









## 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.<sup>1</sup>

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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<sup>1</sup> Based on the National Council on Measurement in Education Test and Data Integrity Document, Oct. 2012













































## 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

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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



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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 exists 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 credibility or severity of the irregularity. Some anonymous complaints may not contain enough information to proceed with actions. If there is no actionable information, the irregularity will be logged and no further actions will be taken. 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.

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- 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.

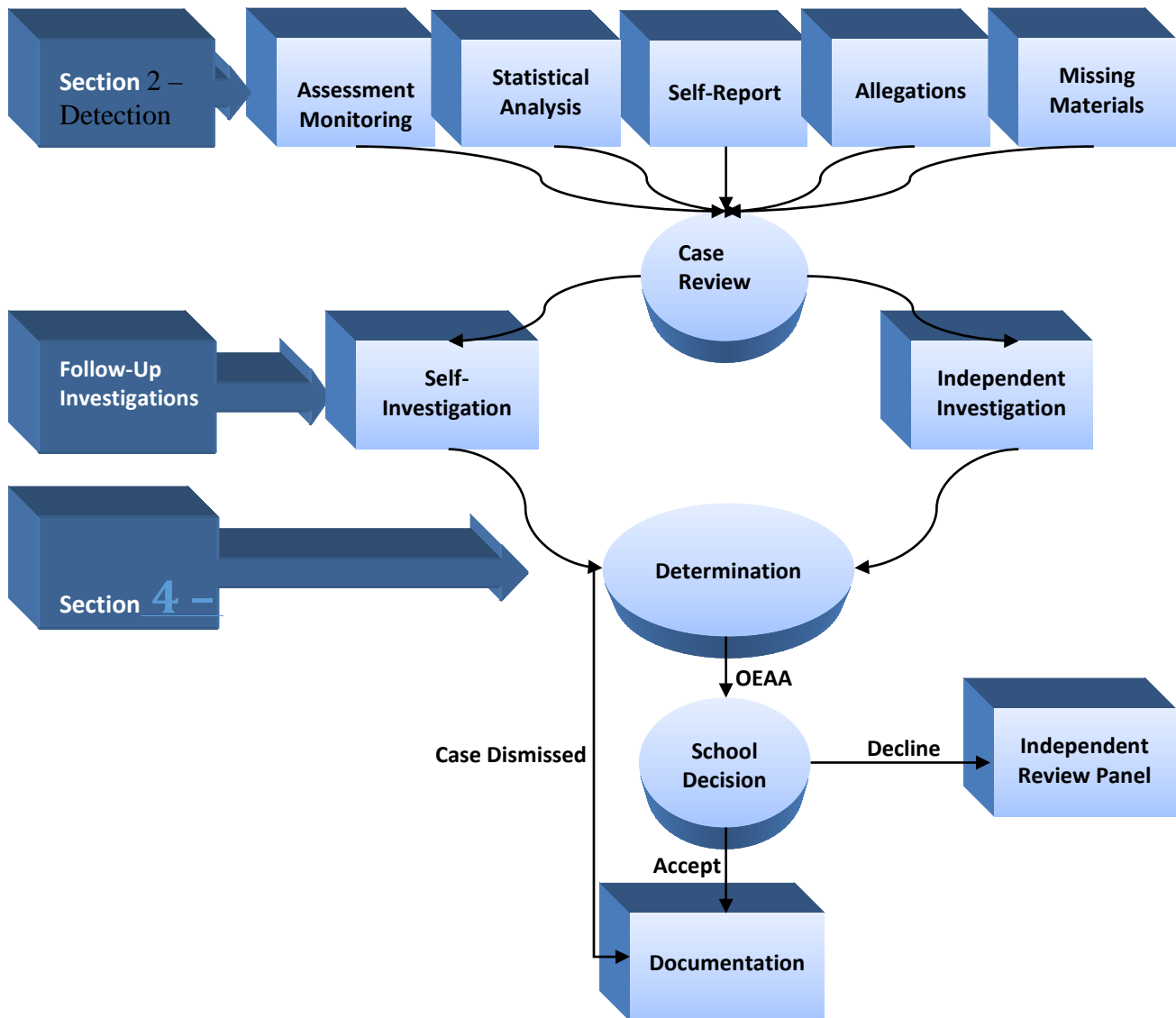
## Documentation

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.







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### 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

<b>Name:</b>	<b>Phone:</b>
	<b>Email:</b>
	<b>District Assessment Coordinator Name:</b>
<b>Trainer:</b>	
<b>Training Date:</b>	

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.

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- 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.

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- 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 Administrator Responsibilities

<b>Name:</b>	<b>Phone:</b>
	<b>Email:</b>
	<b>Building Assessment Coordinator:</b>
<b>Trainer:</b>	
<b>Training Date:</b>	

### 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.

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- 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.

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- 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

<b>Name:</b>	<b>Phone:</b>
	<b>Email:</b>
	<b>Test Administrator:</b>
<b>Trainer:</b>	
<b>Training Date:</b>	

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.

