



Assessment Integrity Guide

MICHIGAN DEPARTMENT OF EDUCATION

OFFICE OF EDUCATIONAL ASSESSMENT
AND ACCOUNTABILITY

Michigan Standards for Professional and Ethical
Conduct in Test Administration and Reporting



2024-25



The Michigan State Board of Education approved this guide on April 12, 2016 with updates on September 1, 2024.

STATE BOARD OF EDUCATION

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How To Use This Guide

This guide is broken down into sections based upon the key components of assessment security: prevention, detection, investigation, and remediation. The majority of the preventative test security practices and procedures required to be completed by the district and school staff occur before and during testing.

This guide is divided into the following sections:

- **General Information** - overview of assessments, OEAA contacts and sites, and communication
- **Prevention Practices** - Before and During Testing– standards and best practices for the test integrity and security that occur before and during testing to prevent irregularities from occurring including identification of testing personnel, required training, test scheduling and planning, staff preparation, and student preparation
- **Detection Practices** - During and After Testing – guidelines for assessment monitoring, reporting, and working with the OEAA when irregularities are found during and after testing including test administration observations, incident reporting, social media monitoring, allegation reporting, material monitoring, and data forensic analysis
- **Investigations and Remediation Practices** -During and After Testing – guidelines for working with the OEAA to investigate and resolve irregularities and to ensure valid results for all students



Each section provides information on the specific tasks that are required by the District Superintendent, District Assessment Coordinator, Building Assessment Coordinator, Building Principal, and those serving in Test Administrator roles.

For the purpose of consistency Test Administration Manual (TAM) is used throughout this document but includes the various manuals and guides provided for the various assessments including but not limited to College Board Guides, Coordinator Manuals, and Test Administration Manuals.



Throughout the document you will find areas of helpful information and special notes; use the key below to find each icon.

Key

Icons	Descriptions
	Helpful Information
	Special Note

Introduction

- This document is intended to provide information to districts and schools to assist in developing professional knowledge and clarification on test administration standards for Michigan educational staff and students.
- District Superintendents and District and Building Assessment Coordinators should use this guide as a resource in the secure administration of state assessments.
- Information is provided on the required assessment security practices needed before, during, and after testing.
- Detailed information is provided on the required communication between districts/schools and the OEAA, reporting of irregularities, monitoring of test administration practices conducted by the OEAA, and the investigation and remediation of irregularities.

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.



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General Information

Michigan Department of Education Assessments

A primary function of the OEAA is to establish, to develop, and to implement a state assessment system that fairly, accurately, and with validity measures Michigan’s content standards. State assessments are required under both state and federal law to ensure all children are learning and receiving a high-quality education. Michigan assessments include summative and benchmark assessments. The state’s summative assessments are required while the benchmark assessment offered by the state is optional. The table below details Michigan’s state assessments.

Assessment	Description	Grades
ACT® WorkKeys	Given each spring as a component of the MME exam to measure work skills.	11
Early Literacy and Mathematics Benchmark Assessments	Benchmark assessment given each fall, winter, and spring to measure growth of early literacy and mathematics skills.	K-2
MI-Access Functional Independence (FI), Supported Independence (SI), and Participation (P)	State summative alternate assessment given each spring to students who have, or function as if they have, significant impairments, and whose IEP (Individual Education Program) Team has determined that general assessments, even with accommodations, are not appropriate for the student.	3-8, 11
M-STEP	State summative assessment given each spring to assess student progress on Michigan’s content standards.	3-8, 11
PSAT™ 8/9, for grade 8	Given each spring to measure student knowledge of state standards in ELA and mathematics.	8
PSAT™ 8/9, for grade 9	Given each spring to measure student knowledge of state standards in ELA and mathematics.	9
PSAT™ 10	Given each spring to measure student knowledge of state standards in ELA and mathematics.	10
SAT® with Essay	Given each spring as a component of the MME exam to measure student knowledge of state standards in ELA and mathematics.	11
WIDA ACCESS for ELLs	Given each winter to English learners to measure English language proficiency.	K-12
WIDA Alternate ACCESS for ELLs	Given each winter to English learners who have, or function as if they have, a significant cognitive disability to measure English language proficiency.	1-12
WIDA Screener	Assessment screening tools used by educators to measure English language proficiency of students who have recently arrived in the U.S. or in a particular district.	K-12



This document includes information on the required secure test administration policies and procedures for each of the above assessments.

Communication

Open communication is imperative to the working relationship between district and school staff and the OEAA. The OEAA provides a variety of resources for districts and schools and communicates these through various methods.

If you need assistance at any time, before, during, or after testing, please contact the OEAA by email or phone.

Email: mde-oeaa@michigan.gov

Assessment and Accountability Call Center: Call 877-560-8378 (select the appropriate option)

Options	Topics
1	For inquiries related to state assessment policies, OEAA Secure Site, administration of the M-STEP, MI-Access, Early Literacy and Mathematics, and School Accountability Reporting
2	For inquiries related to the SAT, PSAT or WorkKeys testing: Option 1 - For issues related to eligibility to test and the OEAA Secure Site Option 2 - For issues related to the administration of the College Board PSAT 8/9, PSAT 10 or the SAT Option 3 - For issues related to the administration of the WorkKeys work skills test)
3	For inquiries related to WIDA, the English Language Learner assessment
4	For all other calls
5	To report known unethical testing practices by a school on any state assessment
6	To repeat these options

WIDA Client Services: Call 866-276-7735 for assistance with WIDA Screener and the WIDA Secure Portal questions (for questions not covered by option 3 in the table above)

Spotlight Newsletter: <https://www.michigan.gov/mde/services/student-assessment/spotlight-newsletter>

The Spotlight on Student Assessment and Accountability is a weekly newsletter sent out by the OEAA to provide information to district and building assessment coordinators about the assessments.



OEAA Websites

Student Assessment Website: <https://www.michigan.gov/mde/Services/Student-Assessment>

Each assessment has a website that provides detailed information about each assessment. These sites are where Test Administration Manuals (TAMs), Test Administration Directions and Manuals (TADM), and additional administration materials and resources can be found.

Assessment	Link
ACT Testing: Michigan Webpage	http://www.act.org/aap/michigan/
Early Literacy & Math Benchmark Assessments	https://www.michigan.gov/mde/services/student-assessment/early-literacy-and-mathematics-benchmark-assessments
MI-Access	https://www.michigan.gov/mde/Services/Student-Assessment/mi-access
MME	https://www.michigan.gov/mde/services/student-assessment/michigan-merit-examination-mme
M-STEP	https://www.michigan.gov/mde/services/student-assessment/m-step
PSAT 8/9 & 10	https://www.michigan.gov/mde/Services/Student-Assessment/psat
WIDA	https://www.michigan.gov/mde/services/student-assessment/wida-assessments

Assessment Integrity and Security: <https://www.michigan.gov/mde/services/student-assessment/assessment-integrity-and-security>.

This site provides specific information on required assessment security training, assessment security planning documents, and reporting allegations of misadministration or staff misconduct in relation to test administration.

OEAA Secure Site: <https://baa.state.mi.us/BAASecure/Login.aspx>

This is a web-based application used for managing the state of Michigan’s assessments. This site will be needed to submit off-site test administration requests and incident reports for ACT WorkKeys, MI-Access, M-STEP, and WIDA.



Communication Flow

- Two-way communication between the OEAA and local districts and buildings is important in maintaining assessment security and a working relationship between the office and the field to resolve any issues that may arise.
- The OEAA uses the following communication flows when communicating to districts and buildings in matters relating to assessment security:

Notification of Test Administration Monitoring and Observation

- About 4 weeks before the start of the designated assessment window, the OEAA will communicate with the Building Principal, Building Assessment Coordinator, and District Assessment Coordinator via email to notify them that their school is being monitored and observed.

Identification and Notification of Assessment Security Monitoring Finding (Missing Materials, Supports and Accommodations Data)

- The OEAA will send communication via email to the District Assessment Coordinator, Building Assessment Coordinator, and Building Principal to notify them that their building was found to have missing materials and/or over-accommodation of students.
- The communication will request the school to look into the identified findings and have the Building Coordinator submit a corrective action plan to the OEAA.

Identification and Notification of Assessment Misadministration or Student Prohibited Behavior (Allegation of Misadministration, Request for Investigation, Social Media Monitoring)

- The OEAA will contact the District Superintendent, District Assessment Coordinator, and Building Assessment Coordinator via email, and in some instances by phone, to notify them of these findings.
- The OEAA will provide specific instructions to the staff in conducting follow-up investigations and actions that need to be taken.

Option for Testing Staff to Report Allegations of Staff Unethical Behavior

The OEAA has a telephone tip line (877-560-8378 option 5) and online [OEAA Test Misadministration Complaint form](http://www.surveymonkey.com/r/YWGKLLD) (<http://www.surveymonkey.com/r/YWGKLLD>), that provides two ways for unusual or suspected improper activities to be reported.

- Allegations from witnesses will be logged, and OEAA staff will do an initial interview with the witnesses to determine the severity of the violation and collect any relevant details regarding the irregularity.
- This information will then be sent with recommendations for an OEAA Determination Review.
- Under the Freedom of Information Act, the MDE is not allowed 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.
 - Allegations from anonymous witnesses will go through the same steps for information collection; however, this is significantly more difficult, since 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 for action to proceed. If there is no actionable information, the irregularity will be logged, and no further actions will be taken.

Prevention Practices- Before Testing

Assessment Security Planning Documents

The OEAA has developed a series of forms that can be used to help District and Building Assessment Coordinators in their planning for secure test administrations.

- [Testing Schedule Template](#) - Use this template to create and document your testing schedules. Testing Schedules must be documented each year.
- [Material Storage and Chain of Custody Form](#) - Use this form to document your internal material storage procedures as well as the chain of custody process you will use before, during, and after testing.
- [Supports and Accommodations Plans and Procedures](#) - Use this form to document your district/building plans and procedures around providing needed supports and accommodations for students on the state assessments.
- [Incident and Irregularity Reporting Plans and Procedures](#) - Use this form to document your district/building plans and procedures for filing incident reports to report irregularities before, during, and after testing.
- [Testing Staff Verification of Training](#) - Use this form to document the test administration and test security training that staff receive before administering the assessments.



Testing Personnel Roles

District and school professional staff members play a key role in the fair and equitable administration of successful state assessments. Each of the state’s assessments have specific testing personnel roles and responsibilities. The table below outlines the specific testing personnel role by assessment.

	District	Building	Administrator	Administrator Assistant	Ancillary
ACT WorkKeys	District Assessment Coordinator	Test Coordinator Test Accommodations Coordinator	Room Supervisor	Proctor	
Early Literacy and Mathematics	District Assessment Coordinator	Building Assessment Coordinator	Test Administrator	Proctor	Technology Coordinator
M-STEP	District Assessment Coordinator	Building Assessment Coordinator	Test Administrator	Proctor	Technology Coordinator
MI-Access FI	District Assessment Coordinator	Building Assessment Coordinator	Test Administrator	Proctor	Technology Coordinator
MI-Access SI/P	District Assessment Coordinator	Building Assessment Coordinator	Test Administrator	Shadow Administrator	Technology Coordinator
SAT with Essay, PSAT 8/9 and PSAT 10	District Assessment Coordinator	Test Coordinator SSD Coordinator	Proctor	Room Monitor	Hall Monitor Technology Monitor Technology Coordinator
WIDA	District Assessment Coordinator	Building Assessment Coordinator	Test Administrator	Proctor	Technology Coordinator

Identification of Testing Personnel

The District Superintendent has the responsibility for overseeing testing within the district. Part of this responsibility is designating staff to serve in district level testing roles.

Superintendent’s Responsibilities:

- Identify an individual to act as each assessment’s District Assessment Coordinator.
- Ensure that the EEM is updated to reflect the designation of the District Assessment Coordinator.



If no District Assessment Coordinator is designated within the EEM, then all responsibilities default to the Superintendent.

District Assessment Coordinator's Responsibilities:

- Identify a District Technology Coordinator to oversee the setup and installation of online testing software.
- Identify a building level Technology Coordinator for the College Board assessments.
- Coordinate with the District Technology Coordinator to ensure that computer workstations are operating properly and are prepared for testing.

Building Principal's Responsibilities:

- Identify a Building Assessment Coordinator.

Building Assessment Coordinator's Responsibilities:

- Identify Test Administrators, Proctors, Room Supervisors, Hall Monitors, and Accommodations Providers.
- Test Administrators (TAs)/Proctors/Room Supervisors/Accommodation Providers should be selected from the following list:
 - Licensed teachers or licensed educational administrators employed by the school district
 - Paraprofessionals or non-licensed administrative personnel employed by the school district
 - Licensed substitute teachers who are employed by the district for the purpose of administering the test
 - For ACT WorkKeys, M-STEP, MI-Access Functional Independence, and WIDA, trained proctors may be assigned to assist Test Administrators in administering the tests.
 - If a staff member has a child or member of their household taking the paper/pencil SAT at any test site during the same testing window, they must not take a role in which they will have access to test books before test day. At a minimum, this includes the roles of test coordinator, SSD coordinator, and backup test coordinator.
 - Do not assign a test administrator/proctor or other support staff to administer the test to a member of their family.
- College Board Digital Testing Staff Policy
 - School Test Coordinator:
 - A staff member whose child or household member is testing in the same building may not serve as the STC.
 - Staff members may serve as STCs if their child or household relative taking the SAT attends a different school within the district.
 - Proctors:
 - A staff member whose child or household member is testing in their school may still serve as proctor, but they may not administer the test to their own child or household member.



- Technology Monitor:
 - A staff member whose child or household member is testing in the same building may not serve as technology monitor.
- Note: Staff members are not permitted to engage in any paid, private SAT-related assessment preparation. Please note this excludes teaching as part of the regular school curriculum



Staff responsible for test administration duties must charge the time spent completing these tasks to the general fund.

- It is the district's responsibility to ensure that this information is updated annually, before testing, or at any time that staffing roles change.
- For assessment and accountability purposes, the Office of Educational Assessment and Accountability (OEAA) uses the information entered in the EEM for grade levels serviced, Admin/Contacts, and the address and email associated with the Admin/ Contacts.
- Names, telephone numbers, email addresses, and mailing addresses for each contact type must be verified. Test materials are sent to the address associated with the test coordinator.
- It is important to keep this information accurate and up to date.
- Access the EEM through the [EEM web page](https://cepi.state.mi.us/eem/) (https://cepi.state.mi.us/eem/). The EEM can only be updated by the authorized district EEM user. A district's EEM authorized user is listed on the District and School Contact page of the OEAA Secure Site.

