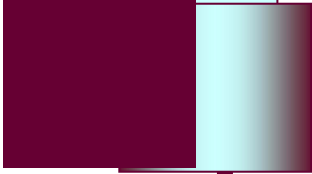
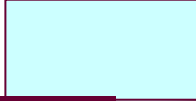




Dallas Independent School District



Test Security Manual 2009-2010

Office of Test Security

Evaluation
& **A**ccountability

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Test Administration and Security Standards

- Standard 1:** The confidentiality of test questions and responses is paramount in maintaining the integrity and validity of the test.
- Standard 2:** All test administrations are conducted in a prescribed format to give every student an equal opportunity to succeed and to allow for making valid inferences and interpretations of test results.
- Standard 3:** Administrators, staff, students, and parents must adhere to ethical standards and procedures in testing.
- Standard 4:** Training is required for all staff involved in the testing process.
- Standard 5:** Each test coordinator is responsible for the receipt, storage, distribution, collection, and return of all test materials and test-related materials according to the district and state requirements.
- Standard 6:** Test supervision and monitoring is required to prevent potential test administration irregularities.
- Standard 7:** Each person participating in the testing program is directly responsible for reporting all test irregularities or violations.

Standards and Procedures for Test Administration and Security

As the Dallas Independent School District (DISD) moves forward on its road to Broad, systemic changes have been implemented through Dallas Achieves! to improve student achievement and reduce achievement gaps across income and ethnic groups. To protect these gains from being questioned, the following standards and procedures have been established to ensure the integrity of the testing process and the accuracy and validity of all test scores. These standards and procedures apply to all personnel involved with any aspect of district or state testing programs. Comprehensive test administration standards specific to each assessment program are provided in test administration manuals.

The District test coordinators, campus administrators, campus test coordinators, test administrators, monitors, and any other campus or district staff involved in assessment programs are required to abide by state policies established in statute and rule. Violations of test security shall be subject to penalties as provided in statute and rule regarding test security.

As defined by the Texas Education Code (TEC), Chapter 39, Subchapter B, the *Texas Assessment of Knowledge and Skills (TAKS)*, the *TAKS-Accommodated (TAKS-A)*, the *TAKS-Modified (TAKS-M)*, *TAKS-Alternative (TAKS-Alt)*, and the *Texas Language Proficiency Assessment System (TELPAS)* are secure testing programs. In addition, any field-tests for *TAKS*, *TAKS-A*, *TAKS-M*, *TAKS-Alt*, and *TELPAS* programs are also secure. 19 TAC §101.61 states that all test materials must be handled in strict accordance with the instructions contained in the Test Coordinator Manual and in the Test Administrator Manual. Each person with access to test materials shall maintain and preserve the security and confidential integrity of the *TAKS*, *TAKS-A*, *TAKS-M*, *TAKS-Alt*, and *TELPAS* tests.

Locally developed tests such as the *Benchmarks* and the *Assessment of Course Performance (ACP)* and locally administered tests such as *Iowa Tests of Basic Skills (ITBS)*, *Iowa Tests of Educational Development (ITED)*, *Logramos*, *TPRI/Tejas LEE*, *DIAL-3*, *Orleans-Hanna*, and *Credit by Examination for Acceleration (CEFA)* must also be handled in strict accordance with the instructions in their respective manuals in order to maintain and preserve their integrity.

This manual has been prepared to provide administrators, teachers and other district personnel with the information required to implement a secure, uniform administration of all state and district assessments.

Rationale for Test Administration and Security Standards

The Dallas Independent School District is committed to a testing/assessment program that provides guidance to staff to better meet the teaching/learning needs of students. Recognizing the public's right to have assessment data that accurately and ethically reflects the performance of students, the district is putting forth these guidelines to insure transparency in all testing situations. The district also recognizes that all of its students will perform well on assessments when there is excellence in teaching, excellence in the learning environment, and excellence in leadership. We view such results as part of the “natural order” when all elements are present in an optimal way in the teaching/learning environment. We owe such environments to all of the public's children.

The Office of Test Security was created as a structural safeguard designed to monitor district-wide testing. The purpose of this office is to oversee and resolve any anomalies in the testing process from the administration of the tests through the scoring of the tests to the analyses of test results. Specific duties of this office include:

- provide training for campuses on test security issues,
- investigate test security violations/irregularities,
- analyze test data for anomalies,
- evaluate and investigate anomalous results, and
- implement and coordinate District monitoring program.

Introduction

Appropriate and ethical testing practices are not always universally understood or followed. Good testing practices are sometimes violated because the person involved is not informed about what appropriate standards and procedures are acceptable and unacceptable in testing. The reliability and validity of these examinations depend upon the ability to administer them in a standardized, secure fashion, in accordance with accepted professional and ethical assessment standards. In order to maintain the integrity, it is essential that all individuals understand the importance of uniform policies, standards, and procedures for establishing and maintaining test security. Test security has always been essential and continues to be vital in the age of high stakes testing and accountability, particularly as the state strives to meet the guidelines of No Child Left Behind (NCLB).

Knowledge of policies and standards surrounding test security empowers school personnel with the tools to make informed decisions and take preventive steps to maintain the soundness of all state-mandated testing. It is incumbent upon all professional educators to understand and observe acceptable assessment

practices. Data resulting from valid and reliable assessments and standardized assessment practices will:

- aid in the evaluation of the school district's instructional programs and services,
- ensure equity in student achievement and the opportunity to learn among all students, and
- assist in the identification and development of the potential that exists in each of the students in the school district.

