposes patterns of shorter response times than would be required to read a passage or analyze a data table. There are also methods that are variations on the methods described above. For example, a form of similarity analysis counts the longest string of identical answers between two testing students. This same approach is best suited for the analysis of CBT, but less suitable for analyzing computerized adaptive tests (CAT), because of the variability of test items presented amount groups of students.
Missing Materials

Secure materials must be returned in accordance with the procedures and timelines outlined in the test administrator manuals. Maintaining adequate oversight and reinforcing the use of proper handling and packing guidelines will help ensure the accurate and complete return of all secure items. The OEAA will monitor and audit booklet and other secure material returns. Any booklets or other secure material that are not returned will be considered an irregularity and breach of security. Test tickets used for online testing, though not returnable items, are considered secure materials and should be accounted for at all times. Unaccounted for test tickets will also be considered an irregularity and breach of security.

A majority of the situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures (e.g., not using materials control documents, not following check-in/check-out procedures, not accounting for the items that were issued to Test Administrators at the end of each testing session).

The loss of secure state assessment materials is a breach of test security and must immediately be investigated and reported. To ensure that all responsible personnel are properly informed, the school personnel must report the missing materials to their Building Assessment Coordinator. The Building Assessment Coordinator must notify the OEAA, the District Assessment Coordinator, and the assessment contractor.
Reporting Irregularities

Despite how well prepared testing personnel may be, the possibility still exits that mistakes will be made. When mistakes occur, it is important to have procedures in place to help ensure that all the necessary information is gathered so the district can make a clear determination about what has occurred, when, and to whom. **District Assessment Coordinators must notify the OEAA as soon as they are made aware of any alleged or suspected violations or misadministrations.** All testing irregularities must be reported to the OEAA via the online incident report form (the link to the online incident report is published prior to each assessment window). Some irregularities can be remediated without significant consequences if caught and corrected in a timely fashion. Self-reporting also reduces the suspicion or appearance of academic fraud.

When the District Assessment Coordinator contacts the OEAA for guidance in handling a disruption, being prepared to answer the following questions will help the OEAA make a determination about the situation.

1. What happened and where did the irregularity take place?
2. When did the irregularity happen?
3. How many students are affected and are they being monitored while the situation is being investigated?
4. Who was present in the test administration, who was in charge, who was proctoring?
5. What staff are witnesses?
6. What grade and subject tests were affected?
7. What test or test booklets are involved?
8. How much of the test has been completed and are the students still testing or have they completed the test?

Allegations

The OEAA has a tip line (877-560-8378 option 1) that provides a way for unusual or suspected improper activities to be reported. Allegations from witnesses will be logged and OEAA staff will do an initial interview, also known as fact-finding, with the witnesses to determine the severity of the violation and any relevant details regarding the irregularity. This information is then sent with recommendations for an OEAA Determination Review.

Allegations from anonymous witnesses will go through the same steps for information collection; however, it is significantly more difficult because the OEAA will not be able to follow-up to determine the creditability 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. The MDE is not allowed by the Freedom of Information Act to maintain the confidentiality of a witness if they identify themselves. If an informant wishes to remain anonymous, they should not give the OEAA any identifiable information at any time.
Case Review

To ensure that OEAA investigations, remediation, and corrective actions are conducted in a fair, expeditious, and equitable manner, the OEAA has implemented a standardized set of procedures for processing testing violations. All incident reports and supporting documentation are assessed for completeness to make certain that the required information has been submitted for each irregularity. Reports are then carefully reviewed, and a determination is made regarding the disposition of each incident.

- If the 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 OEAA may consider it resolved and the case is logged and closed.

- If the OEAA determines that questions remain regarding the security, validity, or authenticity of the test administration they will request either a school self-investigation, or if the problem is considered potentially severe, an independent investigation.

More details on follow-up investigations and remediation are provided in the following two sections of the Guide.
Section 3 - Follow-Up Investigations

Self-Investigation

Following a reported incident, or complaint, the OEAA may determine that questions still remain regarding the security, validity, or authenticity of the test administration, and require the District Assessment Coordinator (or designee) to complete a self-investigation and file a self-report with the OEAA. The District Assessment Coordinator should evaluate the circumstances when notified of these occurrences and determine whether any student or adult testing personnel bears responsibility for what occurred. If the district determines that no error was committed by a student or an adult, the district should include all evidence of the school’s conclusion of the irregularity in the self-investigation report. The more thorough the self-investigation and self-report, the more likely the OEAA and the school can come to some determination of an irregularity and the required remediation.

