

**Test Security and
Students with
Disabilities:
An Analysis of States'
2020-21 Test Security
Policies**

NCEO Report 434



NCEO

National Center on
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**Test Security and Students with Disabilities:
An Analysis of States' 2020-21 Test Security
Policies**

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Executive Summary

Test security should be balanced with the access needs of students with disabilities. Strong test security policies and procedures are needed to help ensure the integrity and validity of state assessments, yet some test security measures may affect accessibility. There is a need for thoughtful consideration of ways in which possible test security measures may affect accessibility. This report provides a snapshot of how accommodated tests for students with disabilities, accessibility, alternate assessments, and other related issues were addressed in states' test security policies for 2020-21. It is an update of an analysis by the National Center on Educational Outcomes (NCEO) of 2013-14 test security policies (Lazarus et al., 2014).

Key findings of this study of 2020-21 policies include:

- Most states had many more documents and materials (e.g., state technical reports, test administration manuals, test coordinator manuals, accessibility and accommodations manuals, training materials) that addressed test security for their general content assessments and their alternate assessments in 2020-21 than they had in 2013-14. The 2020-21 policies were more likely to include detailed information about how to appropriately assess students with disabilities than the 2013-14 policies.
- Some states had developed test security manuals that brought together all the information on state security policies and procedures, including information about accommodations and students with disabilities, into one comprehensive document.
- Many states had requirements for specific procedures to be followed when testing irregularities or incidents were found related to the provision of accommodations or the participation of students with disabilities. In many cases, the 2020-21 requirements included directions for local education agencies (LEAs) on how to follow up and document these incidents.
- Three topics related to accommodated tests were included most frequently in state security policies: training requirements related to accommodations (41 states), role of the individualized education program (IEP) team in determining which accommodations to administer (43 states), and the security of tests and materials for accommodated tests (44 states).
- Many states had test security policies that specifically addressed the alternate assessment based on alternate academic achievement standards (AA-AAAS).
- States had a wide range of security policies for test accommodations. Among the ones most frequently cited in policy documents were the use of a human reader (40 states), transcription and scribing (36 states), sign language interpretation (24 states), calculator use (20 states), and speech-to-text (20 states).

In the years since the analysis of 2013-14 test security policies (Lazarus et al., 2014), most states appeared to have gotten better at specifying policies and procedures for maintaining test security and confidentiality for students with disabilities while at the same time ensuring that these students had access to needed accessibility features and accommodations. Additionally, most states had implemented procedures on who should provide test accommodations, ensuring that those individuals had the training needed to deliver the accommodation appropriately while following IEP recommendations.

States may want to consider the following questions when developing or refining their test security policies:

- Are all test administrators, proctors, and accommodations providers qualified?
- Does everyone who accesses the assessment, including those preparing for and administering accommodated assessments and alternate assessments, sign a test security affirmation form or confidentiality agreement?
- Are adequate records kept on training, monitoring, irregularities, etc.?
- Are accessibility features and accommodations with the fewest security risks identified as preferred accessibility features and accommodations?
- Are test security procedures in place for situations when a test is accessed prior to administration (e.g., to prepare to sign an assessment, to make adjustments to test materials, etc.)?
- Are appropriate procedures used for small group and individual administrations?
- Are appropriate test security procedures in place for AA-AAAS?
- Are appropriate test security procedures in place for the administration of accommodated tests and AA-AAAS during remote testing?

Suggestions for improving test security policies and procedures in states include:

- If a state does not have a test security manual, it should consider developing one to help ensure that consistent, current information is readily available. This manual should include information about the participation of students with disabilities, test accommodations, and alternate assessments.
- States should require all test administrators, proctors, and accommodations providers to sign an affirmation form or confidentiality agreement prior to administering any tests. These agreements should specifically address issues related to the assessment of students with disabilities (e.g., accommodations, alternate assessments).

- States should have plans in place for following up on testing irregularities and incidents, with specific information on testing irregularities in the provision (or non-provision) of accommodations.
- States should ensure that all test administrators and accommodations providers receive training on how to maintain test security while providing access for students with disabilities.
- States should have test security policies in place for situations where test administrators or accommodations providers may need to access the test prior to administration (e.g., to prepare for sign interpretation, to make adjustments to test materials, etc.).
- States should annually review their test security policies and procedures to ensure that they adequately address security issues related to the use of any embedded access tools and accommodations that are provided on computer-based tests.

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Overview

Introduction

Test security continues to be a critical issue for many states and districts. This applies not only to general content assessments used for accountability but also to states' alternate assessments based on alternate academic achievement standards (AA-AAAS).

State tests must have integrity and the results must be valid (U.S. Department of Education, 2018). Fair and equitable assessment approaches must be provided to all students, including students with disabilities. This includes designing tests that are accessible, as well as the availability and use of accessibility features and accommodations for students who need them. Administering assessments fairly and equitably requires that states have good security policies and procedures.

As has been noted many times over the years, cheating and test piracy (i.e., stealing of test forms or items) pose major threats to the validity of test score interpretation and the credibility of large-scale assessment programs (e.g., Cizek, 1999; Wollack & Fremer, 2013). To ensure the soundness of test results, it is essential to devote systematic and productive efforts in all aspects of the design, development, administration, analysis, and reporting of the assessments. In recent years, most, if not all, states have taken additional steps to prevent cheating from occurring as well as to detect whether it has occurred. Many states have issued new policies and implemented stronger procedures to address security issues.

The security of accommodated general assessments as well as AA-AAAS is receiving increased attention. There is a need for thoughtful consideration of the ways in which possible test security measures may affect accessibility because there is a risk that some policies may adversely affect accessibility for some students with disabilities. Additionally, some accommodations are administered in a small group or individual setting, which may present unique test security issues. Other accommodations that some students with disabilities need to meaningfully access a test may require someone other than the student to also see the test (e.g., sign language interpreter, reader, scribe). Also, there sometimes is a need for test administrators or accommodations providers to access a test prior to test day so that adjustments can be made to test materials (for example, to enlarge text for students with low vision, or for sign language interpreters to have time to study materials to ensure appropriate sign language interpretation during the test). All these accommodations have potential security risks.

There is a need to update what we know about how students with disabilities and the tests they take are included in states' test security policies and procedures. The previous analysis by Lazarus et al. (2014) provided a snapshot of how accommodated tests, alternate assessments, and

other issues related to students with disabilities were addressed in states' 2013-14 test security policies. The key findings from that analysis included:

- Almost all states had policies about whether an assessment could be duplicated or copied.
- The test security policies of about half of the states indicated that test administrators must receive training that includes information about accommodations.
- Many states' policies addressed security issues surrounding the provision of accommodations that required a human to administer them. Thirty-four states had policies for transcription and scribing, 32 states had policies for human readers, and 30 states had policies for sign language interpretation.
- Other accommodations addressed in test security policies included: text to speech, speech to text, braille, extended time, and multiple days.
- Some policies mentioned small group and individual administration, though only a few provided details about how these types of administrations should take place to minimize the security risk.
- About half of the states had test security policies that specifically addressed the AA-AAAS.

This report provides an undated snapshot of how accommodated tests, alternate assessments, and related issues for students with disabilities were addressed in states' test security policies in 2020-21. It is an update to the analysis of 2013-14 test security policies (Lazarus et al., 2014).

Test Security Guidelines and Professional Standards

Several documents that address test security and students with disabilities are highlighted here.

U.S. Department of Education Peer Review Guidance (Updated 2018). The purpose of the Department's peer review of state assessment systems is to support states in meeting statutory and regulatory requirements for implementing valid and reliable state assessment systems under Title I of the Elementary and Secondary Education Act (ESEA). As part of the updated requirements for peer review, the U.S. Department of Education requires states to address and document their test security policies and procedures, including ones to prevent test irregularities and ensure the integrity of test results. This peer review guidance also strengthened requirements for assessing students with disabilities, such as ensuring that its assessments are accessible to students with disabilities, and that there is monitoring of test administration for both general and alternate assessments.