These testing standards and procedures also serve to protect the integrity of teachers and administrators in the District. This manual has been prepared to provide administrators, test coordinators, teachers, and other school personnel with the information required to implement a secure, uniform administration of all assessments in the District testing program.

This manual covers standards and procedures applicable to all types of assessments, including large-scale standardized assessments as well as local assessments. Topics covered in this manual include:

- Test Security
- Testing Preparation
- District Testing Security Procedures
- Campus Testing Security Procedures
- Testing Conditions
- Principal's Responsibilities
- Test Coordinator's Responsibilities
- Test Administrator's Responsibilities
- Security Procedures for Storage, Distribution, and Collection of Materials
- Monitoring by Central Staff
- Cheating and/or Security Violations
- Testing Irregularities and Reporting Test Security Violations
- Possible Consequences/Sanctions for Compromising Test Security

Test Security

The primary goal of Dallas ISD testing security is to protect the integrity of all assessments. To ensure that trends in achievement results can be calculated across years and longitudinal data can be collected, it is imperative that test questions are secure. The best way to ensure test security is to limit test access only to those who must have access and ensure that all who have access understand the crucial need for test security. An outline of acceptable and unacceptable test preparation and administration practices for instructional and administrative staff is delineated in this manual.

Definition of Test Security

State-developed tests used in the District's testing program are secure, proprietary test instruments published and copyrighted by the Texas Education Agency (TEA). Locally developed tests used in the District's testing program are secure, proprietary test instruments published and copyrighted by the Dallas Independent School District. Any disclosure or dissemination of actual test items to any person may be considered a copyright violation and may severely undermine the value of the test and adversely affect the validity of test results. The confidentiality of test questions and answers is paramount in maintaining the integrity and validity of the test. Therefore, Local Assessment and State and National Assessment and all Dallas ISD educators must take every step possible to ensure the security of assessment instruments.

Importance of Test Security

Test security is important to:

- make valid inferences on student and school performances as required by federal, state, and local requirements,
- maintain the integrity of,
 - the assessment results,
 - the testing environment,
 - the assessment instrument,
- give accurate measures of students' knowledge and skills, and
- maintain the opportunity for fairness among all campuses.

Persons Responsible for Test Security

Everyone who works with assessments, communicates test results to others, and/or receives testing information is responsible for test security including:

- District Test Coordinators,
- Campus Test Coordinators,
- Local Assessment Staff/State and National Assessment Staff,
- Central Staff,

- Campus Administrators,
- Campus Staff, and
- Students, Parents, and the Community.

The **Test Security Task Force**, composed of central staff members, Learning Community representatives will:

- review all irregularities and test security violations that are identified by a campus, Learning Community, or central staff or through data analysis after testing,
- determine level of test security violation (Levels I or II) and possible sanctions,
- report Level II violations as appropriate, and
- provide letters of concern and reprimand for campuses and campus staff.

Testing Preparation

Preparing Teachers to Administer the Test

Large-scale test administration must be carried out in a prescribed format in order to give every student an equal opportunity to succeed and to allow for making valid inferences and interpretations of test results. Standardized testing ensures that testing conditions are the same for all students across the state and district. Strict adherence to testing procedures and standards presented in this manual will ensure that the test results accurately reflect student learning.

The responsibilities of the test administrator are to:

- be familiar with test administration directions before beginning any testing session,
- plan for the distribution and collection of materials in the testing room to maintain security,
- plan student seating arrangement and complete a seating chart, making sure that spacing between students prevents them from sharing answers,
- follow the accommodation provisions outlined in the student's Individualized Education Plan (IEP) for students with disabilities as defined under the Individuals with Disabilities Education Act (IDEA) or students covered by Sec. 504, and provide accommodations for students with Limited English Proficiency (LEP) consistent with identified LEP status,
- ensure that adequate and complete sets of materials are available to all students,
- provide an adequate testing environment, free from interruption and announcements, and
- ensure all security standards are followed at all times.

District Testing Security Procedures

The District will ensure that all security measures are in place as materials enter the district, ship to campuses and return to the warehouse. The plan will also include test administration training for campus administrators, test coordinators, and monitor training for District monitors.

Training

- Identify positions for which training sessions are mandatory.
- Keep documentation after each training session that includes:
 - a dated, detailed agenda of the training done in preparation for each test,
 - a copy of hand-outs, transparencies, or other materials used in training,
 - documentation that participants were informed of consequences of testing violations,
 - signatures of all who attended the training.

Testing Materials

- Describe the area where secure testing materials are stored when not in use.
- Describe the procedure used for receiving and securing materials. Include specific information about which persons will have access to secure storage areas.
- Describe the procedure used for distributing materials to individual schools. Include the date materials will be distributed to schools.
- Describe the procedure used for retrieving materials from individual schools.
- Describe the procedure for counting/verifying that all secure materials are accounted for.
- Provide documentation that accounts for all secure materials.

Monitoring

- Describe method of identifying/selecting central staff members to be monitors.
- Keep documentation after each monitor training session that includes sign-in sheets, agenda, and copies of materials used for training.
- Describe monitoring procedures that central staff monitors are to follow when visiting the campuses on testing day(s).
- Keep documentation of all campus and classroom surveys completed by the monitors during the monitoring process.

