Washington Office of Superintendent of
PUBLIC INSTRUCTION

Professional Standards and Security, Incident, and Reporting Guidelines

Spring 2019-20

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REVISION LOG

Changes to this document made after January 30, 2020 will be noted in the table below.

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General Overview and Intended Audience

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 tests ensure fair results and a valid and reliable communication of our students' performance. The purpose of this document is to provide an overview of staff duties and responsibilities, best testing practices, and to clearly communicate the policies on security, test incidents and investigations, and reporting requirements.

State and local laws and policies specify practices to ensure test security and the standardized and ethical administration of tests. Protocols for administration and security must be developed, documented, and followed by school districts. When establishing or revisiting your school district protocols, be sure they include online and paper testing. It is also important that the monitoring of students must be maintained throughout testing. All staff involved in preparing for and administering state tests must adhere to these policies.

The following sections provide information to help avoid testing incidents. Information includes staff roles and responsibilities; test security protocols; and investigation, documenting, and reporting of test incidents.

These guidelines are intended for all staff who work with assessments. The table below outlines the sections that are required for review by user. When preparing training materials, the District Assessment Coordinator (DAC) must consider including information from these guidelines as the information pertains to the user's responsibilities.

Intended Audience

DAC/DC — District Assessment Coordinator/District Test Coordinator

DA — District Administrator

SC — School Test Coordinator

TA — Test Administrator

TC — Technology Coordinator

T — Teachers

Spc. **Srv**. — Special Services

EL — English language

Table 1: Sections for Review by User Role

User Role	Sections Required for Review	Sub-Sections Required for Review
DAC/DC, DA, SC	All	All
TA, TC, T, Spc. Srv., EL, if applicable	Duties & Responsibilities	Overview Staff supporting accessibility features
	Professional Standards & Ethical Testing Practice	Professional Standard Professional Code-of-Conduct
	Policies & Test Security	All
	Test Incidents	All
	Reporting & Test Admin Resources	Test Administration Resources

DUTIES AND RESPONSIBILITIES

Overview of Duties and Responsibilities

Implementation of the Washington Comprehensive Assessment Program (WCAP) involves the participation of many individuals, each of whom is 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 tests.

Parents, students, and educators have a mutual interest in an assessment program that is fair and that has integrity. Washington's testing codes of conduct are shared by most states and reflect best testing practices.

While it is not possible to describe in detail every responsibility for a secure and quality assessment program, the descriptions within this section are intended to indicate major areas of responsibility for key personnel. The responsibilities of each user, as outlined in this section, are available in a printable *Chronological WCAP Checklist* from the WCAP Portal, Test Coordinators Resources subfolder.

District Superintendent

Table 2 outlines the district superintendent responsibilities for state assessments, in alignment with the policies and procedures developed by OSPI.

Table 2: District Superintendent Responsibilities

Overall Planning
☐ The DAC, 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.
☐ A secure chain of custody for test materials is maintained while materials are located within the school and district.
☐ Students and their parents or legal guardians are informed about state tests.

Data and Reporting
☐ 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.
☐ Inform the local board of education annually of test incidents reported to the state.
☐ The *District Administration and Security Report* is electronically signed in the Assessment Reporting Management System (ARMS) and returned to the DAC upon completion of each test administration.

District Assessment Coordinator

Tables 3–5 outline the District Assessment Coordinator's (DACs) codes of best practices and responsibilities that must be followed.

Table 3: DAC Before Testing Responsibilities

Before Testing
Training: Annual training is required for all staff who participate in overseeing test administration activities or who administer or assist in administering a state assessment. Refer to the *Test Coordinators Manual* (TCM) and Appendix F: Documents and Websites Referenced section for a list of administration materials. ☐ New DACs must read all state-provided administration and training materials to familiarize themselves with the state testing program and to assist in the training of district and school staff. — New DACs should first read the *OSPI Quick Start Guide* and *TSBP Process Document*, and review the New DAC Training PPTX. ☐ Experienced DACs with a clear and thorough knowledge and understanding of the test administration process and security protocols must be trained on the new changes for the current test administration. ☐ Establish or review and approve staff training materials and sessions for all who oversee test administration activities, administer or assist in administering state tests, and for staff who count, distribute, collect, and return test materials. When required by the district, include the TA Certification in the training plan. When using state created templates, the material should be augmented with your district specific information. ☐ Work with your principal and lead SC, ensure that all staff who participate in the administration of state tests complete required training, and review training materials as they pertain to their responsibilities. This includes, but is not limited to, DAs, SCs, Technology Coordinators, TAs, proctors, scribes, substitutes. Establish an alternate training opportunity for absent staff. ☐ NOTE: Teachers administering secure Training and Practice tests, or Interim and Summative assessments are required to be trained prior to accessing the secure Practice/Training and Test Administration sites. ☐ Verify that all trained staff have signed the *Staff Training Log* and staff appropriate security report. Training logs and reports must be retained for OSPI and state audit. Refer to the Reporting section.
Vendor (TIDE) and OSPI (WAMS, ARMS) System Activities for DACs: ☐ Manage DA and SC users within TIDE. The state creates new DAC accounts. Remove user accounts for staff no longer supporting test administration activities. Refer to **How District-level Users Perform Tasks in TIDE** section of the TIDE User Guide. Note: If at any time passwords have been compromised, the DAC or DA must notify the State Test Coordinator, Kimberly DeRousie at 360-870-4860 or Kimberly.DeRousie@k12.wa.us. ☐ In coordination with your Principal, ensure accurate student data uploads to TIDE by contacting your student information system (SIS) lead to confirm student information and program data is up-to-date. This includes but is not limited to; program services, preferred name, enrollment, and part-time/shared students. Monitor for new students. ☐ Enter the approved test windows in TIDE for each school. Refer to the *How District-level Users Manage Test Windows* section in the TIDE User Guide. ☐ Verify that student test settings and accessibility features have been entered in TIDE. ☐ Pre-identify students accommodated paper tests (Braille, large print, Spanish, and standard print) through TIDE. Refer to the Ordering Materials section in the *TIDE User Guide*. Pre-ID information from the previous school year does not carryover. ☐ Pre-identify students for the WA-AIM through WAMS. ☐ Submit through ARMS, requests for Emergency Medical Exemptions and Modified Test Schedules. ☐ Verify documentation of students not tested and the reason why, if required.
☐ **Technology:** Work with the Technology staff, Principal, and lead SC to ensure that schools meet minimum technology requirements. Devices used for online testing must meet the minimum system requirements and be configured with the current Secure Browser and Operating System.

Before Testing

Test Material Chain-Of-Custody At District: Ensure confidentiality of secure test content WAC 181-87-060

- ☐ Establish a district plan for chain-of-custody of secure test materials and identify the lead person. Include a process for material receipt and inventory for shipment accuracy. Identify the location for secure storage of materials until delivery to schools. Materials follow a check in and check out process.

Team Meetings to Develop and Implement Test Administration and Security Strategies: In alignment with the schools TSBP, it is important to establish team meetings prior to state summative testing. In coordination with the principal, lead SC, IEP and 504 plan team members, English language specialists, counselors, and teachers, develop and implement strategies to:

- ☐ Provide access to the practice and training tests for students, teachers, TAs, SCs, and parents.
- ☐ Notify students and families of important dates, principal letters, and student score results.
- ☐ Share important information (test dates, schedules, emerging trends, special needs, or issues) to all departments. This may include Principals, SCs, TAs, and transportation services, office managers, registrars, food services, receiving, custodial, and maintenance staff.
- ☐ Coordinate with your Principal to work with internet academies (online school programs) and families (fulltime home-based and private schools) for testing students. Establish test opportunities for running start students, students who are out on expulsion, or students who are placed in institutions or detention centers. Verify students are entered in TIDE. Refer to Online School Programs and Student Pre-Identification & Participation sections of the TCM for complete information.
- ☐ Identify, document, and communicate with identified staff students' test settings (WA-AIM, Braille, large print, Spanish, paper-pencil), accessibility features, specialized equipment, and specialized staffing needs.
- ☐ Manage student test settings and accessibility features in TIDE and print test tickets and rosters.
- ☐ Document students not tested and the reason why they did not test, when required by the DAC.
- ☐ Collaborate on strategies to ensure all school district staff provide a positive test environment.
- ☐ Provide contact information for the first-person TAs reach out to for testing or technology issues (SC and/or Technology Coordinator), followed by contact information for the DAC. The next level of escalation should include calls to the WA Help Desk.

School Building Test Security and Building Plan: The purpose of a *Test Security and Building Plan* (TSBP) is to document district and school assessment planning throughout the year and identify and to organize strategies and resources that support each test administration. A TSBP Template is located on the WCAP Portal and available for district use, if desired. The *TSBP Process Document* is new this year and provides school and district staff with the information needed to complete each section of the TSBP Template.

The DAC works with the Principal and lead SC to help develop and implement the TSBP. The draft plan is submitted to the DAC for approval, before schools may administer a Summative assessment. A TSBP plan includes, but is not limited to:

- ☐ Identification of computer resources (computers, headsets, power supplies), test locations, and TAs
- ☐ Documenting a test material chain of custody for secure test content handling that details
  - — Material receipt, inventory, delivery, and storage. Detailed procedures include tracking materials (check in & check out process) as they are passed to and from district, school, TA, student, and returned to the scoring contractor (when applicable).
  - — A retention period for materials kept at school. Retention is to be kept to a minimum.
  - — The retention period for materials kept within the testing environment which, is not to exceed materials distributed to TAs just prior to the test session and then immediately collected and returned to the SC at completion of each test session.
  - — A process for TA access to the *TA Script of Student Directions*, test tickets, student rosters, and ancillary materials that are specific to each test administered.
  - — Ensuring material availability.
- ☐ Working in conjunction with the Special Education, Bilingual, and 504 coordinators to ensure TAs have a list of students, including test settings and accessibility features, for each test session.