Required Training for Testing Personnel

- All staff members who participate in a state assessment must be fully trained in proper test administration and assessment security procedures pertaining to their role in the assessment.
- Specific test administration training requirements vary by assessment.
- Specific information on required test administration training can be found in the TAM for each assessment.



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

Required Assessment Security Training

District/Building Assessment Coordinator:

- Complete the MDE Assessment Security online course through [Michigan Virtual](https://plp.michiganvirtual.org) (https://plp.michiganvirtual.org). This four-module training series is used to train building staff on the importance of test security.
 - Participants will receive a Certificate of Completion which must be retained on file with signed security compliance forms. Staff are required to participate in the refresher course in subsequent years.
 - Read this Assessment Integrity Guide.



Test Administrators/Room Supervisors/ Proctors/Accommodations Providers:

- Read the Assessment Integrity and Security for Test Administrators document, specific for the assessment being administered **and/or** complete the MDE Assessment Security online course through [Michigan Virtual](https://plp.michiganvirtual.org) (<https://plp.michiganvirtual.org>). This four-module training series is used to train building staff on the importance of test security.
 - Participants will receive a Certificate of Completion which must be retained on file with signed security compliance forms. Staff are required to participate in the refresher course in subsequent years.
 - The Assessment Integrity and Security for Test Administrators/Proctors/Hall and Room Monitors/Room Supervisors document can be found in the appendix of this document as well as within the TAMs for the M-STEP, MI-Access, WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs assessments, on the MME webpage for the SAT with Essay and ACT WorkKeys assessments, and on the PSAT page for the PSAT assessments.

Technology Coordinators and Other Staff (anyone who handles or has access to secure materials):

- Read the Keeping Assessment Materials Secure training document (refer to Appendix E for the document).

Required Test Administration Training

- All staff who serve roles in the administration of testing must be trained according to their roles.
- Each assessment TAM provides specific information on the required test administration training to be completed by staff.
- All training provided to staff must be fully documented and all materials, sign-in sheets, and certificates of completion must be retained for three years.
- It is the District and/or Building Assessment Coordinator's responsibility to provide training to test administration staff.

District/Building Assessment Coordinator:

- Read the Assessment Coordinator Manual or TAM for the assessment being administered.
- The College Board assessments require that an online training module must be completed each year. Specific information on the release of this training module is provided in the Spotlight upon release.
- For the WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs, there are specific online training courses that must be completed within the WIDA portal.

Test Administrators/Room Supervisors/ Proctors/Accommodations Providers:

- Read the TAM/TADM for each assessment being administered.
- Complete the district- and/or building-provided test administration training.
- For the WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs, there are specific online training courses that must be completed within the WIDA portal.



Superintendent's Responsibilities:

- Read this Assessment Integrity Guide.
- Ensure that the District Assessment Coordinators have completed the required assessment security and test administration training pertaining to their role.
- Sign the OEAA Security Compliance Form.

District Assessment Coordinator's Responsibilities:

- Read this Assessment Integrity Guide.
- Complete the Michigan Virtual Assessment Security training Course.
- Plan and create training for testing personnel including district technology coordinator and building assessment coordinators.
- Provide training for district technology coordinator and building assessment coordinators.
- Ensure that district technology coordinator and building assessment coordinators have signed the OEAA Assessment Security Compliance Form.



Use the [Testing Staff Verification of Training](#) form to document the test administration and test security training that staff receive before administering the assessments.

Building Principal's Responsibilities:

- Ensure that the building assessment coordinator and testing staff have completed the required assessment security and test administration training.

Building Assessment Coordinator's Responsibilities:

- Plan and create training for testing personnel including test administrators/proctors/room supervisors, accommodations providers, and hall monitors.
- Provide training for test administrators/proctors/room supervisors, accommodations providers, and hall monitors.
- Ensure that test administrators/proctors/room supervisors, accommodations providers, and hall monitors have signed the OEAA Assessment Security Compliance Form.

OEAA Assessment Security Compliance Form

- All District Assessment Coordinators, Building Assessment Coordinators, Test Administrators, Room Supervisors, Proctors, Accommodation providers, Technology Coordinators, and other staff who participate in a state assessment or handle secure assessment materials must sign an OEAA Assessment Security Compliance Form after completion of training and before participating in the administration of the test.
 - [OEAA Assessment Security Compliance Form](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf) (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf)
 - Only one form must be signed per year, in the event that staff participate in the administration of more than one assessment.



Scheduling Testing

- Test administration schedules must be developed following the test administration windows, as established by the OEAA, based on the school’s resources (i.e., staffing, available computers, testing rooms, etc.) and needs, ensuring the overall integrity of the assessment process.
 - These windows help reduce the overall footprint that testing has in schools while providing schools with flexibility to successfully administer the tests.
 - Paper/pencil test administrations occur on the scheduled day and as early in the day as possible. Each TAM provides estimated test administration times 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.
 - For M-STEP, MI-Access FI, and WIDA ACCESS for ELLs, online test administrations can be scheduled at any time during the instructional day throughout the designated testing window.
 - Refer to the [Testing Schedule for Summative Assessments](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Calendar/3-Year-Summative-Testing-Schedule.pdf) (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Calendar/3-Year-Summative-Testing-Schedule.pdf).
- All makeup testing must be completed during the student’s designated test window (based on his/her grade and test mode).
- Each assessment has suggested or required Staff to Student Ratios that must be accounted for in scheduling the standard administration of the assessments and detailed information, including accommodated testing ratios. These can be found in the TAM or Test Coordinator’s Manual for each assessment.

	ACT WorkKeys	M-STEP	MI-Access FI	MI-Access SI/P	PSAT 8/9, & 10	SAT with Essay	WIDA ACCESS for ELLs	WIDA Alternate Access for ELLs
Ratio	1:30	1:30	1:5	1:1	1:34	1:34	1:15	1:1

- Take into consideration the unique needs of the students.
 - Certain Designated Supports and/or Accommodations require that students have one-on-one testing or small group testing.
 - MI-Access tests are designed for administration in small groups or one-on-one settings with multiple administrators. Since the testing environment for these students may be unpredictable, the MDE has allowed broad flexibility to schools in determining their own schedules within the seven-week window to complete all the content areas of testing.



Testing Schedule Format

Documentation of testing schedules for M-STEP, MI-Access, and WIDA ACCESS for ELLs must minimally include the following information:

- district name
- building name
- building coordinator’s name
- date of assessment administration
- location of testing session(s) (i.e., room number, classroom, etc.)
- starting and ending time of testing session
- assessment/grade/content being administered for each testing session
- test administrator(s) and proctor(s) for each testing session

<School Name> <District Name> <Assessment Name> Testing Schedule									
Building Coordinator:									
Date	Grade Level	Teacher Name	Test Administrator/ Proctor	Testing Location/Room	Content/ Form	Test Session 1 Time		Test Session 2 Time	
						Beg.	End	Beg.	End



In some cases, certain state-mandated assessments may dictate a differing policy that applies to testing schedule planning and documentation. In such cases, the differing policy overrides the policy found in this guide.

District and/or Building Assessment Coordinator's Responsibilities:

- Create testing schedule following assessment windows and timelines
- Verify that your schedule includes the minimal information provided above
- Ensure your schedule includes allowing for enough staff to administer the assessments within the required or suggested staff to student ratios
- Communicate your testing schedule to testing staff
- Retain testing schedules for three years.



Use the [Testing Schedule Template](#) to create and document your testing schedules.

Off-Site Testing

- Schools will need to submit an Off-site Test Administration Request for students that will be testing off-site, meaning not in the school building they are attending.
- Requests can be submitted for a whole school, a entire grade, or just a few students. This would include virtual and online, homebound, hospitalized, and suspended students.
- All off-site testing is required to be conducted during the appropriate testing window for each assessment following the same test administration requirements outlined in each Test Administration Manual.
- The OEAA announces the dates of the Off-site request window, for each assessment, in the fall through the [OEAA Spotlight](#) newsletter (<https://www.michigan.gov/mde/services/student-assessment/spotlight-newsletter>).

For the M-STEP, MI-Access, ACT WorkKeys, Early Literacy and Mathematics Benchmark, and WIDA assessments, an Off-Site Test Administration Request must be submitted to the OEAA through the OEAA Secure Site.

- Requests must be submitted at least 3 business days before the planned testing day and testing should not occur until the request has been approved.
- See the [Off-site Test Administration Requests](#) (https://www.michigan.gov/-/media/Project/Websites/mde/2020/02/05/Off_Site_Test_Directions.pdf) document for more detailed information on submitting a request through the OEAA.
- Schools needing to test students off-site for College Board (PSAT and SAT) assessments will need to submit request to College Board.
- Full information on how to submit these requests can be found in the SAT, PSAT 8/9, and PSAT 10 Test Coordinator Manuals.



District and/or Building Assessment Coordinator's Responsibilities:

- Plan for test administrations that will need to occur away from the school building.
- Ensure that the alternate testing site is appropriate for testing including location, privacy, distractions, and ability to maintain a secure testing environment.
- Plan for the secure distribution, transportation, and return of materials from the alternate testing site.
- Submit all off-site testing requests within the appropriate application and request window for each assessment.

Planning for Assessment Supports for Students

- The [Every Student Succeeds Act \(ESSA\) 2015](#) and additional legislation and guidance from the United States Department of Education require that all English Learners (ELs) and Students with Disabilities (SWDs) take assessments that measure their English language acquisition and, in appropriate grade levels, their content knowledge in the core subject areas of mathematics, English language arts (ELA), science, and social studies.
- The federal legislation not only includes these testing requirements, but also aims to ensure equal access to these assessments, by requiring states to offer appropriate supports and accommodations that do not violate the constructs of the assessments for the inclusion of the widest possible range of students.

The conceptual model for understanding Michigan's assessment supports and accommodations is broken down into three levels:

Universal Tools - available for all students

Designated Supports - available when indicated by an adult or team

Accommodations - available when need is documented in an Individualized Education Program (IEP) or Section 504 plan

Making Decisions on an Individual Student Basis

- For all students, the selection of appropriate universal tools, designated supports, and accommodations must be done for students' experience in the classroom as well as for the assessment.
- The tools, designated supports, and accommodations used on the assessments should be those familiar to the student or ones already used during regular instruction.
- A mismatch in the types of supports offered in the classroom and for assessments can cause significant difficulties for students at the time of testing and could negatively impact students' test scores. Students who are given supports and accommodations who do not require them can also be given an unfair advantage over other students.

[OEAA Supports and Accommodations Guidance Document](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Accommodations-and-Supports/Michigan_Accommodations_Manualfinal.pdf) (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Accommodations-and-Supports/Michigan_Accommodations_Manualfinal.pdf)

- Presents appropriate Universal Tools, Designated Supports, Accommodations, identification processes, classroom considerations, and guidelines for all state assessments.



District and/or Building Assessment Coordinator's Responsibilities:

- Review the OEAA Supports and Accommodations Guidance Document.
- Know and understand the requirements of the state assessments, including the appropriate use of designated supports and accommodations.
- Know which specific designated supports and accommodations must be provided to individual students, as well as how the supports and accommodations are administered.
- Work with test administrators to communicate to schedule logistics for certain circumstances, such as small groups, individual administration of the assessment, provision of headphones, etc.
- Request and/or assign the needed designated supports and accommodations with the appropriate testing vendor or within the appropriate testing engine.
- Ensure that staff providing supports and accommodations are fully trained in test administration and assessment security and have signed an OEAA Assessment Security Compliance Form.



Use the [Supports and Accommodations Plans and Procedures form](#) to document your district/building plans and procedures around providing needed supports and accommodations for students on the state assessments.

Test Administrator/Proctor/Room Supervisor/Accommodations Provider Responsibilities:

- Review the OEAA Supports and Accommodations Guidance Document.
- Know and understand the requirements of the state assessments, including the appropriate use of designated supports and accommodations.
- Know which specific designated supports and accommodations must be provided to individual students, as well as how the supports and accommodations are administered.
 - For example, staff administering a particular support or accommodation such as Read-Aloud or scribing/transcribing of student responses must know and adhere to specific guidelines pertaining to that support, in order to ensure that student scores are valid.
- Work with the Building Assessment Coordinator to communicate to schedule logistics for certain circumstances, such as small groups, individual administration of the assessment, provision of headphones, etc..
- Complete required training on administering the appropriate supports and accommodations.



Testing Materials

- 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.
- Districts and buildings need to have a plan in place for how testing materials are going to be handled.
- It is the coordinator's responsibility to manage testing materials.
- All materials must be inventoried upon receipt and kept in a locked and secure location.
- A chain of custody of materials also needs to be established so that everyone involved in testing understands how materials will be inventoried, distributed, and collected.
- Each assessment provides specific instructions in the TAM on the handling of materials instructions must be explicitly followed.
- A majority of the situations that involve the loss or late return of secure materials result from failure to establish or implement 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).

District and/or Building Assessment Coordinator's Responsibilities:

Material Ordering

- Review the full instructions for the Initial Material Order page of the OEAA Secure Site found on the Secure Site Training web page under the Material Ordering Section.
- Review the Ship To information in the OEAA Secure Site .

Material Receiving

- Follow the specific instructions found within the Coordinator Manual or TAM in how to handle materials upon receipt.

Material Inventory

- All assessment materials received must be inventoried upon receipt.
- Follow the specific instructions found with the Coordinator Manual or TAM for the assessment being administered when inventorying materials.

Material Storage

- All secure assessment materials must be kept in a locked storage area that is only accessible to the Building Assessment Coordinator and designates, before and after testing.
- Restrict access to the storage area to authorized personnel only and ensure that the assessment materials remain secure at all times.
- Determine and document which staff members are responsible for maintaining a chain of custody over assessment materials and limit access to those directly involved with each of the assessments.



Secure materials include, but are not limited to, the following items:

- test booklets
- test tickets
- listening scripts
- accommodated materials
- answer documents used and unused scratch/graph paper
- MI-Access student picture cards
- MI-Access SI/P scoring documents



Use the [Material Storage and Chain of Custody form](#) to document your internal material storage procedures as well as the chain of custody process you will use before, during, and after testing.

Student Test Preparation Practices

- 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 or should practice tests be used repetitively with the sole intention of improving test scores.
- 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.
- 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.
 - Use any released documents, practice sets, and materials prepared by the Michigan Department of Education.
 - Continue to use assessments in the school for pre- and post-testing, placement, or similar purposes.



Superintendent's Responsibilities:

- 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.
- Use Michigan's content standards as a resource for curriculum development, instruction, and assessment.
- Incorporate all subject area objectives in the local curriculum throughout the year, including, but not limited to, the content expectations incorporated in state assessments.
- 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.
- Integrate and teach test-taking skills along with regular classroom instruction and classroom assessment and create a positive test-taking environment.
- Ensure that all students will be familiar with the types of formats and scoring used on the tests (writing prompts, multiple choice questions, extended-response questions, and scoring rubrics).
- Use a balanced assessment approach with emphasis on formative assessment that informs instruction.
- Monitor student academic progress continuously and use local or third-party assessment materials for diagnostic purposes.

