Professional Standards and Security, Incident, and Reporting Guidelines

PIRG

District Test Coordinator Contact Information

Name: ____________________________________________

Phone: _________________________________

Cell: _________________________________

E-mail: _________________________________

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

Published March 1, 2018
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Standards and Ethical Testing Practice</td>
<td>1</td>
</tr>
<tr>
<td>Intended Audience</td>
<td>1</td>
</tr>
<tr>
<td>Overview</td>
<td>1</td>
</tr>
<tr>
<td>Professional Standards</td>
<td>1</td>
</tr>
<tr>
<td>Professional Code of Conduct</td>
<td>2</td>
</tr>
<tr>
<td>Duties and Responsibilities</td>
<td>3</td>
</tr>
<tr>
<td>District Superintendent</td>
<td>3</td>
</tr>
<tr>
<td>Principal</td>
<td>3</td>
</tr>
<tr>
<td>District Test Coordinator</td>
<td>4</td>
</tr>
<tr>
<td>Technology Coordinator</td>
<td>6</td>
</tr>
<tr>
<td>School Test Coordinator</td>
<td>6</td>
</tr>
<tr>
<td>Special Education Coordinator</td>
<td>7</td>
</tr>
<tr>
<td>Bilingual Coordinator</td>
<td>8</td>
</tr>
<tr>
<td>Teacher</td>
<td>8</td>
</tr>
<tr>
<td>TAs and Persons Assisting with Accessibility Features</td>
<td>8</td>
</tr>
<tr>
<td>Policies and Test Security</td>
<td>10</td>
</tr>
<tr>
<td>Who Administers State Assessments</td>
<td>10</td>
</tr>
<tr>
<td>State Laws Governing Test Security</td>
<td>10</td>
</tr>
<tr>
<td>Test Security</td>
<td>10</td>
</tr>
<tr>
<td>Securing Test Content and Confidential Information</td>
<td>10</td>
</tr>
<tr>
<td>Test Preparation and Administration</td>
<td>10</td>
</tr>
<tr>
<td>Test Incidents</td>
<td>12</td>
</tr>
<tr>
<td>Reporting Timelines and Activities</td>
<td>12</td>
</tr>
<tr>
<td>Sensitive Responses</td>
<td>14</td>
</tr>
<tr>
<td>Reporting a Perceived Error on a Test</td>
<td>14</td>
</tr>
<tr>
<td>TIDE Appeals, Roles, Permissions, Restrictions</td>
<td>15</td>
</tr>
<tr>
<td>Guidelines for Investigation</td>
<td>19</td>
</tr>
<tr>
<td>General Overview</td>
<td>19</td>
</tr>
<tr>
<td>Acts of Unprofessional Conduct</td>
<td>19</td>
</tr>
<tr>
<td>School District Investigation</td>
<td>19</td>
</tr>
<tr>
<td>Reporting and Test Administration Resources</td>
<td>21</td>
</tr>
<tr>
<td>Reporting</td>
<td>21</td>
</tr>
<tr>
<td>Test Administration Resources</td>
<td>21</td>
</tr>
<tr>
<td>Revision Log</td>
<td>25</td>
</tr>
</tbody>
</table>
Intended Audience
These guidelines are intended for DCs, DAs, SCs, TAs, and other staff who manage the assessment effort. The table below outlines the sections that are required for review, by a user’s role. When preparing training materials the DC should consider including information from these guidelines as the information pertains to users responsibilities.

<table>
<thead>
<tr>
<th>USER</th>
<th>SECTIONS</th>
<th>SUB-SECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC, DA, SC</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>TA</td>
<td>Professional Standards &amp; Ethical Testing</td>
<td>• General Overview</td>
</tr>
<tr>
<td></td>
<td>Practice</td>
<td>• Professional Standard</td>
</tr>
<tr>
<td></td>
<td>Duties &amp; Responsibilities</td>
<td>• Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• TAs, Persons Assisting with Accessibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Features</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher, when applicable</td>
</tr>
<tr>
<td>TA</td>
<td>Policies &amp; Test Security</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Test Incidents</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Reporting &amp; Test Administration Resources</td>
<td>Test Administration Resources</td>
</tr>
</tbody>
</table>

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 avoid testing incidents. Information includes test security protocols, staff roles and responsibilities, and documenting, reporting, and investigation of test incidents.

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 comply with OSPI’s policies in relation to state assessments. These rules are disseminated annually by OSPI to DCs through the WAW newsletter, webinars, modules, manuals, user guides, guidelines, and supplemental documentation.

Staff should:
• Understand the procedures required to administer state assessments prior to testing.
• Make provisions for the security of test materials before, during, and after the administration of state assessments.
• Document and provide all allowable accessibility features, as needed.
• Avoid actions or conditions that would allow students to receive scores that do not accurately represent what they know and are able to do.
• Avoid circumstances that might invalidate test results.
• Administer state assessments according to prescribed procedures and conditions. Notify appropriate persons if any non-standard or limiting conditions occur.
• Failure to adhere to these practices will constitute a test incident or a breach of test security.
• Immediately report test incidents and investigate according to state and local policies.
TESTING PRACTICES

Ethical testing practices must be maintained during the administration of state assessments.

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 guidance on the use of accessibility features, refer to the *Guidelines on Tools, Supports, & Accommodations* (GTSA).