Campus Testing Security Procedures

These campus testing procedures will ensure that all security measures are in place as staff is trained, manuals are reviewed, materials are handled, and other testing standards are addressed.

Training

- Identify positions for which training sessions were mandatory.
- Keep documentation for each training session held:
 - a dated, detailed agenda of the training done in preparation for the test,
 - a copy of hand-outs, transparencies, or other materials used in training,
 - documentation that participants were informed of consequences of testing violations, and
 - signatures of all who attended the training.

Testing Materials

- Designate the area where secure testing materials are stored when not in use and who will have access to that area.
- Determine procedures for distribution and collection of test materials from each test administrator.
- Determine procedures test administrators will use to distribute materials to students and to account for materials before students leave the testing room.
- Identify test administrators, hall monitors, and relief personnel who will be involved in each test administration.

Additional Standards

- Plan for student emergencies (bathroom, sudden illness)
- Test administrator assignments to students; ratio of test administrators to students
- Where will individual and small group administrations take place?
- On an un-timed test, when the majority of students have finished, those students may be moved to another location in the school. Describe the plan for moving students while allowing adequate testing conditions for students who are still working.
- On un-timed tests, students who finish early may be allowed to read library books or other material not related to the content of the test. What will students in your school be allowed to do?
- At the conclusion of testing, the test coordinator or designee should examine non pre-coded answer documents to be sure that student demographic information is correct and that the appropriate circles are bubbled. At least two people should be present at all times when answer documents are being reviewed.

Testing Conditions

Testing Procedures

District test coordinators, campus test coordinators, and test administrators must strictly follow the written test administration standards included in the District and Campus Coordinator Manual that is provided to districts as part of the TEA testing materials and in locally developed manuals created by Local Assessment or State and National Assessment. These procedures include planning for the test, organizing the classroom, preparing students to take the test, completing student identification information, reading instructions to students, and collecting test booklets after each testing session. Failure to follow the specified procedures jeopardizes the validity and integrity of the test results.

Testing Environment

Testing conditions should be comfortable and similar for all students. To the extent possible, the conditions should reflect the school's instructional environment. Campus administrators and test coordinators must ensure that announcements are not made on the public address system during testing sessions, lighting is adequate, chairs and desks are available, and "QUIET" or "TESTING IN PROGRESS" signs are posted. This will allow students to do their best work. It is recommended that the testing session be conducted in small groups of classroom size, rather than in a large-group or auditorium-type setting. This will help students in their concentration since instruction is normally given in smaller, class-size groups. Doors should remain open if feasible during testing. Backpacks should be collected at the front of the testing room or left in the students' lockers.

Test Administration

Test administrators must be prepared and familiar with the test directions for all tests administered before each testing session. Administrators should anticipate and be ready to answer questions about the test. When reading test directions aloud, test administrators must ensure that all students understand what is expected of them. Students must be given the opportunity to ask questions and understand how to mark their answers before they begin taking the test. However, test administrators **MUST NOT** answer questions about specific test items. They may only repeat the initial instructions about item format, scoring rules, and timing. They must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices.

Test administrators are to actively monitor students during testing by walking around the room making sure that the students are working only on the subject-area test being administered that day and that examinees do not have access to unauthorized materials.

Students should not be allowed to keep their testing materials on their desk/table for the remainder of the day once they have finished testing. Test booklets and answer documents should be collected by the test administrator when each student has completed testing.

During lunch, test administrators, monitors, or other staff members must actively monitor students to make sure that the students do not discuss any test information. Also, students must be escorted and supervised during bathroom breaks.

Cell Phones and Electronic Devices

Students are not permitted to have cell phones in their possession during test administrations. Cell phones must be collected by the test administrator before test materials have been passed out. Cell phones are returned when a student has finished testing and is leaving the testing site for the day. Electronic devices such as MP3 players, iPods, CD players, and electronic game players are not allowed in testing rooms.

Snacks During Testing

Snacks, including crackers, candy, drinks, etc. can be provided during the test administration. All test booklets must be closed and removed from the desks/tables when snacks are provided.

Classroom Test Administration Configuration

Teachers cannot test their own students in the subjects(s) in which they receive a CEI. (EXCEPTIONS: Special education teachers providing accommodations, bilingual education teachers where there is only one bilingual teacher at the campus, those teachers administering LAT, and PreK and Kinder teachers.)

Seating charts must be completed for each testing room (individual administration, small-group administration, consolidation rooms) during each testing session conducted by the District. (EXCEPTIONS: Benchmarks, DIAL-3, TPRI, Tejas LEE)

Seating charts must include: (see sample on next page)

- location – room number,
- test being given, subject area, grade level,
- complete name of test administrator(s), monitor(s) and,
- complete name of each student testing.

Test Administration Seating Chart

Campus: _____ Room # _____ Date: _____

Test Administered: _____ Subject: _____ Grade Level: _____

Test Administrator(s): _____

Instructions for completing the seating chart below:

1. Write the name of each student on the testing roster (B) that corresponds to the student's location on the seating grid (A).
2. Mark the location of the front of the testing area on the seating grid (A).