District and/or Building Assessment Coordinator's Responsibilities:

- Communicate to test administration staff about the online tools that are available for students to use to become familiar with the testing format.

Electronic Device Use Policy

- Personal electronic devices that are not used for testing pose a large security risk to all state assessments. Instances of cheating, plagiarism, and inappropriate use of devices have had a negative impact on the validity and reliability of the state's assessments.
- Medically necessary devices are allowable in the testing room based upon individual student need but do require prior approval before use.
 - M-STEP, MI-Access, and WIDA requests need to be submitted through the OEAA by emailing the OEAA at mde-oeaa@michigan.gov.
 - ACT WorkKeys and College Board assessment requests need to be submitted through the vendor. Specific information can be found in the TAM for each assessment.



Full information on the OEAA's Electronic Device Policy can be found in Appendix D of his document.

District and/or Building Assessment Coordinator's Responsibilities:

- Create a specific policy for the use of electronic devices by students and staff during testing.
- Communicate the electronic device use policy to staff, students, and parents.
- Plan for how electronic device use will be monitored during testing.



Planning for Incident/Irregularity Reporting

- Despite how well-prepared testing personnel may be, the possibility 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 that the district can make a clear determination about what has occurred, when, and to whom.
- Most 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.

District and/or Building Assessment Coordinator's Responsibilities:

- Develop a plan for reporting testing incidents/irregularities based upon each assessment being administered.
- Follow the instructions provided in the TAM/Test Coordinator Manual on how to report incidents/irregularities to the appropriate department/vendor.
- Communicate the incident/irregularity reporting plan to test administration staff.



Use the [Incident and Irregularity Reporting Plans and Procedures form](#) to document your district/building plans and procedures for filing incident reports to report irregularities before, during, and after testing.

Test Administrator/Proctor/Room Supervisor/Accommodations Provider Responsibilities:

- Understand the instructions provided by the District/and or Building Assessment Coordinator for reporting incidents/irregularities.
- Read the sections within the TADM/TAM on reporting incidents/irregularities.

Preparing the Testing Environment

To promote an effective and secure administration, testing rooms need to meet specific requirements according to the test coordinator manual or TAM for the assessment.

District and/or Building Assessment Coordinator's Responsibilities:

- Follow the specific testing environment and room set up guidelines in each test coordinator manual or TAM for each assessment.
- Designate an area for the test administration that provides an environment that minimizes distractions and disruptions for students (e.g., classroom, computer lab, or library).
- Ensure that only staff involved in administering the test are allowed in the testing room. To protect students from anxiety and distractions, unauthorized persons—including parents, guardians, children not testing, school board members, recruiters, employers, and members of the media—must not be allowed to enter, observe, or photograph testing documents, test rooms, or preliminary activities. They must stay away from the test location until after the administration. Before testing, verify that each room is set up appropriately according to the manual for each assessment.



- Plan to limit interruptions to the testing environment as much as possible including:
 - Fire drills
 - Announcements
 - Hallway/classroom noise
- If video surveillance cameras will be used in the testing room, direct the cameras in a way that does not compromise testing items or content.
 - Delete any videos recorded as soon as possible after testing has been completed.
- Communicate to testing staff and students the allowable materials in the testing room.
 - See the TAM or TADM for each assessment for specific guidelines of allowable materials.

Test Administrator/Proctor/Room Supervisor/Accommodations Provider Responsibilities:

- Follow the specific testing environment and room set up guidelines in the TADM or TAM for each assessment.
 - Plan the testing space so that students will be seated with enough space between them to minimize opportunities to view each other's work.
 - CB and ACT WorkKeys assessments have specific spacing guidelines found in the TAMs which must be followed.
- Know what materials are allowed to be in the testing room, according to the TAM/TADM including:
 - Required testing materials
 - Electronic devices used for testing
 - Student backpacks and class materials
 - Water bottles/food
 - Materials allowed to be used by students after testing
- Remove or cover instructional materials related to content being administered and test taking strategies.
 - Tips for taking tests
 - Content displays
 - Word lists
 - Writing formulas
 - Definitions
 - Mathematical formulas/theorems
 - Multiplication tables
 - Charts or maps
- Ensure that only staff involved in administering the test are allowed in the testing room. To protect students from anxiety and distractions, unauthorized persons—including parents, guardians, children not testing, school board members, recruiters, employers, and members of the media—must not be allowed to enter, observe, or photograph testing documents, test rooms, or preliminary activities. They must stay away from the test location until after the administration.



OEAA Test Administration Monitoring

- For the OEAA, identifying and investigating potential test irregularities involves a variety of data sources. 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, and theft and/or distribution of test content, either directly or indirectly. When identifying and investigating irregularities, there are three overriding questions:
 - Did the irregularity lead to a breach of test item(s) security?
 - Did a misadministration affect the validity of any student performance and resulting scores?
 - Was the irregularity deliberate--is there evidence of academic fraud?
- The Assessment Integrity Process is documented in a flowchart in Appendix A of this document. It shows the progression from the discovery of a potential test administration irregularity to its resolution.
- 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.
- The OEAA staff or contracted observers may directly observe test administration activities or monitor online test anomalies without advance notice.

Pre-Administration Visit Monitoring

- The OEAA conducts pre-administration monitoring each year before the appropriate testing window.
- Pre-administration sites are selected based upon identified need of additional support in pre-administration and test administration tasks through routine monitoring of the previous year's assessment administration.
- Pre-administration monitoring consists of a meeting with local districts/schools and members of the OEAA test administration and test security personnel.
- The OEAA works with the local district/school to help identify any areas of needed improvement and strategies to make said improvement.

OEAA Test Administration Monitoring Observations

- For quality and integrity assurance purposes, a sample of schools is randomly selected for monitoring. These locations are chosen to ensure regional representation with randomly selected schools within each region.
- 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 three years.
- Schools selected for test administration monitoring observations will receive an email from the OEAA requesting a copy of their testing schedule.
- The OEAA has independent assessment monitors who conduct visits to schools during each testing window to ensure compliance to the State's test administration and test security policies and procedures.
- Monitoring will occur via observation on an unannounced day and time of the OEAA's choosing.



Observation Procedures

What do we need to do before the observation?

- The letter you will receive will notify you that your school is being observed during the test administration window. Part of the observation process is submitting your testing schedule before the testing window.
- It is important to note that the schedule needs to be aligned to the Spring Testing Schedule for Summative Assessments. Your testing schedule also needs to include the school's name, district name, assessment, building coordinator, date of administrations, location of testing sessions, starting and ending times of sessions, assessment grade and content, as well as the name of the test administrators and proctors.
- Your testing schedule needs to be submitted to the State Assessment Integrity and Security Administrator. Please note that if there are changes made to your testing schedule, you will need to submit a copy of the updated schedule.
- After creating and submitting your testing schedule, you will need to plan ahead for the observation. Remember, your building's observation will be unannounced, and you will need to be sure that you have prepared materials and notified the staff of the observation.
- Before your observation you will want to complete your test security planning documents. These documents will be used to review the policies and procedures you have in place for test administration and security training, material handling, providing supports and accommodations, and incident reporting.

What will happen during the observation?

- The day of the observation will include introductions between building staff and testing monitor, a meeting with the principal and test coordinator, and the observation of the test administration.
- When the assessment monitor arrives in your building, he/she will sign into the office.
- The assessment monitor will deliver a signed letter on MDE or College Board letterhead depending on the administration that he/she is there to observe.
- The assessment monitor will ask to speak with the principal and test coordinator.
- During the meeting between the assessment monitor, principal, and test coordinator, the assessment monitor will introduce himself/herself and request a copy of your testing schedule for the day.
- Work with the assessment monitor to direct them to a testing room to observe a test administration.
- Your assessment monitor will be using a computer to complete the observation checklist and will require access to the internet.
- Once the assessment monitor has met with the principal and test coordinator, he/she will observe one test administration.
- During the actual administration observation, the monitor will use an observation checklist to verify that the administration is following proper procedures and expectations to maintain the security and integrity of the assessment.
- The monitor will be verifying proper testing environment, student behavior, material security, and the actions of the test administrator.
- A sample of the Observation Checklist can be found in Appendix B of this document.



What will happen after the observation?

- After your observation is complete, you will need to submit your test security planning documents.
- The OEAA will send an observation response summary letter to the building principal and district superintendent via email, outlining the best practices observed as well as any suggestions for improvement.
- In some instances, the OEAA may require the building and/or district to take specific actions.
- Your letter may also include notification that your building will be monitored again for the next testing season to ensure that all proper assessment administration procedures and policies are followed.

Prevention Practices - During Testing

Material Distribution

District and/or Building Assessment Coordinator's Responsibilities:

- Follow your locally developed chain of custody in the distribution and collection of test materials to/from testing staff.
- Account for all assessment materials before distributing them to testing staff.
- Secure materials need to be redistributed to test administrators each morning, before testing resumes for the day.

Test Administrator/Proctor/Room Supervisor/Accommodations Provider Responsibilities:

- Count and verify all assessment materials received from the assessment coordinator for each test session.
- Distribute and collect secure test materials to and from students individually.
- Ensure the security of materials used to provide accommodations as prescribed for students with Individualized Education Programs, with Section 504 plans, or who are English learners.
- Refrain from reviewing actual test items, unless needed as part of the test administration directions.
- Do not copy or reproduce secure materials.
- Do not leave testing materials unattended unless they are stored in a secure and locked location.
- All secure assessment materials must be returned to the building assessment coordinator at the end of the school day and kept in a locked, secure location.

Test Administration Directions and Scripts

District and/or Building Assessment Coordinator's Responsibilities:

- Provide test administrators/proctors/room supervisors/accommodation providers with the TAM/TADM and/or directions and scripts needed to administer the appropriate assessment.
- Verify that staff have read the required TAM/TADM and/or directions and scripts prior to administering the assessment.



Test Administrator/Proctor/Room Supervisor/Accommodations Provider Responsibilities:

- Read and familiarize yourself with the test directions and scripts before administering the assessment.
- Begin all standardized test administration procedures explicitly according to the TAM and test directions and script.
- Follow test directions exactly as written the TAM/TADM.
- Read oral instructions exactly as they are written to the students as required by the appropriate TAM/TADM or test directions and script.

Providing Assessment Supports to Students

District and/or Building Assessment Coordinator's Responsibilities:

- In the event that specific supports and accommodations require prior approval, request approval before testing begins and materials need to be ordered.
- Ensure designated supports and accommodations are assigned to the appropriate students in the appropriate testing application, before testing begins.
- Verify that the appropriate student rosters and test tickets show the appropriate supports and accommodations to be used by the student.
- Verify that materials needed to provide supports and accommodations have been ordered by the appropriate testing vendor.
- Distribute appropriate support and accommodation materials to the test administrator/proctor/room supervisor/accommodation provider.

Test Administrator/Proctor/Room Supervisor/Accommodations Provider Responsibilities:

- Ensure that students who are required to use supports and accommodations on the tests are receiving them.
- Follow directions and scripts exactly as written.
- Verify that the appropriate student rosters and test tickets show the appropriate supports and accommodations to be used by the student.

Test Administration Practices

Standardized Testing

- Uniform procedures are essential to a standardized testing program, and strictly following these procedures gives students the best guarantee of fair testing.
- All testing staff must follow the same testing procedures and give instructions exactly as they appear in the TAM/TADM to ensure comparable scores.
- The 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.



Test Administrator/Proctor/Room Supervisor/Accommodations Provider Responsibilities:

- Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.
- Refrain from examining or discussing actual test items or test responses with anyone.
- Do not allow the use of any supplemental or reference materials during test administrations that are not specifically allowed.
- Do not make test answers available to students.
- Do not assist a student by any direct or indirect means (e.g., gestures, pointing, prompting, etc.) in identifying or providing correct or incorrect answers on any test.
- Avoid using, handling, or viewing online tests, test booklets, or answer documents for any purpose other than proper test administration procedures.
- Refrain from reading student responses during and after testing, or in the case of paper/ pencil testing, attempting to hand-score student responses to any test.

Unethical Test Administration Practices

Unethical test administration practices that school personnel should not participate in are as follows:

- allowing the use of any district, school, parent, student, teacher, or publisher graphic organizers, outlines, word lists, or any other material that is not expressly permitted by the test administrator manual during the testing period
- allowing the use of any prohibited electronic devices
- altering student responses in any manner, including, but not limited to: darkening, rewriting, correcting, editing, erasing (including erasure of one or more multiple responses a student has given to a multiple-choice question), or writing or rewriting student work
- transferring 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
- suggesting or engaging in a practice that allows a student to retrieve an answer document after completing a test, or allowing a student to complete, revise, delete, correct, or alter a response to previously completed sections of a state assessment
- letting students access information on the internet while taking the assessment
- allowing access to test item screen content by anyone other than the student
- allowing repeated test taking outside of test program guidelines
- coaching students during the test, editing their work, or responding to their questions regarding content or answers - this includes such behaviors as:
 - making statements to students regarding the correctness/ incorrectness or completeness of their responses
 - defining words
 - giving students hints, clues, or altering/editing their responses



- excluding any eligible students from taking the test
- allowing 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 weeks before, during, or after the testing windows



Reporters and interviewees should be cautioned not to discuss secure test items in any post-testing interviews.

Depending on the severity of the incident of unethical test administration practices, it may result in a misadministration of the assessment, invalidation of student test scores, additional monitoring, and possible revocation of the ability to administer or take part in any of the state's assessments.

District and/or Building Assessment Coordinator's Responsibilities:

- Ensure that all tests are monitored for proper test administration.
- Report any unethical test administration practices through the appropriate incident/irregularity reporting tool, depending on the assessment.
 - If irregularities are reported quickly, the district may be able to resolve them and avoid a significant number of student test results being invalidated, which could adversely affect a school's or district's integrity or accountability.

Active Monitoring of Students

- A member of the testing staff must be physically present in the room, at all times, to monitor the students.
- Monitoring through glass partitions or via security cameras is not allowed.
- The examinee(s) cannot be left unattended, even briefly.
- The test administrator/proctor/room supervisor must remain in the room for the entire session, except when relieved by another adult for a short break.

District and/or Building Assessment Coordinator's Responsibilities:

- Monitor testing practices and enforce the policies and guidelines in this Assessment Integrity Guide, to promote fair, approved, and standardized practices.
- Be available to answer questions and resolve issues.
- Ensure that each Test Administrator is actively monitoring their room and that all testing personnel are adhering to the proper procedures.