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; encouraging students to be absent from tests used for accountability or to assess language proficiency.
- Failing to follow directions specified in all Washington State communications, documents, and modules.
- Coaching students by paraphrasing content or giving cues in any way.
- Allowing students access to accessibility features that are not permitted or documented in a 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 a test 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.
- Reviewing, sharing, capturing, or transmitting secure test content.

Professional Code of Conduct

The *Professional Code of Conduct* is codified by the Washington State Legislature in WACs and RCWs and includes a list of complete rules and regulations. 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, instructions, and procedures for the administration of state assessments, with or without accessibility features, is necessary to ensure 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. They 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. For a complete list of accessibility supports including uses and restrictions, refer to the *GTSA*.

PLANNING FOR ACCESSIBILITY SUPPORTS AND COORDINATING TESTING LOGISTICS

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

It is advised that each school within a district have a *Test Security and Building Plan* (TSBP) that include methods for ensuring that each student designated to receive accessibility features has access to those supports during testing. The TSBP template is located on the WCAP Portal as an additional resource to this document.
Overview
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 uniform administration of state assessments.

Parents, students, and educators have a mutual interest in an assessment program that is fair and has integrity. OSPI has surveyed the testing codes of conduct in several states and 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 responsibility for key personnel. Staff duties and responsibilities are detailed below. Checklists are also available in the TCM for SCs, DAs, DCs and in the TAM for TAs.

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 DC, DAs, and SCs 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 incidents reported to the state.
- 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.
- The District Administration and Security Report is signed and returned to the DC, upon completion of each test administration.

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

BEFORE TESTING
- Attend required training related to state testing and read and comply with OSPI instructions.
- Ensure that TAs and persons assisting with accessibility features for special populations attend required training.
- Ensure test 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 SC, 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 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 DC for pre-approval.
  - Appropriately scheduling 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 individual student plan for each student documents the need for accessibility supports.
- Assign TAs and persons assisting with accessibility features. At least one trained TA must be in the testing room at all times. Test results will be invalidated for students left unattended.
- Designate areas for testing that meet security and supervision requirements. Provide an environment that minimizes distractions, and ensures each student works independently.
- Ensure test materials are stored 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 considered secure unless access is restricted during the test administration.

Communication
- Develop and implement a plan for communicating with parents. This plan should address:
  - Graduation requirements for the student’s graduation year, as detailed in the Graduation Requirements Checklist.
  - The purpose of state assessments, what they will be like, and the importance of student attendance.
  - Testing schedules and special needs.
  - The use of accessibility supports.
  - Student access to practice and training tests for online testing.
  - How the test results will be used.
  - How and when data will be reported.
- To assist with communication, many state testing and graduation requirements handouts and publications are available on the [WCAP Portal](#).

DURING TESTING
- Implement the TSBP.
- Implement adequate student supervision and staffing levels to ensure a secure testing environment, including testing of students with behavior or discipline problems.
- Monitor the test process and security during the administration window.
- Report all testing incidents according to the information in these guidelines.

AFTER TESTING
- Review the [School Site Administration and Security Report](#) completed by the SC. 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 back to your SC.

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

BEFORE TESTING

Training
State provided administration trainings assist in the training of district and school staff. These trainings should be augmented with special consideration appropriate for your district. These trainings will post to the [WCAP Portal](#) prior to each test administration.
- DCs attend required training related to state testing. Read required administration materials and comply with OSPI instructions.
- Ensure adequate training of all staff administering or helping to administer state assessments. This includes but is not limited to DAs, SCs, school administrators, and staff supporting accessibility supports or handling secure test materials.

Overall Planning and Scheduling
- Implement appropriate quality control measures according to guidelines provided by OSPI.
- Develop and implement a plan to collect the necessary testing information for registering students. This should include information for ordering test materials, including accommodated forms.
- When applicable, work with online school program coordinators to create an [inter-local district agreement](#) for testing students.
- Develop and implement each school’s TSBP to ensure the security of all test content is not compromised. The plan must include:
  - A chain of custody for security of test booklets, alternate assessments, accommodated forms, ELA Transcripts, DFAs, ancillary materials provided to students during testing, test tickets, and Rosters. This plan should detail whether materials are retained at district or another facility.
  - A detailed description of roles and verification of training 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. Test materials are distributed to TAs the morning of administra-
Duties and Responsibilities

- Approve testing schedules, training plans, room (seating) arrangements, and the individuals identified to assist with administering state assessments.
- Establish a plan and communicate so students, teachers, TAs, SCs, and parents have access to both the practice and training tests.
- TIDE
  - Manage DA and SC users within TIDE and provide usernames and passwords. Control access to passwords when online testing. If at any time passwords have been compromised, notify the State Test Coordinator, Kimberly DeRousie at 360-870-4860 or Kimberly.DeRousie@k12.wa.us.
  - Establish a plan for managing student data within TIDE.
  - Communicate a process for printing test tickets and Rosters.
- Work with the Technology Coordinator to ensure computers used for the administration of online assessments meet the minimum system requirements and are appropriately configured for the secure browser.
- Communicate a process for TAs access to the TA Script of Student Directions specific to each assessment they will administer.
- Immediately inventory of all school and district boxes upon receipt of your test material shipment. If necessary, promptly order additional materials.
- In conjunction with the SpEd, Bilingual, and 504 coordinators, provide SCs with a list of students and their need for accessibility supports.