Independent Investigation

Following a reported incident, or complaint, the OEAA may determine that an investigation of widespread testing anomalies or one that is highly suggestive of inappropriate behavior by educators, students, or others, is warranted. The State Board of Education authorizes the OEAA Director to call for an on-site evaluation or investigation of a school district at any time. The OEAA will bring in experts from outside the school district and independent from the MDE. Background checks, credentials, and relevant experience of the independent investigators are validated by the OEAA.

An assigned investigator or team of investigators will be tasked with conducting a fact-finding investigation to gather evidence to document the conditions of the alleged complaint or irregularity. The investigator(s) may arrive in the district without prior notification and will inform the superintendent of the purpose of the fact-finding and of the procedures to be followed. The OEAA asks that the district and school give full cooperation to the investigator. During their investigation, they may request copies of email correspondence, memos, flyers or other communications relevant to the test administration. They may also request to interview some of the school staff and/or students. The investigator’s role is strictly to identify any relevant facts and send a report to the OEAA Determination Team.

Expertise of Investigators

When the state must investigate test security incidents, it may use a number of different types of relevant expertise to carry out the investigations. For example, the OEAA may include investigators on its team who are experts in:

- Educational measurement and psychometrics
- Legal domains such as intellectual property, criminal law, contracts, etc.
- Forensic data analysis
- Investigative and interviewing skills

The MDE will also have experts in a variety of areas provide input on an investigation and be involved in planning, conducting the work, and reviewing the findings.
Section 4 – Remediation

Remediation of testing irregularities can differ based on the severity of a confirmed allegation or misadministration. There are limited options for the OEAA to resolve these irregularities after the testing window is over, but the goal of the OEAA is to ensure valid test scores, and for all students to have an equal opportunity to show their knowledge, skills, and abilities through their engagement with the test. It is important to remember that many irregularities can be corrected if they are detected and attended to during the test administration window.

Determination

Following the collection of evidence and review of available information; the OEAA will create a summary report of the findings. The OEAA team members review all information and evidence and makes one or more of the following determinations:

- There was no basis for the complaint—OEAA determines that there was no irregularity and the case is closed.
- A self-correction was completed and accepted by the OEAA — the OEAA determines that the school properly resolved the irregularity and the case is closed.
- The OEAA determines that the irregularity led to a breach of test item security—OEAA reports the irregularity to the MDE Superintendent’s Office. Possible consequences include:
  - Re-testing within the test cycle period (potential costs to the district).
  - Invalidation of scores with no opportunity for re-testing.
  - School is required to inform parents and local school board that scores will be invalidated.
  - Placed on the OEAA assessment monitoring list for next year.

- The OEAA determines that the irregularity resulted in invalid test administration—OEAA reports the irregularity to the MDE Superintendent’s Office. Possible consequences include:
  - Re-testing within the test cycle period (potential cost to the district).
  - Students in suspected grades and subjects are given an audit test—a parallel form of the test and scores between the two tests will be analyzed.
  - Invalidation of scores with no opportunity for re-testing.
  - Placed on the OEAA assessment monitoring list for next year.
  - School is required to file a training plan for the following year’s test administration with the OEAA.
  - School is required to inform parents and local school board of a misadministration and scores will be invalidated.

- The OEAA determines that the irregularity resulted in academic fraud—OEAA reports the irregularity to the MDE Superintendent’s Office. Possible consequences include:
  - Re-testing within the test cycle period (potential costs to the district).
  - Students in suspected grades and subjects are given an audit test—a parallel form of the test and scores between the two tests will be analyzed.
  - Invalidation of scores with no opportunity for re-testing.
  - Placed on the OEAA assessment monitoring list for next year.
  - Test booklets or test tickets will be held in abeyance under the supervision of the state-appointed assessment monitor and delivered on the day of testing. The state-appointed assessment monitor will closely observe testing and collect and return answer documents or destroy test tickets.
Assessment Integrity Guide

- Personnel involved in an irregularity may not be allowed to administer any state assessment.
- District Superintendent will be notified so that district may take necessary personnel actions.
- School is required to file a training plan for the following year’s test administration with the OEAA.
- School is required to inform parents and local school board of a misadministration and that the student test scores will be invalidated.
- The MDE may suggest that the LEA investigate the staff involved for possible academic fraud.

School Decision

The school may accept the remediation or will have 30 calendar days to request an appeal. If an appeal is requested, the OEAA will assign an independent review panel to review the case. Their report is sent to the OEAA for final determination.

