



# Professional Standards, Incident, Investigation, and Reporting Guidelines

## District Test Coordinator Contact Information

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Available at: <http://wa.portal.airast.org>

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Overview

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# Professional Standards and Ethical Testing Practice

## General Overview

The Office of Superintendent of Public Instruction (OSPI) is charged with the management of statewide assessments. The confidentiality and security of test content and the standardized administration of assessments ensures fair results in valid and reliable communication of our students' performance. The purpose of this document is to clearly communicate the protocol for addressing improper test preparation or administration and the improper use of test materials.

State and local laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. Security protocols must be developed by school districts and followed. When establishing or revisiting your school district protocols, be sure to verify that protocols are set for computers and for ensuring internet connectivity is restricted or disabled during testing. It is also important to note that student monitoring must be maintained throughout testing. District Test Coordinators (DCs), School Test Coordinators (SCs), District Administrators (DAs), Test Administrators (TAs), and all other staff involved in preparing for and administering state assessments must adhere to these policies.

The following sections provide information to help support avoidance of testing incidents. Information includes test security, testing best practices, coordinating testing logistics, documenting testing incidents, and protocols for investigations.

## Professional Standards

Although specific rules may vary slightly across state assessments, commonly accepted professional standards apply to all assessments. Public school employees are expected to know and comply with the Office of Superintendent of Public Instruction (OSPI), related to state assessments. These rules are disseminated annually by OSPI to District Test Coordinators through assessment webinars, the Test Coordinators Manual, training PowerPoints, modules, and supplemental documentation.

Staff should:

- Understand the procedures needed to administer the assessment prior to testing.

- Take appropriate test material security precautions before, during, and after the administration of the assessment.
- Provide for and document all reasonable and allowable accommodations.
- Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent students' actual levels of knowledge.
- Avoid any conditions in the administration that might invalidate test results.
- Administer state assessments according to prescribed procedures and conditions, and notify appropriate persons if any non-standard or limiting conditions occur.

Failure to adhere to these practices will constitute a test irregularity or a breach of test security. Immediately report testing incidents and investigate according to state and local testing policies.

## TESTING PRACTICES

Ethical testing practices must always be maintained during the administration of a state assessment.

Under very limited circumstances, appropriate testing practices may require reading or reviewing secure test content. These situations are limited and must align to OSPI policy. Test security can become compromised when alternate test formats are used (e.g., braille, large print, translations) or when someone other than the student is allowed to see the test (e.g., interpreter, human reader, scribe).

For implementation and restrictions, refer to the *Guidelines on Tools, Supports, & Accommodations* for state assessments: [www.k12.wa.us/assessment/StateTesting](http://www.k12.wa.us/assessment/StateTesting).

Unethical testing practices involve inappropriate interactions with test content or with students taking the assessment. This includes, but is not limited to the following:

- Not testing or reclassifying all eligible students or encouraging students to be absent from tests used for accountability or assessment language proficiency.
- Failing to follow directions specified in all Washington state administration manuals, PowerPoints, and supplemental documentation.

- Coaching students by paraphrasing or providing clues in any way or changing content.
- Allowing student access to tools, supports, or accommodations that are not permitted for testing or written into the student's plan.
- Encouraging a student to answer fewer questions than what is on the assessment.
- Editing student responses, causing students to recheck or change their responses.
- Leaving students unattended during the testing session.
- Deliberately causing achievement results to be inaccurately reported or modifying student records for the purposes of raising test scores.
- Staff accessing non-approved software while administering online state assessments.

### Professional Code of Conduct

The Professional Code of Conduct is codified by the Washington State Legislature in WACs and RCWs. A list of complete rules and regulations can be found: [www.k12.wa.us/ProfPractices/CodeConduct.aspx](http://www.k12.wa.us/ProfPractices/CodeConduct.aspx). The Office of Professional Practices (OPP), a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. Unprofessional conduct must be reported to the OPP at: 360.725.6130.

### STANDARDIZATION

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessment administrations and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of assessments with or without accessibility features (tools, supports, accommodations) is necessary to ensure assessment results reflect actual student learning.

### STUDENT FAMILIARITY WITH ACCESSIBILITY FEATURES

Accessibility features are intended to mitigate the effects of a student's disability or lack of English language proficiency in the context of assessment. Accessibility features do not reduce the assessment expectations for the student. Where appropriate, it is important to provide the selected accessibility features during day-to-day instruction and classroom assessment opportunities.

### PLANNING FOR TOOLS, SUPPORTS, ACCOMMODATIONS, AND COORDINATING TESTING LOGISTICS

Once accessibility decisions have been made by the appropriate decision making teams (i.e., IEP, 504 plan, ELL), the logistics of providing the accessibility features during state assessments must be mapped out. For accommodations, it is not uncommon for special education and ELL teachers or related services personnel to be given the responsibility of arranging for coordinating testing and providing assessment accessibility features for students prior to and during state assessments. It is essential that all individuals providing support know and understand the requirements of district and state assessments, including the appropriate use of accessibility features. It is also important to engage these individuals in planning the logistics of assessment accessibility, both prior to and on the testing day.

Each district is advised to have school *Test Security and Building Plans* that include methods for ensuring that each student designated to receive accessibility features has the necessary access to each feature during testing.

# Duties and Responsibilities

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Implementation of the Washington Comprehensive Assessment Program (WCAP) involves the participation of many individuals, each of whom is both responsible and accountable for various facets of the program. The integrity of the assessment program depends upon proper district and school staff training, test security, and a uniform administration of state assessments.

Parents, students, and educators have a mutual interest in an assessment program that is fair and that has integrity. The Office of Superintendent of Public Instruction (OSPI) has surveyed the testing codes of conduct in several states and has found common elements among them.

While it is not possible to describe in detail every responsibility for a secure and quality assessment program, the following descriptions are intended to indicate major areas of responsibilities for key personnel. Staff Duties and Responsibilities checklists available: <http://wa.portal.airast.org/>.

## District Superintendent

The district superintendent implements procedures to ensure the security of all test content, consistent with the policies and procedures developed by OSPI.

As part of this responsibility, the district superintendent ensures that:

- The District Test Coordinator (DC) and district and school level administrators are identified and informed of responsibilities related to the state assessment program.
- District and school staff receive appropriate professional development relating to testing.
- Students and their parents/legal guardians are provided with information about state assessments and the impact of test results on outcomes for students.
- A secure chain of custody for test materials is maintained while materials are located within the school and district.
- The local board of education is annually informed of testing irregularities that required reporting to OSPI.
- District employees analyze and report test data consistent with guidelines established by OSPI. This includes the timely release of test results to staff, parents, the public, and media.
- A *District Administration and Security Report* is signed and submitted to OSPI, as required.

## Principal

The following are codes of best practices and responsibilities that shall be followed.

### Before Testing

#### Training

- Attend required training related to state testing and read and comply with OSPI instructions.
- Ensure that TAs and persons assisting with tools, supports, and accommodations for special populations attend required training.
- The principal ensures testing security within the school building and that state assessments are administered according to OSPI guidelines.
- Include information about testing practices and assessment security in the school staff handbook.
- Appoint a School Test Coordinator, in consultation with the DC, and provide appropriate support for that individual.
- Ensure that all data in your Student Information System (SIS), which posts into the Comprehensive Education Data and Research System (CEDARS), are accurate.
- Ensure that school personnel know the content of state and local testing policies, including procedures to ensure that all students do their best and that each student is tested fairly.
- Establish testing schedules, training plans, and administrative procedures within the guidelines provided by OSPI. This should include:
  - The timely submission of scheduling plans to the District Test Coordinator for preapproval.
  - Scheduling other school activities so that there are no competing demands on the students' attention before, during, or immediately following the administration of state assessments.
- Ensure that the educational plan for each student documents the need for tools, supports, and accommodations.
- Assign TAs and persons assisting with tools, supports, and accommodations for special populations. At least one trained TA must be in the testing room at all times.
- Designate areas for testing that meet security

and supervision requirements. Provide an environment that minimizes distractions, and ensures each student works independently.