Communication

- As part of the TSBP work with SCs 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 accessibility supports.
  - 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 AIR Customer Support Center, when directed by the DC. A list of contacts is available on the WCAP Portal.

DURING TESTING

- Monitor the testing process and security during the administration window and determine areas for improvement in local training and administration.
- 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 test incidents and implement a corrective action plan to prevent future occurrences.
- Report test incidents according to instructions in the Test Incidents section of these guidelines. Notify the superintendent of reportable incidents.

AFTER TESTING

- Verify all secure test materials have been returned and accounted for from each school.
- Verify student invalidations are correctly coded within TIDE.
- Verify accommodated forms have been transcribed into a standard form test booklet and/or the Data Entry Interface (DEI) for scoring.
- Collect a signed School Site Administration and Security Report from each principal and SC.
- Collect and retain, according to your district retention plan, signed Rosters, test tickets, training logs, and Test Security Staff Assurance Reports from each school. These materials must be kept in a secure location.
- Process and package materials according to the instructions within the Test Material Processing training.
- Review test incidents and submit, as required, to the State Test Coordinator, Kimberly DeRousie.
- Review and evaluate full administration and test material and administration processes. Enhance the TSBP as necessary.
- Protect student confidentiality by following dis-
strict, state, and federal guidelines consistent with widely accepted standards of data security for maintaining testing data files.

- Ensure that assessment viewing sessions by parents/legal guardians and advocates are conducted according to the RTV Guidelines established by OSPI.
- 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 five business days after completion of each test administration. Retain a copy for your record.
- 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 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 for the secure browser.
- 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 on the WCAP Portal.
- Ensure dual monitors are properly disabled.
- Complete a School Site Administration and Security Report when having access to secure test content.

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 to provide DCs, DAs, SCs and TAs with contact information should an issue arise.
- Assist in troubleshooting any system, technical, or infrastructure issue that arises during testing.

**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 and training tests for each grade testing online.
- Plan and obtain district approval for your school’s test 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.
- Provide usernames and passwords to appropriate TAs using TIDE or administering state assessments.
- Collect a signed Test Security Staff Assurance Report 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 TSBP.
- 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 TSBP.
- Share availability of the training and practice tests with school staff, parents, and students, when testing online.
- Ensure dual monitors are disabled.
- Arrange a plan for students requiring additional
DUTIES AND RESPONSIBILITIES

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 learners. Ensure all Student Information System flagging students receiving services is accurate.
- 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 GTSA.

DUTIES AND RESPONSIBILITIES

DURING TESTING

- Ensure at least one trained TA is in the testing location at all times. Student left unattended during a testing session will have their score results invalidated.
- Provide a positive test-taking environment.
- Implement your school’s approved TSBP.
- 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 sessions to ensure that security procedures and proper administration protocols 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 Staff Assurance Report from all persons who will come 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 TSBP.
- Verify transcription of test materials is complete.
- Verify and document reasons students were not tested. Enter participation codes in TIDE.
- 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 TSBP.
- 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.
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 GTSA.

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 with an opportunity to review the practice and training tests.
  - Providing students who will be testing using the 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 must work with the special services coordinator to document what, if any, access supports or accommodations are needed for state testing.

TAs and Persons Assisting with Accessibility Features
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.
- Review the practice and training tests to familiarize students.
- Obtain your TIDE usernames and passwords from your SC.
- Become proficient with your school’s TSBP (TSBP) to ensure that test materials (test booklets, test tickets, scratch paper, and accommodated forms) will not be compromised before, during, or after the test administration.
- Obtain your approved test schedule and seating arrangement from the SC. This should include a plan for students who need additional time.
- It is required that you maintain confidentiality concerning secure test content at all times. This includes assisting with accessibility supports that requires the review of questions, passages, scenarios, performance tasks, or individual student results.
- Become familiar with Appendix A: Materials Available for Student Access tables within the GTSA.
- Become familiar with accommodations and their restrictions by reviewing the GTSA.
- 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 each student workspace has been arranged according to the seating plan.
- Inventory test materials and immediately notify your SC if additional materials are necessary.
**DURING TESTING**

- When virtual or remote desktop monitoring software is available, staff must refrain from using the software while administering state assessments.
- Provide a positive test-taking environment.
- At least one trained TA is in the testing location at all times. Student’s left unattended during a testing session will have their score results invalidated.
- Ensure accuracy of the student information on test tickets or booklets 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. Use of a calculator on a non-calculator portion of a test will invalidate the students score results. See the *Calculator and Electronic Device Policy* for use and restrictions.
- Provide all required accessibility supports. Do **not** begin a test session if a student does not have the correct supports available. Notify your SC immediately.
- Administer state assessments, reading word-for-word, the specific **TA Script of Student Directions** 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 **TA Script of Student Directions** 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 TAM.
- Document and report immediately any test incidents and breach in test security to your SC. Refer to your TSBP.
- Document and provide to your SCs invalidations, absences, and designated supports 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 TSBP. Notation of missing materials must be included on the *Test Security Staff Assurance Report*.
- Return all used and unused test booklets, accommodated forms, test tickets, and 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 Staff Assurance Report*. 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.
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. In RCW 28A.655.070, OSPI is directed to develop and revise a statewide assessment system. School districts are required to administer the assessments under the guidelines adopted by OSPI.