Independent Review Panel

If the school requests an appeal, an independent panel review is conducted. An independent review panel is made up of, at minimum, three panel members. Each member will be an independent consultant who has past experience as a school administrator and have no conflict of interest with the MDE or with the school district. The panel will make recommendations to the OEAA that could include, but is not limited to, the extent to which the panel finds the OEAA findings are valid, and the appropriateness of the resolution. If the panel finds that the OEAA resolution was proper, the district may be required to pay for the Independent Review Panel expenses. The OEAA director will make the final determination of the irregularity outcome and notify the school and district. The district or the OEAA may appeal the panel recommendations to the State Superintendent of Public Instruction.

Documentation

All information is documented during all phases. Documentation is reviewed annually to generate recommendations to improve practices and for follow-ups such as targeted assessment monitoring.
Appendix A – Assessment Integrity Process Flowchart

The Assessment Integrity Process Flowchart shows the progression from the discovery of a potential test 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 flowchart follows the outline of this Assessment Integrity Guide and each step is linked to the portion of this Assessment Integrity Guide that explains the step in detail.

It is the 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 Superintendent and the Local Board of Education.
Appendix B – Roles and Responsibilities Checklists

The following checklists are intended to assist districts and schools in the preparation and training of testing personnel. Responsibilities should be tailored to match each schools organization and size. Schools and districts are welcome to duplicate and distribute these handouts consistent with your professional development program.
District Assessment Coordinator Responsibilities

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Each district, public school academy, or participating nonpublic school, must designate a District Assessment Coordinator. Please remember that roles may vary by district but the goal should be to ensure coverage of all test preparation and test administration roles and responsibilities. The District Assessment Coordinator will oversee all test procedures and will ensure that the district is in compliance with required standardized procedures, will report irregularities to the OEAA as soon as possible, and will assist the OEAA in resolving the irregularity. The District Assessment Coordinator sets the tone of high integrity for the entire district and holds specific responsibilities. The following information gives an overview of the responsibilities that the District Assessment Coordinator is responsible for before, during, and after each test administration.

**Before Test Administration**

- Serve as the designated person for the district or ISD/RESA in all communications with the OEAA and the assessment contractor.
- Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers, proctors, technology coordinators, and counselors), and to students and parents where appropriate.
- Inform District Superintendent and local Board of Education of the *Assessment Integrity Guide*.
- Attend state assessment trainings and webinars as they become available and apply training to test administrations.
- Become familiar with all test preparation guidelines, test administrator manual, technology guidelines, and the *Assessment Integrity Guide* as they become available.
- Coordinate the pre-identification and material ordering on the MDE Secure Site.
- Review student identification and demographic information for accuracy and consistency with other school records.
- Train Building Assessment Coordinators in appropriate test administration practices for any upcoming state assessments.
- Be a resource to the Building Assessment Coordinator during the Test Administrator and Proctor Trainings.
- Be a resource to the Building Assessment Coordinator(s) in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; computer availability; plans for students who need additional time; plans for students to take the online test training sessions; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being tested at any given time.
- Maintain awareness of all test administration activities, and monitor for problems at all times.
Assessment Integrity Guide

- Approve Test Administrator qualifications.
- Ensure that assessment materials arrive at schools before the assessment window.
- Oversee the inventory of all assessment materials and ensure their security.
- Coordinate with the Building Assessment Coordinator and Technology Coordinator to ensure that computer workstations are operating properly, online testing software has been installed, and all workstations are prepared for testing.
- Store assessment materials in a secure location and restrict access to only the staff authorized to distribute and track assessments—in most cases District or Building Assessment Coordinators.
- Direct the accurate completion of student identification information and “School Use Only” sections of answer documents and highlight the importance of every answer document having the correct student barcode label.
- Ensure test tickets are available for every student taking an online test administration.
- Inform Building Assessment Coordinators of all after-testing procedures, including the return of materials.

During Test Administration

- Monitor a sample of test administration for quality assurance.
- Answer questions from the Building Assessment Coordinators and Test Administrators that typically arise during the test administration.
- Be aware of appropriate and inappropriate test activities and practices throughout all schools and programs.
- Report and document any test irregularities, test administration procedural errors, or breaches of test security to the OEAA promptly. Immediately contact the OEAA at the number provided in the test administrator manuals with detailed information and steps taken to correct the problem.

After Test Administration

- Assist Building Assessment Coordinators with any test administration issues, such as invalidation of tests or special codes/accommodations.
- Produce any student barcode labels from the MDE Secure Site for schools when needed.
- Ensure that all signed OEAA Assessment Security and Confidentiality Agreements, seating charts, and assessment training materials are kept for three years.
- Complete after testing tasks on the MDE Secure Site (e.g., Verification of Enrollment for Accountable Purposes, Verification of Student Demographics, Verification of Answer Documents for Accountable Students, Verification of Not Tested Students, etc.).
Technology Coordinator Responsibilities

Each district, public school academy, or participating nonpublic school, should have a Technology Coordinator. Please remember that roles may vary by district but the goal should be to ensure coverage of all test preparation and test administration roles and responsibilities. The Technology Coordinator will oversee the setup and installation of online testing software. They will coordinate with the District Assessment Coordinator to ensure that computer workstations are operating properly and are prepared for testing. The following information gives an overview of the responsibilities that the Technology Coordinator is responsible for before, during, and after each test administration.