A. Seating Grid

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

B. Testing Roster

Seat #	Student First Name	Student Last Name	Seat #	Student First Name	Student Last Name
1			16		
2			17		
3			18		
4			19		
5			20		
6			21		
7			22		
8			23		
9			24		
10			25		
11			26		
12			27		
13			28		
14			29		
15			30		

Principal's Responsibilities

Before Testing

- attend district training sessions on test security and accountability
- designate a test coordinator to attend all mandatory district training sessions and ensure that they provide test security and test administration training to all staff
- oversee campus adherence to test security and administrative procedures
- ensure that school personnel have been trained on test security and test administration prior to test administration
- inform faculty, students, and parents of test security procedures and testing schedules

During Testing

- ensure assessments are administered in accordance with test administration procedures as outlined in the administration manuals provided by the state, and/or district
- report any testing irregularities or test security violations to the Office of Test Security immediately

After Testing

- ensure procedures regarding test security are followed
- report any violations of test administration and/or security procedures
- ensure all test materials are properly secured and returned according to district schedule
- cooperate with the district on any investigation of a suspected test security violation by student(s) and/or staff

Test Coordinator's Responsibilities

Before Testing

- organize and monitor the testing program at the campus and verifying that testing standards, procedures and guidelines have been followed
- attend district training sessions and inform the principal of any new policies or procedures regarding test security or test administration
- conduct training for test administrators on test security and on test administration procedures
- supervise any non-certified campus personnel who have access to secure materials
- maintain a dated and signed roster of all campus personnel attending the training on test security and test administration and filing a copy at the campus
- arrange for testing locations and ensure that all testing rooms are cleared of any information that might provide answers to test questions
- conduct an inventory of test materials received from the District test coordinator
- report in writing any missing test booklets, answer documents, and any discrepancies in serial numbers to the District test coordinator prior to test administration
- secure test materials under lock and key before and after each test administration
- keep accurate written documentation of distributed test materials each day with date, time, serial numbers, and to whom distributed

During Testing

- ensure that each room used for testing has a test administrator present from the time test materials enter the room until materials are returned to the secure location
- ensure that test materials are kept secure during each test administration until returned to the District test coordinator
- monitor test administration sessions to ensure the security and accountability of all secure materials
- be available during the testing sessions to answer questions
- report testing irregularities and/or test security violations to the principal and the Office of Test Security immediately

After Testing

- collect and conduct an inventory of test materials
- ensure that answer documents, header sheets, and campus/group identification sheets are bubbled correctly
- all used and unused answer sheets, test booklets, manuals, and other required documents must be returned to the District test coordinator at the designated location; Do not destroy or keep any items at the campus.
- ensure that any incidents have been properly documented
- maintain all documentation about test administration for 5 years

Test Administrator's Responsibilities

Before Testing

- attend a campus training on test administration and test security
- study the administration manual prior to testing
- ensure that all bulletin boards and instructional displays in the testing room are covered or removed regardless of the subject
- ensure that calculators, dictionaries, etc., are ready for test day, if applicable
- establish appropriate testing conditions
- account for and maintain the security of all assigned materials

During Testing

- adhere to test directions and test security standards and procedures to ensure a standard administration
- disseminate all testing materials in the same manner each time. Do not allow students to pass materials to other students.
- ensure each student has his/her own test booklet and answer document
- actively monitor the testing session
- keep all testing materials under lock and key before and after testing periods and during any breaks even if students remain in the classroom. Test materials should never be left out in the open in an unlocked or unattended room.
- ensure that the testing room is conducive to testing at all times
- ensure that a seating chart has been completed for that testing room
- ensure that trained personnel are in the testing room at all times during testing
- report any problems to the test coordinator and document any incidents
- follow district guidelines for managing students who finish the test early

After Testing

- collect, account for, and return all test materials to the test coordinator after each test administration
- ensure student answer documents have been coded according to instructions; Test administrators are not allowed to erase stray marks.
- report any testing irregularity or test security violation and provide written documentation to the test coordinator and/or principal

Security Procedures for Storage, Distribution, and Collection of Materials

Each test coordinator is responsible for the receipt, storage, distribution, collection, and return of all test booklets and test-related materials, according to the instructions specified in the administration manuals.

Test security standards and procedures for the distribution and return of test materials before, during, and after testing will include that:

- all testing materials are locked in a secure place,
 - unacceptable storage rooms are bookrooms, open office areas, work rooms, etc.
 - all staff with access to this room need to be identified and sign an oath of confidentiality and security
- students do not have access to any of the materials prior to or following testing,
- professional staff has access to the test booklets, test folders, questions, and/or reading passages only at the time necessary for administration purposes,
- no questions or items on the tests are reviewed, examined or copied; and parents, volunteers, or other community members are not provided access to test content or secure test materials at any time.

Receiving, Distributing, and Collecting Test Materials

- As materials are received at the campus, the test coordinator must verify the accuracy of the shipment and notify the District test coordinator if any discrepancies are noted.
- When test booklets are being handled (e.g., separated, made ready for student use, or prepared for return), the process must be completed by the test coordinator.
- Test materials, including test booklets, are not to be distributed to the test administrator until just prior to the scheduled test session on the day of the test.
 - The test administrator must verify the count and number ranges assigned to the testing session and again after the testing session.
 - The test administrator must sign for the collection and return of materials.
 - Any test materials not issued to students, as well as any used test materials collected from students, must be securely stored and must not be accessible to students before, during, or after each test session. Under no circumstances are students permitted to have access to any test materials other than their own or to transport secure materials.
 - At the conclusion of each testing session, the test administrator must account for all testing materials, (test booklets, answer documents, manuals, etc.) and notify the test coordinator if any materials are missing.
 - The test coordinator must return all test materials to the District test coordinator according to the time specified in the administration manuals.