- Ensure testing materials are stored only in a secure, locked location at all times, except as necessary to conduct testing sessions. Rooms or cabinets for which several keys are in use are not to be considered secure unless access is restricted during the test.

### Communication

- Develop and implement a plan for communicating with parents. This plan should address:
  - Graduation requirements.
  - The purpose of state assessments, what they will be like, and the importance of student attendance.
  - Testing schedules and special needs.
  - The use of tools, supports, and accommodations.
  - The use of the Practice Tests, if participating in online testing.
  - How the test results from state assessments will be used.
  - How and when student, school, and district results will be reported.
  - To assist with communication, many state testing and graduation requirements handouts and publications are available: [www.k12.wa.us/Resources](http://www.k12.wa.us/Resources).

### During Testing

- Implement the school/district’s *Test Security and Building Plan*.
- Implement adequate student supervision and staffing levels to ensure a secure testing environment, including testing of students with behavior or discipline problems.
- Monitor the testing process and security during the administration window.
- Report all testing irregularities according to the Test Administration Manual (TAM) and state guidance: <http://wa.portal.airast.org/>.

### After Testing

- Complete a *School Site Administration and Security Report*. The completed report must include an explanation of boxes checked “no” and notation of any missing materials. As required by OSPI, sign and submit the report to your DC.

## District Test Coordinator

The following are codes of best practices and responsibilities that shall be followed.

### Before Testing

#### Training

State provided administration PowerPoints assist in the training of staff. These PPTs should be augmented with special consideration appropriate for your district. PowerPoints will post prior to each test administration: <http://wa.portal.airast.org/>.

- Attend required training related to state testing. Read and comply with OSPI instructions.
- Become familiar with all test administration manuals and guides, as applicable to the test being administered.
- Train school administrators and coordinators.
- Ensure adequate training of all staff administering or helping to administer state assessments. This includes but is not limited to staff supporting students in need of access supports or processing secure test materials (e.g., counting, pre-coding, distributing) .
  - Volunteers are not permitted to assist in the administration of state assessments or the handling of secure test materials.

#### Overall Planning and Scheduling

- Implement appropriate quality control measures according to guidelines provided by OSPI in the administration manuals, training PowerPoints, and supplemental documentation.
- Develop and implement a plan to collect the necessary testing information for registering students. This should include information for ordering test materials
- When applicable, work with online school program coordinators to create an inter-local district agreement for testing students. A template is available at: [www.k12.wa.us/TestAdministration/Laws](http://www.k12.wa.us/TestAdministration/Laws).
- Develop and implement a school/district *Test Security and Building Plan* to ensure the security of all test content is not compromised. The plan must include:
  - Ensure a secure chain of custody for test booklets, alternate assessments, accommodated forms, test tickets and Rosters.

- Security processes detailing whether materials are retained at the district office or another secure facility.
  - A detailed description of roles and responsibilities for all staff who count, distribute, collect, and return test materials. This includes detailed procedures for check-in and check-out of materials.
  - A retention period for materials kept at school. Retention is to be kept to a minimum.
  - A retention period for materials kept within the testing environment. Testing materials are distributed to TAs the morning of administration and then immediately collected when testing is completed that day.
  - Approve testing schedules, training plans, room (seating) arrangements, and the individuals identified to assist with administering state assessments.
  - Approve administrative procedures for each school building, within guidelines provided by OSPI.
  - **Online:**
    - Establish a plan and communicate so students, teachers, Test Administrators, Coordinators, and parents have access to both the Practice and Training Tests prior to testing.
    - Provide usernames and passwords to appropriate SCs.
    - Manage all usernames and passwords within TIDE.
    - Manage student data within TIDE.
    - Establish and communicate a process for printing test tickets and Rosters.
    - Work with the Technology Coordinator to verify if the testing locations run the test engine in a virtual or remote desktop environment. Sites using virtual computing technology must implement appropriate security measures to ensure that other applications are not accessed during the administration of an online assessment and that staff members refrain from using it. For specific information refer to <http://wa.portal.airast.org/resources/?section=4>.
    - Ensure student use of dual monitors during testing is not permitted.
  - Download translations of the TAM or Student Directions from the **WCAP-Portal**: <http://wa.portal.airast.org/>.
  - Immediately verify inventory of all school and district boxes upon receipt of your test material shipment. If necessary, promptly order additional materials.
  - Control access to passwords when online testing. If at any time passwords have been compromised, contact the State Test Coordinator, Kimberly DeRousie at (360) 870-4860 or [Kimberly.DeRousie@k12.wa.us](mailto:Kimberly.DeRousie@k12.wa.us);
  - In conjunction with the SpEd, Bilingual, and 504 coordinators, provide SCs with a list of tools, supports, and accommodations for each student.
- Communication**
- As part of the *Test Security and Building Plan* work with School Test Coordinators and Technology Coordinators to develop a communication plan prior to testing. The plan should include:
    - Working with online school program coordinators to identify students who will be assessed within your local school district. It is the responsibility of the enrolled district to provide access to the Practice Test and/or Training Tests when online testing.
    - Working with special education and bilingual staff, to collect necessary testing requirements for purposes of preregistering students for alternate assessments, accommodated form kits or translated TAMs, DFAs, or online student directions.
    - Send testing dates, schedules, and special needs to all departments. This includes transportation, office managers/registrars, food service, receiving, custodial, and maintenance staff.
  - Provide contact information for the first person TAs should contact if a testing or technology issue arises (SC and/or Technology Coordinator), followed by contact information for the DC. The next level of escalation should include calls to the OSPI/AIR Customer Support Center, when directed by the DC. A list of contacts is available on the portal: <http://wa.portal.airast.org/>.
- During Testing**
- Monitor the testing process and test security during the administration window and

determine areas for improvement in local training and administration.

- Verify student testing status during the online test administration.
- Monitor the Audit spreadsheet during online testing. Reports can be generated and provided to the schools.
- Report any perceived test question errors on an assessment. See the *Policies and Test Security* section for detailed procedures.
- Investigate any lapse in security, loss of materials, or other testing irregularities. Implement a corrective action plan to prevent future occurrences.
- Report testing irregularities according to OSPI instructions and the TAM. Notify the superintendent of reportable testing irregularities.

### After Testing

- Verify that:
  - All secure test materials have been returned and accounted for from each school.
  - Student invalidations are correctly coded within TIDE.
  - Accommodated forms have been transcribed into a standard form test booklet for scoring.
- Collect a signed *School Site Administration and Security Report* from each principal and School Test Coordinator, if applicable.
- Collect and retain, according to your district retention plan, signed Rosters, test tickets, training logs, and Test Security Assurance forms from each school. These materials must be kept in a secure location according to the *Test Security and Building Plan*.
- Process and package materials according to the instructions within the *Test Material Processing Handbook* and PowerPoint: <http://wa.portal.airast.org/>.
- Review test irregularities and submit to the State Test Coordinator, Kimberly DeRousie, as applicable.
- Review and evaluate full administration and test material processes. Enhance the school and/or district *Test Security and Building Plans* when necessary.
- Protect student confidentiality by following district, state, and Federal guidelines consistent

with widely accepted standards of data security for maintaining testing data files.

- Ensure that assessment viewing sessions of parents/legal guardians and advocates are conducted according to protocols established by OSPI: [www.k12.wa.us/assessment/StateTesting/StudentRecordRequest.aspx](http://www.k12.wa.us/assessment/StateTesting/StudentRecordRequest.aspx).
- Complete a *District Administration and Security Report*. This report has check boxes of responsibilities. The completed report must include an explanation of boxes checked “no” and notation of any missing/damaged materials. As required, sign and submit the report(s) to OSPI, no later than one week after return of testing materials to the contractor. Retain a copy for your record. This form is available at <http://wa.portal.airast.org/>.
- Promptly notify the OSPI Assessment Operations Office of any missing secure testing materials, using the *Test Material Variance Form*. Notation of missing materials must be included with your *District Administration and Security Report*.