Among the Critical Elements in the peer review guidance that are relevant to this study are:

- 2.4 – Monitoring Assessments
- 2.5 – Test Security
- 5.4 – Monitoring Alternate Assessments

Standards for Educational and Psychological Testing (2014). Another source of guidance is the latest edition of *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014). This document, referred to as the *Joint Standards*, represents the gold standard in guidance on testing in the U.S. and worldwide.

Although the topic of test security does not have a separate chapter in the *Joint Standards*, it is addressed in a number of places. Most relevant is the inclusion of test security in the treatment of test design, administration, scoring, and reporting.

TILSA Test Security Guidebook (2013) and TILSA Test Security: Lessons Learned by State Assessment Programs in Preventing, Detecting, and Investigating Test Security Irregularities (2015). Both of these resources were developed by the Technical Issues on Large Scale Assessment (TILSA) Collaborative and published by the Council of Chief State School Officers. In the *Test Security Guidebook* (Olson & Fremer, 2013), one of the areas identified as having a risk of a test security breach was accommodations being used inappropriately to cheat. Although the *Guidebook* also included recommendations about how states could improve test security and reduce cheating, none specifically addressed accommodations or students with disabilities.

The other CCSSO resource, *TILSA Test Security: Lessons Learned by State Assessment Programs in Preventing, Detecting, and Investigating Test Security Irregularities* (Fremer & Olson, 2015), was developed to help states improve their existing test security policies, procedures, and protocols, and to implement enhanced approaches for the security of their state assessment programs. Similar to the *Guidebook*, this resource addressed several topics that could be applicable to accommodations and other topics relevant to students with disabilities (e.g., prevention, detection, follow-up), but students with disabilities were not explicitly addressed.

States' Test Security Policies and Procedures (2013). This report by the U.S. Government Accounting Office (GAO) provides information from a national survey of state testing directors. States reported that their policies and procedures included 50 percent or more of the leading practices to prevent test irregularities in the following five areas: security plans, security training, security breaches, test administration, and protecting secure materials. Of the 28 states that administered computer-based assessments, the majority reported including half or more of the leading practices in computer-based testing. States also reported using various tools, such as statistical analyses of student data, monitoring, and audits of testing procedures, to oversee

districts' implementation of test security policies and procedures, and most states have used this oversight to identify cheating in recent years. States also identified areas where additional assistance with test security would be useful. The majority of states reported that it would be very or extremely useful if the U.S. Department of Education gathered and disseminated information on best practices in test security.

Operational Best Practices for Statewide Large-Scale Assessment Programs (2013). This document by CCSSO and the Association for Test Publishers (ATP) addressed “technology-based assessments” that are delivered or taken by computer, including “online” assessments, as well as those that are cached or remotely handled. It addressed new problems in program design, new practices for test security, and the need to handle test accommodations for special populations. One chapter discussed best practices for achieving test security throughout the assessment process of all paper-based and technology-based assessments, using methods that support the accessibility needs of students with disabilities and English learners.

Handbook of Test Security (2013). The *Handbook of Test Security* (Wollack & Fremer, 2013) was the first to offer insights from experts within and across the testing community, psychometricians, and policymakers to identify and develop best practice guidelines for the design of test security systems for a variety of testing genres. It provided insight into the prevalence of cheating and best practices for designing security plans, training personnel, and detecting and investigating misconduct, to help develop more secure testing systems and reduce the likelihood of future security breaches. Still, it had little to say about test security in regards to students with disabilities.

Considerations When Including Students with Disabilities in Test Security Policies (2014). This NCEO brief (Lazarus & Thurlow, 2014) noted that many states are concerned their test security policies may not adequately address accommodated tests, alternate assessments, and related issues for students with disabilities. The brief highlighted considerations for states to better address test administration procedures, accommodations, and other issues related to students with disabilities to help ensure the integrity and validity of a test.

Restart & Recovery: Meeting the Assessment Needs of Students with Disabilities During Times of Interrupted Schooling (2021). This report from CCSSO (Lazarus et al., 2021) provided recommendations for state departments of education on how to meet the assessment needs of students with disabilities, including English learners with disabilities and students with the most significant cognitive disabilities, during times of interrupted education due to extended school closures. It also included ideas for information that state departments can give to local schools.

Purpose of This Policy Analysis

This report provides an update to the information that was gathered in the report on 2013-14 policies. For this study, the guiding research questions were:

1. What information do states' 2020-21 test security policies contain about students with disabilities and the assessments they take?
2. How are accommodations and accessibility features included in states' test security policies?
3. How do state policies for alternate assessments address security for these tests?
4. What new resources have states developed to guide their best practice in conducting secure and fair assessments for students with disabilities?

Procedures

The information analyzed in this report was gathered from publicly available written documents on state department of education websites of the 50 states and the District of Columbia (DC). State documents were obtained between September and December 2021. The process included an analysis of documents related to the general assessment and the AA-AAAS.

The types of documents that addressed test security and confidentiality and students with disabilities varied across states. They included, for example, state policies on test security, test security manuals or plans, procedures or test administration manuals, general test security documents, accommodations/accessibility manuals, technical reports, and training materials. The number of publicly available documents that included information about test security and students with disabilities ranged across states from just a few to 11 documents. In some states, information about issues related to students with disabilities was in the state's test administration manual (TAM). In other states, the information was in the accommodations or accessibility manual or test coordinator manuals (TCMs). In many states, the information was in both.

In a number of states, a new type of document, often called a Test Security Manual or Handbook, a Test Security Plan, or something similar, was found. These were reviewed closely for information on test security as it applied to students with disabilities, accommodations, and alternate assessments. In addition, new security policies requiring test administrators, proctors, accommodations providers, or others to sign affirmation forms or confidentiality agreements were also noted in many states. If found, this new information was also included in this study.

The search criteria and process conducted to gather information for each state used the following steps:

1. Look at the list of data sources in the 2013-14 report (Lazarus et al., 2014) to identify documents the state had at that time, and then conduct a web search for any updated (more recent) versions of those documents. All relevant documents were included in this analysis.
2. Search for security and test administration manuals. Those found to contain information about students with disabilities and accommodations were included in analyses.
3. Search for each state’s accessibility or accommodations manual. Those found to contain information about test security and accommodations were included in analyses
4. Search for any other documents that might have information about security and disability or accommodations. Those found were included in analyses.

Documents from state assessment consortia (e.g., Smarter Balanced, PARCC/New Meridian, Dynamic Learning Maps - DLM, etc.) that were accessed via links on state department of education websites were included in this analysis.

Appendix A includes a complete list of documents reviewed for this analysis along with links to the materials. All information in these documents that addressed students with disabilities and test security was compiled and then coded. The coding categories used for this study were similar to those used in the report on 2013-14 policies, although several additional themes were identified in this analysis. New codes were created for new themes so the data about them could be tabulated and reported.