Monitoring by Central Staff

State testing will be monitored at the campus level by central staff employees to ensure that tests are administered in accordance with the specified standards and procedures to prevent potential test administration irregularities.

- All selected central staff employees will be trained on monitoring procedures and test security issues.
- Central staff members will visit campuses and monitor all aspects of the testing process.
- Campuses will be monitored to ensure that proper testing and test security standards and procedures are being followed. Three major components of the testing process will be monitored:
 - maintenance of test material security before testing,
 - test administration procedures during testing, and
 - maintenance of test material security after testing.
- Campuses should expect a test monitor and must be prepared to receive the monitor at any time prior to, during, or immediately following the scheduled test dates. Monitors will complete campus and classroom surveys when assessing the testing process.
- Campus staff will be provided information regarding the monitor's role and responsibilities during monitoring.

Cheating and/or Security Violations

Cheating on a test undermines the validity of the results and casts doubt upon the meaning and significance of the results. Additionally, those who cheat gain an unfair advantage over others and thus severely compromise the fairness of the testing process. Test security violations can be committed by administrators, teachers, students, or others.

Some Examples of Test Security Violations by Campus Staff

- leaving students unsupervised during testing,
- not actively monitoring,
- leaving test materials in an unsecured place,
- photocopying or keeping a personal copy of the test,
- offering hints that indicate an answer or help eliminate answer choices,
- rephrasing the test questions,
- changing student answers after completion of the test by erasing any wrong answers and bubbling/writing in the correct ones, and
- allowing students to go back to previous sections in the test booklet to check their work.

Some Examples of Test Security Violations by Students

- illegally obtaining a test booklet,
- using a cheat sheet during testing,
- copying answers from another student during testing,
- sharing specific test information with other students who are scheduled to take the same test at a later time, and
- taking a test during the make-up period and asking a student who has already completed the test to disclose test questions and/or answers.

Testing Irregularities and Reporting Test Security Violations

The incidents listed below represent departures from prescribed testing standards. The categories describing the more common irregularities and test security violations are provided to guide testing personnel in ensuring that appropriate testing standards are followed. Test coordinators should contact the District test coordinator if an incident occurs about which they are unsure or if they are unclear as to what constitutes an irregularity.

Eligibility Errors

Examples:

- Eligible students were not tested.
- Students were tested with an incorrect assessment.

Individualized Education Program (IEP) Implementation Issues

Examples:

- A student was administered a test at the wrong grade or instructional level.
- A student was administered wrong version of state test.
- A student was provided an unapproved accommodation or was not provided a prescribed accommodation.

Improper Handling of/Accounting for Secure Materials

Examples:

- A student's completed answer document was lost or misplaced.
- A test administrator, test coordinator, or District test coordinator lost test booklets or other secure materials.
- Test administrator did not return secure testing materials to the campus test coordinator at the end of each testing day.

Monitoring Error

Examples:

- A test administrator left a room unmonitored with secure materials present.
- Students or secure materials were left unmonitored during a lunch break, a short break taken in the testing room, or restroom breaks.
- A test administrator did not notice that a student placed or received a cell phone call or text message during a test.

Procedural Error

Examples:

- A test administrator failed to issue the correct manipulatives (e.g., charts, rulers, No. 2 pencils, dictionaries, calculators), or students were incorrectly allowed to use manipulatives.
- Testing personnel who have not been properly trained were allowed to administer tests or handle secure materials.

- A student was administered a test on the wrong day.
- An examinee was not provided the dyslexia bundled accommodations over the required two-day period.
- A student was not issued the correct Form 01 test booklet for an oral or dyslexia bundled accommodations administration.
- A test administrator failed to read test administration scripts verbatim as outlined in the test administrator manuals or did not use the manual.
- Testing personnel was allowed to administer tests, monitor testing sessions, or handle secure materials without being trained.
- A student was allowed to leave the testing area with secure testing materials.

Incidents Resulting in a Referral or Potential Referral to Educator Certification and Standards

- Testing personnel viewed a test before, during, or after an assessment without authorization.
- Testing personnel discussed or revealed secure test content or student responses.
- Testing personnel made a copy of secure materials without permission from TEA.
- Testing personnel scored student tests.
- Testing personnel directly or indirectly assisted students with responses to test questions.
- Testing personnel tampered with student responses.

Reporting Test Security Violations

Each person participating in the testing program is directly responsible for reporting immediately in writing to the Office of Test security any testing irregularity or test security violation. The reporting person will submit the Test Irregularity/Security Violation Reporting Form to the Office of Test Security, Box 150 or fax to (972) 794-3540. Additionally, any person involved in the testing irregularity is required to submit a typed and signed statement of the incident.

The Test Security Task Force will divide the test security violations into two categories – Level I and Level II. Any Level II security violations on state mandated tests will be forwarded to TEA.

Level I violations include actions that could not be deemed or validated as conclusively impacting the individual or group test results of neither students nor the campus's performance. Examples include: students transporting test booklets, a teacher present in the room but not circulating, etc.