### Technology Coordinator

The following are codes of best practices and responsibilities that shall be followed.

#### Before Testing

- Attend required training related to online testing and read and comply with OSPI instructions.
- Work with the DC to develop a communication plan for online testing.
- Read and understand the TIDE User Guide.
- Develop a plan for implementing your district technology readiness checklist.
- Ensure computers used for the administration of online assessments meet the minimum system requirements and are appropriately configured.
- Verify that the firewall/filters on the computer network are configured correctly to allow communication with the online servers and whether or not they are set to take URLs or IP address ranges.
- Sites using virtual computing technology must implement appropriate security measures to ensure that other applications are not accessed during the administration of an online assessment and that staff members refrain from

using it. For specific information refer to the technical guides located at <http://wa.portal.airast.org/resources/?section=4>.

- Ensure dual monitors are properly disabled.
- Complete a *School Site Administration and Security Report* when having access to secure test content. This report has check boxes of responsibilities. As required by OSPI, sign and submit the report to your DC, no later than the last day of testing.

### **During Testing**

Implement the approved communication plan, within the *Test Security and Building Plan*, to provide district and SCs and TAs with contact information should a testing or technology issue arise.

Assist in troubleshooting any technical or infrastructure issue that arises during the test administration.

### **After Testing**

Debrief on any technical or infrastructure issue that arose during the test administration and plan accordingly for future years.

## **School Test Coordinator**

The following are codes of best practices and responsibilities that shall be followed.

### **Before Testing**

- Confirm with the Technology Coordinator that computers are set up for testing online.
- Attend required training related to state testing. Read and comply with OSPI and district instructions.
- Review the Practice Tests for each grade testing online.
- Plan and obtain district approval for your school's administration schedule, room (seating) arrangements, and individuals identified to assist with administering state assessments.
- Provide training to all staff who will be involved in the test administration, as required by OSPI.
- Collect a signed *Test Security Assurance* form from all persons receiving test administration training. Forms will need to be returned to each TA during testing. Final forms will be collected with second signature at the conclusion of testing and stored according to the School's Test Security and Building Plan.

- Arrange for appropriate accommodations for students with IEPs, 504 plans, and designations for English language learners.
- Review and implement the approved school/district communication plan within the *Test Security and Building Plan*.
- Share availability of the Practice Tests with school staff, parents, and students, when testing online.
- Ensure dual monitors are disabled.
- Arrange a plan for students requiring additional time. This plan should include students being moved to a new location. TAs monitoring extended time testers must be trained.
- Collect test materials from your DC.
- Ensure that all secure test materials are stored in a secure, locked, limited-access location at all times, except as necessary to conduct testing sessions.
- Immediately inventory all materials. Promptly request any additional materials needed from your DC. Save contractor boxes for return shipment, when applicable.
- Organize materials for each class. Materials must remain in secure storage until the day testing begins.
- Document coverage (blank) standard form test booklets, accommodated forms, and alternate assessments, with demographics of the student being assessed.
- Provide TAs with a list identifying tools, supports, and accommodations needed for each student.
- Inspect testing locations. Any aids or prompts that might potentially assist students with answering any questions on a state assessment must be covered or removed.

### **Online:**

- Provide usernames and passwords to appropriate TAs using TIDE.
- Manage student data within TIDE.
- Test tickets and Rosters should be considered secure and managed according to your *Test Security and Building Plan*.

### **During Testing**

- Ensure at least one trained TA is in the testing location at all times.

- Provide a positive test taking environment.
- Implement the approved *Test Security and Building Plan*
- Implement your approved student seating plan. Students are to be separated by enough space to ensure independent work and to prevent collaboration during the testing sessions.
- Distribute the appropriate test materials to TAs.
- Monitor testing processes, locations, and hallways during testing sessions to ensure that test security procedures and proper administration protocol are followed.
- Report any perceived error on a test by completing a *Test Question Ambiguity* form. See the *Policies and Test Security* section.
- Report all testing incidents according to this document.

### After Testing

- Collect a signed *Test Security Assurance* form from all persons coming in contact with secure test material.
- Ensure that all test materials are collected and accounted for from each testing session. Immediately report any missing materials.
- Collect and process all ancillary papers according to your *Test Security and Building Plan*.
- Verify transcription of test materials is complete.
- Verify and document reasons students were not tested.
- Document accommodations used during state testing.
- Document test incidents for review by the DC.
- Submit a list of all invalidations to the DC for review and approval.
- Return all secure test materials to the DC according to your *Test Security and Building Plan*.
- Sign Test Roster to indicate that all secure materials are being returned to the DC.
- Complete a *School Site Administration and Security Report*. The completed report must include an explanation of boxes checked “no” and notation of any missing materials. As required by OSPI, sign and submit the report to your DC.

## Special Education Coordinator

The following are codes of best practices and responsibilities that shall be followed.

### Before Testing

- Attend all required training sessions and read all assigned training materials.
- Follow your district/school procedures for identifying testing needs of students with IEPs, 504 plans or for English language learners. For materials ordering and tracking purposes, include the number and type of translated TAMs or Student Directions needed and provide a list of students, including accommodations (braille, large print, Read-Aloud CDs, etc.), to your DC.
- Become familiar with the *Guidelines on Tools, Supports, & Accommodations* for state assessments: <http://wa.portal.airast.org/>.

## Bilingual Coordinator

The following are codes of best practices and responsibilities that shall be followed.

### Before Testing

- Attend all required training sessions and read all assigned training materials.
- Work with teachers to identify testing needs of students receiving English language services. For materials ordering and tracking purposes, provide a list of students, including accommodations (Translated CDs), to your DC.
- Become familiar with the *Guidelines on Tools, Supports, & Accommodations*: <http://wa.portal.airast.org/>.

## Teacher

The following are codes of best practices and responsibilities that shall be followed.

Teachers are expected to provide students with an opportunity to acquire the knowledge and skills that will be assessed. Teachers shall accomplish this primarily by providing students with a rich instructional program. The best preparation for state assessments is effective teaching based on the full range of expectations of the standards.

- Teachers may also help students to develop effective and appropriate test-taking skills by:
  - Teaching students test-taking strategies.

- Familiarizing students with various question formats. Secure assessment materials may not be used under any circumstances for instruction purposes.
- Encouraging students to try questions and tasks even if they are uncertain about them.
- Familiarizing students with how to accurately fill in an answer circle for multiple-choice response questions.
- Providing students who will be testing online opportunities to review the Practice Tests and/or Training Tests.
- Providing students who will be testing using the Read-Aloud or Translated CDs an opportunity to review the Demos and supplemental documents.
- Helping students relax and become confident.
- Avoiding excessive test rehearsal and coaching.
- Teachers supporting students receiving services, or designated support options, work with the special services coordinator to document what, if any, access supports or accommodations are needed for state testing.

### **Test Administrators and Persons Assisting with Tools, Supports, and Accommodations**

The following are codes of best practices and responsibilities that shall be followed by all staff administering or assisting with the administration of state assessments.

#### **Before Testing**

- Attend all required training sessions and read all assigned training materials and instructions for each assessment proctored.
- Ensure dual monitors are disabled.
- Review the Practice Tests to familiarize students.
- Obtain your TIDE usernames and passwords from your School Test Coordinator.
- Become proficient with your school's *Test Security and Building Plan* to ensure that test materials (test booklets, test tickets, scratch paper, accommodated forms) will not be compromised before, during, or after the test

administration.