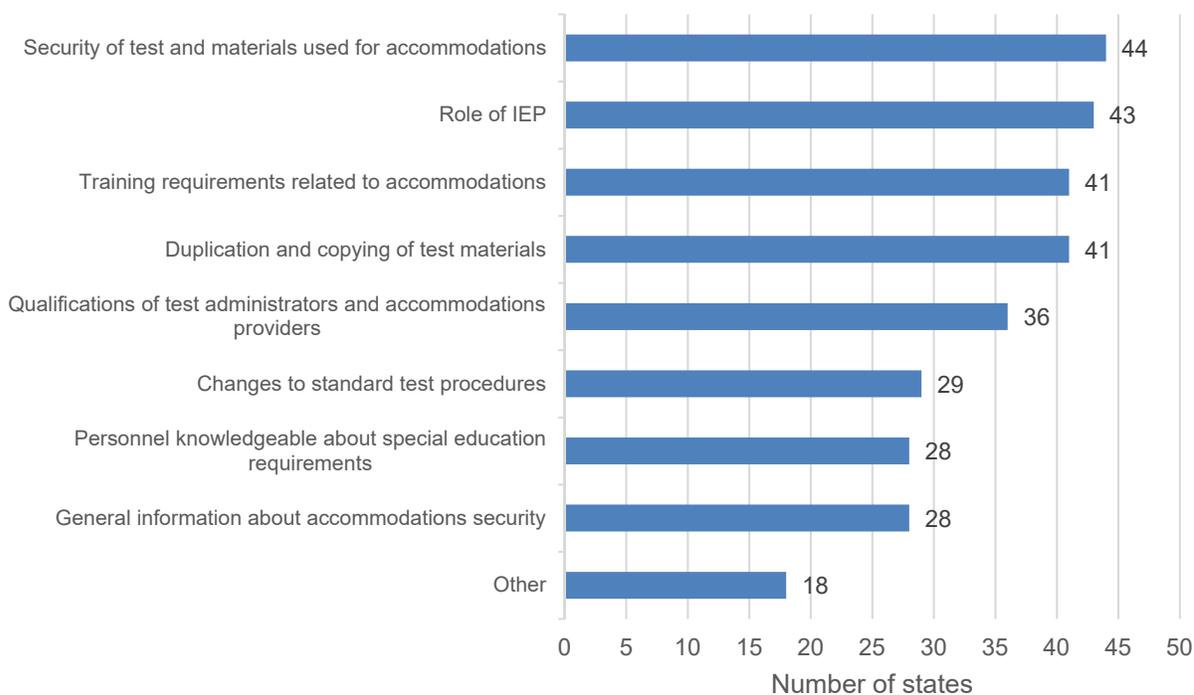
Results

Characteristics of State Policies

As found in the 2013-14 policies report (Lazarus et al., 2014), there was wide variation across states in the ways in which accommodated tests, students with disabilities, and the assessments they take, were included in state test security policies. Some states provided extensive detailed information, while other states provided brief, broad statements, and still others provided little or no information.

As shown in Figure 1, states’ test security policies continued to address a number of issues. For additional details and specifications, see Tables B1 and B2 in Appendix B.

Figure 1. Number of States' Test Security Policies That Addressed Selected Issues (N=51)



Security of test materials used for accommodated tests. The policies of 44 states specifically addressed security issues related to test materials used for accommodated tests. For example, the policy in Illinois stated:

Testing materials irregularities include removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test. The District Test Coordinator must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete (either by the district or school). All accommodated responses (Do NOT destroy test booklets, answer documents, and Human Reader scripts.) Any original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper must be securely destroyed.

In Indiana, the security policy on test materials included:

Before each test administration, materials must be distributed and stored according to the Indiana Assessments Policy Manual. As described therein, testing materials must be secured at all times during test administration, including all breaks in the testing sequence. All read-aloud scripts, assessment books (used and unused), answer documents, test tickets, scratch paper, glossary sheets (ILEARN paper-and-pencil only) and

online test access codes must be counted, reconciled, and returned to a centrally-located, locked, and secured area immediately upon the completion of each daily testing session.

All accommodated assessment books (regular print, large print, braille, and Spanish) were treated as secure documents, and processes were in place to protect them from loss, theft, and reproduction of any kind.

Role of IEP. Test security policies of 43 states contained information about the role of IEPs in determining students' accommodations needs. IEPs were mentioned in test security policies, with varying amounts of explanation provided on how security was to be addressed in them. For example, Alaska's test security policy and participation guidelines stated:

Next, the IEP or 504 Team should consider questions that relate to whether the assessment could still be administered: Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 Team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.

The policies of a few states addressed how test validity would be affected if a student did not receive the accommodations on his or her IEP. For example, the California policy said:

Approval of an unlisted resource that has not been pre-identified will be granted by the CDE on the basis of the IEP team's and/or Section 504 plan's designation and if the unlisted resource does not compromise the test's security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured. IEP teams should not allow the impact of an LEA's accountability to outweigh the needs of the student....

Training requirements related to accommodations. The test security policies of 41 states indicated that training was required that specifically addressed accommodations or students with disabilities for all test administrators and accommodations providers. Kansas is an example of a state that required everyone involved in testing to receive training. The state's policy, as shown in a PowerPoint slide used for training of district and building-level personnel, indicated:

Train building-level personnel before local testing begins; include training regarding test security procedures, ethics of testing, and reporting/documentation of accommodations. Building-level personnel includes any staff member who administers a state assessment, such as administrators, educators, and para-educators. Parents and school volunteers may not administer a state assessment.

District Test Coordinator Responsibilities: Train district and building-level personnel before testing begins, including training regarding test security procedures, ethics of testing, and reporting and documentation of accommodations.

Kentucky is another state with a policy that specifically addressed the proper training of accommodations providers:

Any individual providing accommodations for students in special populations must also be trained on the Inclusion of Special Populations in the State Required Assessment and Accountability Programs (703 KAR 5:070).

Duplication and copying of test materials. The policies of 41 states addressed security for the duplication and copying of test materials. Most states do not allow duplication or copying. For example, Georgia's Assessment Administration Protocol Manual stated:

Test content must not be copied or distributed. All statewide mandated tests given in Georgia are secure. Test items, student responses, and/or answer documents that are copied (by hand or by photocopying) or distributed violate test security and render the results of the test invalid.

A few states may allow duplication or copying under certain circumstances. The Texas policy for its AA-AAAS indicated:

In order to access some allowable accommodations, it may be necessary to photocopy secure materials. These allowable accommodations must be documented in the student's IEP. Many of the techniques used to make images more accessible require methods that might distort the images on the next page of the student test booklet. In these instances, photocopying of the student test booklet may be required. Adhere to these guidelines when photocopying the student test booklet. The student test booklet cannot be disassembled. The district must maintain test security and confidentiality when photocopying the student test booklet.

Several states had policies for handling secure test materials that applied to a variety of activities, including duplication or copying of test materials, for both the general and alternate assessments. The policy in Vermont specified that:

Breaches of test security include but are not limited to copying of test materials, failing to return test materials, coaching students, giving students answers, and/or changing students' answers. Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.

Qualifications of test administrators and accommodations providers. Test administrators and test proctors need to know how to appropriately administer accommodations to students with disabilities without compromising test security. Because some accommodations are provided by a human access assistant (e.g., sign language interpreter, human reader, scribe), security must be addressed for these situations. In 2020-21 test security policies, 36 states addressed who may, or may not, provide accommodations. For example, Georgia had the following policy in place for test examiners and proctors:

Test examiners must be certified educators by the Georgia Professional Standards Commission (GaPSC) and must be assisted by proctors, when required. It is highly recommended that proctors be system employees; however, it is permissible to allow volunteers to serve as proctors, provided they receive all required training. Parents, other relatives, and guardians must not proctor the class or grade level in which their child or a relative is a student. Parents who are school employees should not serve as the examiner for their child or a child of a close relative. Further, it is highly advisable that, if possible, parents should avoid serving as an examiner or proctor for the grade level(s) of their children.

Hawaii's policy for test administrators and accommodations providers for 2020-21 was:

The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments. Scribes must be DOE certificated employees who have Smarter Balanced test administrator certification. The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.

Hawaii also had a policy that specifically addressed its alternate assessment:

The HSA-Alt must be administered by a certified Test Administrator, who will most likely be the student's classroom teacher. Classroom aides or paraprofessionals may not administer the HSA-Alt.