Level II violations include actions that could reasonably be concluded or were determined to have ramifications that would alter or impact the integrity and validity of the test results. Examples include: students left unattended during the testing period, persons changing or altering answer sheets, teachers knowingly allowing students to copy/assist one another, visual/audible clues to answers, disclosing the contents of any portion of a secure test, duplicating secure examination materials, allowing extended time on timed tests, etc.

**TEST SECURITY VIOLATIONS ARE SERIOUS.
ALL INVESTIGATIONS/REPORTING MUST BE COMPLETED IN
A TIMELY MANNER.**

Possible Consequences/Sanctions for Compromising Test Security

Potential sanctions for **campus staff** violations of security measures may include:

- suspension or acceptance of voluntary surrender of certificate of licensure
- suspension without pay,
- termination of contract, acceptance of resignation, or retirement,
- civil legal liability for copyright violations,
- legal prosecution,
- written reprimand, and
- others as determined by the school board.

Potential sanctions for **student** violation of security measures may include:

- invalidation of test results,
- suspension or expulsion from school or other disciplinary actions according to school board code of conduct,
- suspension or exclusion from participating in school extra-curricular activities, such as sports, plays, school-sponsored social functions, etc., per school board policy,
- removal from an elected office, such as president of the student council, etc., as dictated by school board policy, and
- others as determined by the school board.

Penalties for Prohibited Conduct

In accordance with 19 TAC §101.65(e), the State Board of Educator Certification (SBEC) can impose a penalty on any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidential integrity, and on any person who fails to report such a violation.

Penalties include:

- placement of restrictions on the issuance, renewal, or holding of a Texas Teacher Certificate, either indefinitely or for a set term,
- issuance of an inscribed or non-inscribed reprimand, and/or
- suspension of a Texas Teacher Certificate for a set term; or revocation or cancellation of a Texas Teacher Certificate without opportunity for reapplication, either for a set term or permanently.

Certified campus personnel are directly responsible for supervising any certified or non-certified paraprofessionals (i.e., teacher aides) who have access to secure test materials. If violation of test security or confidential integrity occurs under this circumstance, the certified professional is subject to the penalties listed above.

APPENDICES

Campus Testing Plan Guidelines

In developing a comprehensive Campus Testing Plan, the following areas should be addressed:

A. Training

- Include the following documentation for each training session held:
 - a dated agenda of the training session(s),
 - a copy of hand-outs, transparencies, or other materials used in training,
 - sign-in sheets for each training session, and
 - signed test coordinator and administrator oaths.

B. Testing Materials/Procedures

- Designate the area where secure testing materials are stored when not in use and who will have access to that area.
- Determine procedures for test coordinator distributing materials to each test administrator.
- Determine procedures for test administrators returning materials to the test coordinator.
- Identify which students will be tested and/or which test they will take (special education, LEP, different grade levels, etc.).
- Determine test schedule and student testing assignments.
- Identify test sites and test administrators and alternates.
- Identify hall monitors and relief personnel.

C. Additional Standards

- Identify procedures for activities such as staff bathroom breaks, student bathroom breaks, sudden illness, late students, disruptive students, snacks, lunch.
- Determine where individual and small group administrations will take place and by whom.
- Determine procedures for moving students who have not finished testing to other testing locations in the school.
- Determine what activities students who have completed testing will be allowed to do in the testing rooms.
- Determine procedures to review answer documents to be sure that student demographic information is correct and that the appropriate circles are bubbled.

Test Irregularity/Security Violation Reporting Form

(Use this form to report an irregularity/test security violation.)

Test, Grade, Subject _____ Date Irreg. Occurred: _____

School /TEA# _____ Principal _____

Phone # _____ Test Coordinator _____

Name of Person Reporting Irregularity _____

Position/Title _____

Name of Person Who Committed Irregularity _____

Position/Title _____

Directions: Please check (✓) all that apply.

- _____ 1. Secure test booklet was lost. Booklet number _____
- _____ 2. School personnel changed/erased student responses.
- _____ 3. Testing personnel left secure materials unmonitored.
- _____ 4. Testing personnel viewed a test before, during or after an assessment without authorization.
- _____ 5. Testing personnel engaged in prompting or provided assistance with test items.
- _____ 6. Student(s) was/were given wrong test or not tested.
- _____ 7. Student(s) administered a test on the wrong day.
- _____ 8. Test administrator left students unsupervised during testing.
- _____ 9. Student used cell phone to make call or send text message during Testing for cheating purposes.
- _____ 10. Student became ill or injured and unable to complete test.
- _____ 11. Other (specify) _____

Additional typed and signed statements are required when submitting this form.

Mail to Office of Test Security, Box 150 or fax to (972) 794-3540.

Additional Requirements for Campuses with Anomalies

Campuses with anomalies in the past year must comply with the following additional procedures:

1. Submit list of testing personnel on campus not attending required training to Learning Community office.
2. Submit Campus Testing Plan to Learning Community office and Office of Test Security.
3. Allow District monitors to conduct walk-through visits to classrooms being investigated.
4. Ensure review of secure answer documents is conducted by campus staff and central staff assigned to campus.

Campuses with anomalies for the past two years must comply with the following additional procedures:

1. Allow District monitors to attend test coordinator meetings at the campus.
2. Allow District monitors to observe testing in specific classrooms all day on all testing days.
3. Ensure that all secure answer documents are taken to a secure location at the end of each test day and returned the next morning by Assessment staff.