- Obtain the approved testing schedule and seating arrangement from the School Test Coordinator. This should include a plan for students who need additional time (test sessions must be completed the same day in which they began, unless more than one day of testing is documented in a student's IEP or 504 plan).
- Provide a positive test taking environment.
- Maintain confidentiality concerning secure assessment content at all times. This is especially important if you assist with an accommodation that requires the review of questions, passages, scenarios, performance tasks, or individual student results.
- Become familiar with the *Materials Available for Student Access* table on the WCAP Portal.
- Inspect the testing location and remove or cover any aids or prompts that might potentially assist students with answering questions on a state assessment.
- Place a *Testing—Do Not Disturb* sign outside the testing location.
- Ensure that all students will have a comfortable and adequate workspace.
- Verify workspaces have been arranged according to the seating plan.
- Become familiar with accommodations and their restrictions by reviewing the *Guidelines on Tools, Supports, & Accommodations* for state assessments located: <http://wa.portal.airast.org/>.
- Inventory assessment materials. If additional materials are necessary, immediately notify your SC.

#### **During Testing**

- When virtual or remote desktop monitoring software is available, staff must refrain from using the software while administering state assessments.
- At least one trained TA is in the testing location at all times.
- Ensure accuracy of the student information on test booklets or tickets prior to distributing to appropriate students.
- Certify calculators and electronic devices are allowed and disallow the use of any calculator or electronic device that is not permitted or that

has prohibited features.

- Provide all required tools, supports, and accommodations.
- Administer state assessments, reading word-for-word, the specific Directions to the Student and supplemental materials provided by the OSPI through your district. Directions must be read exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “Listen again.” Then read the direction again. Never deviate from the directions as written. Deviating from the printed directions is a testing violation.

Note: suggested enhancements for future testing should be submitted to your SC/DC.

- Ensure the Directions to the Student are read when proctoring a make-up assessment.
- Once testing has begun, actively monitor students to ensure students are engaged with the assessment, working independently, and maintaining security of test content.
- Account for ancillary materials distributed during the testing session.
- Provide breaks as permitted in the Directions to the Student section of the TAMs. Additional breaks may be provided based on students’ needs and TA judgment.
- Document and report immediately any testing irregularities and breach in test security to your School/DC. Refer to the *Test Security and Building Plan*.
- Document and provide to your SCs student invalidations, absences, and accommodations used during state testing.

### After Testing

- Collect and account for student test materials (e.g., test booklets, accommodated forms, ancillary papers) prior to releasing students from the testing location.
- Immediately report any missing materials according to the school’s *Test Security and Building Plan*. Notation of missing materials must be included on the *Test Security Assurance*

form.

- Return all used and unused test booklets, accommodated forms, test tickets, and Pre-ID Rosters to the SC immediately after each testing session is completed.
- Return all additional papers added to the student test booklets and the Scratch Paper Log to the SC. Ancillary materials provided during the testing session are considered secure.
- Complete a *Test Security Assurance* form. The completed form must include an explanation of boxes checked “no” and notation of any missing materials. As required by OSPI, sign and submit the form, along with the secure testing materials, to the SC. Retain a copy of the form for your records.

# Policies and Test Security

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## Who Administers State Assessments

The state assessments must be administered by trained staff members of a school district (e.g., teachers, ESAs, EAs, substitute teachers) under the general supervision of a certificated employee. Student teachers and interns have a contractual relationship with the school district — even though they are not paid employees — and may assist in the administration of the assessments, including proctoring.

Volunteers may not administer or assist in the administration of any state assessments. Volunteers are not permitted to assist with handling secure test material. Volunteers may assist in the supervision of students who need a break or have completed testing.

## State Laws Governing Test Security

All test content including, but not limited to, test booklets, test tickets, scratch paper and accommodated forms are confidential and must not be reviewed except to the extent necessary for administration of state assessments.

## Test Security

All test content of state assessments are the property of OSPI. No part of any test content may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system without the explicit permission of OSPI. RCW 42.17.310 limits access to test content and supportive materials and are designed to protect the integrity of the test. In RCW 28A.655.070 OSPI is directed to develop and revise a statewide assessment system. School districts are required to administer the state assessments under the guidelines adopted by OSPI.

### **RCW 42.17.310 Certain personal and other records exempt.**

The following are exempt from public inspection and copying: Test questions, scoring keys, and other examination data used to administer a license, employment, or academic examination.

**RCW 28A.655.070 Essential academic learning requirements and assessments—**duties of the superintendent of public instruction. The

superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system. School districts shall administer the assessments under guidelines adopted by the superintendent of public instruction. Always work with your Technology Coordinator to guarantee adequate security when online testing.

## Securing Test Materials

The scoring contractor records the security barcode numbers on all secure test documents that are sent to your district. All test materials must be immediately inventoried upon receipt from the contractor. Any discrepancies representing shortages in the quantity or damage of materials shall be reported immediately to OSPI by completing a *Test Material Variance* form through paper reporting at: <http://wa.portal.airast.org/>.

The security number on each returned test document is electronically verified and the number of missing materials in each school and district is reported to OSPI. The DC will be notified by the State Test Coordinator to investigate the missing test document(s) and report findings.

## Test Preparation and Administration

Penalties for the unauthorized use or disclosure of test content and flagrant disregard of generally recognized professional standards in test preparation and administration are provided in RCW 28A.635.040, WAC 180-87-060 and WAC 180-87-095. Ethical test preparation is designed to improve the accuracy of the test scores of students. Accommodations during testing must be given to provide access, not advantage, to students based on individual need. It is unlawful for any person to directly or indirectly disclose questions to students prior to testing. Further, it is unlawful to directly or indirectly assist any person in answering any question. The failure of superintendents or principals to report acts of unprofessional conduct is itself an act of unprofessional conduct.

**RCW 28A.635.040 Examination questions-Disclosing-Penalty.** Any person having access to any question or questions prepared for the examination of teachers or common school pupils,

who shall directly or indirectly disclose the same before the time appointed for the use of the questions in the examination of such teachers or pupils, or who shall directly or indirectly assist any person to answer any question submitted, shall be guilty of a misdemeanor, the penalty for which shall be a fine in any sum not less than one hundred nor more than five hundred dollars.

**WAC 180-87-095 Failure to file a complaint.** The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 180-86-110 regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

**WAC 180-87-060 Disregard or abandonment of generally recognized professional standards.** Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct: Assessment, treatment, instruction, or supervision of students.

## MEDIA

There is usually media interest in state assessments. Reporters, or any third-party observers, are not allowed to be in the testing environment before, during, or immediately after testing. Students should not have the added pressure of media attention on campus. Having media on campus also compromises the security of the assessment. Photographs or video taken of actual test booklets violate state law (RCW 42.56.250 and RCW 28A.635.040).

Schools have the right to limit visitors' access on campus, and that includes the media. OSPI strongly urges staff to make every effort to minimize any distractions that could interfere with student performance. Educators can respond to media requests that do not distract students and test administrators. Districts may refer media to OSPI Communications at (360) 725-6032.

## POSTING TESTING LOCATIONS

Each testing location must be posted with a *Testing — Do Not Disturb* sign. Care should be taken when posting the sign to not obscure security windows on doors. The ability to view testing sessions without entering the room will help facilitate administrative monitoring of testing sessions.

## ELECTRONIC DEVICES

Many students and staff members carry electronic devices with them to class. Cellular, messaging, or wireless devices have the capability of recording, reproducing, or transmitting secure test content. For this reason, students' cell phones, pagers, iPods®, tablets, and other non-approved, web-enabled communication devices must be turned off and kept out-of-view and reach until the testing session is completed. Once all secure materials have been collected, accounted for, and secured, these devices may be returned to students. Staff should refer to district policy and avoid personal cell phone use during testing. It is important that school administrators and staff establish and communicate this policy to students as use of these devices during testing will result in a testing irregularity and possible invalidation.

## BAGS AND PURSES

Many students carry backpacks, bags, and purses. These must be placed a distance from the student so items may not be retrieved without the student leaving his or her seat.

# Test Incidents

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported. This section refers to documentation and reporting of incidents involving test security.