The Hawaii policy also provided a list of other school personnel (e.g., general educator, school counselor, long-term substitute teacher) who might administer HSA-Alt if they meet specific criteria.

In Idaho, the policy was:

Test Administrators and Observers must not have a conflict of interest or the appearance of a conflict of interest. For example, Test Administrators and Observers should not be present in rooms in which a child who resides in their household is testing. Test

Administrators and Observers may not use their knowledge of test content to violate the integrity of the assessments through acts of coaching or other prohibited actions. Teachers can be Observers for emotional and behavioral support in rooms where their students are testing. To minimize student interactions that can lead to additional COVID-19 spread, teachers this year may act as Test Administrators for both in-person and remote administrations of their own students.

Changes to standard test procedures. The test security policies of 29 states described which changes to standard procedures were allowed or not allowed. For example, Maine’s policy clarified those instances when a change was allowable:

Some students may require a unique assessment environment as an approved accommodation. In such cases, the accommodation overrides the general assessment environment requirements.

However, some states policies indicated that standard security procedures could rarely, if ever, be changed. For example, Ohio’s policy stated:

Providing a student with modifications during Ohio’s State Tests may constitute a test irregularity and will result in an invalidated score (the score will not be counted) and/or an investigation by the state into the school’s or district’s testing practices. Moreover, providing modifications to students during statewide tests may have the unintended consequence of reducing their opportunities to learn critical content and may result in adverse effects on the students throughout their educational careers.

Personnel knowledgeable about special education requirements. The policies of 28 states specifically indicated that individuals involved in the administration of assessments to students with disabilities understand relevant special education requirements (e.g., IEPs, accommodations policies, participation guidelines, etc.). For example, Montana’s policy said:

Having an Assessment Team hierarchy not only forces a chain of custody, but also helps prevent one individual from being overwhelmed or responsible for all assessment matters. For example, persons most familiar with and experienced in student educational plans such as IEPs should be responsible for setting up individual student supports and accommodations on a case-by-case basis in the TIDE system.

Nebraska’s policy stated:

EL teams, IEP teams, and educators for 504 plans make decisions about accommodations... Decision makers should provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan, applicable. Decision makers are re-

sponsible for entering information on linguistic supports and/or accommodations from the IEP or 504 plan.

New Jersey provided information on its policies related to special education requirements, IEPs, and use of accommodations:

Test Administrators must be familiar with the student’s Individualized Education Plan (IEP) or 504 plan, and should know in advance which accommodations are required by the student, and for which test (ELA and/or Mathematics/Science) the student is designated to receive a human signer. Test Administrators must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, braille, slate, stylus, etc., and if use of these tools impacts the translation of the test, the signer should be made aware of this.

General information about security and accommodations. A slight majority of states (28) included general information about accommodations security in their test security policies for 2020-21. For example, the Hawaii policy stated:

The Hawaii State Department of Education requires that all schools closely monitor statewide assessments. Systematic delivery of the assessments with individualized, specific, appropriate accessibility features included is essential to the delivery of a fair, valid, and reliable assessment. As a first step in this test delivery oversight process, school test coordinators are asked to input (or request verification for) each student’s individual test accessibility feature(s). Provision of inappropriate accommodations, or any modification to the state assessment that somehow alters item construct or cognitive demand will invalidate results.

Other states’ policies included reminders of appropriate testing procedures and indicated that state accommodations policies should be followed. For example, North Carolina’s policy stated:

To ensure standardized testing procedures for students with disabilities who require test accommodations, administrative procedures must be developed and implemented to ensure individual student needs are met, and at the same time, to maintain sufficient uniformity of the test administration to maintain test validity and to fulfill the requirements of testing for accountability... Accommodations designated for the tests should be consistent with accommodations used routinely during classroom instruction and similar classroom assessments. It is vital for students with disabilities to receive accommodations on state-mandated tests that allow them to demonstrate their true abilities; however, students must not receive unnecessary, inappropriate, or unfamiliar accommodations.

Other Issues. Eighteen states also had security policies that addressed other issues. These included, for example, remote testing, logistics for accommodated assessments, use of assistive technology, and other new challenges that have received attention in recent years.

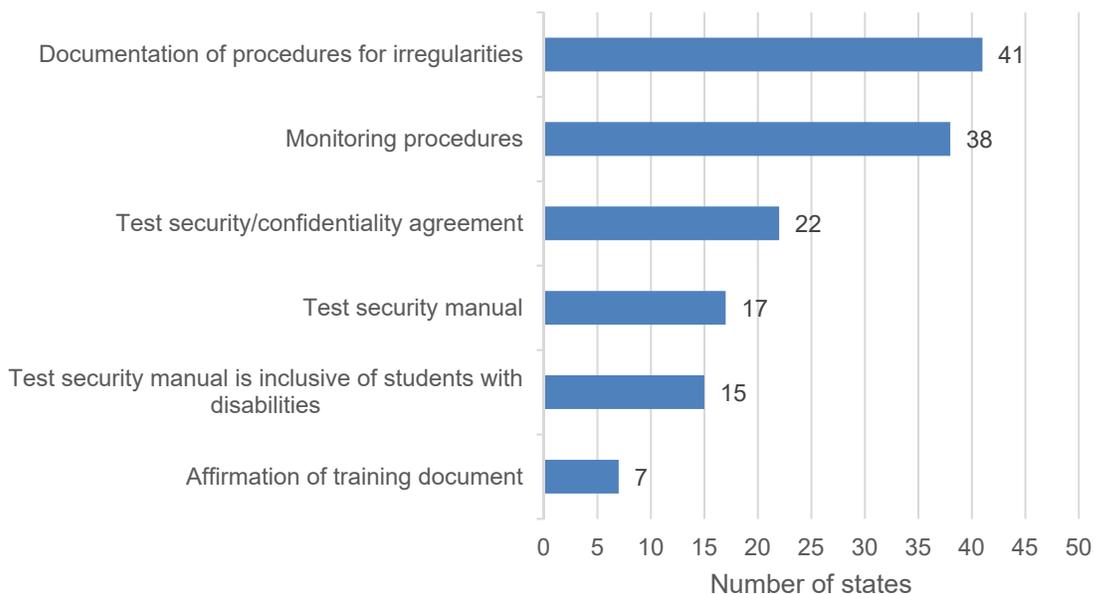
Additional Themes in 2020-21 State Policies

An extensive list of state resources and materials related to security for students with disabilities was identified during the search process. Many additional documents were found for 2020-21 than had been identified for 2013-14. Some of these were resources that addressed additional themes. Codes to identify these additional themes were developed. New themes included:

- State Had a Test Security Manual
- An Affirmation Document or Agreement Requiring Signature was Used
- A Confidentiality Agreement Requiring Signature was Used
- Documentation of Procedures for Irregularities (Peer Review Critical Element 2.5)
- Documentation of Monitoring Procedures (Peer Review Critical Elements 2.4 and 5.4)

Figure 2 shows the number of states that addressed these new themes in their 2020-21 documents. For additional details and specifications, see Tables B3 and B4 in Appendix B.

Figure 2. Number of States’ Test Security Policies That Addressed New Test Security Themes (N=51)



Test Security Manual. Quite a few states had developed new documents for their 2020-21 test security materials. Many had consolidated the state’s test security policies and procedures into a single stand-alone document, typically called a Test Security Manual (or Handbook). These documents typically brought together various state policies, procedures, and practices on test security into one report, along with information on security training, monitoring, and following up on irregularities. Often, a test security manual addressed activities related to prevention, detection, and follow-up investigations of test irregularities or incidents.