TESTING
DISTRICT
ACHIEVEMENT
TESTING

A testing program is necessary to ensure that students progress toward the learning goals of the District. The District testing program will consist of the following types of instructional tests:

DESCRIPTION

1. Norm-referenced
2. Criterion-referenced

The department of State and National Assessment will manage the administration of the State Assessment Program. The department of Local Assessment will manage the administration of the local District testing program. The District's norm-referenced and State Assessment Program will be mandatory for most students. Exceptions/exemptions and modifications may be warranted for some special education students and students with limited English proficiency (LEP).

EXCEPTIONS /
EXEMPTIONS

All students will participate in the administration of the District testing program. Each student for whom an appropriate assessment instrument is available will participate in the administration of the instrument. A student will participate in an alternative assessment only upon the determination of the student's language proficiency assessment committee (LPAC) as documented in the student's permanent record file.

Testing programs that do not impact school ratings, as defined by the state, or pay-for-performance programs may be exempt from some of the guidelines stated in EK(REGULATION).

SPECIAL EDUCATION
STUDENTS

The following guidelines will be used to determine the appropriate assessment instrument for each special education student:

1. All special education students, including those meeting “speech only” criteria, will take a state and/or alternative assessment in accordance with federal and state guidelines.
2. A duly constituted admission, review, and dismissal (ARD) committee will determine the appropriate assessment instrument for each special education student.
3. The ARD committee will choose an assessment, in accordance with federal and state guidelines, that best matches the educational needs of the special education student.
4. Special education students identified as having the most significant cognitive abilities and who meet state criteria for alternative assessments will be administered an appropriate instrument as determined by the ARD committee.
5. An individual report of assessment results for each student’s permanent record will be produced for each area tested.

LEP STUDENTS

The following LPAC guidelines will be used to determine the appropriate assessment instrument for an LEP student.

1. LEP students participating in an English as a Second Language program will test in English after they have been in the District 30 or more months. Students enrolled in the District less than 30 months who have not reached English proficiency will take the mathematics computation section of an English achievement test. LEP students participating in a dual language class receiving literacy instruction in Spanish will participate in the District's administration of a Spanish-language reading achievement test. These same students participating in a dual language class receiving mathematics instruction in English will participate in the District's administration of an English-language mathematics achievement test. The computation section will only be for those students enrolled in the District less than 30 months.
2. LEP students participating in the traditional bilingual education program who receive instruction in Spanish and/or English will participate in the District's administration of a Spanish-language achievement test or an English-language achievement test. The language used for instruction is the same as the language of assessment.

TEST PREPARATION

The best preparation for state and local testing is good instruction. Appropriate test preparation includes using generic test wiseness/test preparation materials. Inappropriate practices include, but are not limited to, the following:

1. Using old, alternate, or actual norm-referenced achievement test forms with students.
2. Conducting excessive reviews or drills using test items.
3. Reviewing the secure form of any test when it arrives during the testing period, then teaching test specific skills and content with students prior to giving them the test.

TESTING CONDITIONS

To ensure that students perform optimally on a standardized test and are able to best demonstrate what they know, the following will be addressed:

1. Students will be trained to respond to a standardized testing format so that they may best demonstrate their knowledge regardless of the test format.
2. The purpose of the test will be explained to students to ensure their full attention and cooperation.
3. Plans should be made to minimize disruptions during testing.
4. An optimum environment for testing will be provided, including provisions for student comfort. The testing room should be quiet, well-lighted, well-ventilated, and comfortable; each examinee should have enough space in which to work.
5. Testing procedures and directions will be clearly explained by the test administrator.
6. All bulletin boards and instructional displays in testing rooms or hallways that might aid the examinee during testing must be covered or removed regardless of the subject.
7. A test administrator/proctor must be present in the test room at all times and actively monitoring.
8. Students are not permitted to have cell phones in their possession during test administrations.
9. Use of electronic devices such as MP3 players, CD players, and electronic game players is not allowed during testing.
10. Seating charts must be completed for each testing room during each testing session conducted by the District.
11. Students are not allowed to keep backpacks and/or duffle bags around their desks or chairs during testing.
12. Teachers cannot test their own students in the subject(s) in which they receive a CEI. (EXCEPTIONS: Special education teachers providing accommodations, bilingual education teachers where there is only one bilingual teacher at the campus, those teachers administering LAT, and PreK and Kinder teachers.)

TEST SECURITY

Test security involves the ability to account for all materials before, during, and after testing. After testing, all test materials assigned to a particular campus must be returned to the testing service center. No unauthorized person may have access to any secure test materials. All persons who deal with the testing programs are required to sign an oath of security and confidentiality.

Test materials must be kept in locked storage when not in use. Secure storage is defined as a locked storage cabinet, the school vault, a locked bookroom or storage room, a counselor's office that remains locked. All areas used to store secure test materials must have access to keys restricted to the campus test coordinator only. The Test Security Manual will provide District- and campus-level standards, including monitoring procedures that must be followed.

TEST CONFIDENTIALITY

Confidentiality involves protecting the contents of each test and each answer document, as follows:

1. Secure testing materials may not be duplicated. No unauthorized viewing of the contents of test booklets or answer documents is permitted.
2. All tests must be administered according to the instructions contained in the test manuals.
3. No person may reveal the contents of a test, nor may a person answer verbally or nonverbally any questions that relate to the contents of a test.
4. No person may review student responses without specific permission to transcribe the contents of an original answer document, nor may a person change any response or instruct a student to do so.