Test Administrator/Proctor/Room Supervisor/Accommodations Provider Responsibilities:

- Move throughout the testing room frequently to monitor the students' work area during testing.
- Ensure students are never left without adult supervision.
- Make sure that students remain at their designated testing device and location.
- Monitor students during breaks to make sure they don't discuss the test or access calculators, phones, or prohibited aids.
- Monitor student behavior closely for adherence to proper test-taking practices.
- Ensure students do not access additional electronic devices not being used for testing.
- Focus on the test administration at all times and avoid:
 - holding extended conversations with other staff members
 - working on non-test administrative tasks such as grading assignments and checking email
 - cell phone use for reasons other than alerting others that assistance is needed or in an emergency
- Communicate or report any student prohibited behavior to the Building Assessment Coordinator.

Student Prohibited Behavior

Prohibited behavior denotes actions that violate directions for proper student conduct during testing. Students who engage in inappropriate and prohibited behavior include those who:

- intentionally disrupt other students taking the test
- communicate or collaborate in any manner with another student; this includes written, electronic, verbal, or gestured forms of communication
- copy, request, or accept another student's answers or receive any form of help in answering questions
- answer a test question or any part of a test for another person or assist another student before or during a test
- return to previously administered sections of the test when informed by the test administrator to stop work in that section
- use any material or equipment that is not expressly permitted by the directions found in the TADM or TAM
- 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.)
- engage in any other practice that has the potential of erroneously affecting the student's score or the score of another student



In some cases, certain state-mandated assessments (e.g., some Michigan Merit Exam components) may dictate a differing policy. In such cases, the differing policy overrides the prohibited device policy found in this Assessment Integrity Guide.



District and/or Building Assessment Coordinator's Responsibilities:

- Notify the school principal and the District Assessment Coordinator.
- File an incident report through the OEAA Secure Site Incident Reporting Tool or by reporting the incident to College Board or ACT, depending on the assessment involved. Specific information on incident reporting requirements can be found in the Incident Reporting section within this document or within the specific TAM for each assessment.

Principal Responsibilities:

- Inform the student and his/her parent/guardian(s) of the prohibited behavior and provide them with a chance to discuss it.

Test Administrator/Proctor/Room Supervisor/Accommodations Provider Responsibilities:

- Make students aware of prohibited practices and consequences.
- Follow the instructions in the specific TADM or TAM for how to handle these behaviors.
- Address the situation by redirecting the student to return to proper behavior.
- 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. (The ACT WorkKeys and College Board assessments have specific procedures that need to be followed in these instances; reference the TAM for more information.)
- Immediately after the test session, notify the Building Assessment Coordinator of the suspected prohibited behavior.

Detection Practices- During and After Testing

OEAA Internet and Media Monitoring

- The OEAA works with vendors to monitor the internet and social media sites during testing. The goal of this daily monitoring is to combat secure test question breaches and disclosure of sensitive assessment materials.
- 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 only monitors publicly accessible internet and media venues (e.g., Twitter, Facebook, Instagram, Snap Chat, TikTok, and other sources) for potential exposure, sharing, or sale of assessment content.
 - Publicly expressed comments or opinions about the test(s) made by students or test administrators are disregarded and not treated as a focus of concern unless those opinions may be used to improve assessment conditions.



District and/or Building Assessment Coordinator’s Responsibilities:

- Work with the OEAA Assessment Integrity and Security Specialist to look into the reports of internet or social media posts by staff and students and create an incident report if required.
- Notify the building principal of the students or staff and involved.

Principal Responsibilities:

- Work with the students and parents to ensure that any pictures taken or social media posts are removed and deleted from all devices, including cloud storage.

Incident/Irregularity Reporting

- Many incidents can be resolved without any further actions.
- 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.



Each assessment has a specific tool that is to be used when reporting an incident or irregularity. See the table below for more information.

Assessment	Incident/Irregularity Reporting Tool
ACT Testing: Michigan Webpage	Irregularity Report
Early Literacy & Math Benchmark Assessments	OEAA Secure Site
M-STEP	OEAA Secure Site
MI-Access FI, SI, P	OEAA Secure Site
PSAT 8/9 & 10	Irregularity Report
SAT with Essay	Irregularity Report
WIDA Access for ELLs/WIDA Alternate ACCESS for ELLs	OEAA Secure Site



For the M-STEP, MI-Access, and WIDA assessments, the school may choose to begin its own self-investigation. If this is done, the school should report the findings to the OEAA.

- Being prepared to answer the following questions will help the OEAA make a determination about the situation.
 - What happened and where did the irregularity take place?
 - When did the irregularity happen?
 - What grade and subject tests were affected?
 - Which students were affected?
 - Who was serving as test administrator?
 - Who was present during the test administration?
 - Which staff were witnesses?
 - What secure materials were involved?
 - How much of the test has been completed – are the students still testing or have they completed the test?

District and/or Building Assessment Coordinator's Responsibilities:

- Report any staff participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts.
- Report any M-STEP, MI-Access, or WIDA testing incidents/irregularities through the OEAA Secure Site Incident Reporting tool.
 - For detailed information on how to access and use the Secure Site Incident Reporting tool, see the [Incident Reporting Guide](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/M-STEP/Incident_Reporting.pdf) (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/M-STEP/Incident_Reporting.pdf).
- Report security or data breaches for SAT with Essay, PSAT 8/9, and/or PSAT 10, to School Day Support with College Board.
- Report security or data breaches for ACT WorkKeys to ACT.

Test Administrator/Proctor/Room Supervisor/Accommodations Provider Responsibilities:

- Identify any testing incidents/irregularities according to the information provided in each TADM/TAM.
- Follow the district/building protocol for reporting incidents and irregularities to the building principal, Building Assessment Coordinator, and District Assessment Coordinator.

Incident Report Monitoring

- 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.



- The SAT, PSAT, and ACT assessments have their own incident reporting tools, and responses to incidents are derived from policy decisions from each respective testing vendor.
- All incident reports and supporting documentation are assessed by the OEAA specialists 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.

Material Return

District and/or Building Assessment Coordinator's Responsibilities:

- Collect all testing materials from test administrators/proctors/room supervisors/accommodation providers.
- Inventory all collected materials.
- Destroy all test tickets and scratch paper following guidelines and instructions in each of the Test Administrator Manuals.
- Report any missing materials to the appropriate vendor.
- Return answer documents, test booklets, and other secure assessment materials within the designated timelines.

Test Administrator/Proctor/Room Supervisor/Accommodations Provider Responsibilities:

- Collect assessment materials individually from students.
- Inventory all collected materials.
- Report the missing materials to their Building Assessment Coordinator.
- Return all testing materials to the Building Assessment Coordinator.

Missing Material Monitoring

- The OEAA conducts missing material monitoring for each of the state's assessments.
- This monitoring is done in conjunction with each testing vendor.
- Return of secure materials is monitored by the vendor and the OEAA.
- The OEAA and/or vendor will then follow up with each district and/or school with missing materials via memo asking for the prompt and secure return of materials.
- In the event that a district or school is identified as having missing, secure, test materials, specifically those that pertain to secure items, the OEAA will identify these schools as needing future targeted monitoring for the following year's test administration.



Verifying Assessment Supports Provided to Students

- School staff need to verify that students who were assigned Designated Supports and/or Accommodations received them.
- Any student receiving accommodations on the M-STEP, WIDA ACCESS for ELLs, and ACT WorkKeys assessments should have a documented IEP or Section 504 plan on record.
- Students with an IEP need to have their student demographic information within MSDS reflect that they are Special Education (SE) with an “as of date” before or at the time of testing.

District and/or Building Assessment Coordinator’s Responsibilities:

- Review the Accountable Students Enrolled and Demographics within the OEAA Secure Site.
- If student demographic information is incorrect, work with the district MSDS person to get the student’s demographic information updated in MSDS with the appropriate “as of date” and by the posted deadline.

OEAA Supports and Accommodations Monitoring

- The OEAA monitors the student use of designated supports and accommodations on the state’s assessments.
- Monitoring includes:
 - Verification that support and accommodation decisions are made following the provided guidelines on supports and accommodations for each state assessment.
 - Verification that students had access to available universal tools, specific to each assessment type and content area.
 - Verification that designated supports were determined by individuals or teams of professionals, so that a student receiving a dedicated support during assessment is receiving it because the student receives the support during regular instruction.
 - Verification that specific accommodations for students with a disabling condition as outlined in an Individualized Education Program (IEP) or Section 504 plan are provided in accordance with that plan.
 - It is required that any student receiving an accommodation on an assessment have this accommodation documented in his/her IEP or Section 504 plan.
 - If a student with an IEP or Section 504 plan does not receive a support as documented in the plan, no matter the support category, this can result in test invalidation and/or student re-testing.
 - Providing accommodations to students who do not have an IEP or Section 504 plan is considered over-accommodation of the student and is not allowable.
 - Under- and over-accommodating students can result in invalidation of student test scores, which may have an impact on the school’s accountability designation.



Retention of Test Administration Documentation

District and/or Building Assessment Coordinator's Responsibilities:

- Collect all signed OEAA Assessment Security Compliance Forms for all personnel who participated in testing prior to having contact with the test.
- Gather all assessment training materials (e.g., sign-in sheets, presentation materials).
- Collect testing schedules.
- Retain packing lists, shipping records, and documents used to track the delivery and custody of materials for at least a year.
 - The WIDA, College Board, and ACT WorkKeys assessments have additional document retention rules that must be adhered to which can be found in the TAM for each assessment.



The aforementioned documents must be retained for three years, in the event that a discrepancy arises.

Answer Documents Received Process

- A review period will be announced after the assessment contractor receives and processes all submitted online tests and student answer documents (usually 2-3 weeks after materials have been returned).
- The one-week period allows OEAA Secure Site users to submit an appeal through the Answer Documents Received page of the OEAA Secure Site for a student(s) who was incorrectly marked with a prohibited behavior.

District and/or Building Assessment Coordinator's Responsibilities:

- Review, report and appeal both online and paper/ pencil answer document issues (e.g., prohibited behavior, nonstandard accommodation, missing answer documents, etc.) on the OEAA Secure Site.
 - If a student should have been marked with a prohibited behavior but is not indicated as having committed a prohibited behavior, an email should be sent to mde-oeaa@michigan.gov.
 - Once the Answer Documents Received review period is closed, the prohibited behavior designation cannot be changed, and any student identified with a prohibited behavior will have invalidated score(s). A student with an invalid test score will be considered "not tested" for Accountability purposes.



Analysis of Results and Data Forensics Methods

Student Plagiarism

- For WIDA ACCESS for ELLs speaking and writing tests, a plagiarized response is characterized by inclusion of language from an external source, such as a website.
- The response may be composed of entirely copied content from the external source, or the student may have paraphrased the information from the source.
- Plagiarized responses may or may not include information from the task input.
- They may sound unnatural and include technical vocabulary that was not provided in the task input.
- When scorers hear or see a response that sounds like the student is reading from an article, or the student provides related factual information not given to them in the input, or they phonetically pronounce certain words, it triggers the raters to alert the response to the scoring director.
- Once the response is alerted, the scoring directors listen to it, and if they agree it sounds like it could be from a website, they enter specific words from the response into a search engine and match the response to an online source.

Data Forensic Analysis

- During and after online and paper/pencil test administrations, the OEAA conducts multiple analyses on student assessments. These statistical analyses help the OEAA to flag potential testing irregularities. 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 from other students?
 - Are there changes to individual or class test scores 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 analysis can show extreme changes in performance-level changes, by group and by cohort, over assessment years by grade and content.

Corrective Change Analysis

- Following a paper/pencil test administration, the OEAA 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 he or she first chooses a response to a particular question.

Score Analysis

- Building level test results are analyzed for variance in scores from year to year, which examines the consistency of score gains across years.

Response Time Analysis

- For online test administrations, an analysis of response times to test questions sometimes exposes patterns of shorter response times than would be required for students to read a passage or analyze a data table.

Other Data Forensics Methods

- At times, other data forensics methods may be employed. 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 Computer Based Testing but is less suitable for analyzing Computer Adaptive Testing, because of the variability of test items presented among groups of students.

Investigation and Remediation Practices - During and After Testing

- If the OEAA has determined there are outstanding questions or information about an alleged incident, the OEAA will either request that the district complete an Internal Investigation or order an Independent Investigation from an outside expert.

Internal 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 Superintendent (or designee) to complete an internal investigation and file a self-report with the OEAA.



- Each internal investigation report should minimally include the following information:
 - timeline and summary of events
 - information on the ways students were impacted by any irregularity during test administration
 - all seating charts (if available) of affected rooms
 - a list of school staff involved
 - a list of all Unique Identification Codes (UICs) and test sessions of students involved
 - statements from school staff involved, summarizing what occurred in their own words
 - statements from involved students (uncoached), if possible and appropriate
 - copies of security compliance forms for involved school staff
 - a copy of the district's assessment training plan
 - a copy of the district's plan to address and prevent the occurrence of any irregularities.
- 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 internal investigation report.
- The more thorough the internal investigation and self-reporting is, 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 of 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 of the MDE. Background checks, credentials, and relevant experience of the independent investigators are validated by the OEAA.
- An assigned investigator or a team of investigators will be tasked with conducting a fact-finding investigation to gather evidence documenting 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(s). 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 to send a report to the OEAA Determination Team.



◦ **Expertise of Investigators**

- When the state must investigate assessment 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

OEAA Determination

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

Determination	Actions
No basis for the complaint	OEAA determines that there was no irregularity and the case is closed.
Resolved irregularity through self-correction	The OEAA determines that the school properly resolved the irregularity by completing self-correction and the case is closed.
Misadministration-Breach of test item security	<p>The OEAA determines the irregularity led to a breach of test item security. OEAA reports the irregularity to the MDE Superintendent’s Office. Possible consequences include:</p> <ul style="list-style-type: none"> • re-testing within the test cycle period (potential costs to the district) • invalidation of scores with no opportunity for re-testing • the school being required to inform parents and local school board that scores will be invalidated • the school being placed on the OEAA assessment monitoring list for the following year.