In the numerous 2020-21 test security documents that were collected for this study, we found that 17 states had such a resource that addressed many if not most of these things and could be considered a test security manual. In some states, the Test Security Manual only addressed requirements for the summative general assessment, while in other states this manual was inclusive of assessing students with disabilities and the use of test accommodations or addressed security for the AA-AAAS. Our analysis of 2020-21 documents indicated that 15 of the 17 states had policies for students with disabilities or AA-AAAS in their test security manuals. Few states had this type of resource in the analysis of 2013-14 policies.

Affirmation of Training Signature. In 2020-21 policies, we found that some states had developed documents and forms that required district and school staff to sign legal affirmations that they had been trained specifically on test security for students with disabilities, accommodations, or alternate assessments. The policies of seven states addressed this. For example, Georgia’s policy said:

STCs and SchTCs are instructed to clearly document attendance at all training sessions and include agendas and supporting presentations and/or handouts with specific guidance and policy related to test security and assessment administration protocols.

South Carolina had the following policy for its security affidavit:

TAs and TMs must validate the Test Administration Security Affidavit for each subject in which the student is assessed to confirm that all security procedures were followed during the assessment. Only the TA and TM validate the affidavit. Failure to complete the validation of the Test Administration Security Affidavit for each subject by May 14, 2021, will result in the test not being scored and scores not being reported for the student in the subject. There are no exceptions.

Confidentiality Agreement Signature. Many states had developed documents or forms that required district and school staff to sign confidentiality agreements or non-disclosure agreements (NDAs) on maintaining test security for students with disabilities, accommodations, or alternate assessments. These documents usually referred just to the summative assessment, although some

were worded more generally for all the types of assessments the state administers. The policies of 22 states addressed these types of confidentiality agreements.

For example, Alaska had this policy for the security of its tests, with different levels of confidentiality agreements focusing on requirements for district personnel to maintain test security:

4 AAC 06.765 Test security; consequences of breach... [listing of state's security requirements for all test materials and testing procedures – Districts must complete forms]

Level 1-2 Test Security Agreement (TSA) - District Level Oversight

[Note: State has 5 levels of security agreements for testing personnel. Levels 1 and 2 described above. Guidance covers all aspects of testing for key roles of district and school personnel with forms at each level to complete.]

In its policies, Texas required the following oaths on maintaining security and confidentiality:

Oaths of Security and Confidentiality. All district and campus personnel who participate in state-mandated testing or handle or have access to secure test materials must be trained and sign an oath of test security and confidentiality. Any person who has more than one testing role (for instance, a district coordinator who also serves as a test administrator) must receive appropriate training and sign a security oath for each role. Test security oaths are valid for the entire school year, including fall, spring, and summer testing, as well as any field testing and mandatory sampling conducted during this time period. Test administrators must complete the general oath. General oaths should be printed or saved and provided to the campus coordinator. All oaths are required to be maintained by the district for a period of five years. The general Oath of Test Security and Confidentiality is available in the Security section of the Coordinator Resources. Understand your obligations concerning test security and confidentiality....

Test Security Agreements Specifically for AA-AAAS. A few states had test security agreements designed specifically for TAs of AA-AAAS. For example, Virginia's policy contained the following requirements for the confidentiality of the VAAP (its alternate assessment):

Confidentiality Agreement for Alternate Assessment: 2020–2021 School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program: All individuals who may be involved in the administration of the Virginia Alternate Assessment Program (VAAP) to include collection development, monitoring, and pre-scoring MUST read, understand, and agree to adhere to the following.

Colorado had the following policy on maintaining security for its AA-AAAS (CoAlt) and an additional requirement for confidentiality forms to be signed by all TAs:

Maintaining the security of all test materials is crucial to obtaining valid results from the CMAS and CoAlt: Math, ELA (including CSLA), Science, and Social Studies assessments. The security of all test materials must be maintained before, during, and after test administration.... Engaging in prohibited activities may result in an investigation, suppression of scores, and possible disciplinary action. This form must be signed by all individuals involved in the administration of the CMAS and/or CoAlt: Math, ELA, Science, and Social Studies assessments to certify that security measures will be maintained and that prohibited activities, such as the examples identified below, have been acknowledged and understood.

Iowa had the following statement about the use of a confidentiality form in its directions for TAs of the DLM AA-AAAS:

Iowa has a separate test security/confidentiality agreement for human readers, scribes, translators, and paraeducators.

Test administrators and assessment coordinators for DLM alternate assessment must agree to security agreement in Educator Portal.

Documentation of Procedures for Irregularities (Peer Review Critical Element 2.5). Critical Element 2.5 specifies that states must have policies and practices in place for the security of their assessments, including those used with students with disabilities, accommodations, or alternate assessments. States need to document their procedures for dealing with testing irregularities and security incidents. Not surprisingly, by 2020-21, the policies of 41 states addressed the documentation of procedures for irregularities. Most states had procedures and systems for documenting irregularities and following up on security incidents, and a few specifically addressed students with disabilities and accommodated tests. For example, Wisconsin’s policies stated:

Report all testing irregularities to the SAC [school assessment coordinator], including if a student cheating, or use of an unallowable accommodation. Situations that will lead to the invalidation of test scores include:

- A student was provided with an unallowable support or accommodation or an accommodation that was not in the student’s Individualized Education Program (IEP), 504 plan, or English Learners (EL) plan.
- A student was not provided an allowable support that they should have been provided or accommodation that was in the student’s IEP, 504 plan, or EL plan, and this lack of support or accommodation significantly affected the student’s performance.

Documentation of Monitoring Procedures (Peer Review Critical Elements 2.4 and 5.4).

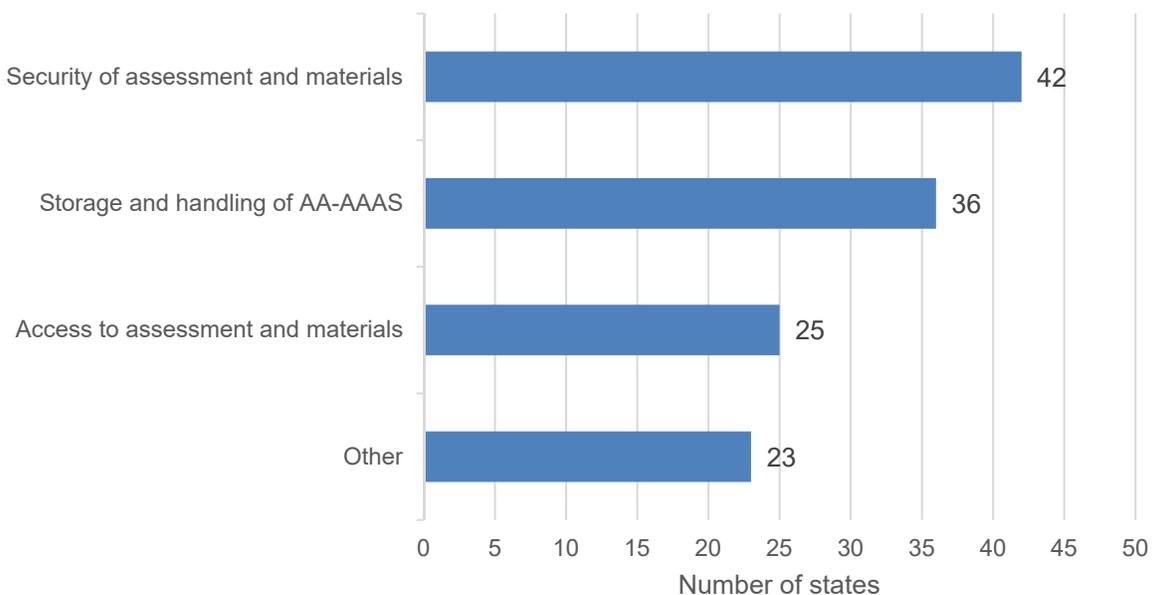
Peer review guidance requires states to monitor test administrations for both the general and alternate assessments and to document their monitoring procedures. To meet the requirements in Critical Elements 2.4 and 5.4 of the peer review guidance, states must submit detailed documentation of their process for randomly monitoring testing in schools. The policies of 38 states in 2020-21 addressed this, with most states having specific procedures for documenting their monitoring activities. For example, Massachusetts’s testing policy said:

School Observations. In order to ensure the security and proper administration of the MCAS program, the Department conducts announced and unannounced monitoring visits to schools to observe the procedures followed during test administration. This may include entering testing rooms to observe students and test administrators directly. Principals and designees should be prepared to meet observers upon their arrival and also be available during the observation to answer questions.