Before Testing
☐ Creating communication plans for school district staff, parents, and students. ☐ Establishing schools unique test schedules. With state approval, testing may be conducted outside of routine school hours and offered in alternate facilities. Refer to the TCM Alternate Test Site Registration section. ☐ Identifying a staff training plan for all who oversee test administration activities, administer or assist in administering state tests, and for staff who count, distribute, collect, and return test materials. This includes staff access to the Training or Practice tests. The TA Certification Course should be included in the training plan when required by the school district. ☐ Identifying a student training plan to ensure students have access to the Training or Practice test, or Interim assessment prior to taking a Summative assessment. ☐ Identifying how test incidents will be reported and how frequently test incident reports are submitted.
☐ The DAC or designated DA must be available during each school's test window for questions or problem solving. Provide staff with your contact information. The next level of escalation for technology issues should include your Technology Coordinator and the WA Help Desk: wahelpdesk@air.org

Table 4: DAC Just Prior to and During Testing Responsibilities

Just Prior to and During Testing
☐ Review for approval, any modified test schedule requests. Modified schedules outside of the district approved schedule, but within school hours and the state testing window, are approved by the DAC.
☐ Submit appeals through TIDE to allow a student access to an interrupted online testing opportunity. Follow the guidance provided in the Appeals Roles, Permissions, and Restrictions in TIDE section.
Monitoring: ☐ Actively assist in monitoring the administration process and security during each school's test window and verify that staff adhere to test security policies and practices, determining areas for improvement. ☐ Monitor for alerts to student responses or actions that cause concern. See Sensitive Responses section. ☐ Monitor technical problems (connectivity issues) or emerging trends (testing incidents), to apply resolutions and communicate information to other school sites, when relevant. ☐ Use TIDE Plan and Manage Testing to monitor student progress for test completion and expirations.
Test Incident, Investigation, and Reporting: ☐ Report perceived typographical error or ambiguity in a particular test item or task. See the Policies and Test Security section for detailed procedures. ☐ For test incident mitigation and reporting procedures, follow the guidance provided in the Test Incident and Investigation Resources section. Investigate any security issues, missing materials, or other test incidents and implement a corrective action plan to prevent future occurrences.

Table 5: DAC After Testing Responsibilities

After Testing
☐ Contact FedEx to schedule a date for returning materials to MI. **Materials must be returned no later than five business days at conclusion of each school's test window**. Have materials accounted for and packaged by 8 am on the prescheduled date.
☐ Verify all secure test materials have been returned and accounted for from each school. — Document mishandled or misplaced materials through the *Test Materials Variance* form in EDS ARMS. — Verify that student responses from Braille and large print tests have been transcribed into the standard print test booklet. If materials are returned without transcription, they **will not** be scored. — Separate non-scorable from scorable and have materials packaged by 8am on the scheduled Fed Ex date for return to MI. — Track secure shipments to MI and retain shipping tracking information.

After Testing
☐ Promptly notify the State Test Coordinator of any missing secure test materials, using the *Test Material Variance Form* within ARMS. Notation of missing materials must be included with your submission of the *District Administration and Security Report*.
☐ Collect and retain, according to your school district retention plan, staff training logs, security reports, and student rosters. These materials must be kept in a secure location.
☐ Submit all required state reporting documentation through ARMS and review for completion any open ARMS reports pending district response. Refer to the Reporting section for additional guidance.
☐ Complete a *District Administration and Security Report* for each test administration. This report has check boxes of responsibilities. Include an explanation of boxes checked "no" and notation of any missing or damaged materials. As required, submit the report to OSPI through ARMS no later than five business days after completion of each test administration. Since 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. Retain a copy of each report for your record.
☐ Review and evaluate your full administration processes and enhance the TSBP as 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 by parents or legal guardians and advocates are conducted according to the Request To View Guidelines established by OSPI.

Principal

Tables 6–8 outline the Principal's responsibilities for state testing that must be followed.

Table 6: Principal Before Testing Responsibilities

Before Testing
☐ Include information about test practices and security in your school staff handbook so that school personnel know the testing policies, ensuring that all students can show what they know, and that each student is tested fairly.
Training: Annual training is required for all staff who participate in overseeing test administration activities or who administer or assist in administering a state assessment. ☐ Participate in state training opportunities and become familiar with test administration policy by reviewing the 2019-20 administration materials. ☐ Review the practice and training tests. ☐ In coordination with your DAC, establish or review training materials and sessions for all staff supporting state test administration activities. Establish an alternate training opportunity for absent staff. ☐ Working with your DAC and lead SC, ensure that all staff who participate in the administration of state tests complete required training, and review training materials as they pertain to their responsibilities. This includes, but is not limited to, SCs, Technology Coordinators, TAs, proctors, scribes, and substitutes. ☐ NOTE: Teachers administering secure Training and Practice tests, or Interim and Summative assessments are required to be trained prior to accessing the secure Practice & Training and Test Administration sites. ☐ Ensure that all students had an opportunity to take the Training or Practice tests or Interim Assessments. ☐ Working with your SC to ensure that staff administering state tests have had the opportunity to review the training and/or practice tests for familiarity. ☐ Verify that all TAs have been trained and have signed a *Test Security Report Assurance* report before administering Interim or Summative assessments. Teachers who administer the Interim assessment must be trained prior to accessing the secure Test Administration site.
☐ Implement your plan for reporting student score results from the previous administration to school district staff and parents.
☐ Appoint your lead SC, in consultation with the DAC, and provide support for that individual.
School Building Test Security and Building Plan (TSBP): Establish a meeting, in coordination with your DAC and lead SC, to develop all components of the school's TSBP. This includes, but is not limited to: ☐ A chain-of-custody of secure paper test materials that identifies the lead person. Include a process for material receipt and inventory. Identify the secure location for storing materials. Materials must follow a check in and check out process. ☐ Identifying testing device resources (computers, headsets, power supplies) and testing locations. ☐ Establishing test schedules that includes TA support for extended time testers and students requiring a sperate setting, seating arrangements, the locations for students to be moved to if not staying in the same location, and a quiet activity for students who finish early. Electronics are not permitted until all students have logged out of the test and the TA has ended the session. ☐ A staff training plan for all who oversee test administration activities, administer or assist in administering state tests, and for staff who count, distribute, collect, and return test materials. This includes staff access to the Training or Practice tests. The TA Certification Course should be included in the training plan when required by the school district. ☐ A student training plan to ensure students have access to the Training or Practice test or Interim assessment prior to taking a Summative assessment. ☐ Creating communication plans for school district staff, parents, and students. ☐ Identifying how test incidents will be reported and how frequently test incident reports are submitted.
☐ Assign Test Administrators (TAs), persons who will assist with accessibility features, and proctors (staff who help TAs with monitoring). At least one trained TA is always required to be in the testing location.

Before Testing
Students left unattended will be required to have their tests invalidated. When administering the WCAS paper-pencil tests, ensure a 3:1 student to TA ratio.
Team Meetings to Develop and Implement Test Administration and Security Strategies: In alignment with the schools TSBP, it is important to establish team meetings prior to state summative testing. In coordination with the DAC, lead SC, IEP and 504 plan team members, English language specialists, counselors, and teachers, develop and implement strategies to: ☐ Develop a plan for communicating with parents and staff. Your plan should include — Information detailed in the *Graduation Pathways Toolkit* for high school students. To assist with communication, testing and graduation materials are available on the WCAP Portal. — Information about the purpose of state assessments, what they are like, and how results will be used. — Test schedules and special testing needs. — The availability of the Training and Practice tests with school staff, parents, and students. — Sharing important information (test dates, schedules, emerging trends, special needs, or issues) to all departments. This may include Principals, SCs, TAs, and transportation services, office managers, registrars, food services, receiving, custodial, and maintenance staff. ☐ Establish a meeting with Technology staff and the lead SC to ensure your school meets minimum technology requirements. Devices used for online testing must meet the minimum system requirements and be configured with the current Secure Browser and Operating System. ☐ Establish a meeting with the DAC and student information system and special program staff to verify that student and program data are up-to-date, including part-time and shared students, enrollment dates, preferred name, and service enrollment. ☐ Identify, document, and communicate with identified staff students' test settings (WA-AIM, Braille, large print, Spanish, paper-pencil), accessibility features, specialized equipment, and specialized staffing needs ☐ Establish a meeting with your DAC and lead SC to create a plan to support internet academies (online school program) and families (fulltime home-based and private school) for testing students. Coordinate test opportunities for running start students, students who are out on expulsion, or students who are placed in institutions or detention centers. ☐ Establish strategies to ensure students are provided a positive test taking environment.
☐ Ensure confidentiality of secure test content and student responses WAC 181-87-060.
☐ Working with your lead SC, review Emergency Medical Exemptions and Modified Testing Schedule requests prior to submitting to the DAC for processing.

Table 7: Principal Just Prior to and During Testing Responsibilities

Just Prior to and During Testing
☐ Implement your communication plan to support schools during the test window for questions or problem solving. The next level of escalation should be your DAC or Technology Coordinator.
Monitor Testing Process and Security During Testing: ☐ To ensure adequate student supervision and staffing levels. ☐ When student responses or actions cause concern, refer to the Sensitive Responses section for support. ☐ For technology problems or emerging trends and disseminate information to staff when relevant.
☐ Report test incidents according to instructions in the Test Incidents section of these guidelines.

Table 8: Principal After Testing Responsibilities

After Testing
☐ Working with your lead SC, verify that all TAs have completed and signed the *Test Security Staff Assurance Report,* and that all training logs and security reports are being retained.
☐ Verify with your lead SC that all secure materials have been collected and accounted for.
☐ Review, sign, and submit the *School Site Administration and Security Report* completed by your SC.

School Test Coordinator

Tables 9–11 outline the School Test Coordinator's (SCs) codes of best practices and responsibilities that must be followed.