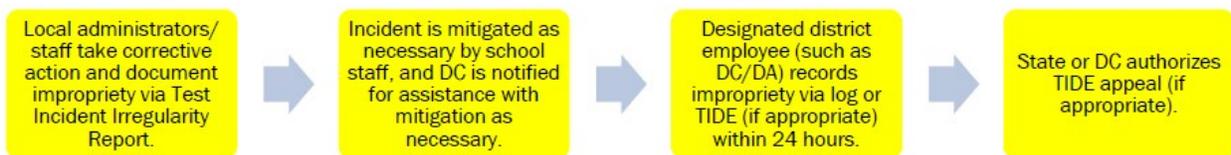
Type	Definition
Impropriety	An unusual circumstance that has a low impact on the individual or group of students and has a low risk of potentially affecting student performance, test security, or test validity. These circumstances can likely be corrected at the local level. Must be reported to the SC and DC within 24 hours and entered into the TIDE Appeals application, if required.
Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected at the local level. An irregularity must be reported to the DC and SC immediately and entered in the TIDE Appeals application for resolution (should an appeal be required).
Breach	An event that poses a threat to the validity of the test. Examples may include a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach must be immediately reported to the SC, DC, and the State Test Coordinator. Enter into the TIDE Appeals application (should an appeal be required).

Test Incidents

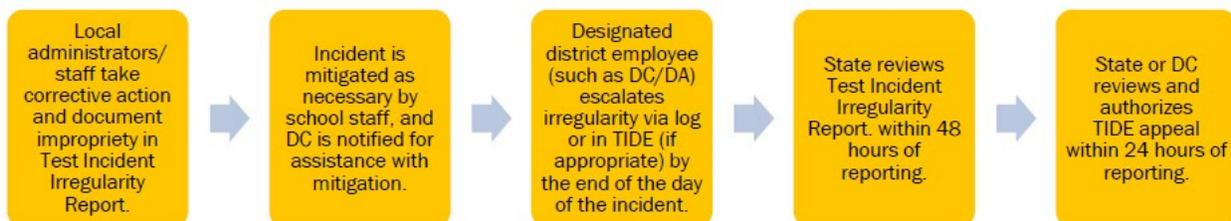
It is important for TAs to ensure the physical conditions in the testing room meet the criteria for a secure test environment.

## REPORTING TIMELINES AND ACTIVITIES

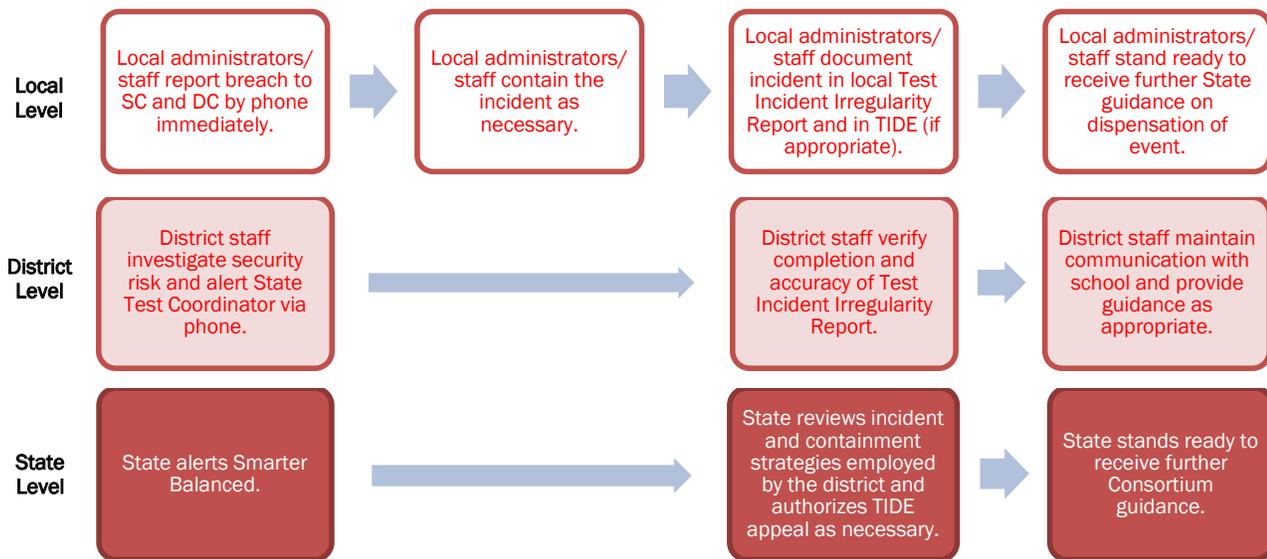
**Improprieties:** Circumstance that has low impact are escalated within 24 hours of the incident via the *Test Incident and Irregularity Report* and the TIDE Appeals application, if appropriate<sup>1</sup>. (Example: Fire alarm drill during testing; students are not impacted by disruption and no issue noted with test security)



**Irregularities:** Circumstance that may potentially affect student performance, test security, or test validity must be escalated by the end of the day to the State Test Coordinator via the *Test Incident Irregularity Report* and via the TIDE Appeals application, if appropriate<sup>1</sup>. (Example: Student gained access to a non-approved support or accommodation)



**Breach:** A test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to Kimberly DeRousie, OSPI State Test Coordinator at (360) 870-4860 or (360) 725-6353. This is followed by an investigation and reporting via the *Test Incident Irregularity Report* and via the TIDE Appeals application, if appropriate<sup>1</sup>. (Example: Administrators modifying student answers, or test items shared in social media.) External implications.



## TEST SECURITY INCIDENT IRREGULARITY LOG

**The Test Incident Irregularity Log:** This document records all test incidents and should be maintained at the district level. More serious incidents will be reported either immediately (breach) or at the end of the day (irregularity).

**Documentation of Security Incidents:** Use of *Test Incident Irregularity* log (Excel SS for electronic reporting) or the *Testing Irregularity Report* (hard copy reporting via Fax), and Appeals System, when applicable.

School and DCs should ensure that all test security incidents are documented in a central location. The *Test Incident Irregularity Report* is posted at <http://wa.portal.airast.org/>.

TAs must log incidents immediately upon identification and submit them, via agreed-upon process outlined in the school's *Test Security and Building Plan*, to their SCs and DCs. The *Test Security and Building Plan* should outline a process that includes how frequently these logs should be submitted and communicate this preference to schools. The description of each column header will be included in the template.

In addition to logging all test security incidents in the *Test Incident Irregularity* log, incidents requiring specific actions to be taken regarding the test itself are to be escalated.

<sup>1</sup>The only security incidents that are reported in the TIDE Appeals application are those that involve a student and test, that require an action for the test such as to reset, reopen, invalidate, or restore a test that a student was taking at the time of the incident. TIDE does not serve as a log for all incidents.

# TIDE Appeals, Roles, and Permissions

## Available Appeals and User Roles with Permissions To Create Appeals

	(SA) State Administrator	(DC) District Test Coordinator	(DA) District Administrator	(SC) School Test Coordinator	(TA) School Test Administrator
<b>Permission to Create</b>	Yes (ALL)	Yes (ALL) <i>This role can simulate any user</i>	Yes (ALL)	Yes <i>(with exception of Grace Period Extension)</i>	Yes <i>(with exception of Grace Period Extension)</i>
APPEAL TYPE	PERMISSIONS TO APPROVE APPEAL REQUESTS				
Grace period extension	Yes	Yes	Yes	No	No
Re-open a current test segment	Yes	Yes	Yes	No	No
Re-open a previous test segment	Yes	No	No	No	No
Invalidate a test	Yes	No	No	No	No
Reset a test	Yes	No	No	No	No
Restore a test that was reset	Yes	No	No	No	No
Re-assign a test	DC contact AIR helpdesk	No	No	No	No

## Available Appeals by Test Results Status and User Roles with Approval Status

Test Result Status	Grace Period Extension	Re-Open Current Test Segment	Re-Open Previous Test Segment	Invalidation	Reset	Restore Test That Was Reset	Re-Assign Test
Approved				SA	SA	SA	*
Completed			SA	SA	SA	SA	
Denied	DC, DA	DC, DA		SA	SA	SA	
Expired			SA	SA	SA	SA	
Invalidated			SA		SA	SA	
Paused	DC, DA	DC, DA		SA	SA	SA	
Pending (approval)					SA	SA	
Processing					SA	SA	
Reported			SA	SA	SA	SA	
Review					SA	SA	
Scored			SA	SA	SA	SA	
Started					SA	SA	
Submitted			SA	SA	SA	SA	
Suspended					SA	SA	

\*Re-Assign Test does not display in TIDE Appeals. DCs directly contact the AIR helpdesk for assistance when a student incorrectly tests under another students login.