Determination	Actions
Misadministration-Invalid test administration	<p>The OEAA determines that the irregularity resulted in invalid test administration and reports the irregularity to the MDE Superintendent’s Office. Possible consequences include:</p> <ul style="list-style-type: none">• re-testing within the test cycle period (potential cost to the district)• students in suspected grades and subjects being given an audit test—a parallel form of the test—with scores between the two tests being analyzed• invalidation of scores with no opportunity for re-testing• the school being placed on the OEAA assessment monitoring list for the following year• the school being required to file a training plan for the following year’s test administration with the OEAA• the school being required to inform parents and local school board of a misadministration and invalidation of scores.
Misadministration-Staff unethical behavior	<p>The OEAA determines that the irregularity resulted in academic fraud and reports the irregularity to the MDE Superintendent’s Office. Possible consequences include:</p> <ul style="list-style-type: none">• re-testing within the test cycle period (potential costs to the district)• students in suspected grades and subjects given an audit test—a parallel form of the test—with scores between the two tests being analyzed• invalidation of scores with no opportunity for re-testing• the school being placed on the OEAA assessment monitoring list for the following year• test booklets or test tickets being 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• personnel involved in an irregularity not being allowed to administer any state assessment• notification of the district superintendent, so the district may take necessary personnel actions• the school being required to file a training plan for the following year’s test administration with the OEAA• the school being required to inform parents and local school board of a misadministration and that the student test scores will be invalidated• suggestion by MDE that the LEA investigate the staff involved for possible academic fraud and handle personnel discipline consistent with district policy



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 to ensure all students 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.
- Under current state law, MDE does not intervene in district personnel matters regarding misadministration or cheating.
- It is expected that the local school district will handle any further reprimands, sanctions, or tenure matters according to local district policies.

School Decision

- The school may accept the remediation or may request an appeal within 30 calendar days.
- 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

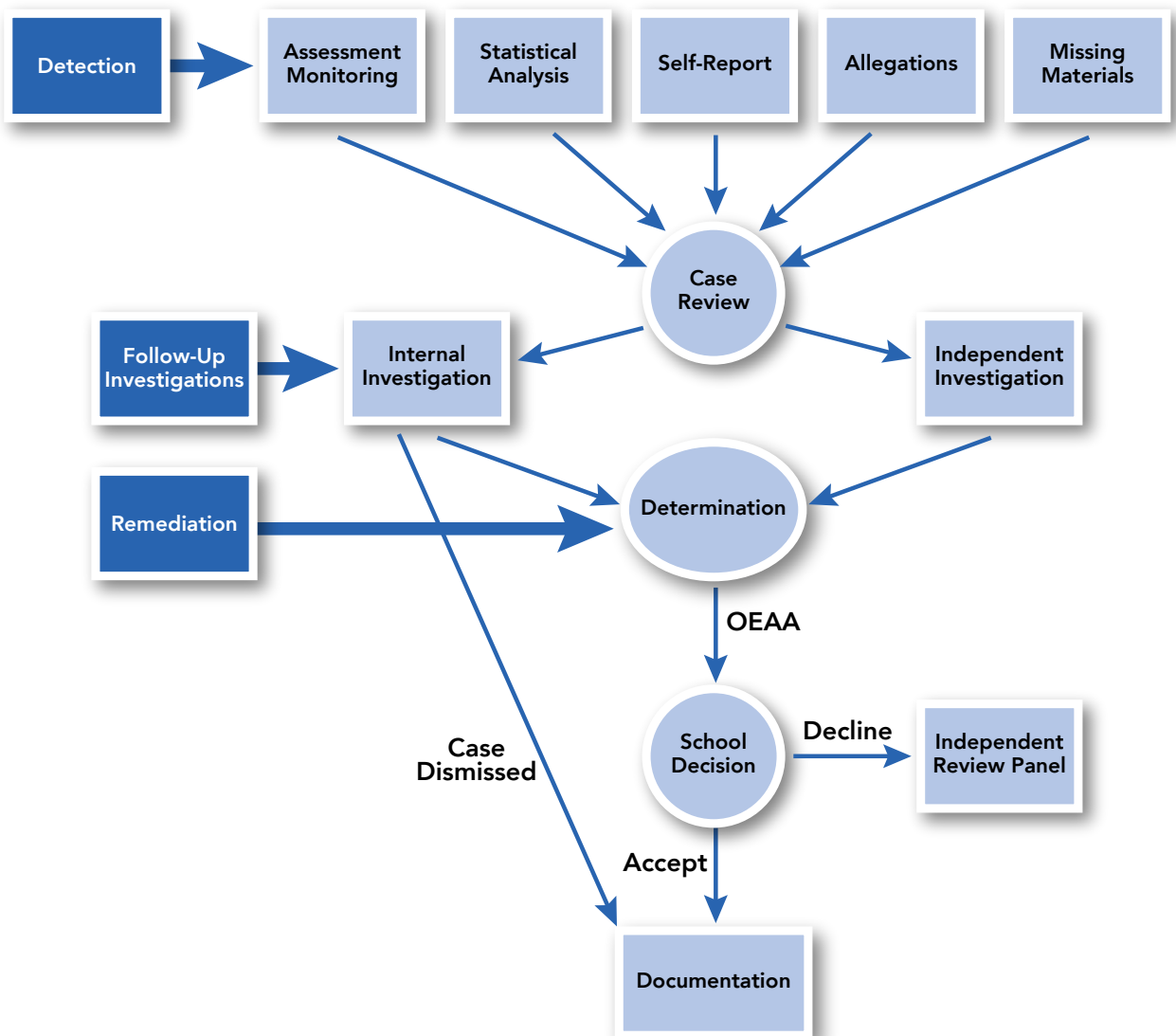
- If the school requests an appeal, an independent panel review is conducted.
- An independent review panel is made up of at least three panel members.
- Each member will be an independent consultant who has past experience as a school administrator and will have no conflict of interest with the MDE or with the school district.
- The panel will make recommendations to the OEAA that could include, but are 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 will notify the school and district.
- The district or the OEAA may appeal the panel recommendations to the State Superintendent of Public Instruction.



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.

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 – Sample Test Administration Observation Checklist

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



OBSERVATION CHECKLIST

Observation Checklist

School Name:			
Principal’s Name:		Test Coordinator’s Name:	
Administrator’s Name:		Proctors’ Names:	
Observer’s Name:		Test:	
Date of Observation:		Grade/Subject:	

Meeting with Principal and Test Coordinator

No.	Item	Yes	No	Comments
1	The test tickets/booklets, answer documents, and other secure materials are stored in a secured and locked location with limited access.			
2	There is an organized plan for distributing and returning assessment materials on each day of testing.			
3	The Building Assessment Coordinator has a signed <i>OEAA Assessment Security Compliance Form</i> for everyone that is in contact with the test.			
4	Staff has been trained in test administration practices and have read the TAM and test directions. Staff administering the WIDA test have completed required online training.			
5	Staff has been trained in assessment security by participating in the MV Assessment Security Training Modules or Refresher Course.			
6	Assessment schedule has been created and falls within the specified range of dates for the Spring 2024 Testing Schedule for Summative Assessments.			
7	There is a plan in place in how to handle any identified incidents following building/district/OEAA policies.			
8	There is a plan in place on how to verify that students are receiving the correct supports and accommodations before/during/after the assessment.			



OBSERVATION CHECKLIST

Test Administration Observation

No.	Item			Comments
		Yes	No	
9	The testing environment is secured and is arranged appropriately.			
	a. All instructional materials are covered or removed.			
	b. Desks/tables are arranged so that students are unable to see another student's computer screen or test documents.			
	c. Electronic devices were collected or otherwise stored away and not available for student use.			
10	Test tickets/booklets, answer documents, and scratch paper were distributed, by the test Administrator or Proctor, to students on an individual student basis.			
11	The testing environment is free from disturbances or disruptions (no intercom announcements or fire drills).			
12	The administrator/proctor-to-student ratio is sufficient to support a secure testing environment.			Proctor:Student ratio _____ : _____
13	The Test Administrator read the directions for administering the test exactly as given in the test administration directions.			
14	The Test Administrator/Proctor answered only questions related to the directions.			
15	Test Administrators and Proctors were actively monitoring the room and ensuring the students were working independently.			
16	Desks/tables are clear of all materials except what is allowed in the Test Administration Manual.			
17	Students did not use cell phones, cameras, or any personal electronic devices.			
18	Students worked independently of each other.			
19	All students remained quiet as everyone completed testing.			
20	Student testing materials were turned in to the Test Administrator/Proctor and the test was paused when a break was needed during online testing.			
21	Test tickets/booklets, answer documents, and scratch paper were turned in to or collected directly by the Test Administrator/Proctor.			
22	Once the test was completed, the test tickets/booklets, answer documents, and scratch paper were delivered to the Building Assessment Coordinator immediately.			
23	Test tickets/booklets, answer documents, and scratch paper were returned to the locked storage area immediately after testing or destroyed.			
24	Test tickets/booklets, answer documents, and scratch paper were never left unattended.			

Please record additional comments on the next page.



Appendix C – Professional Standards and Guidelines for Best Testing Practices and Assessment Security

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

- “A Review of State Test Security Laws in 2013”. (2014). Croft, M. ACT Research Report Series. Iowa City, ACT.
- “Code of Fair Testing Practices” in Education (2004). Joint Committee on Testing Practices, AERA, APA and NCME.
- “Code of Professional Responsibilities in Educational Measurement” (1995). National Council on Measurement in Education.
- “Considerations When Including Students with Disabilities in Test Security Policies” (Policy Directions 23) (2014). National Center on Educational Outcomes. Lazarus, S. & Thurlow, M. Minneapolis, MN: University of Minnesota, NCEO.
- “Family Educational Rights and Privacy Act (FERPA)” (1997). Code of Federal Regulations – Title 34, Volume 1, Parts 1 to 299.
- “Handbook of Test Security.” Wollack, J.A., & Fremer, J.J. (Eds.) (2013). New York City, NY: Routledge.
- “Michigan’s Freedom of Information Act (FOIA)” (1996). Public Act 553 of 1996.
- “National Council on Measurement in Education (NCME) Test and Data Integrity Document” (2012). Gregory Cizek.
- “Operational Best Practices for Statewide Large-Scale Assessment Programs: 2013 Edition.” Council of Chief State School Officers (CCSSO) and the Association of Test Publishers (ATP) (2013). Washington, D.C.
- “Standards for Educational and Psychological Testing.” (2014). American Educational Research Association (AERA).
- “Standards for Student Evaluation” (2002). Joint Committee on Standards for Educational Evaluation. Corwin Press.
- “Standards for Teacher Competence in Educational Assessment of Students” (1990). American Federation of Teachers (AFT), NCME, and National Education Association (NEA).
- “Technical Issues in Large-Scale Assessments (TILSA) Test Security Guidebook: Preventing, Detecting, and Investigating Test Security Irregularities” (2013). By John F. Olson and John Fremer. Washington, D.C.: Council of Chief State School Officers.
- “Test Security Standards” (2015). Caveon™ Test Security.
- “TILSA Test Security: Lessons Learned by State Assessment Programs in Preventing, Detecting, and Investigating Test Security Irregularities” (2015). By John F. Olson and John Fremer. Washington, DC: Council of Chief State School Officers.



Appendix D – Electronic Device Use Policy

Prior to test administration, District and Building Assessment Coordinators must create a specific policy for the use of electronic devices by students and staff during testing. Personal electronic devices that are not used for testing pose a large security risk to all state assessments. As accessibility to and the use of additional electronic devices has increased over the last few years among both students and staff, instances of cheating, plagiarism, and inappropriate use of devices have had a negative impact on the validity and reliability of the state’s assessments. This has also caused invalidation of student tests and has resulted in negative impacts to assessment participation and accountability.

As technology continues to change, districts will need to discuss the types of technology used by students and staff and to update plans in order to ensure that non-testing devices are not accessed during testing. District and building-level electronic use policies must include the state-required policies detailed below and must be communicated to staff, students, and families. Staff will need thorough training on active monitoring of test administrations and on how to respond to incidents involving prohibited student behavior through the use of, or access to, additional electronic devices during testing.

Electronic Device Examples

Examples of electronic devices include, but are not limited to:

- any electronic device that can be used to record, to transmit, or to receive information not used for testing
- computer tablets, iPads, e-readers (for example: Kindle)
- smart watches (for example: Fitbits; Apple, Garmin, Samsung watches; any watch with access to other applications or the internet)
- smart phones and cell phones
- Smart headphones (for example: Beats, iPods), or any headphone with access to other applications or the internet
- smart glasses (for example: Google Glass, Apple Vision Pro)
- desktop computers, laptops, and Chromebooks not used for testing

Policy for Students

Students are not permitted to use, to wear, or to access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. These electronic devices include but are not limited to smartphones, cell phones, smartwatches, smart headphones, headphones that allow access to voice assistant technology, and computers and/or tablets not being actively used for testing purposes. Administration staff are to practice due diligence in actively monitoring students in the testing room and on breaks to ensure that electronic devices are not accessed. If a student brings an additional electronic device into the testing room, the test administrator must follow the district/building level electronic device policy in ensuring the electronic device is stored appropriately and is not accessible to the student during testing.



The testing environment is not to be disturbed by any electronic devices not used for testing or test administration. If an additional electronic device is medically necessary for a testing student, the device must be left with the test administrator, or the test must be administered to the student in a one test administrator-to-one student setting, and the student must be actively monitored at all times while testing.

Additionally,

- Students are not allowed to access the device used for testing for any other purpose than to complete the test during the test session.
- A student may not access any additional websites or applications during testing, or for any other purpose after testing, while in the testing room.
- Staff is to ensure that all testing devices are configured properly and that all background applications are disabled before testing begins.
- No pictures or videos may be taken during testing.

Policy for Test Administrators/Test Monitors and Staff

Test Administrators and Test Monitors must be focused on active monitoring throughout test administration. Districts must determine how Test Administrators and Test Monitors will alert others if issues arise (for example, sick student[s] in the room, technical issues).

During testing, staff may only use a computer (or other appropriately configured device, for example, an iPad or Chromebook) for monitoring the WIDA, MI-Access FI, or M-STEP assessments, and these devices should be used for no other purpose during testing.

To allow Test Administrators and Test Monitors to actively monitor with minimal disruption, districts may choose to allow Test Administrators and Test Monitors to use cell phones to alert other staff of issues. Test Administrators/Monitors may use cell phones or other electronic devices only to alert others that assistance is needed or in an emergency. Wearable technology is strongly discouraged for testing staff; if it is worn, devices must be set on airplane mode to limit access to other applications and the internet.

A Test Administrator shall not disturb the testing environment through texting, speaking, or other cell phone/wearable technology/electronic device use, except in the event of an emergency.

Test content can never be photographed or communicated; this includes when a Test Administrator or Test Monitor needs to alert others of an issue or incident.

Test Administrators and Test Monitors are not to use their cell phones, wearable technology, or other devices to check email or to perform other work during testing. All such electronic devices are to be silenced to reduce disruptions. If a district chooses to allow Test Administrators and Test Monitors to use cell phones to contact other staff during testing, the district must place particular emphasis on proper and improper cell phone use when they communicate to staff about district policies and procedures for testing.



Staff who go between rooms or help troubleshoot technical issues during testing, such as the District Assessment Coordinator or Technology Coordinator, may also use their cell phones to contact the service provider's help desk; however, if possible, they should step out of the testing room to make calls, in order to minimize disruptions.