Table 9: SC Before Testing Responsibilities

Before Testing
Training: Annual training is required for all staff who participate in overseeing test administration activities or who administer or assist in administering a state assessment. ☐ Participate in state training opportunities and become familiar with test administration policy by reviewing the 2019-20 administration materials. ☐ Review the practice and training tests. ☐ Working with your DAC and Principal, ensure that all staff who participate in the administration of state tests or handle secure materials complete required training, and review training materials as they pertain to their responsibility's. ☐ Collect a signed *Test Security Staff Assurance Report* from all staff receiving test administration training. — Forms will need to be returned to TAs during testing. — Final forms are collected with second signature at the conclusion of testing. — Retain forms according to the school districts retention policy and have available for state audit. ☐ Ensure students have the opportunity to review the Training or Practice test, or Interim assessments. ☐ Working with your Principal, ensure that staff administering state tests have had the opportunity to become familiar with the practice and training tests.
School Building Test Security and Building Plan: In coordination with your Principal and DAC, develop all components of the school's Test Security and Building Plan. This includes, but is not limited to: ☐ Identifying testing device resources and equipment. ☐ Assisting in establishing test schedules that includes — Identifying locations for students who require a separate setting, extended time testers, and for students who finish their test early and who will not stay in the testing location. — Approved quiet activities for students who finish early. Electronics are not permitted until all students have logged out of the test and the TA has ended the session. ☐ Establishing seating arrangements so that students are separated by enough space to ensure independent work and to prevent collaboration during testing. ☐ A chain-of-custody of secure materials, for — Material receipt, inventory, retention, delivery, and storage. Procedures include tracking, check in and check out process as they are moved to and from district, school, TA, student, and returned to the scoring contractor. — Promptly requesting additional materials from your DAC. — The secure material storage, locked location always, except as necessary to conduct testing sessions. — Organizing both non-secure and secure materials for each test session. Materials must remain in secure storage until just prior to each test session and then immediately returned after the test session concludes. — Secure handling of test tickets and rosters. ☐ Ensure confidentiality of secure test content and student responses WAC 181-87-060.
☐ If prompted by the DAC, provide access in TIDE for trained TAs who will be administering state tests.
☐ Working with the Principal, DAC, and Technology Coordinator, confirm that all devices used for online testing are updated with the current Secure Browser and Operating System, and that dual monitors and virtual or remote desktop monitoring software are not being accessed.
Student Test Settings and Accessibility Features: ☐ Arrange for appropriate accessibility features and accommodations (including specialized equipment or paper tests) for students with IEPs, 504 plans, and designations for English learners.

Before Testing
☐ Audit student test settings and accessibility features by running reports in TIDE before Practice or Training Tests or Interim assessments to ensure student settings are correct for summative assessments. ☐ Provide TAs with a list of students and their documented test settings and accessibility features.
☐ For students with an emergency medical situation, submit an Emergency Medical Exemption request to your Principal and DAC, with the physicians note stating that the student is unable to take the test during the state window.
☐ Provide a positive test-taking environment.
☐ Inspect test locations. Any aids or prompts that might potentially assist students with answering any questions on a state assessment must be covered or removed.
☐ The lead SC or designated SC must be available during each school's test window for questions or problem solving. Provide staff with your contact information. The next level of support is your DAC.

Table 10: SC Just Prior to and During Testing Responsibilities

Just Prior to and During Testing
☐ Implement your communication and testing plan.
Working with your TAs, follow the established process to: ☐ Set up testing devices by opening the Secure Browser, adjusting the volume for the ELA test, and verifying that the devices are charged. ☐ Ensure that dual monitors and virtual or remote desktop monitoring software, if used within your school, are disabled.
☐ Ensure at least one trained TA is in the testing location at all times. Students left unattended during a test session will have their score results invalidated.
☐ Distribute test materials to TAs, this includes when applicable, accommodated forms, test tickets, ancillary materials, TA Scripts of Students Directions, and student rosters with test settings and accessibility features.
☐ Monitor test 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 test incidents according to instructions in the Test Incidents section.

Table 11: SC After Testing Responsibilities

After Testing
☐ Ensure that all test materials are collected and accounted for from each test session. Immediately report any missing materials to your DAC.
☐ Collect a signed *Test Security Staff Assurance Report* from all persons supporting testing.
☐ Collect and process all ancillary papers according to your TSBP.
☐ Verify alternate paper tests have been transcribed into a standard print test booklet for MI scoring or the Data Entry Interface (DEI) for ELPA21 scoring.
☐ If required by your district, verify and document reasons students were not tested.
☐ Document accommodations used during state testing.
☐ Document test incidents for review by the DAC.
☐ Submit a list of all invalidations to the DAC for review and approval.
☐ Return all secure test materials to the DAC according to your TSBP.
☐ Complete a *School Site Administration and Security Report*. Include an explanation of boxes checked "no" and notation of any missing materials. As required by OSPI, sign and submit the report to your DAC.

Technology Coordinator

Tables 12–15 outline the Technology Coordinator's codes of best practices and responsibilities that must be followed.

A Technology Coordinator is the person in a school who has responsibilities that include technology and network support.

Table 12: Technology Coordinator Before Testing Responsibilities

Before Testing
☐ In the fall, develop a plan for implementing your district technology readiness checklist.
☐ Verify that the firewall/filters on the computer network are configured correctly to allow communication with the online servers and whether they are set to take URLs or IP address ranges.
☐ Attend required training related to technology and testing online, and security.
☐ Become familiar with all technology training materials posted to the WCAP Portal.
☐ Conduct network diagnostics from the Practice and Training test sign in page.
☐ Ensure computers used for the administration of online tests meet the minimum system requirements and are appropriately configured for the Secure Browser and Operating System.
☐ Sites using virtual computing technology must implement appropriate security measures to ensure that test monitoring applications are not accessed during online testing, and that staff members refrain from using it. Refer to the technical guides on the WCAP Portal.
☐ Ensure that students with specific accessibility needs, such as software or specialized equipment, are provided with devices that meet the accessibility needs, the minimum system needs, and are appropriately configured for the secure browser. Or work with the Special Education Coordinator to find a solution that enables the student to access their accommodations with an appropriate method to test.
☐ For students using Text-to-Speech, verify compatibility of voice packs with the secure browser.
☐ Ensure dual monitors are properly disabled.
☐ Complete a *School Site Administration and Security Report* prior to the start of the test administration window. As required by OSPI, sign and submit the report to your DAC by the last day of testing.

Table 13: Technology Coordinator Just Prior to and During Testing Responsibilities

Just Prior to and During Testing
☐ Following the approved communication plan, provide DACs, DAs, SCs, and TAs with contact information (email, phone) should technology questions or issues occur during testing.
☐ Monitor technical problems (connectivity issues) or emerging trends to apply resolution and communicate information to your DAC, Principal, and lead School Test Coordinator.
☐ Assist in troubleshooting any system, technical, or infrastructure issue that arises.

Table 14: Technology Coordinators After Testing Responsibilities

After Testing
☐ Review technical or infrastructure issues that arose during testing and plan accordingly for the future.

Special Education and English Language Coordinator

Table 15 outlines the Special Education and English Language Coordinator's codes of best practices and responsibilities that must be followed.

Table 15: Special Education and English Language Coordinators Testing Responsibilities

Testing Responsibilities
☐ Attend all required training sessions and read all assigned training materials.
☐ Become familiar with the *Guidelines on Tools, Supports, and Accommodations* (GTSA).
☐ Follow school district procedures for identifying testing needs of students with IEPs, 504 plans, or for English learners.
☐ Working with your District Assessment Coordinator (DAC), Principal, and School Test Coordinator (SC), verify that your schools Student Information System accurately reports students receiving services and English language students.
☐ Working with your DAC, SC, and Principal, establish a date for providing the list of students identified for accommodated tests, accessibility features, accommodations, and specialized equipment for use with accommodations during state testing.
☐ Working with your SC, Principal, and DAC, create a list of students requiring accommodated paper tests (Braille, large print, Spanish, and standard print tests). Submit the list to your DAC for placement of material orders.

Teachers

Tables 16 outlines the Teachers codes of best practices and responsibilities that must be followed.

Table 16: Teachers Responsibilities

Testing Responsibilities
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 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) — Encouraging students to try sample or practice questions and tasks. — Familiarizing students with how to accurately fill in an answer circle when paper-pencil testing. — Providing students who will be testing online with an opportunity to review the Training and Practice tests or Interim assessments. — Helping students to become confident and comfortable with testing.
Teachers supporting students receiving services and English language students must work with the School Test Coordinator, Principal, and special services staff to document what, if any, accessibility features or specialized equipment is needed for student access to state tests.
Teachers must receive TA test administration and security training and sign the appropriate security report prior to administering a secure Training or Practice test or an Interim assessment.

Test Administrators (TAs)

Tables 17–19 outline the Test Administrators (TAs) codes of best practices and responsibilities that must be followed.

Table 17: TAs Before Testing Responsibilities

Before Testing Responsibilities
☐ Attend all required training sessions and read all assigned training materials and instructions for each assessment administered. TAs must be trained prior to administering a secure Training or Practice test or Interim or Summative assessment.
☐ Carefully read the *Test Security Staff Assurance Report* and sign the first page. The second page will be reviewed and signed at the end of your testing schedule.
☐ Have a clear understanding of the differences between the non-secure and secure Training and Practice tests and the secure Interim and Summative assessments.
☐ After completion of training, work with your SC to have an account set up in TIDE. You will also use this username and password for accessing the secure Practice and Training Test site and the Test Administration (Interim & Summative tests) site.
☐ Become familiar with accessibility features and accommodations use and restrictions in the GTSA and the *Calculator and Electronic Device Policy* document.
☐ Working with your School Test Coordinator (SC), identify students who will need specialized supports and equipment for accommodations.
☐ Working with your SC, verify student test settings in TIDE to ensure that the students in your session receive the correct test and accessibility features.
☐ As outlined in your approved test schedule, provide students an opportunity to utilize the training test, practice test, or interim assessment for familiarity with navigation, system tools, accessibility features and accommodations.
☐ Follow the school's approved chain-of-custody for ensuring secure test content and student responses will not be compromised before, during, or after the test administration. — Maintain confidentiality concerning all secure test content. This includes, but is not limited to, assisting with accessibility features that requires the review of secure test content, or individual student results. See WAC 181-87-060.
☐ Obtain the district approved test schedule and student seating arrangement from your SC. Students are to be separated by enough space to ensure independent work and to prevent collaboration during the testing sessions. This should also include: — A plan for verifying students in your session have correct test settings, accessibility features, and accommodations set in TIDE. — A plan for students who finish early and for students who need more time. — A quiet activity for students who finish early. The activity should not be related to the test being given. As examples, students may work on assignments for unrelated subjects or read a book. Electronic devices and testing devices (computers) are not permitted until all students have logged out of the test and the TA ends the session.
☐ Work with your SC to identify whether you are responsible for opening the secure browser on each testing device (closing other applications), adjusting the volume to ensure students will be able to hear the audio portion of the ELA test, and for fully charging testing devices. Have a plan in case device battery depletes.
☐ Working with your SC, inspect the testing site and remove or cover any aids or prompts that might potentially assist students with answering test questions. Retention of materials in the testing site that may assist students will require invalidation of student score results. Identify a location for students to place non-approved electronics and bags.