Test Security Issues Addressed in State Policies for AA-AAAS

Figure 3 shows how several key criteria for AA-AAAS were addressed in state policies. For details and specifications on these criteria, see Tables B5 and B6 in Appendix B.

Figure 3. Number of States’ Test Security Policies That Addressed AA-AAAS (N=51)



Security of assessment and materials. In their 2020-21 test security documents, 42 states had policies for the AA-AAAS that addressed the security of the assessment and the materials used to administer it (e.g., materials needed to administer performance tasks, materials for individualized accommodations, etc.). Most, if not all, states required their AA-AAAS to be secure regardless of the design of the assessment (e.g., selected response items, performance tasks, portfolio, checklist, etc.). For example, Hawaii’s policies for a secure AA-AAAS said:

The HSA-Alt test materials, including the online items, paper/pencil test materials, and artifacts produced as a result of test administration, are secure. To maintain the validity of the tests administered in the statewide assessment system, security of the test questions and test materials is absolutely necessary. When security is breached, the tests (individually or as a group) are no longer valid—one student, school, or complex area may have accrued advantages not awarded to another, the test is no longer standardized, and is no longer appropriate for program accountability.

Test materials should not be photographed, printed, or reproduced in any way. No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc. Students who require access to medical monitoring devices during testing should be tested in a separate setting. Descriptions of test items, stimuli, printed reading passages, response options, or printed manipulatives must not be retained, discussed, or released to anyone.

Massachusetts’s AA-AAAS policies also indicated that test security must be maintained and documented at all times for the MCAS-Alt:

MCAS-Alt Administrative and Security Requirements. Principals are responsible for ensuring that all educators administering the MCAS-Alt comply with the requirements and instructions contained in the *2022 Educator’s Manual for MCAS-Alt*. In addition, other administrators, educators, and staff within the school and district are responsible for complying with the same requirements. School staff members who violate the test security requirements are subject to the sanctions and penalties outlined in this section. The purpose of the MCAS-Alt security requirements is to protect the validity of the statewide results.

Educators who conduct the MCAS-Alt are responsible for ensuring that information is complete and accurate for each student participating in MCAS-Alt and is properly recorded and included in each student’s binder, as well as on all MCAS-Alt forms and materials, including the Student Information Booklet (SIB). The student’s teacher is also responsible for ensuring that student work samples and other evidence are neither duplicated, altered, nor fabricated in a way that provides information that is false or

portrays the student's performance inaccurately. Evidence for each student, *regardless* of the similarity of classroom instruction or participation in similar classroom activities, must reflect the individual student's authentic abilities and performance. The student's teacher is responsible for the timely submission of student assessments with all required forms and information to their principal for review and sign-off on the *Principal's Certification of Proper MCAS-Alt Administration* (PCPA) prior to the submission of binders to the Department.

The DLM consortium specified security practices for states to follow when using its test; many DLM states (but not all) include this information in their policies and post it on their websites. For example, some of the information found on West Virginia's website said:

DLM alternate assessments are secure assessments.

Braille: When the assessment is complete, the embossed paper form must be securely destroyed. Consult the assessment coordinator about the process to use.

Note that West Virginia also addressed the storage and handling of its AA-AAAS materials in addition to the overall security of the assessment.

Storage and handling of alternate assessment and related materials. As seen in Figure 3, 36 states had policies that addressed the storage and handling of the AA-AAAS and related testing resources. An example of a state policy on security for the storage and handling of its alternate assessment is evident in the policies of Indiana:

It is the responsibility of school officials and CTCs to adhere to all guidelines for the proper disposal and prompt return of secure materials following an assessment administration.

After any administration, initial or make-up, secure materials (e.g., test booklets and TA scripts) were required to be returned immediately to the STC and placed in locked storage.

Georgia indicated requirements for the secure storage of its AA-AAAS testing materials:

Given the unique features of the GAA (such as the test window), test security must be considered and attended to throughout the school year and not just during the portfolio submission phase. Once compiled into the portfolio, student work and materials being used for the purposes of the GAA must be kept in locked storage in the classroom—except during use. Access to those materials must be restricted to authorized individuals only. It is the direct responsibility of all individuals who administer the assessment to follow security procedures and protect the integrity of the assessment process.

Access to assessment and materials. The test security policies of 25 states indicated who could, or could not, access the AA-AAAS and related materials. For example, Vermont’s policy said:

Only students who are testing can view test items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Trained ATEs/ATAs may have exposure to test items in the course of properly administering the assessments; however, DAs, ADAs, SCs, TEs, TAs,* and other trained staff may not actively review or analyze any test items.

Kentucky had a policy for the security of its Transition Attainment Record (TAR) alternate assessment materials:

When not being used for testing sessions, all AT’s and materials shall be stored in a secure location with access granted to authorized personnel only.

When not being used for testing sessions, all TAR materials shall be stored in a secure location with access granted to authorized personnel only.

Oregon’s policies on access to assessment materials and how certain accommodations can be delivered stated:

Other: Accommodations – Human-based Read Aloud: TAs are allowed to read the text, item prompts, and answer choices in all content areas when administering alternate assessments. The only exceptions are reading items that address standards involving decoding or word identification, or items where independent reading is required, which are not to be read aloud. Standardized test administration protocols will identify these reading items and need to be followed for all items (with appropriate test security). When providing read-aloud support to a student, other interactions between a TA and a student regarding test questions or content are not allowable and may be treated as a testing impropriety.

Other: Accommodation – Answer Choices on Notecard: Notecards must be created on the spot, as a Test Administrator is testing a student. The notecards must be securely destroyed at the conclusion of the testing session. A very small percentage of students may need this accommodation. Educators should follow security procedures when administering this feature.

Speech to Text: If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Other. A total of 23 states had test security policies for the AA-AAAS that included other criteria or situations the state wanted to address, such as having others present during testing,

conducting online assessments securely, or possible use of electronic devices. For example, Wyoming’s security policy included guidance to others who might be involved in the testing process, such as support staff or translators. It stated that:

Other (Aides, Nurses, Support Staff): Can aides, nurses, or other support staff be present during the administration if they are there for the well-being and support of the student? Must they be trained? Yes. Support staff may be present if the BC has approved it. They are expected to honor test security and sign a Test Security Agreement. They do not need to be trained because they are not administering the test.

Other (Interpreters, translators): Can interpreters or translators be present during the administration for interpreting/ translating questions and responses, even though the interpreter/translator has not attended training? Yes. An interpreter or translator may be present and interpret/translate, even if they have not been trained on the administration of the WY-ALT. They are expected to honor test security and sign a Test Security Agreement. If the interpreter/translator is also the ALT-TA, they must meet all the requirements for serving as an ALT-TA.

In Indiana, which conducts all its assessments online via its vendor’s platform (Cambium), the following policy is in place to ensure that appropriate staff are trained and certified on the security and use of the system and on getting access to it:

TAs must complete a brief certification process annually to initiate assessments in Cambium Assessments, Inc.’s (CAI’s) platform. A separate annual certification is required to administer IAM based on specific protocols used for this assessment.