RCW 42.56.250 Employment and licensing:
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 assessment:
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 tests under guidelines adopted by the Superintendent of Public Instruction.

Securing Test Content and Confidential Information
All test content must remain secure at all times. Always work with your Technology Coordinator to guarantee adequate security when online testing.

Printed test content, including embossed braille printouts, print-on-demand papers, and ancillary materials provided to students during the testing session are considered secure materials and must be collected and inventoried at the end of each test session and immediately shredded according to district and state policies and procedures. The exception to this rule is for students who have notes that can be securely stored from PT 1 for use with PT 2. Materials may also be securely retained for students who are approved for extended time (more than a day).

Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded.

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.

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 to report acts of unprofessional conduct is itself an act of unprofessional conduct.

RCW 28A.635.040 Examination questions—Disclosing—Penalty. 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. 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 per-
son 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 dis-
regard or clear abandonment of generally recognized
professional standards in the course of any of the
following professional practices is an act of unprofes-
sional conduct: Assessment, treatment, instruction, or
supervision of students.

ACCESS TO TESTING LOCATIONS
Students who are not being tested or unauthorized
adults must not be in the room where an assessment
is being administered.

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 cam-
pus, and that includes the media. OSPI strongly urges
staff to make every effort to minimize any distractions
that could interfere with student performance. Educa-
tors 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®,
tables, and other non-approved, web-enabled com-
munication devices must be turned off and kept
out-of-view and reach until the testing session is
completed. Once all secure materials have been col-
lected, accounted for, and secured, these devices may
be returned to students. Staff should refer to district
policy and avoid personal cell phone use during test-
ing. It is important that school administrators and staff
establish and communicate this policy to students
as use of these devices during state assessments will
result in a test incident 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 leav-
ing his or her seat.
Test Incidents

Test security incidents, such as low risk (improprieties), medium risk (irregularities), and high risk (breaches), are behaviors prohibited either because they give a student an unfair advantage or because they compromise test validity or test content. Whether intentional or by accident, failure to comply with rules by staff or students constitutes a test incident that needs to be documented and reported.

This section outlines the documentation and reporting required for reporting incidents.

Reporting Timelines and Activities

**Low Risk—Improprieties:** 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 and not reported to the state level.

1. TAs take corrective action and report the incident to the SC as soon as possible (preferably during the test session).
2. The SC mitigates as necessary. If no impact to test security or student performance; continue testing the student(s). The SC notifies the DC as soon as possible (same day).
3. The DC will enter an appeal in TIDE, if appropriate. A low risk impropriety that has no impact to student performance or test security/validity is not required to be escalated to the state. Documentation may be retained within the district.

Examples: Fire alarm drill during testing, cell phone rings, student misconduct distracting test session. As long as students are not impacted by the disruption and no issue is noted with test security, you will continue with the testing session and can retain the incident log at district office.

**Medium Risk—Irregularities:** An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the assessment, security, or validity. These circumstances can likely be corrected at the local level, but should be reported to the state level.

1. TAs take corrective action and report the incident to the SC right away for guidance on continuing with the students test session.
2. The SC mitigates as necessary and notifies the DC and/or Technology Coordinator for guidance.
3. The DC will notify the state, if necessary, for guidance. The DC will also enter an appeal in TIDE, if appropriate. A medium risk irregularity may likely impact student performance or test security/validity and is required to be escalated to the state.

Examples: A technology issue occurs, student accessed non-approved material, student not permitted an accessibility feature, or student used his/her cell phone. These situations may potentially impact student performance. Testing must stop by placing the student’s test session on pause.
**High Risk—Breach:** A test administration event that poses a threat to the validity of the test. These circumstances have external implications for the state and Consortium and may result in a Consortium decision to remove the test item(s) from the available secure item bank.

Breaches require immediate attention:

1. The TA immediately notifies the SC. If the breach is student initiated, discontinue testing of the student until you receive further guidance.
2. The SC immediately escalates to the DC, providing as much detail of the situation as possible.
3. The DC must escalate 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 Report and via the TIDE Appeals application, if appropriate.

Examples: Adults modifying student answers, test content left unsecured, test items shared in social media. External implications. Testing must stop by placing the students test session on pause.

**LOGGING INCIDENTS**

TAs must log incidents immediately upon identification and submit them, via agreed-upon process outlined in the school’s TSBP, to their SCs and DCs. The TSBP should outline a process that includes how frequently logs are submitted. DCs will communicate this preference to schools. All improprieties, irregularities, and breaches, whether being retained at the local level or escalated to the state, must be documented by the resources outlined in the Reporting and Test Administration Resources section:

- SCs and DCs should ensure that all test security incidents are documented in a central location, such as the Testing Incident Report within ARMS, as noted in Reporting and Test Administration Resources section of this document.
- In addition to logging all test incidents, situations requiring specific actions to be taken on a student’s test are to be escalated.