**Before Test Administration**

- Serve as the designated person for the district or ISD/RESA in all communications regarding technology with the OEAA and assessment contractor.
- Attend or view state assessment technology trainings and webinars as they become available.
- Work with the District Assessment Coordinator to make sure that all schools are technology-ready for online test administrations.
- Install or update software as needed on testing computers.
- Follow all instructions related to technology in all available online test administrator manuals, handbooks, user guides, and the *Assessment Integrity Guide*.
- Ensure that the *Assessment Integrity Guide* has been reviewed, complete an *OEAA Assessment Security and Confidentiality Agreement*, and give to the District Assessment Coordinator.
- Be a resource to the District and Building Assessment Coordinator in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; computer availability; plans for students who need additional time; plans for students to take the online test training sessions; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being tested at any given time.
- Be a resource during trainings for online test administrations.
- Coordinate with the District and Building Assessment Coordinators to ensure that computer workstations are operating properly, online testing software has been installed, and all workstations are prepared for testing.
- Perform readiness checks on testing computers.
- Verify that the correct number of headphones are available and working for applicable online test administrations.
Assessment Integrity Guide

During Test Administration

- Monitor computer labs and online testing locations during test administrations for quality assurance.
- Troubleshoot technology issues as they arise.
- Answer questions from the District and Building Assessment Coordinators and Test Administrators that arise during the test administration.
- Inform the District Assessment Coordinator of any test irregularities or test administration procedural errors so that they can be reported to the OEAA promptly.
- Inform the District Assessment Coordinator if there is a breach of test security or a test administration irregularity as soon as possible.

After Test Administration

- Complete all after testing tasks as stated in the technology manuals, handbooks, and guides.
Building Assessment Coordinator Responsibilities

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<td>Trainer:</td>
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<td>Training Date:</td>
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Each school, public school academy, or participating nonpublic school, should have a Building Assessment Coordinator. Please remember that roles may vary by district but the goal should be to ensure coverage of all test preparation and test administration details. The Building Assessment Coordinator is responsible for the overall integrity of the assessment in the assigned building(s), report irregularities to the District Assessment Coordinator as soon as possible, and assist the coordinator or the OEAA in resolving any irregularities. The following information gives an overview of the responsibilities that the Building Assessment Coordinator is responsible for before, during, and after each test administration.

**Before Test Administration**

- 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 test.
- Read and become familiar with all test administrator manuals and the *Assessment Integrity Guide*.
- Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; computer availability; plans for students who need additional time; plans for students to take the online test training sessions; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being tested at any given time.
- Train the Test Administrators and Proctors on administrative procedures and approved practices, and keep a copy of assessment training materials (e.g., sign-in sheets, *OEAA Assessment Security and Confidentiality Agreements*, presentation materials, etc.).
- Complete an *OEAA Assessment Security and Confidentiality Agreement* and retain or give all signed form to the District Assessment Coordinator.
- Coordinate and verify test engine setup with the Technology Coordinator on all testing computers.
- Coordinate the training on test engine tutorials with all students that will be taking, and all Test Administrators, and proctors that will be administering an online test administration.
Assessment Integrity Guide

- Manage student rosters and report any incorrect or missing information in the MDE Secure Site.

- Provide information regarding approved and prohibited testing practices and materials to students, test administrators, proctors, teachers, and parents. This includes making students and parents, as well as staff, aware of prohibited equipment such as electronic devices used for communication or data storage (e.g., smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders, etc.).

- Conduct an inventory of all assessment materials.

- Ensure assessment materials are kept in a locked, secure location.

- Ensure that any room used for testing does not contain any visual material that would provide students with clues or answers to questions. Ensure that all displays (such as charts, maps, tables, bulletin board material, etc.) that contain any information directly related to Michigan’s content standards that could provide information to students in answering questions during test taking have been cleared or covered.

- Assemble and distribute assessment materials to Test Administrators.

- Ensure that assessment materials that are allowed by the state assessments are made available to students.

- Assist in making Test Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), Section 504 Plans, and instructional practices for English Learners.

- Plan ahead for students who finish early or require extra time.

- Reinforce to Test Administrators and Proctors, parents, and students, as well as all staff, the prohibited use of electronic communication or information storage devices (e.g., cell or smart phones, PDA’s).