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- 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

<b>Student's Name:</b>	
<b>Teacher's Name:</b>	<b>Date:</b>

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

<b>School:</b>	<b>Rm #:</b>	<b>Date:</b>
<b>Test Administered:</b>	<b>Subject/Grade Level:</b>	
<b>Test Administrator:</b>		
<b>Start Time:</b>	<b>End Time:</b>	

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>

<b>Seat #</b>	<b>Student Name</b>	<b>P/P - Test Booklet Number CBT – Student Login ID</b>	<b>Form #</b>	<b>Test Completed</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
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20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

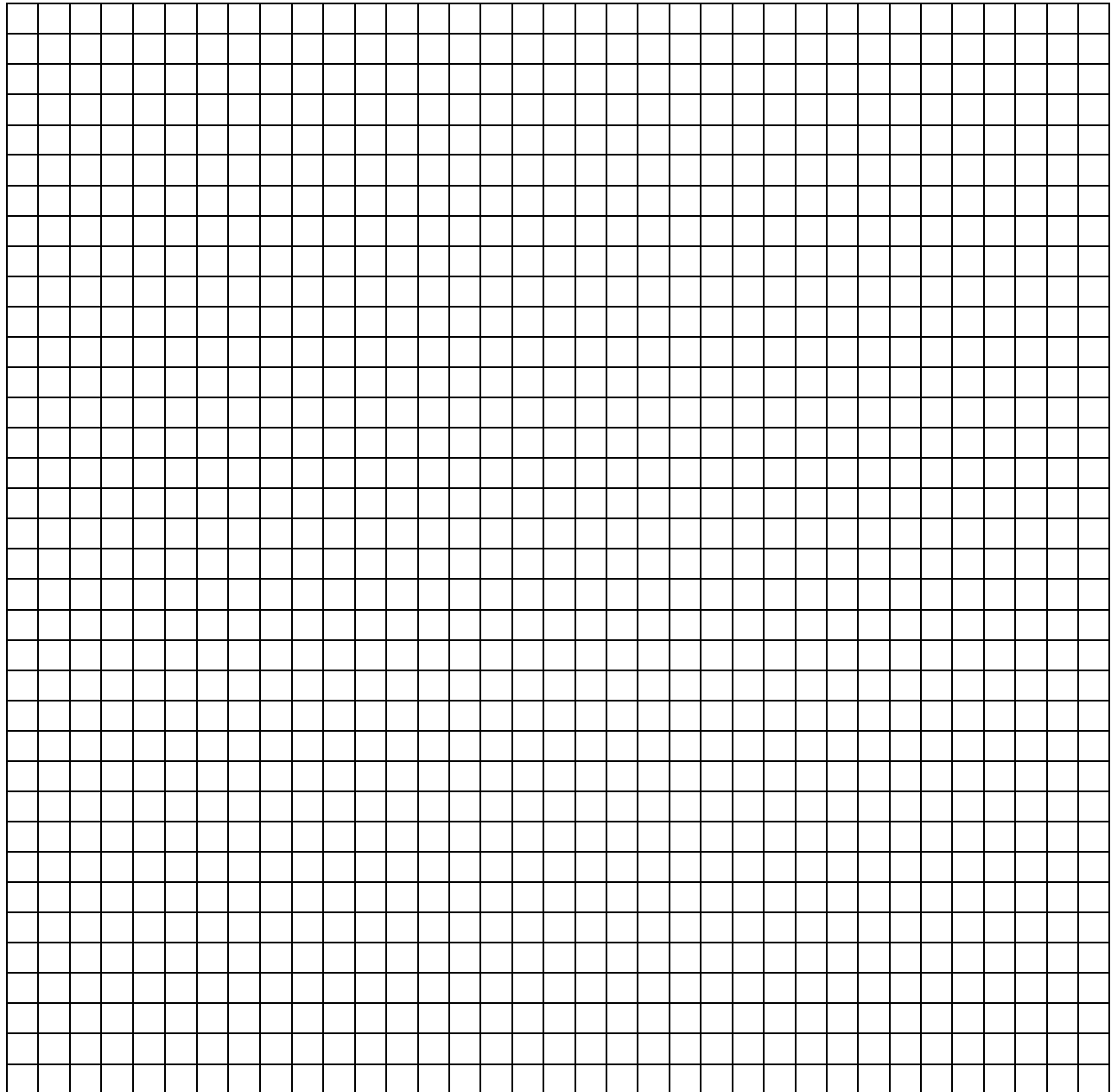


## Test Administration Seating Chart – Sample 2

School:	Rm #:	Date:
Test Administered:	Subject/Grade Level:	
Test Administrator:		
Start Time:	End Time:	

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.

A large empty grid consisting of 20 columns and 30 rows of small squares, intended for drawing student seating locations.

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<b>Seat #</b>	<b>Student Name</b>	<b>P/P - Test Booklet Number CBT – Student Login ID</b>	<b>Form #</b>	<b>Test Completed</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

## Test Administration Seating Chart – Sample 3

<b>School:</b>	<b>Rm #:</b>	<b>Date:</b>
<b>Test Administered:</b>	<b>Subject/Grade Level:</b>	
<b>Test Administrator:</b>		
<b>Start Time:</b>	<b>End Time:</b>	

Student 1	Student 2	Student 3	Student 4	Student 5
<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>
<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>
<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>
<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>
Student 6	Student 7	Student 8	Student 9	Student 10
<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>
<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>
<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>
<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>
Student 11	Student 12	Student 13	Student 14	Student 15
<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>
<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>
<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>
<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>
Student 16	Student 17	Student 18	Student 19	Student 20
<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>
<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>
<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>
<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>
Student 21	Student 22	Student 23	Student 24	Student 25
<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>
<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>
<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>
<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>
Student 26	Student 27	Student 28	Student 29	Student 30
<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>
<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>	<b>ID:</b>
<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>	<b>Book #:</b>
<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>	<b>Form #:</b>

## 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

<b>School Name:</b>	
<b>Administrator's Name:</b>	<b>Proctors Names:</b>
<b>Observer's Name:</b>	<b>Test:</b>
<b>Date of Observation:</b>	<b>Grade/Subject:</b>

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

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

## School Observation Checklist

<b>School Name:</b>	
<b>Administrator's Name:</b>	<b>Proctors Names:</b>
<b>Observer's Name:</b>	<b>Test:</b>
<b>Date of Observation:</b>	<b>Grade/Subject:</b>

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

\*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.

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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.



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**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.