Before Testing Responsibilities
☐ Virtual or remote desktop monitoring software and dual monitors are not permitted and considered a breach in test security. When available, staff are not permitted to use the software while administering state tests. Work with your SC and your Technology Coordinator to restrict access prior to your test session.
☐ Follow district policy on use of personal cell phones during a test session.
☐ Place a Testing—Do Not Disturb sign outside the testing location.
☐ Provide students with a positive test-taking environment.
☐ Administer state tests in a secure environment following procedures outlined in the *TAM*, *Directions for Administration*, and the test specific *TA Script of Student Directions*.
☐ Remind students in your ELA CAT session that personal earbuds and headsets may be used.
☐ Just prior to each test session, collect and inventory test materials for the session being administered and immediately notify the SC of any discrepancies.

Table 18: TAs Just Prior to and During Testing Responsibilities

Just Prior to and During Testing
☐ Know who your immediate point of contact is for support during testing. You should have contact information for your lead SC, DAC, and Technology Coordinator.
☐ When required, follow the established process for setting up testing devices, by opening the secure browser, adjusting the volume for the ELA test, and verifying that the devices are fully charged.
☐ At least one trained TA must be in the testing location at all times. Student's left unattended during a test session will have their score results invalidated.
☐ Ensure 3:1 student to TA ratio for paper WCAS testing.
☐ Unauthorized staff and students who are not being tested may not be permitted in the testing location.
Preparing Student Workspaces: ☐ Direct students to clear their desks. Students should only have what is needed and allowed for testing ☐ Direct students to place all non-approved electronic devices and bags, etc. in the designated location away from the students' seats. Student access to a non-approved electronic device during a test session will require that the students test results be invalidated.
☐ Ensure that there is no use of hand-held calculators during an online test or non-calculator portion of a paper test. The only exception are devices specifically permitted as an accommodation and approved in advance, or electronics used for monitoring medical conditions. Use of a non-approved device will invalidate the students score results. — Ensure pre-approved electronic devices do not contain prohibited features and are used appropriately. See the *Calculator and Electronic Device Policy* for use and restrictions.
Following your school approved plan, remind students of the procedures for ending a test early: ☐ Students who leave the test location are reminded to do so without disrupting others and provided the location where they are expected to report. ☐ Students who remain in the test location are instructed on what approved quiet activities they may engage in. ☐ Note: Access to electronic devices or testing devices is not permitted until all students end their tests and the TA closes the test session. Student access will invalidate the students test results. ☐ All test materials passed out during the session must be immediately collected and accounted for, and the calculator memory cleared (when applicable), prior to releasing the student.
☐ Provide all required accessibility features. TAs should **not** approve a test session if a student does not have the correct test setting or accessibility feature available. Notify your SC for support. If the test session started, immediately stop the session.

Just Prior to and During Testing
☐ Provide students with testing materials (test booklet, login information [SSID, first name, session ID], scratch paper, etc.), using the school district approved method for tracking materials distributed to each student. TAs are responsible to ensure students log in under their own ID.
☐ Administer state tests, reading word-for-word, from the specific *TA Script of Student Directions* and supplemental materials provided by OSPI. Directions must be read exactly as they are written. Deviating from the printed directions is a testing violation.
☐ Provide breaks as permitted in the TAM, or as needed by an individual student.
☐ Actively monitor students to ensure they are engaged with the test, working independently, maintaining security of test content, and not accessing non-approved electronic devices or materials.
☐ Should an anomaly occur with a student during your session, stop testing that student and check with your SC for direction.
☐ Report any test incidents (improprieties, irregularities, breaches) to the SC, following your school plan.
☐ When required by your DAC, print test session reports.
☐ When a student completes their tests early, collect and account for all materials distributed during the test session and clear calculator memories (paper or accommodated testers), prior to releasing the student from the testing location. Students who remain in the testing location must be directed to the approved quiet activity (electronics or testing devices are not permitted).

Table 19: TAs After Testing Responsibilities

After Testing
☐ Prior to releasing students from the test location, collect and account for all test materials (e.g., test booklets and ancillary papers) distributed during the session and clear calculator memories, when applicable. Immediately report missing materials directly to your SC.
☐ Complete the second page of the *Test Security Staff Assurance Report* at the end of the last session of the test administration window. 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 report, with the secure testing materials from your test session, to the SC. Retain a copy of the form for your records.
☐ Notation of missing materials must be noted on the *Test Security Staff Assurance Report*.
☐ Document and provide to your SC any recommendation for invalidations, absences, and accessibility features used during state testing.
☐ Return all used and unused test booklets, accommodated forms, ancillary papers (test tickets, rosters, test material log, scratch paper, graph paper) to the SC immediately after each Summative assessment session is complete.

PROFESSIONAL STANDARDS AND ETHICAL TESTING PRACTICE

Overview

Although specific rules may vary slightly across Washington state tests, commonly accepted professional standards apply to all tests. Public school employees are expected to comply with OSPI's policies in relation to state tests. These rules are disseminated annually by OSPI to DACs through the WAW newsletter, webcasts, modules, manuals, user guides, guidelines, and supplemental materials.

Staff must:

- Understand the procedures required to administer state assessments, prior to testing.
- Make provisions for the security of test content and materials before, during, and after testing.
- Provide all allowable test settings and accessibility features, as documented.
- Avoid conditions that would not accurately represent what students know and are able to do.
- Avoid circumstances that might invalidate test results.
- Administer state tests according to prescribed procedures and conditions.
- Immediately notify appropriate staff if any non-standard or limiting conditions occur.
- 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 must align to OSPI policy. Test security can become compromised when accommodated test booklets are used (e.g., Braille, large print, Spanish, or standard print) or when someone other than the student is permitted access to test content (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 test. This includes, but is not limited to the following:

- Not testing or reclassifying eligible students; encouraging students to be absent from tests used for accountability or to assess language proficiency.
- Failing to follow directions specified in Washington state communications and materials.
- Coaching students by paraphrasing content or giving cues in any way.
- Allowing students access to accessibility features that are not permitted or documented.
- Encouraging a student to answer fewer questions than what is on the test.
- Editing student responses; causing students to recheck or change their responses.
- Leaving students unattended or allowing students to interact during a Summative 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, such as virtual or remote desktop monitoring software, while administering online state tests.
- Reviewing, sharing, capturing, or transmitting secure test content or student responses.

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 a test. Standardization is an essential feature of educational test administrations and is necessary to produce comparable information about student learning. Strict adherence to guidelines, instructions, and procedures for the administration of state tests, 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.

Students should also have access to the Secure login to become familiar with the process and accessibility features prior to taking a Summative assessment. Access to Secure login Training or Practice tests or Interim assessments ensures student test settings are appropriately set, students have time to review their unique settings, and it vets the devices used for summative testing.

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 EL 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 required that districts have identified methods for ensuring that each student designated to receive accessibility features has access to those supports during Summative assessments. This type of information should be included in your school's Test Security and Building Plan.

Who Can Proctor State Tests?

Washington state tests must be administered by trained staff members of a school district (e.g., teachers, ESAs, EAs, substitute teachers). It is recommended that assessments be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). However, non-certificated staff (such as paraeducators) may administer assessments with appropriate training and under the general supervision of a certificated school district employee. Certified staff are not required to be within the testing location at all times with non-certified staff. Student teachers, para-educators, and interns have a contractual relationship with the school district — even if 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 tests, nor are they permitted to assist with handling secure test material. Volunteers may assist in the supervision of students who need a break or have completed testing and left the testing site.

State Laws Governing Test Security

All test content including, but not limited to, online test content, accommodated paper tests, alternate assessments, test tickets, ancillary papers, and student responses 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 is the property of OSPI and the consortium. In RCW 28A.655.070, OSPI is directed to develop and revise a statewide assessment system. School districts are required to administer the tests under the guidelines adopted by OSPI.

RCW 42.56.250 **Employment and licensing:** The following are exempt from public inspection and copying: Test content, 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 assessments under guidelines adopted by the Washington Office of Superintendent of Public Instruction.

Securing Test Content and Confidential Information

All test content must always remain secure. Follow your school and district test material chain-of-custody in the TSBP. Work with your Technology Coordinator to ensure adequate security for testing online.

Printed test content, including embossed braille printouts, print-on-demand papers, and ancillary materials provided to students during the test session are also considered secure materials and must be collected and inventoried at the end of each test session and prior to releasing students from the test location. Immediately return materials to the SC at conclusion of each test session. Ancillary materials will be immediately shredded according to district and state policies and procedures. An exception to this rule is for students who have notes that can be stored securely from Performance Task (PT) 1 for use with PT 2.

Ancillary test materials, such as notes, may also be securely retained for students who require extended time or more than one day to complete a test session.

Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student's personally identifiable information. Any printed materials, including test tickets and rosters, must be securely stored and destroyed.

The scoring contractor records the security barcode numbers on all secure test documents that are sent to your school district. All materials must be immediately inventoried upon receipt from the contractor. Any discrepancies or shortages in the quantity, or any damaged materials must be reported immediately to OSPI by completing a *Test Material Variance Form* through ARMS.

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 DAC will be notified by the State Test Coordinator to investigate the missing test document(s) and to 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 accurately display the test scores of students. Accessibility features during testing provide access not advantage to students based on each student's individual need. It is unlawful for any person to directly or indirectly disclose test content 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 person to answer any question submitted, shall be guilty of a misdemeanor, the penalty for which shall be a fine.

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).

ACCESS TO TESTING LOCATIONS

Students who are not a part of the current test session and unauthorized adults are not permitted in the testing location where a test is being administered.

There may be media interest in state testing. Reporters, or any third-party observers, are not

permitted to be in the testing environment before, during, or immediately after testing. Students must not have the added pressure of media attention on campus. Having media on campus also compromises the security of the assessment. Photographs or any electronic capture of secure test content (paper booklets, computer screens, ancillary materials) 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 TAs. 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 must be taken when posting the sign to not obscure security windows on doors. The ability to view test sessions without entering the room will help facilitate administrative monitoring of sessions.