- Plan ahead and have all materials ready for the appropriate test administration, time, and place. This includes ensuring that calculators, headsets, and assistive devices are in working order and that back-up equipment and batteries are available.

**During Test Administration**

- Ensure that each room used for testing has a Test Administrator and if needed, a proctor present at all times.

- Ensure that assessment materials are kept secure at all times in a designated location between test sessions, until all materials are returned.

- Monitor test administration sessions to ensure the security and accountability of all secure materials and confirm that all standardized test administration procedures are being followed.
Assessment Integrity Guide

☐ Report and document any test irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

**After Test Administration**

☐ Collect and assemble an inventory of assessment materials after testing has been completed for each day.

☐ Complete the *Missing Test Materials Report Form* for all missing materials and notify the District Assessment Coordinator.

☐ Report and document any incidents that have deviated from proper administrative procedures.

☐ Ensure that the demographic page of the answer documents have been filled in accurately (as needed). No further inspection or marking of a completed student answer document is allowed.

☐ Ensure that material return forms have been completed correctly.

☐ Prepare and return all assessment materials as required by the test administrator manuals and be sure to follow required timelines.
Test Adminstrator Responsibilities

Test Administrators must be at least one of the following:

1. Licensed teachers or licensed educational administrators employed by the school district
2. Paraprofessionals or non-licensed administrative personnel employed by the school district
3. Licensed substitute teachers who are employed by the district for the purpose of administering the test

The Test 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. Please remember that roles may vary by district but the goal should be to ensure coverage of all test preparation and test administration details. The following information gives an overview of the responsibilities that Test Administrators are responsible for before, during, and after each test administration.

Before Test Administration

- Attend trainings by the District Assessment Coordinator and/or Building Assessment Coordinator specific to each test.
- Read and be familiar with test administrator manuals.
- Review the Assessment Integrity Guide, sign an OEAA Assessment Security and Confidentiality Agreement, and give all signed forms to the Building Assessment Coordinator.
- Train all proctors that will be assisting the Test Administrator with test administration. Ensure that they have a copy of test administrator manuals, the Assessment Integrity Guide, and have signed an OEAA Assessment Security and Confidentiality Agreement.
- Ensure that any room used for testing does not contain any visual material that would provide students with clues or answers to questions. Ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to Michigan’s content standards, that could provide information to students in answering questions during test taking, have been cleared or covered prior to each test administration.
- Ensure the testing room has an adequate amount of district-supplied materials (e.g., pencils, other materials as allowed: dictionaries, calculators, etc.).
- Know all test security procedures and be prepared to follow them before, during, and after all test sessions.
For online test administrations, ensure the students have the opportunity to view the Online Testing Tutorial (OTT) and practice with the online test engine.

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 learners.

Gather all testing materials including test tickets from the Building Assessment Coordinator just prior to the test administration.

**Online test administrations** — ensure the information on the test tickets are correct, that there are enough for every student, and that they are for the correct test, grade, and subject combination.

**Paper/Pencil test administrations** — ensure that there is the correct number of answer documents and test booklets and that they have the correct grade level, form number, and subject.

**During Test Administration**

Remind students to turn in all electronic devices used for communication or data storage (e.g., smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders, etc.) and to do their own work at all times.

Ensure that the rooms used for testing have the proper testing environment: free from noise, no extraneous persons, distractions, or unauthorized material during the entire test administration period.

Determine seating arrangements for the students and complete the seating charts.

**Paper/Pencil test administrations** — as the test booklets are handed to the students individually, ensure each student has the correct form and grade level test booklets and answer document. Check for appropriate test booklets and answer documents without examining item content details.

**Online test administrations** — as the test tickets are handed to the students individually, ensure each test ticket is handed to the correct student. Administer the tests exactly as indicated in test administrator manuals.

Read specific directions exactly as they appear in the test administrator manual. Answer student questions related to test directions as described in the test administrator manuals only.

When directed by the test administrator manual to read directions from the student test booklet, only read the specific directions without attending to any other part of the booklet.

Monitor the test sessions by walking around the room to make sure students are working independently on the test and not assisting other students in answering questions.

Ensure that students are working in the correct section of their test booklets or online test and are marking their responses in the appropriate areas. Student responses are limited to the answer spaces provided.

Remain in the room at all times during a test administration unless replaced by another trained staff member.
Assessment Integrity Guide

- Report any incidents of concern or questionable student behavior to the Building Assessment Coordinator for early and fair resolution.

- *Paper/Pencil test administrations* — ensure that students remain in the room at all times during a test unless extenuating circumstances are present. If a student must leave, Test Administrators must collect the test booklet and answer document and return them to the student upon his/her return.