Best Practices

- **Students and staff are not allowed to bring any additional electronic devices into the testing room.**
- Electronic devices are to be left at home or kept in a secure on-site location during testing (student lockers, staff storage cabinets).
- There are to be strict policies and procedures in place to prevent additional electronic devices from being brought into the testing room.
- Staff is to actively verify that no student has additional electronic devices before, during, and after testing.
- **Example: Test administration staff remind students to check that they have no electronic devices.**
- "Do you have earbuds in your ears or in your pocket?" "Are you wearing a smartwatch?"

Acceptable Practices

- **Policies and procedures are in place to ensure that additional electronic devices are not accessible to students while in the testing room.**
- Additional electronic devices students bring into the room are collected by staff members; the devices are powered off and stored away from the students.

Prohibited Practices

Students

- **Students bring additional electronic devices into the testing room and devices are accessible during testing.**
- If a student has a cell phone or other non-test electronic device out at any point during a test session, that student's test has been compromised and is prohibited behavior, even if the student did not use the cell phone or device.
- Students are not allowed to wear or access "wearable" technology (such as smartwatches, fitness trackers, Bluetooth headphones) during testing. If a student is wearing such a device during testing, this is considered prohibited behavior, regardless of whether it was used or not.
- Even if a student has exited or submitted their test, they cannot use cell phones or other electronic devices in the testing room. If the student has exited/submitted the test and then accesses a cell phone/electronic device (including wearable technology), this constitutes prohibited behavior.



Staff

- **Staff brings additional electronic devices into the testing room and devices are accessible during testing.**
- If a test administrator or other staff in the testing room accesses an additional electronic device, this will result in a misadministration for the entire testing session and invalidation of the students' tests, in addition to any other actions that the Michigan Department of Education (MDE) deems necessary.
- Photography/communication of test content will result in a misadministration for the entire testing session and invalidation the students' tests, in addition to any other actions that MDE deems necessary.



Appendix E – Keeping Assessment Materials Secure

Training Document for Technology and Other Staff (anyone who handles or has access to secure materials)

Assessment Security and 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 security of these tests could result in invalid district, school, classroom, or student scores.

Professional Assessment Security Practices

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. The importance of maintaining test security at all times must be stressed. Ethical practices ensure the validity of the assessment results. The following are professional assessment security practices that all school personnel must follow:

- 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:
 - Test booklets
 - Test tickets
 - Listening scripts
 - Accommodated materials
 - Answer documents
 - Used and unused scratch paper/graph paper
 - MI-Access student picture cards
 - MI-Access SI/P scoring documents
- Restrict access to the storage area to authorized personnel only and ensure that the assessment materials remain secure at all times.
- Determine and document which staff members are responsible for maintaining a chain of custody over assessment materials and limit access to those directly involved with each of the assessments.
- Distribute and collect secure test materials to/from students individually.
- Account for all assessment materials, including test tickets, before, during, and after each test session.
- Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.
- Refrain from examining or discussing actual test items or test responses with anyone.
- Return answer, documents, test booklets, and other secure assessment materials within the designated timelines.
- Contact the OEAA immediately if test irregularities or security breaches occur.

The loss of secure state assessment materials is a breach of assessment 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.



Appendix F – Assessment Integrity and Security for Room Supervisors/Proctors – ACT WorkKeys

Why is Assessment Security Important?

Following test administration requirements will help to ensure that all students have equal opportunities to show their knowledge, skills, and abilities, while ensuring that the results are accurate and meaningful. The overarching rule of test security is to follow the all the rules.

All students are to be tested under standardized conditions. Poor test security and administration practices may affect student performance and provide an advantage, or a disadvantage, to a student or group of students.

As you plan for test administration, it is important to know the key assessment security policies and expectations so that you can ensure that your students have a standardized testing experience. The information below is vitally important to testing and test administration.

Assessments and Roles

Before you begin testing and training, you must understand the ACT WorkKeys assessment and your role in administering the assessment.

All of Michigan's state assessments measure student progress with Michigan's content standards or other career- or college-readiness goals. The ACT WorkKeys is given to students in grade 11 and eligible students in grade 12 to measure job skills assessment in the content areas of Applied Math, Graphic Literacy, and Workplace Documents.

These are the roles associated with the ACT WorkKeys:

- **District Assessment Coordinator**
District Assessment Coordinators are responsible for overseeing all testing at the district level and act as backup support at the school or building level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with testing, and ensure that Building Coordinators and Test Administrators are aware of training opportunities for students.
- **Building Test Coordinator**
The Building ACT WorkKeys Test Coordinator is responsible for arranging training opportunities for Room Supervisors and Proctors, making all testing arrangements, developing test schedules based on the school's resources and needs (including available computers and testing rooms), and ensuring the overall integrity of the assessment process.
- **Test Accommodation Coordinator**
The Test Accommodation Coordinator is responsible for helping to organize materials for any examinees testing with accommodations and supports, helping with accommodations and EL supports test administrations.



- **Room Supervisor**

Room Supervisors are responsible for preparing for and administering the ACT WorkKeys tests directly to students.

- **Proctor**

The Proctor is responsible for preparing the room for testing, distributing test materials, keeping test booklets in sequential serial number order, verifying proper timing of the tests, using a different timepiece than the room supervisor, and monitoring testing progress.

Required Training for Test Administration and Assessment Security

Test administration and test security training are required of all test administrators. Required training of all staff involved in testing is monitored by the Office of Educational Assessment and Accountability (OEAA).

Assessment Administration Training:

The Test Administration Manual (TAM) for each assessment describes the required test administration training. It is up to the local district/building to determine how training is delivered to test administrators. At a minimum, ACT WorkKeys Test Room Supervisors are required to read the Test Administration Manual (TAM), participate in the building training session before testing, and participate in a staff briefing session each test day morning.

Assessment Security Training:

Room Supervisors and Proctors are required to complete the Michigan Department of Education (MDE) Assessment Security online course through Michigan Virtual, and/or read “Assessment Integrity and Security for Room Supervisors” (this document).

OEAA Assessment Security Compliance Form

All staff involved in the administration of ACT WorkKeys must read and sign an OEAA Assessment Security Compliance Form, affirming that they have read the required assessment materials related to their role in the ACT WorkKeys administration process, and that they understand their role and responsibilities. The security compliance form is to be provided to testing staff by the District or Building ACT WorkKeys Test Coordinator.

Additional copies of the [Assessment Security Compliance Form](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf) can be found at https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf.

All OEAA Assessment Security Compliance Forms must be returned to the District or Building ACT WorkKeys Coordinator and kept on file for three years.



Required Secure Test Administration Practices

A Room Supervisor serves an important role in ensuring that all students receive a standardized testing experience. The following required secure test administration practices must be followed to ensure a proper testing experience for all students:

Material Handling:

- Follow the directions found in the TAM for handling secure materials.
- Account for all assessment materials, before, during, and after each test session.
- Distribute and collect secure test materials to/from students individually.
- Ensure the security of materials used to provide accommodations as prescribed for students with Individualized Education Programs, Section 504 plans, or who are English learners.
- Return all test booklets and answer documents securely according to local procedures.
- Return the answer document for each student who took the test regardless of the student's perceived efforts.

Test Administration:

- Verify the testing room will be free of distractions for the duration of the test session.
- Begin all standardized test administration procedures explicitly according to the Test Administrator Manual and test directions and/or script.
- Read oral instructions to the students exactly as they are written as required by the appropriate Test Administrator manual and test directions or script.
- Do not review or check a student's paper/pencil answer document.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed tests.
- Report any suspected violations of test security.

Student Monitoring:

- Monitor student behavior closely for adherence to proper test-taking practices.
- Ensure that students who are required to use supports and accommodations on the tests are receiving them.
- Ensure that there are no distractions during the test administration period (such as talking, noises, other distractions among students, viewing of another student's computer screen or answer document).
- Make sure that students remain at their designated testing work area.
- Pay special attention to the possible use of cell phone cameras or other devices to take screen images.



Responding to Student Behavior

If a student is not on task, testing staff are to redirect them and encourage them to do the best they can. When students exhibit prohibited behaviors, testing staff are to follow district/building incident reporting procedures. Students are exhibiting prohibited behaviors if they:

- communicate or collaborate in any manner with another student; this includes written, electronic, verbal, or gestured forms of communication
- copy, request, or accept another student's answers or receive any form of help in answering questions
- use any material or equipment that is not expressly permitted by the directions found in the TAM
- answer a test question or any part of a test for another person or assist another student before or during a test
- return to previously administered sections of the test when informed by the test administrator to stop work in that section
- use any unauthorized electronic devices (smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders)
- intentionally disrupt other students taking the test
- engage in any other practice that has the potential of affecting the validity and reliability of the student's score or the score of another student

Unethical Test Administration Practices

Any report to the OEAA of test administrators being involved in the practices described below may lead to serious consequences. These include, but are not limited to, test invalidation, student re-testing, parent notification of misadministration, additional required training of staff, and removal of ability to administer assessments in the future. Districts and buildings can also take formal disciplinary action against staff involved in unethical testing behavior. These behaviors include:

- examining or discussing actual test items or test responses with anyone
- giving students access to test content or secure test questions, except during the actual test administration (Note: access to practice tests and released items is not prohibited)
- reviewing actual test items before, during, or after the test administration, unless needed as part of the test administration directions
- copying, reproducing, or using all or any portion of secure assessment material in any manner inconsistent with assessment security measures allowing media representatives to interview or photograph students or staff during or after the testing windows or allowing 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



- leaving secure assessment materials, including test tickets, unattended at any time unless they are in a secure locked location
- leaving a testing room unsupervised at any time
- permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed
- making test answers available to students
- assisting a student by any direct or indirect means (including gestures, pointing, prompting) in identifying or providing correct or incorrect answers on any test
- using, handling, or viewing online tests, test booklets, or answer documents for any purpose other than proper test administration procedures
- reading student responses during/after testing
- participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts
- failing to follow test administration directions for the test precisely as directed in the test administrator manuals
- disclosing or discussing 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 Test Coordinator
- erasing or changing student answers in any way
- administering assessments outside of their designated testing window
- providing accommodations to students who do not have an IEP or Section 504 plan
- posting test items or materials on the internet

If you observe staff unethical behavior, report it to your building and/or district coordinator. If you feel uncomfortable reporting these instances directly to your coordinator, you can make a report through the following resources.

- **To report cheating and unethical behavior by a district or school regarding state assessments**, call 877-560-8378 (select option 5), or complete the online [OEAA Test Misadministration Complaint form](http://www.surveymonkey.com/r/YWGKLLD) (<http://www.surveymonkey.com/r/YWGKLLD>)



OEAA Monitoring for Misadministration, Prohibited Student Behavior, and Unethical Staff Practices

The OEAA monitors all schools to ensure that secure test administration practices are being followed. Any determination that a behavior does not follow secure practices may result in a misadministration of the assessment.

The OEAA completes the following types of test administration monitoring:

- Allegation Reporting
- Forensic Data Analysis
- Incident Reporting Monitoring
- Missing Materials Monitoring
- Off-Site Test Administration Monitoring
- Social Media Monitoring
- Supports and Accommodations Usage Monitoring
- Test Administration Observations

Through yearly monitoring, testing staff may be asked to provide more information about any instances of identified issues through the investigative process. This communication will come through the District or Building Coordinator.



Appendix G – Assessment Integrity and Security for Proctors/Hall and Room Monitors - College Board Assessments

Why is Assessment Security Important?

Following test administration requirements will help ensure that all students have equal opportunities to show their knowledge, skills, and abilities, while ensuring that the results are accurate and meaningful. The overarching rule of test security is to follow all the rules.

All students are to be tested under standardized conditions. Poor test security and administration practices may affect student performance and provide an advantage, or a disadvantage, to a student or group of students.

As you plan for test administration, it is important to know the key assessment security policies and expectations so you can ensure that your students have a standardized testing experience. The information below is vitally important to testing and test administration.

Assessments and Roles

Before you begin testing and training, you must understand the SAT with Essay, PSAT 8/9 for grade 8, PSAT 8/9 for grade 9, and PSAT 10 assessments and your role in administering the assessment.

These are the roles associated with the SAT with Essay, PSAT 8/9 for grade 8, PSAT 8/9 for grade 9, and PSAT 10 assessments:

- **District Assessment Coordinator**

District Assessment Coordinators are responsible for overseeing all testing at the district level and act as backup support at the school or building level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with testing, and ensure that Building SAT Test Coordinators and Proctors are aware of training opportunities for students.

- **Building SAT Test Coordinator**

The Building SAT Test Coordinator is responsible for arranging training opportunities for Test Administrators and students, making all testing arrangements, developing test schedules based on the school's resources and needs (including available computers and testing rooms), and ensuring the overall integrity of the assessment process.

- **SSD Coordinator**

The SSD coordinator works with students, case managers, and/or counselors to apply for College Board–approved accommodations, state-allowed accommodations (SAAs), and certain supports for English learner (EL) students through the SSD Online portal. In addition, the SSD coordinator works with the test coordinator to administer accommodated testing.



- **Proctor**

Proctors are responsible for administering the SAT with Essay, PSAT 8/9 for grade 8, PSAT 8/9 for grade 9, and PSAT 10 tests directly to students. Proctors are responsible for conducting a secure, valid administration. They are accountable for everyone in the testing room and everything that takes place there. They account for all testing materials, conduct the testing, appropriately document irregularities, and monitor students to ensure a fair administration.

- **Hall and Room Monitors**

Hall monitors and room monitors assist you and your proctors with test administration duties. Monitors do not administer the test, but they do help set up the testing area, monitor testing and breaks, and check the hallways during testing and breaks.

- **Technology Coordinators**

Technology Coordinators are responsible for all aspects of technical readiness at the school and:

- Works with Test Coordinator and SSD Coordinator to meet student needs for test day.
- Ensures devices used for testing meet technical specifications.
- Installs Bluebook on student devices for testing.
- Completes Network Readiness Check.
- Assists test coordinators and proctors with digital readiness check

- **Technology Monitors:**

- District- or school-based staff member
- Assists students and staff with technical troubleshooting (in a designated room if preferred) on test day.
- May or may not be the same person serving in the role of technology coordinator

Required Training for Test Administration and Assessment Security

Test administration and test security training are required of all Proctors and Room Monitors. Required training of all staff involved in testing is monitored by the Office of Educational Assessment and Accountability (OEAA).

Assessment Administration Training:

The Test Administration Manual (TAM) for each assessment describes the required test administration training. It is up to the local district/building to determine how training is delivered to proctors.

Assessment Security Training:

Proctors/Hall and Room Monitors are required to complete the Michigan Department of Education (MDE) Assessment Security online course through Michigan Virtual, and/or read "Assessment Integrity and Security for Proctors/ Hall and Room Monitors" (this document).