TESTING
IRREGULARITIES

Ethical test practices must be followed at all times. Testing irregularities will include, but not be limited to, the following:

1. Prompting or providing assistance to students during test administration, through written or oral answers or clues.
2. Allowing students to work un-timed on timed tests or on a section of the test other than the one being administered.
3. Not testing eligible students who are not absent or encouraging eligible students to be absent for testing.
4. Removing test materials from a campus without permission from the department of State and National Assessment and/or Local Assessment testing personnel except as directed in the test coordinator's manual.
5. Violating test security and test confidentiality practices.
6. Providing students cash awards for individual test performance unless the Board has approved such a program.

All reported instances of testing irregularities and test security and confidentiality violations will be investigated by the Office of Test Security and/or the Office of Professional Responsibility (OPR) in cooperation with the campus principal and/or learning community executive director.

All violations of test security, confidentiality, or other irregularities will be immediately reported to the campus test coordinator and building principal. The principal shall inform the learning community executive director. The campus test coordinator and/or principal will inform the Office of Test Security and the department of State and National Assessment and/or Local Assessment.

District due process policies will apply as appropriate to all employee actions taken under this policy.

RESPONSIBILITIES IN
TESTING PROGRAM
ADMINISTRATION

In administering the testing program, the department of Local Assessment and/or State and National Assessment will:

1. Approve and coordinate all testing specified by the annual District testing schedule.
2. Conduct periodic training on test administration and interpretation with school personnel.
3. Conduct systematic research on the testing program to ensure optimal appropriateness of tests and accuracy of test results.
4. Provide for the administration, scoring, reporting, and archival storage of group test data.
5. Provide training with school parent/community groups about the testing program and the proper interpretation of test results.
6. Select or design non-English tests to measure progress of LEP students toward the learning goals of the District, unless not feasible or cost-effective to do so.

PRINCIPALS'
RESPONSIBILITY

The principals will:

1. Monitor the administration of the District's testing program as specified by the approved testing schedule.
2. Report test security and confidentiality violations and test irregularities to the learning community executive director, the Office of Test Security, and the department of State and National Assessment and/or Local Assessment.
3. Monitor the selection, use, and administration of non-mandatory tests.
4. Appoint a campus test coordinator who is not a core subject (language arts, math, science, social studies) classroom teacher.
5. Ensure that all test administrators attend a required training session for each testing administration.
6. Ensure that all eligible students in kindergarten-grade 12 participate in the District testing program.
7. Ensure that the use of rewards for test performance does not lead to publication of students' test results or cause the loss of confidentiality of students' test results.
8. Ensure that parents or parent volunteers are not present in testing rooms or around students that are testing.

TEST
COORDINATORS'
RESPONSIBILITY

The test coordinator in each building will:

1. Attend test orientation sessions to learn about test security and confidentiality, proper administration procedures, test processing, and the interpretation of tests.
2. Make necessary plans and arrangements for group testing.
3. Conduct training sessions for building test administrators.
4. Receive, verify, distribute, and return test materials; assist in maintaining confidentiality of materials.
5. Monitor building test administration.
6. Ensure that answer documents are completed according to the program instructions and coded so that student scores are reported accurately.
7. Receive, distribute, and interpret test results and related information on a regular basis.

TEST DATES

Test dates will be set by the department of State and National Assessment in collaboration with the director of the Magnet School Program. The dates will be posted at the beginning of the school year.

INVALIDATION OF
TEST RESULTS

A student's answers to a test will be invalidated when it is documented that a student cheated during the administration of the test. A student's answers to a test may be invalidated when the student's opportunity to take the test is limited because of illness during the test.

TESTING FOR ENTRY
INTO MAGNETS,
VANGUARDS, AND
ACADEMIES

The department State and National Assessment will provide norm-referenced testing with an appropriate norm-referenced achievement test for students in kindergarten–grade 11 who do not have test scores and who apply for admittance to the Magnet School Program. [See EHBB and EHBG] The service is provided at no cost to students who live within the District's attendance area and are applying to the District's magnets, vanguards, and academies who meet the following criteria:

CRITERIA

1. Students residing within the District's attendance area but currently enrolled in private, parochial, or other schools; or
2. Students currently enrolled in the District who do not have norm-referenced scores for the previous spring semester.

REGISTRATION

Registration deadlines will be set by the department of State and National Assessment based on test dates. Parents/students must register through the school in which they are applying for enrollment by the posted deadlines. In order to prepare for the testing, the following information is required: student's name, ID number, current grade level, birth date, current school, home phone number, and preferred test date. A list of registered students with required information must be submitted by magnets, vanguards, and academies to the department of State and National Assessment, Box 150, or faxed by the registration deadline for each test date.

COST

Tests will be administered at no cost for students who live within the District's boundaries. The cost for assessment of student applicants who live outside the District's boundaries is \$100. Payment must be made on the date of testing with a money order payable to the Dallas Independent School District.

TESTING LOCATION

The testing location will be posted prior to registration and test administration and communicated to schools.

TEAM Assessment Staff Contact Information
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Evaluation & Accountability
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Assessment Programming Support

David Vines	Director	972-925-6444
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Office of Test Security

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Local Assessment

Aaron Ware, Ph.D.	Director	972-925-4430
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State and National Assessment

Evelyn Reed	Director	972-925-6410
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