- *Paper/Pencil test administrations* — direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed test booklets. Note: staff may not make any marks on a student answer document or give students hints about correct or incorrect answers.

- *Online test administrations* — if the student is taking an online test the test must be paused/exited until they 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.

**After Test Administration**

- Collect and account for all assessment materials.

- *Paper/Pencil test administrations* — ensure that the demographic page of the answer document 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 test administration to the Building Assessment Coordinator.

- Report any potential test irregularities or administrative procedural errors to the Building Assessment Coordinator.

- Work with the Building Assessment Coordinator to schedule make up test sessions for students as needed.

- Follow all, after testing instructions in the test administrator manuals.
Proctor Responsibilities

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<td>Email:</td>
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<td>Test Administrator:</td>
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<td>Trainer:</td>
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<td>Training Date:</td>
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As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be tested, 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 Test Administrator. The Proctor assists in setting the tone of high integrity for testing and holds specific responsibilities. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 students.

A proctor can be a teacher’s aide, paraprofessional, or other paid district or school employee. If volunteers must be used, they should be trained in appropriate testing procedures. Family members of students in the testing room cannot be used as proctors.

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

The proctor must maintain integrity at all times, set the tone of high performance for the entire district, and assume specific responsibilities. The following information gives an overview of the responsibilities that proctors are responsible for before, during, and after each test administration.

**Before Test Administration**

- Participate in test administration trainings.
- Review the *Assessment Integrity Guide*, complete an *OEAA Assessment Security and Confidentiality Agreement*, and submit form to the Building Assessment Coordinator.
- Assist the Test Administrator in ensuring that any room used for testing 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 Michigan’s content standards that could provide information to students in answering questions during test taking have been cleared or covered.

**During Test Administration**

- Assist the Test Administrator in monitoring the prohibition of electronic devices used for communication or data storage (e.g., smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders, etc.).
- Assist the Test Administrator in distributing assessment materials.
- Monitor the test sessions by walking around the room to make sure students are working independently on the test.
Assessment Integrity Guide

- Monitor students who have been given permission to temporarily leave the room during testing.
- Ensure that students are working in the correct section of their test booklets or online test and are marking their responses in the appropriate areas. Student responses are limited to the answer spaces provided.
- Remain in the testing room at all times unless replaced by another trained staff member.
- Ensure that the room is quiet during the entire test administration.
- Report any questionable or unusual activity to the Test Administrator immediately.
- Ensure there is adequate staff to accompany students who are being directed to an alternate testing room to complete tests.
- Provide accommodations as prescribed in Individualized Education Programs (IEPs), Section 504 Plans, and instructional practices for English learners.

After Test Administration

- Assist the Test Administrator in collecting and accounting for all assessment materials.
- Ensure that the demographic page of the paper/pencil answer documents have been filled in accurately (if needed). No further inspection or marking of a completed student answer document is allowed.
Student Testing Responsibilities

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<th>Student's Name:</th>
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<tr>
<td>Teacher’s Name:</td>
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Students are encouraged to do their best on the tests to demonstrate to themselves, the school, and their parents, their knowledge, skills, and abilities. In order for state assessments to accurately reflect what a student knows and can do, the student has 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 test directions.
4. Respect other students during the test.

**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 a test question or any part of a test question for another student or assist another student before or while that student is taking a state assessment.
5. Return to previously administered sections of the test after a test 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.
Appendix C – Sample Seating Charts

Seating charts must be completed for each test session conducted by the school, including sessions that result from students being moved or relocated for any reason and even if there is only one student. Seating charts will assist with the tracking of online test administrations, secure assessment materials, and attendance.

Schools can create seating chart templates that best suit their needs; however, the following minimal information must be collected for each test session:

- School name, room number, and date the test was administered
- Name of the test, grade level, and subject
- Name of the Test Administrator and Proctor
- Test session start and stop times
- If the test is administered with paper/pencil (P/P) indicate the booklet number; if the test is administered online, indicate the students login name but do not include the password
# Test Administration Seating Chart – Sample 1

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<th>School:</th>
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<th>Test Administrator:</th>
<th>Start Time:</th>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seat #</th>
<th>Student Name</th>
<th>P/P - Test Booklet Number</th>
<th>CBT – Student Login ID</th>
<th>Form #</th>
<th>Test Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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</tr>
</tbody>
</table>
**Test Administration Seating Chart – Sample 2**

<table>
<thead>
<tr>
<th>School:</th>
<th>Rm #:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Administered:</td>
<td>Subject/Grade Level:</td>
<td></td>
</tr>
<tr>
<td>Test Administrator:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Time:</td>
<td>End Time:</td>
<td></td>
</tr>
</tbody>
</table>