OEAA Assessment Security Compliance Form

All staff involved in the administration of SAT with Essay, PSAT 8/9 for grade 8, PSAT 8/9 for grade 9, and PSAT 10 tests must read and sign an OEAA Assessment Security Compliance Form, affirming that they have read the required assessment materials related to their role in the SAT with Essay, PSAT 8/9 for grade 8, PSAT 8/9 for grade 9, and PSAT 10 administration process, and that they understand their role and responsibilities. The security compliance form is to be provided to testing staff by the District or Building Test Coordinator.

Additional copies of the [Assessment Security Compliance Form](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf) can be found at https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf.

All OEAA Assessment Security Compliance Forms must be returned to the District or Building College Board Coordinator and kept on file for three years.

Required Secure Test Administration Practices

A proctor serves an important role in ensuring that all students receive a standardized testing experience. The following required secure test administration practices must be followed to ensure a proper testing experience for all students:

Material Handling:

- Follow the directions found in the TAM for handling secure materials.
- Account for all assessment materials, including test tickets, before, during, and after each test session.
- Distribute and collect secure test materials to/from students individually.
- Ensure the security of materials used to provide accommodations as prescribed for students with Individualized Education Programs, Section 504 plans, or who are English learners.

Test Administration:

- Verify the testing room will be free of distractions for the duration of the test session.
- Begin all standardized test administration procedures explicitly according to the Test Administrator Manual and test directions and/or script.
- Read oral instructions to the students exactly as they are written as required by the appropriate Test Administrator Manual and test directions or script.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed tests.
- Report any suspected violations of test security.



Student Monitoring:

- Monitor student behavior closely for adherence to proper test-taking practices.
- Ensure that students who are required to use supports and accommodations on the tests are receiving them.
- Ensure that there are no distractions during the test administration period (such as talking, noises, other distractions among students, viewing of another student's answer document).
- Make sure that students remain at their designated testing work area.
- Pay special attention to the possible use of cell phone cameras or other devices to take screen images.

Responding to Student Behavior

If a student is not on task, testing staff are to redirect them and encourage them to do the best they can. When students exhibit prohibited behaviors, testing staff are to follow district/building incident reporting procedures. Students are exhibiting prohibited behaviors if they:

- communicate or collaborate in any manner with another student; this includes written, electronic, verbal, or gestured forms of communication
- copy, request, or accept another student's answers or receive any form of help in answering questions
- use any material or equipment that is not expressly permitted by the directions found in the TAM
- answer a test question or any part of a test for another person or assist another student before or during a test
- return to previously administered sections of the test when informed by the Test Administrator to stop work in that section
- use any unauthorized electronic devices (smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders)
- intentionally disrupt other students taking the test
- engage in any other practice that has the potential of affecting the validity and reliability of the student's score or the score of another student

Unethical Test Administration Practices

Any report to the OEAA of test administrators being involved in the practices described below may lead to serious consequences. These include, but are not limited to test invalidation, student re-testing, parent notification of misadministration, additional required training of staff, and removal of ability to administer assessments in the future. Districts and buildings can also take formal disciplinary action against staff involved in unethical testing behavior. These behaviors include:

- examining or discussing actual test items or test responses with anyone
- giving students access to test content or secure test questions, except during the actual test administration (Note: access to practice tests and released items is not prohibited)



- reviewing actual test items before, during, or after the test administration, unless needed as part of the test administration directions
- copying, reproducing, or using all or any portion of secure assessment material in any manner inconsistent with assessment security measures
- allowing media representatives to interview or photograph students or staff during or after the testing windows or allowing 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
- leaving secure assessment materials unattended at any time unless they are in a secure locked location
- leaving a testing room unsupervised at any time
- permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed
- making test answers available to students
- assisting a student by any direct or indirect means (including gestures, pointing, prompting) in identifying or providing correct or incorrect answers on any test
- using, handling, or viewing test booklets or answer documents for any purpose other than proper test administration procedures
- reading student responses during/after testing
- participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts
- failing to follow test administration directions for the test precisely as directed in the Test Administrator Manuals
- disclosing or discussing 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 Test Coordinator
- erasing or changing student answers in any way
- making any changes to student responses in the online testing system
- logging in as a student to the online testing system unless as a part of the test administration process
- administering assessments outside of their designated testing window
- posting test items or materials on the internet

If you observe staff unethical behavior, report it to your building and/or district coordinator. If you feel uncomfortable reporting these instances directly to your coordinator, you can make a report through the following resources.

- **To report cheating and unethical behavior by a district or school regarding state assessments,** call 877-560-8378 (select option 5), or complete the online [OEAA Test Misadministration form](https://www.surveymonkey.com/r/YWGKLLD) (<https://www.surveymonkey.com/r/YWGKLLD>)



OEAA Monitoring for Misadministration, Prohibited Student Behavior, and Unethical Staff Practices

The OEAA monitors all schools to ensure that secure test administration practices are being followed. Any determination that a behavior does not follow secure practices may result in a misadministration of the assessment.

The OEAA completes the following types of test administration monitoring:

- Allegation Reporting
- Forensic Data Analysis
- Incident Reporting Monitoring
- Missing Materials Monitoring
- Off-Site Test Administration Monitoring
- Social Media Monitoring
- Supports and Accommodations Usage Monitoring
- Test Administration Observations

Through yearly monitoring, testing staff may be asked to provide more information about any instances of identified issues through the investigative process. This communication will come through the District or Building Coordinator.



Appendix H – Assessment Integrity and Security for Test Administrators – MI-Access

Why is Assessment Security Important?

Following test administration requirements will help to ensure that all students have equal opportunities to show their knowledge, skills, and abilities, while ensuring that the results are accurate and meaningful. The overarching rule of test security is to follow the all the rules.

All students are to be tested under standardized conditions. Poor test security and administration practices may affect student performance and provide an advantage, or a disadvantage, to a student or group of students.

As you plan for test administration, it is important to know the key assessment security policies and expectations so that you can ensure that your students have a standardized testing experience. The information below is vitally important to testing and test administration.

Assessments and Roles

Before you begin testing and training, you must understand the MI-Access FI, SI, and P assessments and your role in administering the assessment.

All of Michigan’s state assessments measure student progress with Michigan’s content standards or other career- or college-readiness goals. MI-Access is Michigan’s alternate assessment system and is designed for students with the most significant cognitive disabilities, and whose IEP (Individualized Education Program) Team has determined that General Assessments, even with accommodations, are not appropriate. MI-Access satisfies the federal requirement that all students with disabilities be assessed at the state level.

MI-Access is based on Michigan’s alternate content expectations for English language arts, mathematics, science and social studies. Only students whose primary instruction is based on the alternate content expectations and meet the definition of a student with the most significant cognitive disabilities may take MI-Access. Please note that MI-Access is not designed for students with mild disabilities.

These are the roles associated with the MI-Access assessments:

- **District Assessment Coordinator**
District Assessment Coordinators are responsible for overseeing all testing at the district level and act as backup support at the school or building level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with testing, and ensure that Building Coordinators and Test Administrators are aware of training opportunities for students.
- **Building Assessment Coordinator**
The Building Assessment Coordinator is responsible for arranging training opportunities for Test Administrators and students, making all testing arrangements, developing test schedules based on the school’s resources and needs (including available computers and testing rooms), and ensuring the overall integrity of the assessment process.



- **Test Administrator**

Test Administrators are responsible for preparing for and administering the MI-Access tests directly to students.

- **Shadow Administrator**

The Shadow Assessment Administrator (SAA) works with the Primary Assessment Administrator to prepare for the test and to provide an independent score of the student responses on the Supported Independence and Participation assessments.

- **Technology Coordinator**

Technology Coordinators are responsible for numerous tasks related to the software used for testing (INSIGHT), as well as the Central Office Services (COS), a local caching system that securely caches test content and student responses.

Required Training for Test Administration and Assessment Security

Test administration and test security training are required of all test administrators. Required training of all staff involved in testing is monitored by the Office of Educational Assessment and Accountability (OEAA).

Assessment Administration Training:

The Test Administration Manual (TAM) for each assessment describes the required test administration training. It is up to the local district/building to determine how training is delivered to test administrators. At a minimum, Test Administrators are required to read the Test Administration Directions and Manual (TADM) for the grade and content areas they will be administering as part of their test administration training.

Assessment Security Training:

Test Administrators/Room Supervisors/Proctors are required to complete the Michigan Department of Education (MDE) Assessment Security online course through Michigan Virtual, and/or read "Assessment Integrity and Security for Test Administrators" (this document).

OEAA Assessment Security Compliance Form

All staff involved in the administration of MI-Access tests must read and sign an OEAA Assessment Security Compliance Form, affirming that they have read the required assessment materials related to their role in the MI-Access administration process, and that they understand their role and responsibilities. The security compliance form is to be provided to testing staff by the District or Building MI-Access Coordinator.

Additional copies of the [Assessment Security Compliance Form](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf) can be found at https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf.

All OEAA Assessment Security Compliance Forms must be returned to the District or Building MI-Access Coordinator and kept on file for three years.



Required Secure Test Administration Practices

A test administrator serves an important role in ensuring that all students receive a standardized testing experience. The following required secure test administration practices must be followed to ensure a proper testing experience for all students:

Material Handling:

- Follow the directions found in the TAM for handling secure materials.
- Account for all assessment materials, including test tickets, before, during, and after each test session.
- Distribute and collect secure test materials to/from students individually.
- Ensure the security of materials used to provide accommodations as prescribed for students with Individualized Education Programs, Section 504 plans, or who are English learners.
- Ensure that all test tickets and used scratch paper are securely handled according to local procedures. Return all test booklets and answer documents securely according to local procedures.
- Return the answer document or submit student responses for each student who took the test regardless of the student's perceived efforts.

Test Administration:

- Verify the testing room will be free of distractions for the duration of the test session.
- Begin all standardized test administration procedures explicitly according to the Test Administrator Manual and test directions and/or script.
- Read oral instructions to the students exactly as they are written as required by the appropriate Test Administrator Manual and test directions or script.
- Follow proper procedures for logging into the assessment (if applicable).
- Follow directions for restarting any online sessions that have lost connection to the system.
- Report any suspected violations of test security.

Student Monitoring:

- Monitor student behavior closely for adherence to proper test-taking practices.
- Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.
- Ensure that students who are required to use supports and accommodations on the tests are receiving them.
- Ensure that there are no distractions during the test administration period (such as talking, noises, other distractions among students, viewing of another student's computer screen or answer document).
- Make sure that students remain at their designated testing work area.
- Pay special attention to the possible use of cell phone cameras or other devices to take screen images.



Responding to Student Behavior

If a student is not on task, testing staff are to redirect them and encourage them to do the best they can. When students exhibit prohibited behaviors, testing staff are to follow district/building incident reporting procedures. Students are exhibiting prohibited behaviors if they:

- communicate or collaborate in any manner with another student; this includes written, electronic, verbal, or gestured forms of communication
- copy, request, or accept another student's answers or receive any form of help in answering questions
- use any material or equipment that is not expressly permitted by the directions found in the TAM
- answer a test question or any part of a test for another person or assist another student before or during a test
- use any unauthorized electronic devices (smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders)
- intentionally disrupt other students taking the test
- engage in any other practice that has the potential of affecting the validity and reliability of the student's score or the score of another student

Unethical Test Administration Practices

Any report to the OEAA of test administrators being involved in the practices described below may lead to serious consequences. These include, but are not limited to, test invalidation, student re-testing, parent notification of misadministration, additional required training of staff, and removal of ability to administer assessments in the future. Districts and buildings can also take formal disciplinary action against staff involved in unethical testing behavior. These behaviors include:

- giving students access to test content or secure test questions, except during the actual test administration (Note: access to practice tests and released items is not prohibited)
- reviewing actual test items before, during, or after the test administration, unless needed as part of the test administration directions
- copying, reproducing, or using all or any portion of secure assessment material in any manner inconsistent with assessment security measures
- allowing media representatives to interview or photograph students or staff during or after the testing windows or allowing 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
- leaving secure assessment materials, including test tickets, unattended at any time unless they are in a secure locked location



- leaving a testing room unsupervised at any time
- permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed
- making test answers available to students
- assisting a student by any direct or indirect means (including gestures, pointing, prompting) in identifying or providing correct or incorrect answers on any test
- using, handling, or viewing online tests, test booklets, or answer documents for any purpose other than proper test administration procedures
- participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts
- failing to follow test administration directions for the test precisely as directed in the Test Administrator Manuals
- disclosing or discussing 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
- erasing or changing student answers in any way
- making any changes to student responses in the online testing system
- logging in as a student to the online testing system unless as a part of the test administration process
- administering assessments outside of their designated testing window
- providing accommodations to students who do not have an IEP or Section 504 plan
- posting test items or materials on the internet

If you observe staff unethical behavior, report it to your building and/or district coordinator. If you feel uncomfortable reporting these instances directly to your coordinator, you can make a report through the following resources.

- **To report cheating and unethical behavior by a district or school regarding state assessments,** call 877-560-8378 (select option 5), or complete the online [OEAA Test Misadministration form](http://www.surveymonkey.com/r/YWGKLLD) (<http://www.surveymonkey.com/r/YWGKLLD>)
- **To report a testing irregularity or misadministration** involving M-STEP, WIDA Access for ELLs, MI-Access, and Early Literacy and Mathematics (K-2), have your district or building coordinator complete an Incident Report on the [OEAA Secure Site](https://baa.state.mi.us/BAASecure/Login.aspx) (<https://baa.state.mi.us/BAASecure/Login.aspx>)



OEAA Monitoring for Misadministration, Prohibited Student Behavior, and Unethical Staff Practices

The OEAA monitors all schools to ensure that secure test administration practices are being followed. Any determination that a behavior does not follow secure practices may result in a misadministration of the assessment.

The OEAA completes the following types of test administration monitoring:

- Allegation Reporting
- Forensic Data Analysis
- Incident Reporting Monitoring
- Missing Materials Monitoring
- Off-Site Test Administration Monitoring
- Social Media Monitoring
- Supports and Accommodations Usage Monitoring
- Test Administration Observations

Through yearly monitoring, testing staff may be asked to provide more information about any instances of identified issues through the investigative process. This communication will come through the District or Building Coordinator.



Appendix I – Assessment Integrity and Security for Test Administrators – M-STEP

Why is Assessment Security Important?

Following test administration requirements will help to ensure that all students have equal opportunities to show their knowledge, skills, and abilities, while ensuring that the results are accurate and meaningful. The overarching rule of test security is to follow all the rules.

All students are to be tested under standardized conditions. Poor test security and administration practices may affect student performance and provide an advantage, or a disadvantage, to a student or group of students.