ELECTRONIC DEVICES

Many students and staff members bring 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, smart watches, pagers, digital media players, iPods®, tablets, and other non-approved, web-enabled communication devices, including wearable technology, must be turned off and kept out-of-reach until the test session is complete.

- These devices may be returned to students after all students complete testing, the TA closes the test session, and all secure test materials have been collected, accounted for, and secured.

Note: It is critical that school administrators and staff establish and communicate this policy to students, as access to any non-approved electronic device during a state Summative assessment will result in the student's test results being invalidated.

- Staff should refer to district policy and avoid personal cell phone use during testing.

Medical Supports

Students may have access to medical supports for medical purposes (e.g., glucose monitor). The device may include a cell phone and should only support the student during testing for medical reasons. Educators follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications, or the TA must closely monitor the use of the device to maintain test security.

BAGS AND PURSES

Many students carry backpacks, bags, and purses. These must be placed a distance from students so items may not be retrieved without students leaving their seats.

TEST INCIDENT AND INVESTIGATION RESOURCES

Test incidents, such as a low risk (impropriety), medium risk (irregularity), and high risk (breach), are behaviors prohibited either because they give a student an unfair advantage or because they compromise test validity or score reliability. Whether intentional or by accident, a situation that falls into these categories constitutes a test incident that needs to be documented and reported, whether being retained at local district-level or escalated to the state.

This section outlines test incident documentation and reporting requirements.

Reporting Timelines and Activities

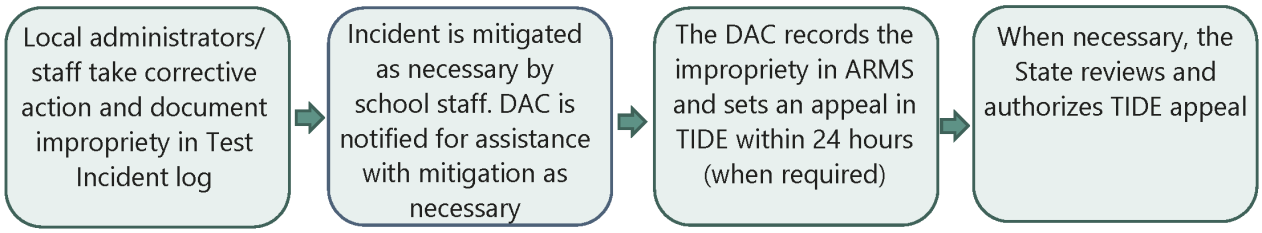
LOW RISK—IMPROPRIETY

An unusual circumstance that has a low impact on the individual or group of students and has a very low risk of potentially affecting student performance, test validity, or score reliability.

Examples: Fire drill during testing, cell phone rings from secured location, student misconduct distracting the test session.

When the disruption had no impact to student performance and no issue is noted with test security, the situation can be corrected at the local level and TAs will continue with the test session. The incident is not required to be reported to the state level.

- The TA takes corrective action and reports the incident to the SC as soon as possible (preferably during the test session).
- The lead SC mitigates as necessary and notifies the DAC as soon as possible (same day). A report is submitted through ARMS or another reporting method identified by the DAC.
- The DAC will enter an appeal in TIDE, if required, to reopen the students test opportunity. The state will review the TIDE appeal for approval, when required.



NOTE: When there is question as to impact on student performance or test security, TAs should immediately stop testing the individual or group of students and process the incident according to the directions under the Medium Risk–Irregularities section.

MEDIUM RISK—IRREGULARITY

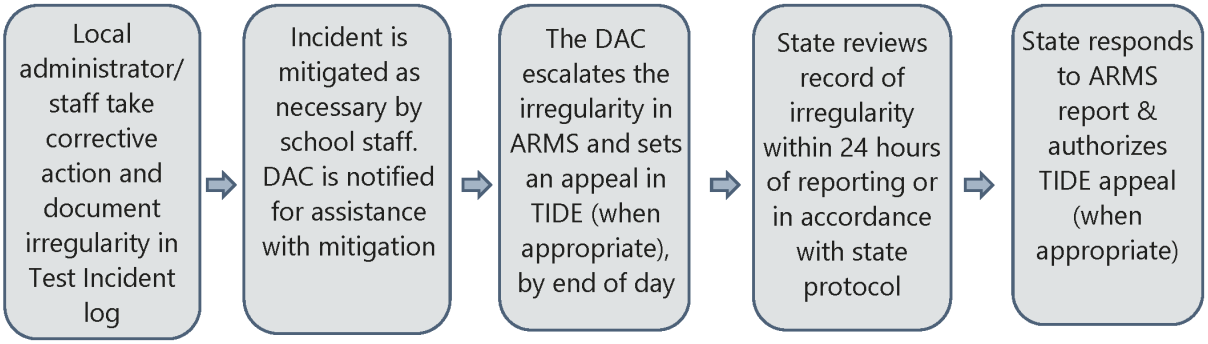
An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance, test validity, or score reliability.

Examples: Technology incident occurs, student accessed non-approved material or electronic device, student was not provided accessibility feature as outlined in the plan, student was provided accessibility feature not identified in the plan, student left unattended during a test session, TA assistance outside administration protocols, student tested under another students login.

While some of these circumstances can likely be corrected at the local level, these situations may

potentially impact student performance or score reliability. A Test Incident report is required to be entered in ARMS and submitted to the state for review.

- The TA stops the individual or group of students test session and takes corrective action. The incident is reported to the SC immediately for guidance on continuing the test session.
- The lead SC mitigates as necessary and immediately notifies the DAC and/or Technology Coordinator for guidance. A report is submitted through ARMS or another reporting method as directed by the DAC.
- The DAC submits the report to the State through ARMS for review and guidance.
- The State Test Coordinator reviews the reported incident and supporting documentation.
  - If the incident did not provide an unfair advantage and did not compromise test validity or score reliability, the DAC will be notified, the student will continue testing, and the report will be closed. Note: An appeal may need to be entered in TIDE to reopen the students test opportunity.
  - If the incident provided an unfair advantage or compromised test validity or score reliability, the DAC will be notified, and the test will be invalidated.
  - When it is unable to be determined if the incident had impact to validity or score reliability, the information from the report will be forwarded to the Director of Assessment Operations, the Director of Assessment Development, and/or the Assistant Superintendent of Assessment and Student Information for guidance.
- When the Director of Assessment Operations, the Director of Assessment Development, and/or the Assistant Superintendent of Assessment and Student Information conduct review of the incident, information included in state policy, data forensics, and content experience with the state standards and assessment expectations are taken into consideration for decision making.
  - If the incident did not provide an unfair advantage and did not compromise test validity or score reliability, the DAC will be notified by the State Test Coordinator, the student will continue testing, and the report will be closed. Note: An appeal may need to be entered in TIDE to reopen the students test opportunity.
  - When it is unable to be determined if the incident had impact to validity or score reliability, the DAC will be notified by the State Test Coordinator, the student will continue testing, and a score letter that outlines the situation will be provided to include with the student's test results.
  - If the incident provided an unfair advantage or compromised test validity or score reliability, the DAC will be notified by the State Test Coordinator, and the test will be invalidated.



NOTE: When a situation occurs that impacts testing school wide or district wide, immediately notify the State Test Coordinator (kimberly.derousie@k12.wa.us or 360-870-4860) and the WA Help Desk (wahelpdesk@air.org) to assist with resolving the situation.

HIGH RISK—BREACH

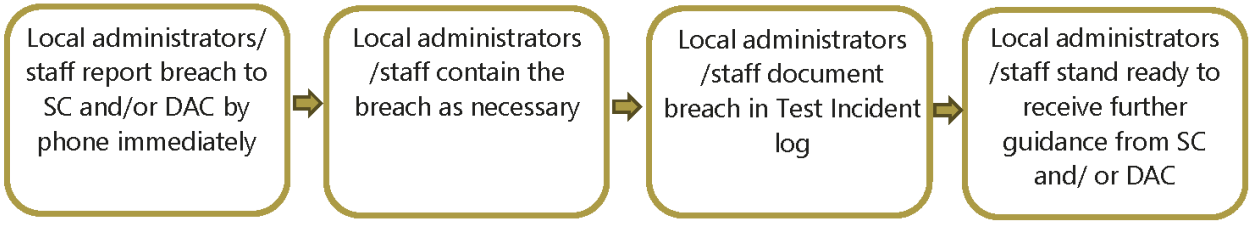
A high-risk breach is any test administration event that poses a threat to the validity of the test and requires immediate attention. These circumstances have external implications for the state and consortium and may result in a decision to remove the test questions(s) from the available secure item bank.

Examples: Test content left unsecured, test content or student responses being reviewed, retained, or shared with other persons or in social media, adults modifying student answers.

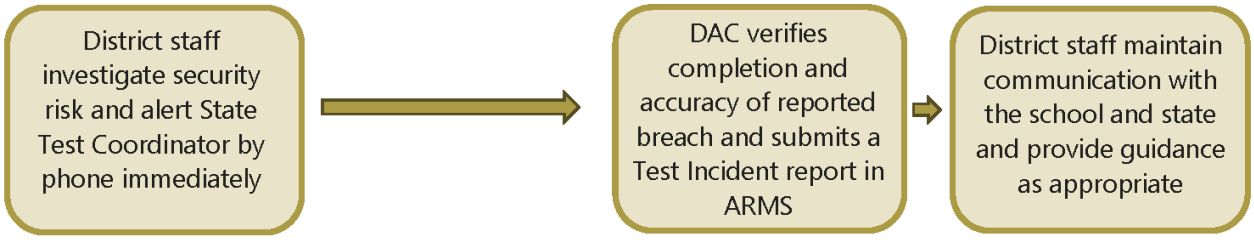
These situations require immediate attention and reporting.

- The TA immediately notifies the SC. If the breach is student initiated, stop testing the student until further guidance is received.
- The lead SC immediately escalates to the DAC, providing as much detail of the situation as possible.
- The DAC immediately escalates the potential breach to the OSPI State Test Coordinator, Kimberly DeRousie, at 360-870-4860. The DAC will submit the incident, containment strategies, and conclusion to investigation through a Test Incident report in ARMS.
- The State Test Coordinator will notify the consortium. The ARMS report will be reviewed and the DAC will be provided further guidance, as necessary.