The only incidents that are reported in the TIDE Appeals application are those that involve a student and test that require an action such as to reset, reopen, or invalidate a test that a student was taking at the time of the incident. TIDE does not serve as a log for all incidents. See TIDE Appeals, Roles, Permissions, and Restrictions section for more information on the appeals process.
Sensitive Responses
Taking appropriate action with student responses or student actions that cause concern.

Throughout the test administration process, student safety is always the primary consideration.

During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety. This may come to the attention of the TA while proctoring a support or accommodation that requires individual student to TA interaction, such as scribe, braille transcription, etc.

Security protocols, as outlined in this document, make it clear that reviewing responses in the testing interface or students’ notes on scratch paper is not permitted. However, during or after the assessments, someone might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require action include, but are not limited to, student references to:

- Suicide
- Criminal activity
- Alcohol or drug use
- Depression
- Violence
- Sexual assault or physical abuse
- Self-harm or intent to harm others
- Neglect

BEST PRACTICES
Prior to administration, staff should have a thorough understanding of school, district, and/or state policies regarding documentation of student actions or concerning responses during a secure test event. Document as much information as possible in accordance with school, district, and state policies.

ESCALATING INFORMATION
Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern in accordance with school, district, and/or state policies and procedures. The DC is to notify the State Test Coordinator immediately of any such situations that require access to secure test content.

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, screen number, and device and networking information.
   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, OSPI 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 in ARMS. Submit 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).
TIDE Appeals, Roles, Permissions, and Restrictions

TIDE Appeals User Roles and Permissions

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>DC</th>
<th>DA</th>
<th>SC</th>
<th>TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permission to Create</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Permission to Approve</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Re-assign a Test</td>
<td>No</td>
<td>Contact AIR</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

DA=District Administrator, DC=District Test Coordinator, SA=State Administrator, SC=School Test Coordinator, TA=Test Administrator, HD=WA Help Desk

In the normal flow of a test opportunity, a student takes the test in the Test Delivery System (TDS) and then submits it. Next, TDS forwards the test for scoring, and then the Online Reporting System reports the test scores. Appeals are a way of interrupting this normal flow.

TAs will notify their SCs when a situation is believed to require an appeal. The SC will notify the DC or DA, who will review the situation, and if needed, will submit the appeal. Appeals are approved by the state and processed by the AIR Appeals Team. Appeals will be processed within 24 hours.

Appeals are also available for interim test opportunities. Interim appeal requests will be handled the same as appeal requests for operational tests.

DESCRIPTION OF APPEAL TYPES

Grace Period Extension (GPE):
After 20 minute pause timer expires, 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 (except for locked WCAS questions). The normal pause rules will apply to this opportunity.
- Grace period extension appeals are restricted and require supporting documentation by the DC for the appeal to be approved.

Re-Open a Test Where a Student Left Off:
Prior to 20 minute pause timer = access to all test questions / after 20 minute 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 Test Where a Student Left Off appeal would allow the student access to all questions (unanswered and answered, except locked WCAS questions will remain locked).
- Example: If the pause timer exceeds 20 minutes, the Re-Open Test Where Student Left Off 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 Test Where a Student Left Off appeals require state approval.

Re-Open a Previous Test Segment
Allows access to a previous test segment.

- Re-open a Previous Test Segment appeals require state approval.
- 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 appeal would allow the student to access all answered and unanswered questions in that segment. This appeal requires state approval and 1:1 TA monitoring, as the approval would apply only to a student accessing unanswered questions or questions flagged for review. The student would not be permitted to reattempt a question that was already answered.

Invalidation
Sets a student’s score results with an invalidation flag, which suppresses scores and eliminates the students test opportunity for the current administration.

- When an appeal is submitted to invalidate a student’s test results, it requires the DC to submit an
incident report in ARMS.

- Details on the implications of this appeal type can be found in the Invalidating Test Scores section.

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

- The State Test Coordinator may approve a test to be reset, under very limited circumstances. See the TIDE User Guide for Reset appeal completion criteria.
- 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 test incident report within ARMS.
- Example: TA administers an assessment to an ineligible student, or does not provide a student with the correct Braille, ASL, or Spanish Stacked Translation. This type of appeal would likely be approved with the appropriate documentation submitted to the State Administrator, via a test incident report within ARMS.

**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 Test was submitted in error and approved, the Restore Test appeal can be requested to bring the students original test responses back.

**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 Help desk for assistance when a student incorrectly tests under another student’s 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 WA Help Desk at 1-8900-560-7366 or wahelp-desk@air.org.

**ADDITIONAL INFORMATION ABOUT APPEALS**

- Once an appeal is approved and the student is able to re-enter a segment of the test, they will have 15 days before the PT expires and 45 days before the CAT expires.
- If a student is provided the incorrect grade level assessment, or an ineligible student is assessed, there is the option to either reset or invalidate the test. Resetting the test removes all record of the test being taken and will not show in reporting data. However, if the test incident is desired to be documented, the test should be invalidated, which will be included in reporting data.
**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) expire after 15 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 and a student is not currently in the student interface, 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.

**Processing:** This is an internal state and usually this is a few seconds. This status refers to the recovery of data and is an internal state that usually lasts a few seconds.