- SA=State Administrator
- DC=District Test Coordinator
- DA=District Administrator
- SC=School Test Coordinator
- TA=Test Administrator
- HD=WA Helpdesk

TIDE Appeals

## DESCRIPTION OF APPEAL TYPES

- **Grace Period Extension (GPE):**

*After 20 minute pause timer, allows access to all questions within current segment.*

- Allows the student to review previously answered questions, upon resuming a current test segment, after expiration of the pause timer. For example, a student pauses a test, and a 20-minute pause timer starts running.
  - If the student resumes the test within 20 minutes, the student can access previously answered and flagged for review questions.
  - Without a GPE, if the student resumes the current test segment after 20 minutes, the student cannot access previously answered or flagged for review questions—student can only work on unanswered questions.
  - Upon receiving a GPE, the student can access previously answered and flagged for review questions the next time student resumes the current test segment. The normal pause rules will apply to this opportunity.
  - Grace period extension appeals are approved by the DC or DA.

- **Re-Open a Current Test Segment:**

*Prior to 20 minute pause timer = access to all test questions / After 20 pause timer = access only to unanswered test questions.*

- Example: If the test segment has mistakenly ended prior to the 20 minute pause timer, the **Re-Open a Current Test Segment** appeal would allow the student access to all questions (unanswered and answered).
- Example: If a test expires.
  - PT— Contact AIR helpdesk to pull the test back into a testing status. Submit an appeal to Re-Open a Current Test Segment (DC/DA approves). Submit another appeal for Grace Period Extension (DC/DA approves).
  - CAT— Reopen Current Test Segment and then a Grace Period Extension accomplishes
- Example: If the pause timer exceeds 20 minutes, the Re-Open a Current Test Segment appeal would allow the student

access to only unanswered questions from that segment.

- When the segment exceeds the pause timer and it is determined that the student should have access to all questions in the current test segment, a GPE appeal must be submitted and approved.
  - Re-Open a Current Test Segment appeals are approved by the DC or DA.

- **Re-Open a Previous Test Segment:**

*Allows access to all previous test segments.*

- If a student has mistakenly exited a previous test segment prior to having time to finish the segment or review flagged questions, the **Re-open a Previous Test Segment** would allow the student to access all answered and unanswered questions. This appeal requires state approval and TA 1:1 monitoring, as the approval would apply only to a student accessing unanswered or questions flagged for review. The student would not be permitted to reattempt a question that was already answered.
  - Re-open a Previous Test Segment appeals require State Administrator approval.

- **Invalidation**

*Sets a student's score results with an invalidation flag which suppresses scores.*

- When an appeal is submitted to invalidate a student's test results, it requires the DC to notify the State Test Coordinator, via email at [Kimberly.DeRousie@k12.wa.us](mailto:Kimberly.DeRousie@k12.wa.us). This request also requires an incident report to be submitted.
  - Invalidation appeals require State approval.

- **Reset a Test:**

*Removes all responses to test questions and sets the students test option back to available.*

- The State Administrator may approve a test to be reset, under very limited circumstances.
  - Example: TA inappropriately administers a summative assessment instead of an Interim Assessment. This type of appeal would likely be approved with the appropriate documentation submitted to the State Administrator, via a Testing Irregularity report.

- Example: TA administers an assessment to a student without appropriate supports or accommodations, as documented. This type of situation would not be approved, instead it must be documented via a *Testing Incident Irregularity Report* and submitted to the state.
- Reset test appeals require State approval.
- **Restore a Test that was Reset:**  
*Restores all original student responses to test questions prior to the time the test was reset.*
  - When an appeal to Reset a Test was submitted and approved in error, the Restore a Test appeal can be requested to bring the students original test responses back.
  - Restore a test that was reset requires State Administrator approval.
- **Re-assign a Test:**  
*Moves test results from one student to another. Re-Assign Test does not display in TIDE Appeals. DCs directly contact the AIR helpdesk for assistance when a student incorrectly tests under another students login. If a student tests under another student’s login, an appeal must be submitted to **Re-assign a test**.*
  - Re-assign a test appeal requests are supported by the State Administrator or WA Helpdesk.
- **Additional Information about Appeals**
  - If a student needs access to an entire test, then a re-open current test segment appeal would need to be submitted. Once approved, a re-open previous test segment needs to be submitted.
  - Once an appeal is approved and the student is able to re-enter a segment of the test, they will have 10 days before the PT expires and 45 days before the CAT expires.
  - If a student takes an incorrect test, there is the option to either reset or invalidate the test. However, if the test is invalidated the student will not be able to attempt to take that particular test for the remainder of the testing window.
  - If a student needs more than one day to complete an MSP assessment, the help desk

will need to be notified so the student’s test opportunity can be re-opened. Once it is re-opened, a re-open current test segment appeal needs to be submitted in order for the student to re-enter the test.

- Appeals may be approved in TIDE and can appear rejected by the system. This happens when the wrong appeal is submitted and approved for the testing situation. An example of this is if a re-open previous test segment appeal was filed for a test that does not have segments or if the student was in the first segment.

## DESCRIPTION OF TEST RESULT STATUS

Test Results Status refers to where a test is in the system. Following are the labels and a brief description.

- **Approved:** The student has logged into the student testing interface with the Session ID provided by the TA and the TA approved the request for the student to access the test with this Session ID.
- **Completed:** The student clicks ‘Submit’ when completed with the test.
- **Denied:** The student has logged into the student testing interface with the Session ID provided by the TA and the TA denied the request for the student to access the test with this Session ID.
- **Expired:** The test opportunity has expired. Performance Tasks (PT) expired after 10 calendar days and Computer Adaptive Tests (CAT) expires after 45 calendar days.
- **Invalidated:** The test opportunity has been invalidated by the system. This status occurs when an appeal to invalidate a test opportunity has been approved.
- **Paused:** When a test opportunity has started, this is the status the test will be in until it is completed, expired or invalidated. This status is different from when a student pauses their test opportunity. Once a test opportunity is completed, expired or invalidated, the test is no longer eligible for appeals. If the test opportunity needs an appeal, AIR will need to change the test opportunity status to paused.
- **Pending:** This status refers to the time between the TA approving a request for a student to enter a test opportunity to when the student

enters the test opportunity. It generally is a few seconds. Kimberly, please remove the (approval) you have under Pending because at this point the test opportunity has been approved by the TA. You can place it under Suspended if you would like.

- **Processing:** This status refers to the recovery of data that is being transmitted from satellite to shard. This is an internal state and usually this is a few seconds.
- **Reported:** This status is when the Test Delivery System (TDS) submits a test to analysis. Once the test is completed, it goes from Completed to Scored to Submitted within the span of seconds. After a few minutes, it then goes to Reported status.
- **Review:** When the student is viewing the review screen prior to submitting the test, the test is in Review status.
- **Scored:** This status happens almost instantly when a test is in the process of getting to its terminal status of Reported.
- **Started:** When a student has entered a test opportunity.
- **Submitted:** This status is the holding status for a few minutes until the test is Reported.
- **Suspended:** When a student enters the testing interface, logs in with the Session ID and is waiting TA approval.

## HOW TO ALERT THE STATE OF AN APPEAL THAT NEEDS TO BE APPROVED

It is the responsibility of the DC or DA to notify the State Test Coordinator when an appeal is pending approval. The notification email must include the TIDE Appeal Case# for each student. Send email alerts to Kimberly.DeRousie@k12.wa.us.