Instructions for the grid below:

1. Draw the location of and indicate the corresponding seat number for each student.
2. Complete the information on the corresponding table for each student.
<table>
<thead>
<tr>
<th>Seat #</th>
<th>Student Name</th>
<th>P/P - Test Booklet Number</th>
<th>Form #</th>
<th>Test Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>30</td>
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</tr>
</tbody>
</table>
## Test Administration Seating Chart – Sample 3

<table>
<thead>
<tr>
<th>School:</th>
<th>Rm #:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Administered:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Administrator:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Time:</td>
<td>End Time:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
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<td>Name:</td>
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<tr>
<td>ID:</td>
<td>ID:</td>
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</tr>
<tr>
<td>Book #:</td>
<td>Book #:</td>
<td>Book #:</td>
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<td>Book #:</td>
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<tr>
<td>Form #:</td>
<td>Form #:</td>
<td>Form #:</td>
<td>Form #:</td>
<td>Form #:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student 6</th>
<th>Student 7</th>
<th>Student 8</th>
<th>Student 9</th>
<th>Student 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
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<td>ID:</td>
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<td>Book #:</td>
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<tr>
<td>Form #:</td>
<td>Form #:</td>
<td>Form #:</td>
<td>Form #:</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student 11</th>
<th>Student 12</th>
<th>Student 13</th>
<th>Student 14</th>
<th>Student 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
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<tr>
<td>ID:</td>
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<tr>
<td>Form #:</td>
<td>Form #:</td>
<td>Form #:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student 16</th>
<th>Student 17</th>
<th>Student 18</th>
<th>Student 19</th>
<th>Student 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
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<td>Form #:</td>
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<td>Form #:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student 21</th>
<th>Student 22</th>
<th>Student 23</th>
<th>Student 24</th>
<th>Student 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
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<tr>
<td>Form #:</td>
<td>Form #:</td>
<td>Form #:</td>
<td>Form #:</td>
<td>Form #:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student 26</th>
<th>Student 27</th>
<th>Student 28</th>
<th>Student 29</th>
<th>Student 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
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<tr>
<td>ID:</td>
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<td>Form #:</td>
<td>Form #:</td>
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<td>Form #:</td>
</tr>
</tbody>
</table>
Appendix D – Sample Test Administration
Observation Checklist

It is the district and school’s responsibility to monitor testing practices and enforce the policies and guidelines in the *Assessment Integrity Guide* to promote fair, approved, and standardized practices. Resolving irregularities is a good faith partnership between the districts, schools, and the OEAA. The OEAA encourages districts to monitor its own performance, report, and take self-corrective actions to resolve any problems. The OEAA should always be informed when an irregularity has occurred to ensure that appropriate actions to resolve the issues have been resolved and that secure items have not been compromised.

In determining 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?
3. Was the irregularity deliberate; is there evidence of academic fraud?

The Sample Observation Checklists can assist with monitoring test administrations. The checklists can be adjusted to the school’s needs.

Both serious and procedural testing irregularities must be reported through the submission of a Misadministration Report. The District Assessment Coordinator should contact the OEAA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a violation. Some irregularities require a swift investigation by the district in order to gather all necessary evidence while the involved individuals are still available and able to recall details. This will also assist with ensuring the students receive valid test scores. Therefore, districts must submit the required information for irregularities immediately after they occur.
# Test Administration Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Code*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All instructional materials that would provide students with clues or answers are not visible in the room.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The desk/tables are arranged so that students are unable to see any other students’ documents or computer screen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Desks/tables are clear of all materials except what is allowed in the test administrator manual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Seating chart has been completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>All cell phones/personal electronic devices are stored out of sight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The Test Administrator read directions word for word from the test administrator manual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students worked independently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The room was free of disruptions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Booklets/test tickets were handed to the students individually and not passed by students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The Test Administrator answered only questions related to the directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Student’s materials were turned in to the Test Administrator/Proctor when a break was needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Only one student at a time was given a break during a test session and they were monitored during that time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Students only worked on appropriate sections of the test and did not return or go forward to sec</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>As students finished the test, they turned in their materials to the Test Administrator/Proctor directly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>All students remained quiet as everyone completed the test session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Once the test was completed, the materials were delivered to the Building Assessment Coordinator immediately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Testing materials were never left unattended.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use Codes: / = Not Observed, 0 = OK, 1 = Minor Issue, 2 = Major Issue
# School Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Code*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Test tickets/booklets are stored in a secured, locked limited access location.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>There is an organized plan for distributing and returning materials to Test Administrators on each day of testing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Building Assessment Coordinator has a signed OEAA Assessment Security and Confidentiality Agreement for everyone that is in contact with the test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>All Test Administrators and proctors have been trained in test administration and test security.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The testing environment is set up and arranged appropriately for testing (e.g. lack of visual cues, electronic devices collected, and seating).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Testing signs were posted (e.g. Do Not Disturb, Electronic Devices Not Allowed).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Test tickets/booklets were distributed to and collected from students on a one-at-a-time basis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Seating charts were used to record required information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The test administrator/proctor-to-student ratio is within suggested guidelines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The testing environment is free from disturbances (no intercom announcements or fire drills).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Test Administrators and proctors were actively monitoring the room and ensuring the students were working independently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The Test Administrator read the directions for administering the test exactly as given in the test administrator manual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Test tickets/booklets, answer documents and scrap paper were returned to the locked storage area immediately after testing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use Codes: / = Not Observed, 0 = OK, 1 = Minor Issue, 2 = Major Issue
Glossary