**Reported:** This status is when the Test Delivery System 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.

---

**SAMPLE SCENARIOS**

| Scenario 1 | A student was logged out of the test (technology or system issues) and needs to have his/her test opportunity re-opened due to the incident. |
| Handle by | Notifying your SC to have the student’s testing opportunity re-opened by the DC through the TIDE appeals system. Once the Re-open appeal has been approved by the state, the student can then be tested. This process may take up to 24 hours. |

| Scenario 2 | A student was not provided the appropriate ASL, Braille, or Spanish Stacked Translation assessment. |
| Handle by | Denying the student and contacting your SC to have the students testing opportunity Reset by the DC through the TIDE appeals system. Once the Reset has been approved by the state, the SC can make the appropriate change in TIDE. The student can then be tested. This process may take up to 24 hours. |

| Scenario 3 | A student was not provided an online-embedded test setting, with the exception to ASL, Braille, and Spanish Stacked Translation. |
| Handle by | Denying the student, or in the case that the student already began testing, pause the test immediately and contact your SC to have the students test settings updated in TIDE. Changes are immediate so that student can rejoin the session that is already in progress. This situation does not require an appeal. |

| Scenario 4 | A student taking the science test answers a locking question, and clicks through the Attention boxes to move onto the next question, thus locking the item. The next page of the test appears and the student realizes that they gave the wrong answer to the locking question and wants to change the answer. |
| Handle by | An appeal is not available in this situation. The student needs to continue testing. |
**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 number for each student. Send email alerts to Kimberly.DeRousie@k12.wa.us. All appeals must also be entered as test incident reports within ARMS.

**FAQ**

- 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 accessibility feature, as documented?
  - Requests to Reset a student’s test can only be granted for a student to gain access to the Braille, ASL, or Spanish Stacked Translation test. Appeals to reset a student’s testing opportunity for any other accessibility features cannot be approved.
  - The TA should not approve student access to a test if the correct settings have not been applied. If the student is testing when it is noted that the student does not have access to the correct setting, the TA should pause the students test and notify the DC to make corrections in TIDE. The student can then immediately rejoin the current test session.
  - If a test is completed or mostly completed without the appropriate settings, a test 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, the district working with the state can either:

1. Create a score certification letter stating that when scores are being reviewed to keep in mind that the situation outlined in the letter occurred during the testing session which may have inflated or deflated test results.

2. Invalidate the students test. However, Invalidation would remove this from an attempt status, impacting the school and district results and also potentially limiting a high school students access to graduation alternatives.

**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 testing. Testing schedules can be located at: [http://www.k12.wa.us/assessment/StateTesting/timelines-calendars.aspx](http://www.k12.wa.us/assessment/StateTesting/timelines-calendars.aspx)

**Paper-Pencil Testers**

TIDE appeals will also support setting invalidations for paper-pencil testers. Paper-pencil test invalidations will open in a separate window after the online appeals window in TIDE has closed.

Following is the tentative deployment schedule.

<table>
<thead>
<tr>
<th>Administration</th>
<th>Appeals open to set/approve</th>
<th>Score results load to ORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA21 Screener</td>
<td>Year-round</td>
<td>Year-round</td>
</tr>
<tr>
<td>ELPA21 Annual</td>
<td>TBD</td>
<td>May 22</td>
</tr>
<tr>
<td>Smarter Balanced</td>
<td>TBD</td>
<td>July 10</td>
</tr>
<tr>
<td>Off-Grade Level SBA</td>
<td>TBD</td>
<td>July 10</td>
</tr>
<tr>
<td>EOC Math</td>
<td>TBD</td>
<td>July 23</td>
</tr>
<tr>
<td>WCAS</td>
<td>TBD</td>
<td>September 5</td>
</tr>
</tbody>
</table>

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 TIDE Appeals based on the dates that will be provided in the "Appeals open to set/approve" column to prevent paper score report creation for students.
Guidelines for Investigation

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 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.

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 TAM, TA Script of Student Directions, or DFA, 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 testing. Apple’s Classroom App has a remote observation feature, where Test Administrators are able to view a student’s test, from a remote location, while the student is moving through the test. Utilizing this feature while students are testing is considered a security breach, and goes against state testing policy. Instructions to block this feature can be located here.

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 incidents.
- 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 test materials, inappropriate test preparation, or improper administration to the State Test Coordinator.

SELECTING THE INCORRECT TEST
TAs are required to select only the test being administered per their district approved test schedules. If a TA selects a summative assessment but was scheduled to administer a practice, training, or interim assessment, the DC will be required to investigate how and why the situation occurred. Training materials will need to be reviewed and revised, and a Testing Incident Report, including the TAs training packet, and signed Test Security Staff Assurance Report, filed with OSPI.

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.

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 TSBP. The list of invalidations, including a Test Incident Report, is to be delivered to the DC for approval and records retention.
- Invalidations for online testers are set in the TIDE
• Invalidations for paper testers will be marked on the test booklet and returned with non-scorable materials or set in TIDE under the After Testing section and Participation Codes tab.

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

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 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 DeRousie, OSPI State Test Coordinator, through one of the reporting methods for documenting test incidents and irregularities.
Reporting and Test Administration Resources

Reporting

ASSESSMENT REPORTING MANAGEMENT SYSTEM (ARMS)

The secure electronic Assessment Reporting Management System (ARMS) allows 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 will also 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.