Local School Activities



Local District Activities



State Activities

Logging incidents

TAs must log incidents immediately upon identification and submit them, via the agreed-upon process outlined in the school's TSBP, to their lead SC and DAC. The TSBP should outline a process that includes how frequently incident reports are submitted. The DAC 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. See the Reporting and Test Administration Resources section.

- The lead SC and DAC ensure that all test incidents are documented in a central location, such as the Test Incident Report within ARMS. See the Reporting and Test Administration Resources section.
- 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.

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, the employee shall report such incident or cause a report to be generated for the lead SC and DAC. The DAC must report all medium risk irregularity and high risk breach incidents to the state, by submitting a Test Incident report through ARMS or by contacting the State Test Coordinator at 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 protocols that deviate from information provided in administration manuals and TA scripts.
- Providing students with accessibility features or materials not allowed on that test.
- Coaching students or attempting in any way to artificially inflate test scores.
- Reviewing, reproducing, or retaining secure test content or other secure materials (i.e., ancillary papers) before, during, or after testing.
- Accessing software applications with remote observation features, where TAs can view a student's test from a remote location, while the student is moving through the test. Utilizing such an application is considered a security breach and goes against state testing policy.

SELECTING THE INCORRECT TEST

TAs should select only the specific test, grade level, and content for the current approved test session in the Test Delivery System (TDS). If a TA selects a Summative assessment but was scheduled to administer a Training test, Practice test, or Interim assessment, the DAC will be

required to:

- Investigate how and why the situation occurred.
- Review training materials and revise when necessary to help eliminate future occurrences.
- Submit a Test Incident Report to OSPI through ARMS. Include as an attachment the TA training packet and signed *Test Security Staff Assurance Report*.
- If approved by the state, the DAC will submit an appeal through TIDE to Reset the students test opportunity. When a test is reset due to an incorrect test selection, a certification letter will be provided by the state to be attached to the students score reports.

SCHOOL DISTRICT INVESTIGATION

Investigation

Include the following when investigating reported incidents:

- Statements from all persons with knowledge about the incident.
  - Statements can be created from a personal or telephone interview, or an affidavit attesting to a prior statement. Statements used as evidence should be dated and signed.
- Gathering and examination of evidence.
- Disciplinary actions, if any, that should be imposed. This is determined by the district.
- 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 360-725-6130 to report the findings.
- Recommendation regarding any invalidation of tests based on the investigation and consultation with the OSPI State Test Coordinator.
- Plan of action to eliminate future occurrences.
- Conclusion to investigation based on gathered evidence and interviews.

Reporting

After conclusion to the investigation, provide a concise summary of the facts of the case. For the summary, include details regarding the incident, any actions taken as a result of the investigation, and note whether the district referred the violation to the OPP.

Report any misuse or loss of test materials, medium risk irregularities and high risk breach incidents to the State Test Coordinator by submitting a Test Incident report through ARMS.

INVALIDATING TEST SCORES

Tests will be invalidated when the circumstances 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, when a student has access to non-approved materials or electronic devices, when the test was improperly administered, or when a test 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 DAC for approval and records retention.

- Invalidations for online testers are set in TIDE under the Appeals tabs.
- Invalidations for paper testers requires that the DAC contact the WA Help Desk to request that the student test results from the paper test be invalidated. To eliminate this step, the

DAC should send the test booklet back to the scoring contractor with non-scorable materials, noting that the test is not to be scored due to invalidation.

The DAC will submit a Test Incident Report in ARMS to notify the State Test Coordinator of all potential invalidations resulting from staff misconduct or a breach in security.

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 the OSPI State Test Coordinator. The Online Reporting System may produce preliminary scores for student results that are still pending investigation. It is important to consider how the scores will be used until the investigation concludes.

Paper-pencil test booklets of students where validity of results is under review, may be packaged and returned with scorable materials. If returned with scorable materials, and invalidation is deemed necessary after investigation, the DAC will work directly with the WA Help Desk.

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

Sensitive Responses

Sensitive student responses to Summative and Interim test questions, or in test notes, are identified as soon as tests are submitted for scoring. A process has been established between the state and the scoring contractor to ensure that this information is not only kept confidential, but that it also is immediately reported to the school district for student support.

Security protocols, as outlined in this document, make it clear that reviewing responses in the testing interface or students' notes (online or scratch paper) is not permitted. However, during testing, TAs may encounter student responses that disrupt the test administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or via notes that necessitate some action to ensure student safety. This may come to the attention of the TA while administering a test that requires individual student to TA interaction, such as a scribe.

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, in accordance with policies, as much information as possible.

ESCALATING INFORMATION

Should the TA encounter a sensitive situation while supervising the test session, the TA must immediately escalate this concern in accordance with district policies and procedures. The DAC is to notify the State Test Coordinator immediately of any such situations that require access to test content.

Reporting a Perceived Error on a Test

If there appears to be an error on a state test, ensure security by following the steps below:

1) Make note of the perceived error.
    a. Online: include subject, grade, session ID, item number, and device and networking information.
    b. Paper: include subject, grade, form number, item number, and page number.
2) Instruct students to do their best and complete that section of the test. Do not attempt to provide a remedy. If needed, OSPI will provide a remedy for all students in the state.
3) Submit a *Test Question Ambiguity* form to the DAC. The DAC must alert the State Test Coordinator through ARMS, via the *Test Question Ambiguity Form*.

Do not copy the problem, share with colleagues, or transmit information through any device with cellular, messaging, or wireless capabilities (e.g., email, cell phones, smart watches, iPods(R), tablets, or any other web-enabled devices, or photo technology).

APPEALS ROLES, PERMISSIONS, AND RESTRICTIONS IN TIDE

Overview

This Appeals Roles, Permissions, and Restrictions in TIDE section is currently being reviewed for update by the OSPI Assessment Operations and Cambium Assessment teams. Once the information is finalized this document will be reposted to the WCAP Portal. Communication will be sent through the WAW newsletter.

In the normal flow of a Summative assessment opportunity, a student takes the test in the Test Delivery System (TDS) and, when completed, submits the test for scoring. Next, TDS forwards the test for scoring, followed by the scores being sent to the Online Reporting System (ORS). Appeals are a way of interrupting this normal flow when a test incident occurs.

TAs will notify their SCs when a situation is believed to require an appeal. The lead SC will notify the DAC or DA, who will review the situation and submit the appeal, if needed. Appeals are reviewed and approved or disallowed by the state and processed by the Cambium Assessment (previously AIR) Appeals Team. Some appeal requests may require that the WA Help Desk reach out to the DAC for more information or reach out to OSPI for guidance. Most appeals will be processed within 24 business hours.

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

Table 20: Appeal Permissions by Users Role

Permissions	State	DC	DA	SC	TA
Create an Appeal	Yes	Yes	Yes	No	No
Approve an Appeal	Yes	No	No	No	No
Re-assign an Appeal	No	WA Help Desk	No	No	No

Description of Appeals and Processing

GRACE PERIOD EXTENSIONS (GPE)

For tests subject to the 20 minute pause rule: After the 20 minute pause timer expires, approval of the GPE appeal allows the student to review previously answered questions and questions flagged for review, upon resuming a current test segment.

For example, a student pauses a test and the 20 minute pause timer starts running, and either:

a. The student resumes the test within 20 minutes, which allows the student to access previously answered and flagged for review questions, without submitting an appeal.

b. The student resumes the test after 20 minutes, without a GPE appeal. The student cannot access previously answered or flagged for review questions. The student can only work on unanswered questions.

or

c. The student resumes the test after 20 minutes, with approval of the GPE appeal. The student can access previously answered and flagged for review questions, except for locked WCAS questions. After the student resumes testing, the normal pause rules will

apply to this opportunity.

Note: The State Test Coordinator may approve GPE appeals, under very limited circumstances. Grace period extension appeals are restricted and require supporting documentation by the DAC for the appeal to be approved.

RE-OPEN A TEST WHERE STUDENT LEFT OFF

When a test has been paused less than 20 minutes, students can access all test questions. When the test has been paused over 20 minutes, students can only access unanswered test questions.

- **Example:** If the test segment has mistakenly ended prior to the 20 minute pause timer, the *Re-open a test where student left off* appeal would allow the student access to all questions (unanswered and answered, except locked science questions will remain locked). This is only an option due to technology issues.
- **Example:** If the pause timer exceeds 20 minutes, the *Re-open a test where student left off* appeal would allow the student access to only unanswered questions from that segment.
- Re-open a test where a student left off appeals require state approval.

RE-OPEN A PREVIOUS TEST SEGMENT

Allows access to a previous test segment.

- If a student has mistakenly exited a test segment prior to finishing or reviewing flagged questions, the *Re-open a previous test segment* appeal would allow the student to access all answered and unanswered questions in that segment.

  Note: 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 online 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 DAC review and approval and a Test Incident report to be submitted to the state through ARMS.
  - Details on the implications of this appeal type can be found in the Invalidating Test Scores section.

RESET A TEST

Removes all student responses to test questions and sets the student's test opportunity 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 1:** The 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, via a *Test Incident Report* within ARMS.
- **Example 2:** The TA administers a test 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, via a *Test Incident Report* within ARMS.

- **Example 3:** The student was not provided the accessibility feature as outlined in the student's plan. This type of appeal would likely be approved when the DAC submits a *Test Incident Report* via ARMS, prior to the student's test score reporting in ORS.

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

RE-ASSIGN A TEST

Moves test results from one student to another. Depending on the circumstances, follow the procedures given in the examples described below. When a student is approved by the TA to log into a test under an incorrect student login (SSID):

- **Example 1:** if the session is stopped prior to the student attempting any items, the TA will have the student log in under their correct SSID and complete the test session. An appeal must be submitted in TIDE to reset the incorrect test attempt.
- **Example 2:** if the student answers items, the TA will have the student complete the test under the incorrect SSID. The WA Help Desk must be contacted to re-assign the test results to the correct SSID and to remove responses from the incorrect SSID.

Re-assign Test does not display in TIDE Appeals. DACs directly contact the WA Help Desk at 1-844-560-7366 or wahelpdesk@air.org.

ADDITIONAL INFORMATION ABOUT APPEALS

- Once an appeal is approved and the student reenters a segment or domain of a test:
  - the normal pause rules will apply.
  - the student 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 RESULTS STATUS

Test Results Status refers to where a test is in the system. Table 21 provides the labels with a brief description.