For Hawaii, several additional security policy practices on test accommodations, who can serve as a TA, and the use of various devices were specified for their AA-AAAS, including:

The use of any accommodation/assistive device that is not a regular part of daily instruction is not allowed; e.g., the student uses an accommodation during testing, but does not use the same accommodation as a regular part of the instructional day.

The HSA-Alt must be administered by a certified Test Administrator, who will most likely be the student’s classroom teacher. Classroom aides or paraprofessionals may not administer the HSA-Alt.

Students are actively supervised by a certified test administrator and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the test environment, or photographing or copying test content. This includes any device with cellular, messaging,

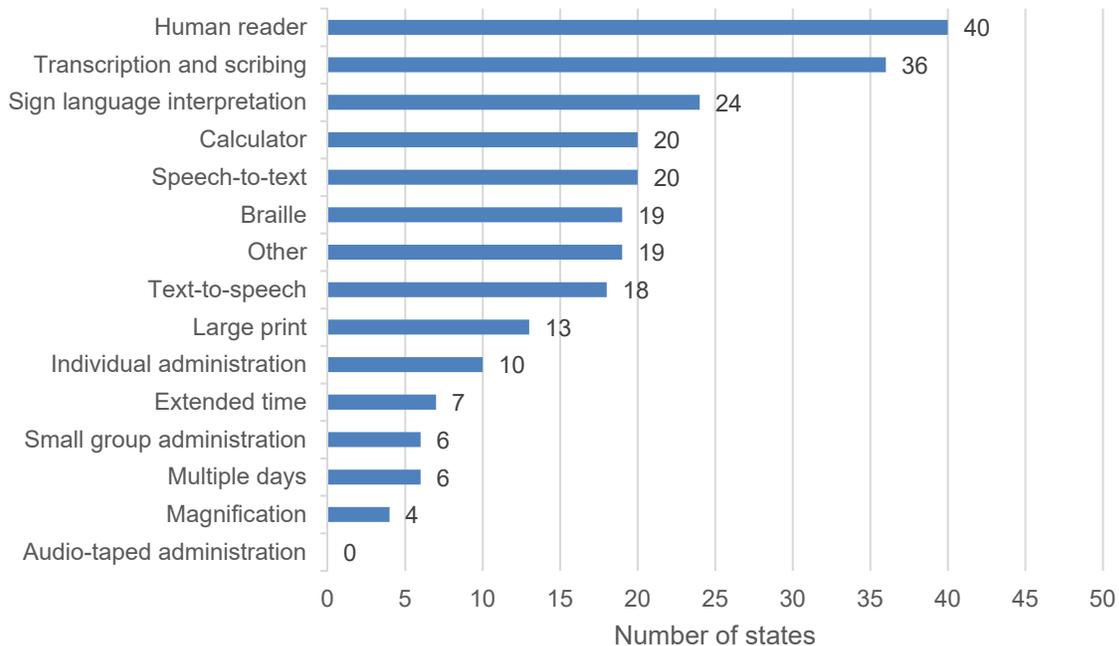
or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, smart watches, and electronic translation devices.

Test Security Policies for Accommodations

Our analysis of 2020-21 policies indicated that many documents and resources were available on the test security policies for a wide variety of accommodations. Some state materials described potential security issues when accommodations were not administered appropriately. Some states provided detailed information about how to securely provide accommodations, while other states gave basic information about the accommodation to reinforce what was in the state's accommodations or accessibility manual.

Figure 4 indicates the number of states that included each of several selected accommodations in its test security policies. The use of a human reader was mentioned in the policies of 40 states. The only other accommodation included in the test security policies of more than half of the states was transcription and scribing (36 states).

Figure 4. Selected Accommodations Addressed in States' Accommodations Policies (N=51)



Each of the 15 accommodations shown in Figure 4 is addressed here. They are grouped according to the needs that they address for students with disabilities. Although some accommodations in a group might be considered substitutes for one another, they may have different security risks.

In other cases, one accommodation in a group may be used for paper-based tests (PBTs) while the other is used with computer-based tests (CBTs).

For this analysis, the eight groupings of accommodations are:

- Oral delivery accommodations (human reader, text to speech, audio taped administration)
- Accommodations used to record student responses (transcription and scribing, speech to text)
- Enlarged text accommodations (large print, magnification)
- Braille and sign language interpretation accommodations (braille and sign language)
- Scheduling/timing accommodations (extended time, multiple days)
- Setting accommodations (small group administration, individual administration)
- Calculator
- Other

For more specifics and additional details about the ways in which state test security policies addressed accommodations for both the general assessment and the AA-AAAS, see Tables B7a, B7b, and B8 in Appendix B.

Oral delivery accommodations. As shown in Figure 5, there were three types of oral delivery accommodations included in states’ test security policies: human reader, text to speech, and audio-taped administration. The human reader accommodation and audio-taped administration—as well as text-to-speech assistive technology software—are accommodations that are typically used for PBTs. Text to speech (which may be either embedded in the test platform or a separate software application) is more often used for CBTs. For details see Tables B7a and B8 in Appendix B.

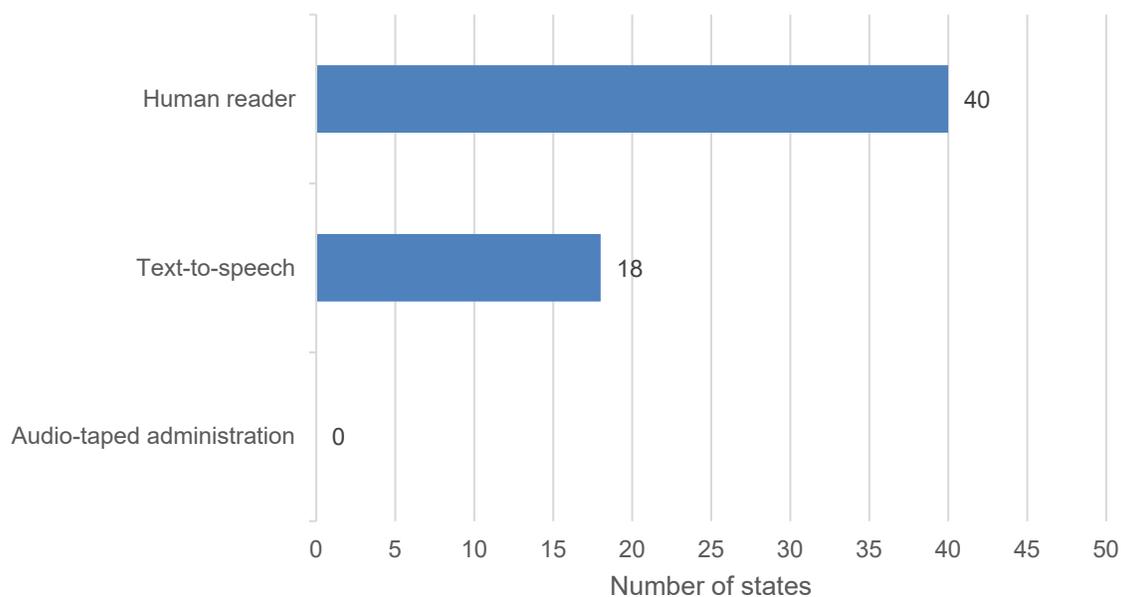
Human reader. The test security policies of 40 states addressed the oral delivery of the assessment by human readers, often called a read-aloud accommodation. Many state policies emphasized that the tests contained secure content and that human readers must not disclose test content or read the assessment in ways that might affect the students’ responses. In addition, many states required human readers to sign a test security confidentiality or non-disclosure agreement. For example, the California policy said:

Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documen-

tation. Test readers should read and sign a test security/confidentiality agreement prior to test administration.