**Academic Fraud** – Any intentional behavior that contributes to creating false estimates of student academic ability. The behavior is perpetrated to gain an unfair or dishonest advantage for the person or institution at the expense of falsifying a student or a group of student’s real ability measures.

**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 the OEAA.

**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.

**Breach** -- (1) An event, intentional or not, that results in the inappropriate exposure of test items or answers that could potentially impact the accuracy of the test results; OR (2) An action by others before, during, or after a test administration to impact student test scores (e.g., educators changing student answer sheets).

**Building Assessment Coordinator** – A person who serves as the contact to the District Assessment Coordinator, trains and coordinates Test Administrators and 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.

**Chain of Custody** – The chronological documentation or paper trail, showing the custody, control, and transfer of assessment materials.

**Cheating** -- General term that can include educator or student misconduct or improprieties that include intentional misbehavior or unethical practices. Note that this term is not used in every state. Some states avoid the use of the word “cheating” in their communications and use different terminologies.

**Compromise** -- Disclosure of test items or forms; can be intentional or unintentional. May also refer to changing the interpretation of a test score or changing the test score itself.

**Computer Adaptive Testing (CAT)** – A form of computer-based test that adapts to the students ability level.

**Computer-Based Testing (CBT)** – A test taken by a student on a computer and scored by a computer.

**Conflict of Interest** – Any person who handles assessment materials 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.

**Data Forensics** -- The use of analytic methods to identify or detect possible cheating. Procedures can include evaluation of score gains, aberrance or person fit, erasures, latency analysis, similarity analysis, and examination of changes in student responses (wrong-to-right, right-to-wrong, wrong-to-wrong).

**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 has erred in the administration of an assessment. 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 should notify the OEAA immediately.

**Erasure analysis** – Computer-based 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 and 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)

**Impropriety** -- Inappropriate misconduct; a more serious offense than an irregularity. The difference between impropriety and irregularity is usually defined in perception of the degree, intent, and/or effect of the misconduct.

**Irregularity** -- This includes many different activities, not necessarily cheating, but anything unusual that happened during testing, such as the fire alarms went off or a power outage.

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

**Paper/Pencil Test** – A test wherein the problems are penned, printed, or drawn and the answers are penned too.

**Proctor** – A person who is assigned to work under the direction of the Test Administrator to assist in test administration.

**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 and use released items as part of an individual or 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, cannot be seen by anyone until the appropriate test administration time and place provided in the OEAA instructions, and should never be copied. Test administrators may not examine test items at any time.

**Security Investigation** -- Follow-up activities regarding possible cheating or piracy of test materials. Typically involves the collection of evidence, review of available information, interviews of suspected staff, and summary of findings from the investigation.

**Self-Investigation** – A document (e.g., 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 a thorough analysis of the problem with sufficient detail and should also include the 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 that 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 process of registering students, scheduling, providing, physical security measures, presenting the test content, gathering the test results, and communicating results and other information.

**Test Administrator** – An employee of the district who ensures that the test administration is adhered to and administers the tests to students.

**Test administration window** – Equivalent term to test cycle.
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**Test cycle** – The designated assessment window when OEAA tests are administered and reported.

**Test Irregularity** – Any deviation from standardized practice outlined in this guide and/or test administrator manuals is a test irregularity.

**Test Piracy** – Stealing of test forms, items, prompts, or other secure testing materials, often for the purpose of selling the materials to others.

**Test Security Breach** – A security breach has occurred when any person examines test items, copies, distributes or has unauthorized access to secure tests or test items. Any Test Administrator who fails to return test booklets, test tickets or other secure materials after the testing window has also committed a breach in security.

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

**Qualified Test Administrator** – Includes employees who may be certified or otherwise authorized by the state.