Table 21: Test Results Labels

Status	Definition
Approved	The TA has approved the student for the session, but the student has not yet started or resumed the test.
Completed	The student has submitted the test for scoring. No additional action can be taken by the student.

Status	Definition
Denied	The TA denied the student entry into the session. If the student attempts to enter the session again, this status will change to "Pending" until the TA approves or denies the student.
Expired	The student's test has not been completed and cannot be resumed because the test has expired. The PT expires after 15 calendar days and the CAT expires after 45 calendar days. The WCAS expires at the end of the test window.
Invalidated	The student's test opportunity was invalidated by the district DAC or DA user or by the state.
Paused	When a test opportunity has started for a student and the test is currently paused (as a result of one of the following). a. The student paused the test by selecting the **Pause** icon. b. The student idled for too long (more than 20 minutes) and the test was automatically paused. c. The test administrator stopped the session the student was testing in. d. The test administrator paused the individual student's test. e. The student's browser or computer shut down or crashed. Paused is the status the test will be in until it is completed, expired, or invalidated.
Pending	This refers to the time between the TA approving a student request to test and when the student enters the test (generally a few seconds.)
Processing	This status refers to the recovery of data and is an internal state that usually lasts a few seconds.
Reported	The student's score for the completed test in TDS has passed the quality assurance review and has been submitted to the ORS. Some items must be hand scored before they appear in ORS. Once completed, the test goes from Completed to Scored, to Submitted within a few seconds. In a few minutes record displays as Reported.
Rescored	Test was rescored.
Review	The student has answered all test questions and is currently reviewing answers before submitting the test. A test with a "review" status is not considered complete.
Scored	The Scored status occurs almost instantly when a test moves through the Reported status. The test will display scored, followed by the student's score.
Started	The student has started the test and is actively testing.
Submitted	The test has been submitted for quality assurance review and scoring before it is sent to the ORS. This is the holding status (few minutes). Note: All tests go through an internal scoring process during quality assurance review.
Suspended	The student is awaiting TA approval to resume a testing.

HOW TO ALERT THE STATE OF AN APPEAL THAT NEEDS TO BE EXPEDITED

All medium-risk irregularities and high-risk breach test incidents requiring an appeal within TIDE must also be entered in ARMS, under the Test Incident Report. Low-risk improprieties that have no impact to student performance or test security, do not need to be reported in ARMS.

It is the responsibility of the DAC or DA to notify the State Test Coordinator of an appeal, that due to unique circumstances, needs to be reviewed on an expedited path. The notification email must include the TIDE Appeal case number and ARMS Application ID number. Send email alerts to Kimberly.DeRousie@k12.wa.us.

FREQUENTLY ASKED QUESTIONS

1) Can Text-to-Speech be loaded for a student that has already begun testing?
    a. Yes, you can pause the student's test and go back into TIDE and code the Text-to-Speech option.
2) Can I reset a test for a student who **did not** receive the appropriate accessibility feature, as documented?
    a. **SCENARIO 1:** Student was not provided the Braille, ASL, or Spanish test. **REQUIREMENTS:** Submit an appeal in TIDE to reset the student's incorrect test attempt, then set the correct test type in TIDE and retest the student
    b. **SCENARIO 2:** Student was not provided a support or accommodation as outlined in the student's plan and the request is to reset the student's test. **REQUIREMENTS:**
        i. Prior to scores of the student's test reporting in ORS, the DAC must submit a Test Incident Report to the state via ARMS. NOTE: Reports submitted in ARMS after scores are reported in ORS may not be approved for resetting the test.
        ii. After submission of the report in ARMS, the DAC ensures that the identified team meets to discuss best options for the student.
        iii. Once a determination is made by the review team, the DAC will report back to ARMS with the outcome of the meeting. At this time, a request to reset the students test may be entered in TIDE.
    c. **SCENARIO 3:** Student was not provided a support or accommodation as outlined in the student's plan and the district and review team decides to retain score as is. **REQUIREMENTS:**
        i. Complete a Test Incident Report in ARMS
        ii. The state provides a score certification template letter, stating "when reviewing scores, keep in mind that the situation outlined may have inflated or deflated test results." The letter is to accompany the student/family score report that is sent to parents and placed in the student folder.
        iii. Districts may also request to have the score results invalidated. Invalidation would remove this from an attempt status which could impact school and district results.

TIMELINES FOR SETTING APPEALS IN TIDE

Online Testers

Appeals for online testers may be set in TIDE beginning the first day the test window opens and will conclude on the last day of testing. Click Timelines & Calendar for 2019-20 for a complete schedule.

Paper-Pencil Testers

TIDE will also support paper test invalidations. The window for submitting invalidations for paper tests in TIDE will open after the online appeals window in TIDE has closed. Once identified, the paper test invalidation window will be communicated in the WAW newsletter.

Smarter Balanced scores from online testing are automatically loaded in ORS within a week or two of test completion. WCAS online and paper-pencil reporting will not load to ORS until the end of the test window and after all tests have been scored.

SAMPLE SCENARIOS

The information in Table 22 provides example scenarios of situations that may occur during testing and descriptions for how to support the situation. This may include filing an appeal or changing a student's accessibility features in TIDE.

Table 22: Sample Testing Scenarios

Scenario	Description
Scenario 1	A student is logged out of the test (technology or system related) and needs to have his or her test opportunity re-opened.
Response to scenario 1	The TA will notify the SC and the SC will request that the DAC file an appeal in TIDE to **re-open** the student's test opportunity. Once the appeal has been approved by the state, the student can then be tested.
Scenario 2	A student was not provided the appropriate ASL, Braille, or Spanish Translation test.
Response to scenario 2	The TA will deny the student access to the test session and notify the SC. The SC will request that the DAC file an appeal in TIDE to **reset** the student's test opportunity. Once the appeal has been approved by the state, the SC will make the appropriate update in TIDE to test type, and the student can then be tested.
Scenario 3	A student was not provided online-embedded test settings (accessibility features), with the exception to ASL, Braille, and Spanish Stacked Translation.
Response to scenario 3	The TA will deny the student access to the test session, or pause the test if the student has already logged in. The TA notifies the SC to update the student's test settings in TIDE. Changes are immediate so the student can rejoin the session that is in progress. No appeal required. Document as a testing incident.
Scenario 4	A student is cheating on their test.
Response to scenario 4	The TA immediately notifies the SC, the SC investigates and contacts the DAC with the recommendation regarding whether invalidation is necessary. When verified, the DAC will submit an **invalidation** appeal through TIDE for state approval.
Scenario 5	An ineligible student was tested.
Response to scenario 5	The TA notifies the SC. The SC will request that the DAC file an appeal to reset the test administered in error. For this situation, an approved **reset** appeal of the students test results will ensure that reporting data is accurate.
Scenario 6	The TA notices a student submitted their test without completing all the items and the TA would like to have the test reopened so the student can complete every item.
Response to scenario 6	This situation would not warrant an appeal to reopen a student's test. The test engine delivers clear warning messages to students that if they go beyond a test segment or submit their test that they cannot return to previous items. Students will also become familiar with this as they go through the Training and Practice tests. Some students may choose to move beyond an item without providing a response.
Scenario 7	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 the student wants to change the answer.
Response to scenario 7	TA instructs student to continue testing. An appeal is not available in this situation.

REPORTING

Reporting Overview

ASSESSMENT REPORTING MANAGEMENT SYSTEM (ARMS)

The secure Assessment Reporting Management System (ARMS) allows staff to electronically submit the reports outlined below. When created by the SC, the reports will be submitted directly to the DAC for review and action. When necessary the DAC may request additional information from the SC. The DAC will also decide, based on guidelines provided by the consortium and state, as to whether the report needs to be submitted to the state for review or retained locally. The state will report back to the DAC directly through ARMS.

This system also allows the option of exporting the reporting data into an Excel file for archive.

Reports Available in ARMS

Each of the reports listed below will include an overview document within EDS ARMS which provides a detailed overview of the reports.

- District Administration and Security Report (DASR)
- 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
- New: Expedited Grade 12 Rescore Appeal

Reports and Forms Available on the WCAP Portal

The following reports are for use only between the school and district. Any reporting to the state, must be submitted through ARMS.

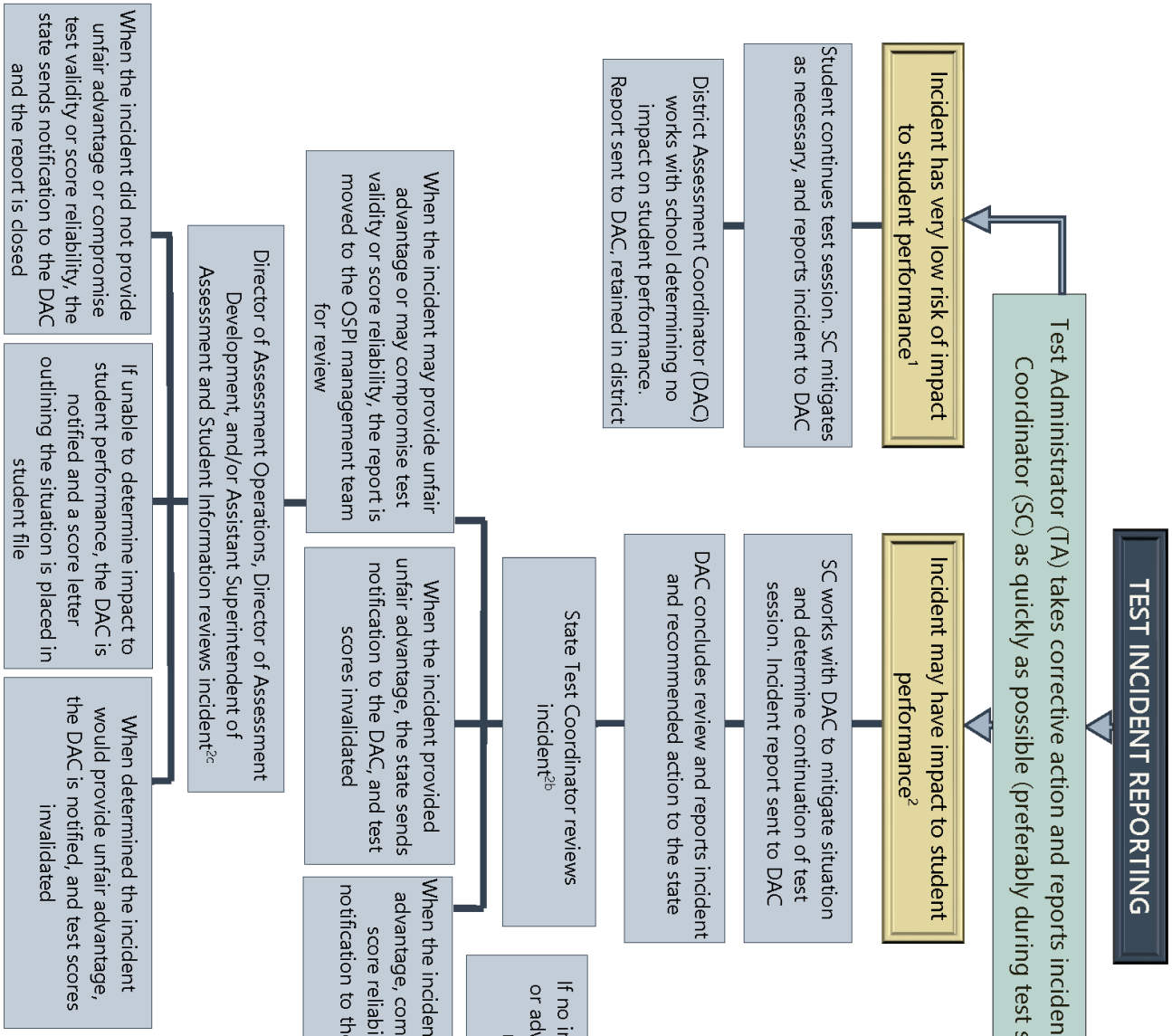
- Non-Standard Accommodation and Designated Support Request
- School Site Administration and Security Report
- Test Security and Building Plan Template and Process Document
- Test Security Staff Assurance Report
- Training Log for State Assessments