As you plan for test administration, it is important to know the key assessment security policies and expectations so you can ensure that your students have a standardized testing experience. The information below is vitally important to testing and test administration.

Assessments and Roles

Before you begin testing and training, you must understand the M-STEP assessment and your role in administering the assessment.

All of Michigan's state assessments measure student progress with Michigan's content standards or other career- or college-readiness goals. The Michigan Student Test of Educational Progress (M-STEP) is given to students online in grades 3-7 to measure their knowledge of state standards in English language arts (ELA) and mathematics. Student knowledge of science and social studies standards are measured by M-STEP in grades 5 and 8. High school students take the M-STEP science and social studies components as part of the Michigan Merit Examination (MME).

These are the roles associated with the M-STEP:

- **District Assessment Coordinator**
District M-STEP Coordinators are responsible for overseeing all testing at the district level and act as backup support at the school or building level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with testing, and ensure that Building Coordinators and Test Administrators are aware of training opportunities for students.
- **Building Assessment Coordinator**
The Building M-STEP Coordinator is responsible for arranging training opportunities for Test Administrators and students, making all testing arrangements, developing test schedules based on the school's resources and needs (including available computers and testing rooms), and ensuring the overall integrity of the assessment process.



- **Test Administrator**

Test Administrators are responsible for preparing for and administering the M-STEP tests directly to students.

- **Technology Coordinator**

Technology Coordinators are responsible for numerous tasks related to the software used for testing (INSIGHT), as well as the Central Office Services (COS), a local caching system that securely caches test content and student responses.

Required Training for Test Administration and Assessment Security

Test administration and test security training are required of all test administrators. Required training of all staff involved in testing is monitored by the Office of Educational Assessment and Accountability (OEAA).

Assessment Administration Training:

The Test Administration Manual (TAM) for each assessment describes the required test administration training. It is up to the local district/building to determine how training is delivered to test administrators. At a minimum, M-STEP Test Administrators are required to read the Test Administration Directions and Manual (TADM) for the grade and content areas they will be administering as part of their test administration training.

Assessment Security Training:

Test Administrators/Room Supervisors/Proctors are required to complete the Michigan Department of Education (MDE) Assessment Security online course through Michigan Virtual, and/or to read "Assessment Integrity and Security for Test Administrators" (this document).

OEAA Assessment Security Compliance Form

All staff involved in the administration of M-STEP tests must read and sign an OEAA Assessment Security Compliance Form, affirming that they have read the required assessment materials related to their role in the M-STEP administration process, and that they understand their role and responsibilities. The security compliance form is to be provided to testing staff by the District or Building M-STEP Coordinator.

Additional copies of the [Assessment Security Compliance Form](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf) can be found at https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf.

All OEAA Assessment Security Compliance Forms must be returned to the District or Building M-STEP Coordinator and kept on file for three years.



Required Secure Test Administration Practices

A test administrator serves an important role in ensuring that all students receive a standardized testing experience. The following required secure test administration practices must be followed to ensure a proper testing experience for all students:

Material Handling:

- Follow the directions found in the TAM for handling secure materials.
- Account for all assessment materials, including test tickets, before, during, and after each test session.
- Distribute and collect secure test materials to/from students individually.
- Ensure the security of materials used to provide accommodations as prescribed for students with Individualized Education Programs, Section 504 plans, or who are English learners.
- Ensure that all test tickets and used scratch paper are securely handled according to local procedures. Return all test booklets and answer documents securely according to local procedures.
- Return the answer document or submit student responses for each student who took the test regardless of the student's perceived efforts.

Test Administration:

- Verify the testing room will be free of distractions for the duration of the test session.
- Begin all standardized test administration procedures explicitly according to the Test Administrator Manual and test directions and/or script.
- Read oral instructions to the students exactly as they are written as required by the appropriate Test Administrator Manual and test directions or script.
- Follow proper procedures for logging into the assessment (if applicable).
- Follow directions for restarting any online sessions that have lost connection to the system.
- Do not review or check a student's paper/pencil answer document.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed tests.
- Report any suspected violations of test security.



Student Monitoring:

- Monitor student behavior closely for adherence to proper test-taking practices.
- Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.
- Ensure that students who are required to use supports and accommodations on the tests are receiving them.
- Ensure that there are no distractions during the test administration period (such as talking, noises, other distractions among students, viewing of another student's computer screen or answer document).
- Make sure that students remain at their designated testing work area.
- Pay special attention to the possible use of cell phone cameras or other devices to take screen images.

Responding to Student Behavior

If a student is not on task, testing staff are to redirect them and encourage them to do the best they can. When students exhibit prohibited behaviors, testing staff are to follow district/building incident reporting procedures. Students are exhibiting prohibited behaviors if they:

- communicate or collaborate in any manner with another student; this includes written, electronic, verbal, or gestured forms of communication
- copy, request, or accept another student's answers or receive any form of help in answering questions
- use any material or equipment that is not expressly permitted by the directions found in the TADM
- answer a test question or any part of a test for another person or assist another student before or during a test
- return to previously administered sections of the test when informed by the test administrator to stop work in that section
- use any unauthorized electronic devices (smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders)
- intentionally disrupt other students taking the test
- engage in any other practice that has the potential of affecting the validity and reliability of the student's score or the score of another student



Unethical Test Administration Practices

Any report to the OEAA of test administrators being involved in the practices described below may lead to serious consequences. These include, but are not limited to, test invalidation, student re-testing, parent notification of misadministration, additional required training of staff, and removal of ability to administer assessments in the future. Districts and buildings can also take formal disciplinary action against staff involved in unethical testing behavior. These behaviors include:

- examining or discussing actual test items or test responses with anyone
- giving students access to test content or secure test questions, except during the actual test administration (Note: access to practice tests and released items is not prohibited)
- reviewing actual test items before, during, or after the test administration, unless needed as part of the test administration directions
- copying, reproducing, or using all or any portion of secure assessment material in any manner inconsistent with assessment security measures
- allowing media representatives to interview or photograph students or staff during or after the testing windows or allowing 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
- leaving secure assessment materials, including test tickets, unattended at any time unless they are in a secure locked location
- leaving a testing room unsupervised at any time
- permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed
- making test answers available to students
- assisting a student by any direct or indirect means (including gestures, pointing, prompting) in identifying or providing correct or incorrect answers on any test
- using, handling, or viewing online tests, test booklets, or answer documents for any purpose other than proper test administration procedures
- reading student responses during/after testing, or in the case of paper/pencil testing, attempting to hand-score student responses to any test; a Building Assessment Coordinator may examine a student response only as an emergency procedure – for example, if a student is suspected of endangering themselves or others and it is believed that the student’s response may contain some important information
- participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts
- failing to follow test administration directions for the test precisely as directed in the test administrator manuals



- disclosing or discussing 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
- erasing or changing student answers in any way
- making any changes to student responses in the online testing system
- logging in as a student to the online testing system unless as a part of the test administration process
- administering assessments outside of their designated testing window
- providing accommodations to students who do not have an IEP or Section 504 plan
- posting test items or materials on the internet

If you observe staff unethical behavior, report it to your building and/or district coordinator. If you feel uncomfortable reporting these instances directly to your coordinator, you can make a report through the following resources.

- **To report cheating and unethical behavior by a district or school regarding state assessments,** call 877-560-8378 (select option 5), or complete the online [OEAA Test Misadministration Complaint form](http://www.surveymonkey.com/r/YWGKLLD) (<http://www.surveymonkey.com/r/YWGKLLD>)
- **To report a testing irregularity or misadministration** involving M-STEP, WIDA Access for ELLs, MI-Access, and Early Literacy and Mathematics (K-2), have your district or building coordinator complete an Incident Report on the [OEAA Secure Site](https://baa.state.mi.us/BAASecure/Login.aspx) (<https://baa.state.mi.us/BAASecure/Login.aspx>)

OEAA Monitoring for Misadministration, Prohibited Student Behavior, and Unethical Staff Practices

The OEAA monitors all schools to ensure that secure test administration practices are being followed. Any determination that a behavior does not follow secure practices may result in a misadministration of the assessment.

The OEAA completes the following types of test administration monitoring:

- Allegation Reporting
- Forensic Data Analysis
- Incident Reporting Monitoring
- Missing Materials Monitoring
- Off-Site Test Administration Monitoring
- Social Media Monitoring
- Supports and Accommodations Usage Monitoring
- Test Administration Observations

Through yearly monitoring, testing staff may be asked to provide more information about any instances of identified issues through the investigative process. This communication will come through the District or Building Coordinator.



Appendix J – Assessment Integrity and Security for Test Administrators – WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs

Why is Assessment Security Important?

Following test administration requirements will help to ensure that all students have equal opportunities to show their knowledge, skills, and abilities, while ensuring that the results are accurate and meaningful. The overarching rule of test security is to follow all the rules.

All students are to be tested under standardized conditions. Poor test security and administration practices may affect student performance and provide an advantage, or a disadvantage, to a student or group of students.

As you plan for test administration, it is important to know the key assessment security policies and expectations so that you can ensure that your students have a standardized testing experience. The information below is vitally important to testing and test administration.

Assessments and Roles

Before you begin testing and training, you must understand the WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, and WIDA Screener and your role in administering the assessment.

All of Michigan's state assessments measure student progress with Michigan's content standards or other career- or college-readiness goals. The WIDA ACCESS for ELLs suite of assessments comprises secure large-scale English language proficiency assessments administered to Kindergarten through 12th grade students who have been identified as English learners (ELs). The assessments are given annually in Michigan to monitor students' progress in acquiring academic English, and include Kindergarten ACCESS for ELLs, ACCESS for ELLs online and paper-based, and Alternate ACCESS for ELLs.

These are the roles associated with the WIDA assessment:

- **District Assessment Coordinator**
District English Learner Coordinators are responsible for overseeing all testing at the district level and act as backup support at the school or building level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with testing, and ensure that Building Coordinators and Test Administrators are aware of training opportunities for students.
- **Building Assessment Coordinator**
The Building English Learner Coordinator is responsible for arranging training opportunities for Test Administrators and students, making all testing arrangements, developing test schedules based on the school's resources and needs (including available computers and testing rooms), and ensuring the overall integrity of the assessment process.
- **Test Administrator**
Test Administrators are responsible for preparing for and administering the WIDA tests directly to students.



- **Technology Coordinator**

Technology Coordinators are responsible for numerous tasks related to the software used for testing (INSIGHT), as well as the Central Office Services (COS), a local caching system that securely caches test content and student responses.

Required Training for Test Administration and Assessment Security

Test administration and test security training are required of all test administrators. Required training of all staff involved in testing is monitored by the Office of Educational Assessment and Accountability (OEAA).

Assessment Administration Training:

The Test Administration Manual (TAM) for each assessment describes the required test administration training. It is up to the local district/building to determine how training is delivered to test administrators. At a minimum, Test Administrators are required to read the Test Administration Manual (TAM) for the grade and content areas they will be administering as part of their test administration training.

Test administrators are required to complete the following assessment courses in the WIDA Secure Portal for the appropriate grade levels and assessments they will be administering and/or scoring:

Required Assessment Course	Course Renewal Information
Alternate ACCESS for ELLs: Administration and Scoring	Required yearly for Test Administrators administering and scoring this assessment
Kindergarten ACCESS for ELLs: Administration and Scoring	Required yearly for Test Administrators administering and scoring this assessment
Online ACCESS for ELLs: Administration	Not required yearly
Paper ACCESS for ELLs: Administration	Not required yearly
Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener	Required yearly for Test Administrators administering and scoring this assessment
Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener	Required yearly for Test Administrators administering and scoring this assessment
WIDA Screener for Kindergarten: Administration and Scoring	Required yearly for Test Administrators administering and scoring this assessment
WIDA Screener Online: Administration	Not required yearly
WIDA Screener Paper: Administration	Not required yearly
Writing for Grades 1-5: Scoring WIDA Screener	Required yearly for Test Administrators administering and scoring this assessment
Writing for Grades 6-12: Scoring WIDA Screener	Required yearly for Test Administrators administering and scoring this assessment



Assessment Security Training:

Test Administrators/Room Supervisors/Proctors are required to complete the Michigan Department of Education (MDE) Assessment Security online course through Michigan Virtual, and/or to read "Assessment Integrity and Security for Test Administrators" (this document).

OEAA Assessment Security Compliance Form

All staff involved in the administration of WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, and WIDA Screener tests must read and sign an OEAA Assessment Security Compliance Form, affirming that they have read the required assessment materials related to their role in the administration process, and that they understand their role and responsibilities. The security compliance form is to be provided to testing staff by the District or Building WIDA Coordinator.

Additional copies of the [Assessment Security Compliance Form](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/General/OEAA_Security_Compliance_Form.pdf) can be found at https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/General/OEAA_Security_Compliance_Form.pdf.

All OEAA Assessment Security Compliance Forms must be returned to the District or Building WIDA Coordinator and kept on file for three years.

Required Secure Test Administration Practices

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



Test Administration:

- Verify the testing room will be free of distractions for the duration of the test session.
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- Read oral instructions to the students exactly as they are written as required by the appropriate Test Administrator Manual and test directions or script.
- Follow proper procedures for logging into the assessment (if applicable).
- Follow directions for restarting any online sessions that have lost connection to the system.
- Do not review or check a student's paper/pencil answer document except to ensure correct adhesion of labels or hand-entered student information.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed tests.
- Report any suspected violations of test security.

Student Monitoring:

- Monitor student behavior closely for adherence to proper test-taking practices.
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- use any material or equipment that is not expressly permitted by the directions found in the TAM
- answer a test question or any part of a test for another person or assist another student before or during a test



- use any unauthorized electronic devices (smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders)
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- permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed
- making test answers available to students
- assisting a student by any direct or indirect means (including gestures, pointing, prompting) in identifying or providing correct or incorrect answers on any test
- using, handling, or viewing online tests, test booklets, or answer documents for any purpose other than proper test administration procedures



- reading student responses during/after testing, or in the case of paper/pencil testing, attempting to hand-score student responses to any test; a Building Assessment Coordinator may examine a student response only as an emergency procedure – for example, if a student is suspected of endangering themselves or others and it is believed that the student’s response may contain some important information
- participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts
- failing to follow test administration directions for the test precisely as directed in the test administrator manuals
- disclosing or discussing 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
- erasing or changing student answers in any way
- making any changes to student responses in the online testing system
- logging in as a student to the online testing system unless as a part of the test administration process
- administering assessments outside of their designated testing window
- providing accommodations to students who do not have an IEP or Section 504 plan
- posting test items or materials on the internet

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Phone: 833-633-5788

[MDE Website \(www.michigan.gov/mde\)](http://www.michigan.gov/mde)