## FAQ

- Can an ELA CAT or MSP be reopened?
  - Yes, doing a Reopen Current Test Segment and then a Grace Period Extension accomplishes the same thing as a Reopen Previous Test Segment.
- Can Text to Speech be loaded for a student that has already begun testing?
  - Yes, you can place the students test on Pause

and go back in to TIDE and code the Text-to-Speech option.

- Can I reset a test for a student who **did not** receive the appropriate accommodation, as documented?
  - No, an appeal is not able to be approved for this situation. A testing incident report will need to be submitted to the state. After scores are returned, if it is determined that they do not accurately reflect the student's abilities, we can either:
    1. Create a score certification letter sharing that when the scores are being reviewed to keep in mind that the XXX situation occurred during the testing session.
    2. Invalidate the students test. Invalidation would remove this from an attempt status, impacting the school and district results.

## TIMELINES FOR SETTING APPEALS IN TIDE

### Online Testers

Appeals for students testing online may be set in TIDE beginning the first day of the online testing window and will conclude on the last day of the testing. Testing schedules can be located at: <http://www.k12.wa.us/assessment/StateTesting/timelines-calendars.aspx>

### Paper-Pencil Testers

New for spring 2016, TIDE appeals will also support setting invalidations for paper-pencil testers.

Following is the tentative deployment schedule.

Admin	Appeals open to set/approve	Score results load to ORS
Smarter Balanced	*June 18-July 15	March 21
HSPE	May 4-16	May 17
Off-Grade Level Science	July 16-21	July 22
MSP	July 16-August 8	August 9
EOC Math	July 23-August 25	August 26
EOC Biology	July 30-August 25	August 26

\*Smarter Balanced scores are automatically loaded in ORS so the process is a little different then the state specific tests. Invalidated tests should be set/approved in ORS prior to 7/15 to prevent paper score report creation for these students)

# Guidelines for Investigation

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## General Overview

When any school district employee has reasonable cause to believe that there has been improper test preparation, administration or use, he or she shall report such incident or cause a report to be made, to his or her supervisor and the District Test Coordinator (DC). The DC must report all staff, group and individual (breach in security) incidents to the Office of Superintendent of Public Instruction by contacting the State Test Coordinator at 360.725.6353 or 360.870.4860.

## Reporting a Perceived Error on a Test

If there appears to be an error on a state assessment, follow the steps listed below to ensure the security of the test content:

1. During the assessment, make note of the perceived error.
  - a. For online testing include: subject, grade, Test Session ID, test question number, and screen number.
  - b. For paper-pencil testing include: subject, grade, test booklet form, test question number, and page number.
2. Instruct students to do their best and complete that section of the assessment. Do not attempt to provide a remedy. If needed, the Office of Superintendent of Public Instruction will provide a remedy for all students in the state
3. Follow the steps outlined in this guide
4. Complete a *Test Question Ambiguity* form: <http://wa.portal.airast.org/>. Deliver the completed form to your DC with your secure test materials.

The DC must alert the state test coordinator by fax 360.586.2728, or by phone at 360.870.4860. Do not copy the problem, share with colleagues, or transmit this information through any device with cellular, messaging, or wireless capabilities (e.g., email, cell phones, pagers, iPods, tablets, other web-enabled devices, photo technology).

## Acts of Unprofessional Conduct

Acts of unprofessional conduct that May Result In Invalid Scores Include, But Are Not Limited To

- Improper test preparation activities that restrict inferences about a student's real achievement and invalid scores interpretations in relation to accomplishment of a standard.
- Improper test administration/proctoring, including deviation from the test protocol as given in the TAMs or DFAs, providing access to tools or materials not allowed on that test, coaching, departing from prescribed script or attempting to artificially inflate the test scores of students.
- Reviewing, reproduction or retention of test content (i.e., scratch paper, test booklets, accommodated forms, etc.) or other secure supporting testing materials before, during or after the test administration.

## School District Investigation

School district investigation and Reporting Must Include

- Statements from all persons with knowledge about the incident.
- Gathering and examination of evidence.
- Conclusion based on interviews and gathered evidence.
- Disciplinary actions, if any, that should be imposed.
- Determination regarding any invalidation of tests based on the investigation and consultation with the OSPI State Test Coordinator.
- Plan of action to eliminate future occurrence of the irregularity.
- Concise summary of the facts of the case. For the summary, provide additional details regarding the incident such as action taken as a result of the investigation and whether the districts referred the violation to the Office of Professional Practices.
- Statements can be created from a personal interview, telephone interview or an affidavit attesting to a prior statement. All statements used as evidence should be dated and signed.

After the conclusion of the investigation, the school district will need to determine the appropriate disciplinary action, if warranted. If it is believed that there was a flagrant disregard of generally recognized professional standards, districts must notify the Office of Professional Practices (OPP) at the Office of Superintendent of Public Instruction (360) 725-6130 to report their findings.

Report any misuse or loss of testing materials, inappropriate test preparation or improper test administration to the State Test Coordinator at OSPI, using a one of the approved reporting methods outlined in this guide.

## INVALIDATING TEST SCORES

When any school district employee has reasonable cause to believe that there has been improper test preparation, administration, or use, he or she shall report such incident, or cause a report to be made, to his or her supervisor and DC.

Acts of unprofessional conduct that may result in invalid scores include, but are not limited to:

- Improper test preparation activities that restrict our inferences about a student's real achievement and invalid score interpretations in relation to accomplishment of a standard.
- Improper test administration/proctoring, including deviation from the test protocol, as given in the Administration Manuals, providing access to tools or materials not allowed on that test, coaching, departing from prescribed script, or attempting to artificially inflate the test scores of students.

Reproduction or retention of test content or secure supporting testing materials before, during, or after the test administration.

Tests will be invalidated when the resulting scores are determined not to accurately reflect what the tested student knows and is able to do. Tests may be invalidated when the student is discovered cheating on a test, when the test was improperly administered, or when a testing incident made it impossible for a student to show what they know. SCs are to document invalidations according to the school's approved *Test Security and Building Plan*. The list of invalidations, including a *Testing Incident and Irregularity Report*, is to be delivered to the DC for approval and records retention.

- Invalidations for online testers are set in the TIDE under the Appeals tabs.
- Invalidations for paper testers will be set in TIDE under the Test Incident Codes tab.

DCs must notify OSPI, through the State Test Coordinator, of all potential invalidations resulting from staff, group, and individual (breach in security) testing irregularities.

If the district or school investigation has not concluded prior to return of test results, a determination of invalidation can be made after score review, by working with OSPI. The Online Reporting System may produce preliminary scores for student's results that are still pending investigation. It is important to think about the use of these scores until the investigation concludes.

Invalidated paper-pencil test booklets may be packaged with scorable materials. If packaged with scorable materials, the invalidation flag must be set within the TIDE Test Incident Codes application

Invalidated online test results are submitted through the TIDE Appeals system. Invalidations must include approval by the DC and be approved by the state.

Please note that any student whose test is invalidated will be treated as not having been tested.

Report any misuse or loss of test content, inappropriate test preparation, or improper test administration, and invalidations to Kimberly A. DeRousie, OSPI State Test Coordinator, through one of the reporting methods for documenting Test Incidents and irregularities.

# Reporting and Test Administration Resources

## Reporting

### TESTING IRREGULARITY REPORT (HARD COPY REPORTING)

Testing incidents may be reported by fax using the Testing Irregularity reports located on the WCAP Portal. Complete the form and fax it OSPI at 360.586.2728

### TESTING INCIDENT IRREGULARITY LOG (EXCEL REPORTING TO SFTP)

OSPI hosts an SFTP site specifically for assessment file sharing between school districts and OSPI. Information on how to establish and use the SFTP has been posted to WAMS > Profile > File Downloads > A. 2016 Administration > SFTP Resources. The instructions are based on two pieces of free software, Core FTP for PC and FUGU for MAC, but virtually any FTP Client could be used. All District Assessment Coordinators should have the credentials to access the FTP site using whatever FTP software you have available. If you need to have an account created for you, please contact Keleen Crawford at 360.725.6342.