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 DAC signatures are required on this report. The information must accurately reflect what has been reported by SCs in the 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 INCIDENT REPORTING FLOW CHART



TEST ADMINISTRATION RESOURCES

Table 23 identifies the support materials and location, as outlined in this guide. Also included are reference to additional materials that are important for test administration of state assessments. Refer to the Intended Audience section for a list of usernames associated with the abbreviations in column one.

Table 23: Test Administration Resources Mentioned in This Guide

User	Description, Location, & Web Address
DAC, DA	**Additional Order Material Schedule:** Provides the initial material shipment timeline and the schedule for order and delivery of additional materials. **Location:** Portal, Test Coordinator card, Resources, General Information folder **Web address:** https://bit.ly/365VrdK
DAC, DA, SC, TA, Principal,	**Administration Training for Coordinators and TAs:** State templates provide an overview of procedures, policy matters, test security processes, with a high-level overview of Cambium Assessments systems. **Location:** Portal, Test Coordinator card, Resources, Modules folder **Web address:** https://bit.ly/2FY2Xwm
DAC, DA, SC, TA, EL, Spc Srv	**AIRWays Reporting User Guide:** Provides teachers with detailed information on student performance on Interim assessments. Also available is the AIRWays Module **Location:** Portal, Test Coordinator card, Resources, User Guides and Manuals & Modules folders **Web address:** https://bit.ly/362Wg6O
DAC, DA, SC, TA	**ARMS Reporting:** Security reports, test assurance forms, & training Logs are required reporting documents. School level reports to be filled out and retained at the district level. District level reporting submitted to the state through ARMS. **Location:** Portal, Test Coordinator card, Resources, General Information folder **Web address:** https://bit.ly/35YR43S
DAC, DA, SC	**ARMS Module:** Overview for accessing, submitting, and responding in the electronic reporting system. **Location:** Portal, Test Coordinator card, Resources, Modules folder **Web address:** https://bit.ly/35YR43S
DAC, DA, SC, TA, T	**AVA User Guide:** Provides information for authorized users to view interim assessments for administrative or instructional purposes. Also available is the AVA Module **Location:** Portal, Test Coordinator card, Resources, User Guides and Manuals & Modules folders **Web address:** https://bit.ly/362Wg6O
TC	**Braille Requirements Document:** For information on supported hardware and software for Braille testing and for configuring JAWS. **Location:** Portal, Technology Coordinators card, Resources, Technical Information folder **Web address:** https://bit.ly/2QZG1mP
TC	**Bring Your Own Device Guidance:** Acceptable use policy & guidelines. **Location:** Portal, Technology Coordinators card, Resources, General Information folder **Web address:** https://bit.ly/2uYkp1P
DAC, DA, SC, TA	**Calculator & Electronic Device Policy:** Information on specific calculators and devices that are allowed and prohibited. **Location:** Portal, Test Coordinator card, Resources, General Information folder **Web address:** https://bit.ly/370Sbl1

User	Description, Location, & Web Address
TC	**Configurations & Troubleshooting, Secure Browser Installation:** System-specific guides for hardware, software, and network configurations. **Location:** Portal, Technology Coordinators card, Resources, Technical Information folder **Web address:** https://bit.ly/2QZG1mP
DAC, DA, SC, TA, Spc Srv, EL, Principal TC	**Chronological WCAP Checklists:** These checklists should be used as supplemental documents for reminders on test administration activities. **Location:** Portal, Test Coordinator card, Resources, User Guides & Manuals folder **Web address:** https://bit.ly/2OacYLA
Principal	**Graduation Pathways Toolkit:** Is a resource to help educators and families understand state graduation requirements. **Location:** OSPI Website, Student Success, Graduation, Graduation Requirements page **Web address:** https://bit.ly/2RZJBwz
DAC, DA, SC, TA, Spc Srv, EL	**GTSA:** Guides decisions associated with student access to state tests. **Location:** Portal, Test Coordinator card, Resources, User Guides & Manuals folder **Web address:** https://bit.ly/362Wg6O
New: DAC, DA	**New DAC & DA Training:** Overview of the assessment cycle, systems & applications, forms & reporting, and the OSPI website & WCAP Portal resources. **Location:** Portal, Test Coordinator card, Resources, Modules folder **Web address:** https://bit.ly/2FY2Xwm
DAC, DA, SC, TA, EL, Spc Srv	**Non-Standard Accommodation & Designated Support Request Form:** Available to request the use of an accessibility feature not listed in the GTSA. **Location:** Portal, Test Coordinator card, Resources, General Information folder **Web address:** https://bit.ly/365VrdK
TC	**Operating System Support Plan:** Basic technology requirements for online testing. **Location:** Portal, Test Coordinator card, Resources, Technical Information folder **Web address:** https://bit.ly/365VrdK
DAC, DA, SC, TC, TA	**ORS User Guide:** Provides information on accessing student scores, creating class rosters, & reporting in ORS. Also available is the ORS Module **Location:** Portal, Test Coordinator card, Resources, User Guides & Manuals & Modules folders **Web address:** https://bit.ly/362Wg6O
All	**Practice Tests — Smarter & ELPA21:** Provides teachers, students, and families an opportunity to experience a Smarter or ELPA online test. **Location:** http://wa.portal.airast.org/training-tests/ **Web address:** https://bit.ly/2QZKiqt
DAC, DA	**Quick Start Guide (OSPI):** Overview of users, responsibilities, test administration activities, & access to OSPI & vendor systems. **Location:** Portal, Test Coordinator card, Resources, General Information folder **Web address:** https://bit.ly/365VrdK
DAC, DA, SC, TA, EL, Spc Srv	**SRMAAG:** Overview of data extracted from CEDARS for upload to TIDE & student Pre-ID. **Location:** Portal, Test Coordinator card, Resources, General Information folder **Web address:** https://bit.ly/365VrdK
DAC, DA, SC, TA, T, EL, Spc Srv	**Test Administrator Certification Course:** Navigating TDS, new features, & system updates. **Location:** Portal, Test Coordinator card, Resources, General Information folder **Web address:** https://bit.ly/2FP23lQ

User	Description, Location, & Web Address
DAC, DA, SC, TA, T, EL, student	**TA Student Interface Module:** Navigate the TA Interface, student log in, select a test, and functionality of the test tools. **Location:** Portal, Test Administrators card, Resources, Modules folder **Web address:** https://bit.ly/2FY2Xwm
DAC, DA, SC, TA	**TA User Guide:** Overview of TDS, administration of tests & student interface. **Location:** Portal, Test Coordinator card, Resources, User Guides & Manuals folder **Web address:** https://bit.ly/362Wg6O
DAC, DA, SC, TA	**TAM:** Provides procedural and policy guidance to implement state tests. **Location:** Portal, Test Coordinator card, Resources, User Guides & Manuals folder **Web address:** https://bit.ly/362Wg6O
DAC, DA, SC, Principal	**TCM:** Overview of test administration activities and security of state testing. **Location:** Portal, Test Administrators card, Resources, Modules folder **Web address:** https://bit.ly/362Wg6O
DAC, DA	**Test Material Shipping & Tracking:** Information on processing and packaging paper materials. **Location:** Portal, Test Coordinator card, Resources, General Information folder **Web address:** https://bit.ly/365VrdK
DAC, DA, SC, Principal	**Test Security & Building Plan:** Template security & building plan for state testing. Location: **Location:** Portal, Test Coordinator card, Resources, User Guides and Manuals (under PIRG) **Web address:** https://bit.ly/36Vms4y
DAC, DA, SC, Principal	**TSBP Process Document:** Instructions for completing the TSBP and supporting information. **Location:** Portal, Test Coordinator card, Resources, User Guides and Manuals (under PIRG) **Web address:** https://bit.ly/36Vms4y
DAC, DA, SC, TA, TC	**TIDE User Guide:** Details include managing users & students, test materials, setting test windows, rostering, & appeals. Also available is the TIDE Module. **Location:** Portal, Test Coordinator card, Resources, User Guides & Manuals & Modules folders **Web address:** https://bit.ly/362Wg6O
All	**Training Tests — Smarter & WCAS:** Familiarizes teachers, students, and families with item types, tools, and navigation of online system. **Location:** http://wa.portal.airast.org/training-tests/ **Web address:** https://bit.ly/2QZKiqt
All	**What is a CAT:** Describes the characteristics of a CAT? **Location:** Portal, Test Administrators card, Resources, Modules folder **Web address:** https://bit.ly/362Wg6O