Reports available within ARMS

• District Administration and Security Report
• Medical Emergency Exemption from State Testing
• Modified Testing Schedule
• School Site Administration and Security Report
• Test Incident Report
• Test Material Variance Form
• Test Question Ambiguity Form

Reports and forms available on the WCAP Portal

• Non Standard Accommodation and Designated Support Requests
• School Site Administration and Security Report
• Test Security and Building Plan Template
• Test Security Staff Assurance Report
• Training Log for State Assessments

ABOUT SECURITY REPORTS

A District Administration and Security Report must be submitted to OSPI through ARMS, no more than five business days after the conclusion of each test administration. Both superintendent and DC signatures are required on this report. The information must accurately reflect what has been reported by SCs via School Site Administration and Security Report for each school. Any "NO" response on this report must include an explanation.

Because the ELPA21 Screener is available year-round, one report can be submitted at the end of the school year unless a potential breach in security occurs, in which case this report must be immediately submitted (with a Test Incident Report).

Test Administration Resources

The following tables 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 on the following tables are available on the WCAP Portal:
### User Guides and Manuals

<table>
<thead>
<tr>
<th>User</th>
<th>Resource</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC, DA</td>
<td><strong>Quick Start Guide</strong></td>
<td>Guide provides information on user’s roles and responsibilities, test administration activities, establishing access to OSPI and vendor systems, and resources. Also included is a brief description of each section.</td>
<td>WCAP Portal, Test Coordinator card, Resources Folder, General Information sub-folder</td>
</tr>
<tr>
<td>DC, DA, CEDARS</td>
<td><strong>Student Record Management for Assessment and Accountability (SRMAAG)</strong></td>
<td>This document includes information for Test Coordinators regarding the data extracted from CEDARS on a routine bases for upload to TIDE and student Pre-ID.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources Folder, General Information sub-folder</td>
</tr>
<tr>
<td>DC, DA, SD, TA, Spc Srv &amp; ELL Staff</td>
<td><strong>Guidelines on Tools, Supports, &amp; Accommodations (GTSA)</strong></td>
<td>This document guides decisions associated with student access to state assessments.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources Folder, User Guides and Manuals sub-folder</td>
</tr>
<tr>
<td>TA, DC, DA, SC</td>
<td><strong>Test Administration Manual (TAM)</strong></td>
<td>TAMs provide procedural and policy guidance to implement the each State assessment via the online and paper-pencil platforms.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources Folder, User Guides and Manuals sub-folder</td>
</tr>
<tr>
<td>TA, DC, DA, SC</td>
<td><strong>TA User Guide</strong></td>
<td>This resource provides information about the test delivery system, including the Test Administrator and testing applications.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources Folder, User Guides and Manuals sub-folder</td>
</tr>
<tr>
<td>TA, TC, DC, DA, SC</td>
<td><strong>Online Reporting System User Guide (ORS)</strong></td>
<td>The Online Reporting System User Guide supports users in their use of participation and score reports.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources Folder, User Guides and Manuals sub-folder</td>
</tr>
<tr>
<td>TC</td>
<td><strong>System Requirements for Online Testing</strong></td>
<td>This document contains basic technology requirements for online testing.</td>
<td>WCAP Portal, Tech Coordinator card, Technical Information Folder</td>
</tr>
<tr>
<td>TC</td>
<td><strong>Secure Browser Installation Guide Online</strong></td>
<td>This manual provides instructions for installing the secure browser on supported operating systems.</td>
<td>WCAP Portal, Tech Coordinator card, Technical Information Folder</td>
</tr>
<tr>
<td>TC</td>
<td><strong>Technical Specifications for the Online System Online</strong></td>
<td>This guide provides technical specifications for online testing.</td>
<td>WCAP Portal, Tech Coordinator card, Technical Information Folder</td>
</tr>
<tr>
<td>TC</td>
<td><strong>Braille Requirements and Testing Manual Online</strong></td>
<td>This manual includes information about supported operating systems and required hardware and software for braille testing.</td>
<td>WCAP Portal, Tech Coordinator card, Technical Information Folder</td>
</tr>
<tr>
<td>User</td>
<td>Resource</td>
<td>Description</td>
<td>Location</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>DC, DA</td>
<td><strong>New DC &amp; DA Training</strong></td>
<td>Assessment Cycle and Overview of Application Uses, Reporting Forms, and Web site/Portal Resources.</td>
<td>WCAP Portal, Test Coordinators card, Resources folder, Modules sub-folder.</td>
</tr>
<tr>
<td>DC, DA, SC, TA</td>
<td><strong>Coordinator Training</strong></td>
<td>These modules provide an overview of procedures, including policy matters and test security processes as well as a high level overview of AIR systems.</td>
<td>WCAP Portal, Test Coordinators and TA cards, Resources folder, Modules sub-folder</td>
</tr>
<tr>
<td>DC, DA, SC</td>
<td><strong>Assessment Reporting Management System (ARMS)</strong></td>
<td>This training module provides information on accessing and managing forms and reports in the Assessment Reporting Management System (ARMS) application within EDS.</td>
<td>WCAP Portal, Test Coordinators card, Resources folder, Modules sub-folder.</td>
</tr>
<tr>
<td>DC, DA, SC, TA</td>
<td><strong>Test Information Distribution Engine User (TIDE)</strong></td>
<td>This module provides detailed information on how to register users, enroll students, manage and edit users/students, and process/view test invalidations.</td>
<td>WCAP Portal, Test Coordinators and TA cards, Resources folder, Modules sub-folder</td>
</tr>
<tr>
<td>TA, T, Students, DC, DA, SC</td>
<td><strong>TDS–TA Student Interface</strong></td>
<td>This module includes how to navigate the TA Interface and 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.</td>
<td>WCAP Portal, Test Coordinators and TA cards, Resources folder, Modules sub-folder</td>
</tr>
<tr>
<td>TA, T, DC, DA, SC</td>
<td><strong>Teacher Hand Scoring System (THSS)</strong></td>
<td>This training provides an overview of the Teacher Hand Scoring System.</td>
<td>WCAP Portal, Test Coordinators and TA cards, Resources folder, Modules sub-folder</td>
</tr>
<tr>
<td>TA, T, DC, DA, SC</td>
<td><strong>AIR Ways</strong></td>
<td>This training provides information and features of the AIR Ways reporting system which provides teachers with detailed information on student performance on Interim assessments.</td>
<td>WCAP Portal, Test Coordinators and TA cards, Resources folder, Modules sub-folder</td>
</tr>
<tr>
<td>TA, T, DC, DA, SC</td>
<td><strong>AVA</strong></td>
<td>A component of the Test Delivery System that allows authorized users to view interim assessments for administrative or instructional purposes.</td>
<td>WCAP Portal, Test Coordinators and TA cards, Resources folder, Modules sub-folder</td>
</tr>
<tr>
<td>TA, T, DC, DA, SC</td>
<td><strong>Online Reporting System (ORS).</strong></td>
<td>This module presents how to access student scores, create class rosters, and drill down through levels of reporting.</td>
<td>WCAP Portal, Test Coordinators and TA cards, Resources folder, Modules sub-folder</td>
</tr>
<tr>
<td>TA, T, students, DC, DA, SC</td>
<td><strong>What is a CAT (Computer Adaptive Test)?</strong></td>
<td>This module describes the characteristics and advantages of a CAT.</td>
<td>WCAP Portal, Test Coordinators and TA cards, Resources folder, Modules sub-folder</td>
</tr>
<tr>
<td>TCs</td>
<td><strong>Technology Requirements for Online Testing Module</strong></td>
<td>This module provides current information about technology requirements, site readiness, supported devices, and secure browser installation.</td>
<td>WCAP Portal, Test Coordinators and TA cards, Resources folder, Modules sub-folder</td>
</tr>
<tr>
<td>All</td>
<td><strong>Practice Test</strong></td>
<td>Include items and PTs for preview of each grade level (3–8, 10, and HS).</td>
<td>Practice tests are available at: <a href="http://wa.portal.airast.org/training-tests/">http://wa.portal.airast.org/training-tests/</a></td>
</tr>
<tr>
<td>All</td>
<td><strong>Training Test</strong></td>
<td>Familiarize students and TAs with the format and functionality of online tests. Approximately 8–9 math and 6 ELA items.</td>
<td>Training tests are available at: <a href="http://wa.portal.airast.org/training-tests/">http://wa.portal.airast.org/training-tests/</a></td>
</tr>
</tbody>
</table>
## General Information