### ASSESSMENT REPORTING MANAGEMENT SYSTEM (ELECTRONIC REPORTING SYSTEM)

The Assessment Operations team is working to update and implement the electronic *Assessment Reporting Management System*. This secure reporting system will allow districts to identify school staff to submit reports outlined below. The reports will be submitted directly to the District Test Coordinator (DC) for review and action. When necessary the DC may request additional information. The DC also will make a determination as to whether the report needs to be submitted to the state for review. The state will report back through ARMS. This system also allows the option of exporting the data into an Excel file.

Until this electronic reporting system is operational, DCs may report testing incidents using the Test Irregularity hard copy report and faxing information to OSPI at 360.586.2728, or by submitting information electronically by completing the Test Incident Irregularity log (Excel log) and uploading it to the Secure FTP site. DO NOT send secure or confidential information through email.

### REPORTS AVAILABLE ON THE WCAP PORTAL AND ALSO BEING UPDATED IN ARMS.

- Testing Incident Irregularities
- Medical Exemptions
- Modified Testing Schedule
- Non-Standard Accommodation and Designated Support Requests
- District Security Reports
- Test Material Variance Forms
- Test Question Ambiguity Forms

Fax	Ground Mail	Excel loaded to SFTP	Electronically through arms
(360) 586-2728 Attn: Kimberly DeRousie	<b>OSPI Assessment Operations Office</b> Attn: Kimberly DeRousie 600 Washington Street SE Olympia, WA 98504	The naming convention of your Excel reporting file should include your districts name.	The Assessment Reporting Management System (ARMS) application within EDS, is being updated to support 2016 spring testing. Once DCs receive training and login information, this application may be used to submit reports.

Reporting

## Test Administration Resources

The following table will help to quickly identify materials and their location to support each of the following user roles:

- DC=District Test Coordinator
- DA=District Administrator
- SC=School Test Coordinator
- TA=Test Administrator
- TC=Technology Coordinator
- T=Teachers
- Spc Srv=Special Services
- ELL=English Language Learner

Unless otherwise noted, all materials referenced below are available on the WCAP Portal at: <http://wa.portal.airast.org/>

User Guides and Manuals			
User	Resource	Description	Location
DC, DA, SC, TA	Test Administration Manual (TAM)	TAMs provide procedural and policy guidance to implement the each State assessment via the online and paper-pencil platforms.	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, User Guides and Manuals sub-folder
TA	TA User Guide	This resource provides information about the test delivery system, including the Test Administrator and testing applications.	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, User Guides and Manuals sub-folder
DC, DA, SD, TA, Spc Srv & ELL Staff	Guidelines on Tools, Supports, & Accommodations (GTSA)	This document guides decisions associated with student access to state assessments.	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, User Guides and Manuals sub-folder
DC, DA, SC, TA, TC	Test Information Distribution Engine User Guide (TIDE)	The TIDE User Guide provides a step-by-step approach to using the system.	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, User Guides and Manuals sub-folder
DC, DA, SC, TA, TC	Online Reporting System User Guide (ORS)	The Online Reporting System User Guide supports users in their use of participation and score reports.	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, User Guides and Manuals sub-folder
TC	Online System Requirements Guidelines	This document contains basic technology requirements for online testing.	WCAP Portal, Tech Coordinator a User Card, Technical Information Folder
TC	Secure Browser Installation Guide ONLINE	This manual provides instructions for installing the secure browser on supported operating systems.	WCAP Portal, Tech Coordinator a User Card, Technical Information Folder
TC	Technical Specifications for the Online System ONLINE	This guide provides technical specifications for online testing.	WCAP Portal, Tech Coordinator a User Card, Technical Information Folder
TC	Braille Requirements and Testing Manual ONLINE	This manual includes information about supported operating systems and required hardware and software for braille testing.	WCAP Portal, Tech Coordinator a User Card, Technical Information Folder

## Modules

User	Resource	Description	Location
DC, DA, SC, TA, T	Performance Task	This module provides an overview of what a performance task is and the purpose of the Classroom Activity as it pertains to the performance task	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, Modules sub-folder
DC, DA, SC, TA, T	Test Administration Overview	This module provides an overview of procedures, including policy matters and test security processes as well as a high level overview of AIR systems	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, Modules sub-folder
DC, DA, SC, TA, T, Students	Student Testing Interface Training	This module includes how students log into the testing system and select a test, the layout and functionality of the test tools, and how students navigate through the test	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, Modules sub-folder
DC, DA, SC, TA, T	Test Administrator (TA) Interface for Online Testing	This module presents an overview on how to navigate the Test Administrator Interface	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, Modules sub-folder
DC, DA, SC, TA	Test Information Distribution Engine User (TIDE)	This module provides detailed information on how to register users, enroll students, manage and edit users/students, and process/view test invalidations	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, Modules sub-folder
DC, DA, SC, TA, T	Online Reporting System (ORS)	This module presents how to Access student scores, create class rosters, and drill down through levels of reporting	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, Modules sub-folder
DC, DA, SC, TA, T	Teacher Hand Scoring System (THSS)	This PowerPoint training provides an overview of the Teacher Hand Scoring System	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, Modules sub-folder
DC, DA, SC, TA, T, students	What is a CAT (Computer Adaptive Test)? Module	This module describes the characteristics and advantages of a CAT	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, Modules sub-folder
TCS	Technology Requirements for Online Testing Module	This module provides current information about technology requirements, site readiness, supported devices, and secure browser installation	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, Modules sub-folder
All	Practice Test*	Practice Tests include items and performance tasks for preview of each grade level (3–8, 10, and 11)	Practice Tests are available at: <a href="http://wa.portal.airast.org/training-tests/">http://wa.portal.airast.org/training-tests/</a>
All	Training Test*	Training Tests familiarize students and TAs with the format and functionality of online tests. Approximately eight to nine mathematics and six ELA items are available per grade band	Training Tests are available at: <a href="http://wa.portal.airast.org/training-tests/">http://wa.portal.airast.org/training-tests/</a> .

General Information			
User	Resource	Description	Location
DC, DA, TA	Calculator Policy	This Calculator Policy includes information about the Calculator Policy; which calculators are allowed and prohibited, and information on clearing calculator memory	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, General Information sub-folder
DC, DA	Material Additional Order and Delivery Schedule	This document provides the initial material shipment timeline and the schedule for order and delivery of additional materials	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, General Information sub-folder
DC, DA	Test Materials Shipping and Tracking RAMIS	Overview to access test material shipment tracking and RAMIS scanner files in TIDE	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, General Information sub-folder
DC, DA, SC, TA	Security Reports, Test Assurance Forms, Training Log, Test Irregularity Report	Supporting Test Administration security reports, training logs, and paper reporting documents for testing incidents	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, General Information sub-folder
DC, DA, Special Services	Non-Standard Accommodation Request Form	To request use of an access support not listed in the Guidelines on Tools, Support, & Accommodations	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, General Information sub-folder
DC, DA, Counselor	Graduation Requirement and Accountability Matrix	This graduation and accountability matrix summarizes HS assessment graduation requirements by class and grade level	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, General Information sub-folder
DC, DA, CEDARS	TIDE Student Records Pull Logic	This document includes information for Test Coordinators regarding the data extracted from CEDARS on a routine bases for upload to TIDE	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, General Information sub-folder
DC, DA, CEDARS	Pre-ID Details Document	This document will provide information and details about the pre-ID process for the Spring 2016 assessments	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, General Information sub-folder
DC, DA, SC	Communication Toolkit	A suite of communications and planning resources that are brandable and editable	WCAP Portal, Test Coordinator and TA User Cards, Resources Folder, General Information sub-folder