<table>
<thead>
<tr>
<th>User</th>
<th>Resource</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC, DA, TA</td>
<td>Calculator Policy</td>
<td>This Calculator Policy includes information about the Calculator Policy; which calculators are allowed and prohibited, and information on clearing calculator memory.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources folder, General Information sub-folder</td>
</tr>
<tr>
<td>DC, DA</td>
<td>Material Additional Order and Delivery Schedule</td>
<td>This document provides the initial material shipment timeline and the schedule for order and delivery of additional materials.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources folder, General Information sub-folder</td>
</tr>
<tr>
<td>DC, DA</td>
<td>Test Materials Shipping and Tracking</td>
<td>Overview to access test material shipment tracking.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources folder, General Information sub-folder</td>
</tr>
<tr>
<td>DC, DA, SC, TA</td>
<td>Security Reports, Test Assurance Forms, Training Log</td>
<td>Supporting Test Administration security reports, training logs, and paper reporting documents for testing incidents.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources folder, General Information sub-folder</td>
</tr>
<tr>
<td>DC, DA, Special Services</td>
<td>Non-Standard Accommodation Request Form</td>
<td>To request use of an access support not listed in the GTSA.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources folder, General Information sub-folder</td>
</tr>
<tr>
<td>DC, DA, Counselor</td>
<td>Graduation Requirement and Accountability Matrix</td>
<td>This graduation and accountability matrix summarizes HS assessment graduation requirements by class and grade level.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources folder, General Information sub-folder</td>
</tr>
<tr>
<td>DC, DA, SC</td>
<td>Communication Toolkit</td>
<td>A suite of communications and planning resources that are brandable and editable.</td>
<td>WCAP Portal, Test Coordinator and TA cards, Resources folder, General Information sub-folder</td>
</tr>
</tbody>
</table>
Updates made to this document after the date published of March 1, 2018, will be added to the table below.

<table>
<thead>
<tr>
<th>Page</th>
<th>section</th>
<th>Description of revision</th>
<th>Revision Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>