When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements.

Figure 5. Oral Delivery Accommodations (N=51)



Some states' policies emphasized the importance of following guidelines about the appropriate way to read content. For example, the Florida policy stated:

For students with the oral presentation accommodation taking FSA Mathematics, FSA EOCs, NGSSS Science, or NGSSS EOCs, all directions, passages, test questions, and answer choices may be read aloud. Charts, tables, illustrations, and graphs may also be read aloud to students with the oral presentation accommodation. The test administrator or proctor may describe the charts, tables, illustrations, graphs, etc., in a manner similar to that which the student would normally encounter in the classroom, but the test administrator or proctor must exercise care not to use inflection that might lead a student to the correct/ incorrect response.

Text-to-speech. In 2020-21 policies, 18 states addressed the secure administration of the text-to-speech accommodation. When a text-to-speech CBT platform was used, many states required test administrators to have reviewed the material to ensure that reading passages would not be read aloud, all content is pronounced appropriately, and test items were not read in a manner to give away an answer (similar to read aloud). A few states' test security policies indicated

how the text-to-speech accommodation should be provided. For example, New York had a test security policy for specially approved use of this accommodation. It stated:

State assessments provided through computer-based testing have text-to-speech capabilities embedded in the testing platform. If a student’s IEP/504 plan specifies “text-to-speech” as a testing accommodation (or an implementation specification for the “tests read” accommodation), the testing coordinator for that school must be contacted to activate this feature for that student. In situations where a paper copy of a State assessment must be scanned onto a school-sanctioned device, in order to be provided this accommodation in accordance with specifications in an IEP/504 plan, this accommodation would be considered “revised format.” For State assessments, any reproduction and/or reformatting of test booklets requires the advance written permission of the Office of State Assessment. A request to open the test earlier to make these changes needs to be submitted to the Office of State Assessment. The request must be submitted by the principal and must indicate that, based on the student’s IEP/504 plan, permission is needed to revise the format.

New Jersey had this policy on use of a text-to-speech accommodation:

For ELA, text-to-speech is an accommodation. Students must have a valid IEP or 504 plan to access this feature. For math and science, text-to-speech is an accessibility feature. IEPs and 504 Plans are not necessary to use this feature for math and science; however, it should not be administered to all students simply because it is available.

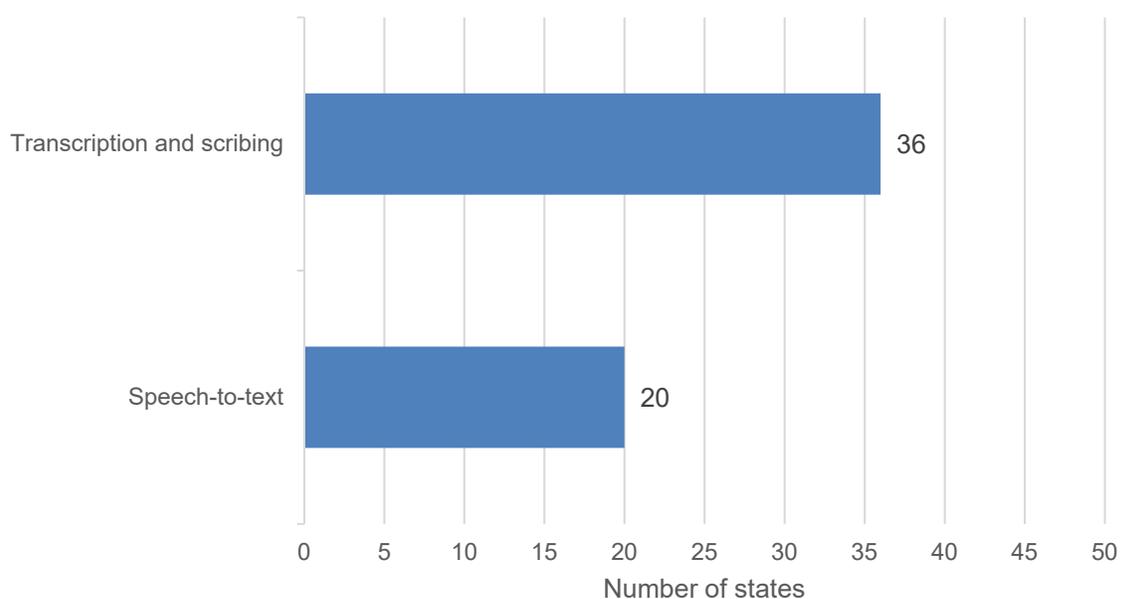
Audio-taped administration. In the past, use of an audio-taped test administration was another way that assessments were delivered orally, either by cassette tape or CD format. Many states used this approach in previous years. However, our analysis found no states addressing this accommodation in its 2020-21 test security policies. In other words, there was no evidence of any state policies about the use of audio-taped administrations. This change in policies probably occurred because most states had moved to online testing by 2021; computers typically have this accommodation or accessibility feature built into their testing platforms.

Accommodations used to record student responses. Some students need an accommodation to record their responses; this type of accommodation was commonplace in state assessments. As shown in Figure 6, there were two types of accommodations for recording student responses (i.e., transcription and scribing, speech-to-text) included in states’ test security policies. The use of a human access assistant to do transcription and scribing was used most often with paper-based tests (PBTs), whereas speech-to-text (which may be either embedded in the test platform

or a separate software application) was more often used for CBTs. However, speech-to-text software also was sometimes used with PBTs.

In some cases, a human access assistant transcribes the student’s responses into the standard answer documents. Students who participate in CBTs who are unable to use speech-to-text software (for example, a student with both a physical disability and a speech and language disability) may need a human scribe to enter responses. For details see Tables B7a and B8 in Appendix B.

Figure 6. Accommodations Used to Record Student Responses (N=51)



Transcription and scribing. Our analysis of 2020-21 policies indicated that a majority of states (36 states) had security policies for this accommodation. Many of these policies included guidelines for a human access assistant who provided this accommodation. For example, Vermont’s policy, which is based on Smarter Balanced procedures, said:

The scribe must be trained and qualified and must follow the administration guidelines provided in the Smarter Balanced Test Administration Manual. The use of this support may result in the student needing additional overall time to complete the assessment.

Some policies provided detailed descriptions of exactly how scribing should be provided. Virginia’s policy stated:

The student will dictate in English (or use an augmentative communication device with auditory output) his/her response to the prompt for the short-paper component of the Writing assessment to a school official (scribe), who will transcribe it. The scribe, who

should have experience working with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. Care must be taken by the scribe not to provide help on test items. Examples of prohibited help include, but are not limited to: discussing test items, providing hints or clues, giving reminders, giving verbal indications or nonverbal cues about the correctness of a student's answer.

Other state policies were even more specific on the procedures that must be followed to securely transcribe student responses. Washington's policy stated that:

Scribes should read and sign a test security/confidentiality agreement prior to test administration. Scribes are expected to familiarize themselves with the test format in advance of the scribing session. The online Training Test or Practice Test is one tool that can help the reader gain this familiarity. Having a working familiarity with the Test Delivery System (TDS) will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment. Scribes should know about any additional designated supports and/or accommodations the student will need to use during the test. This will ensure there are plans in place for providing all needed designated supports and accommodations. Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on state assessments. Scribes should review this Scribing Protocol for Washington State Assessments with the student at least one to two days prior to the test event. Scribes should practice the scribing process with the student at least once prior to the scribing session.

Speech to text. In their 2020-21 policies, 20 states addressed the speech-to-text accommodation. Many states' policies included similar information about the use of speech-to-text with assistive technology devices. For example, Wyoming included this information in its policy:

If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

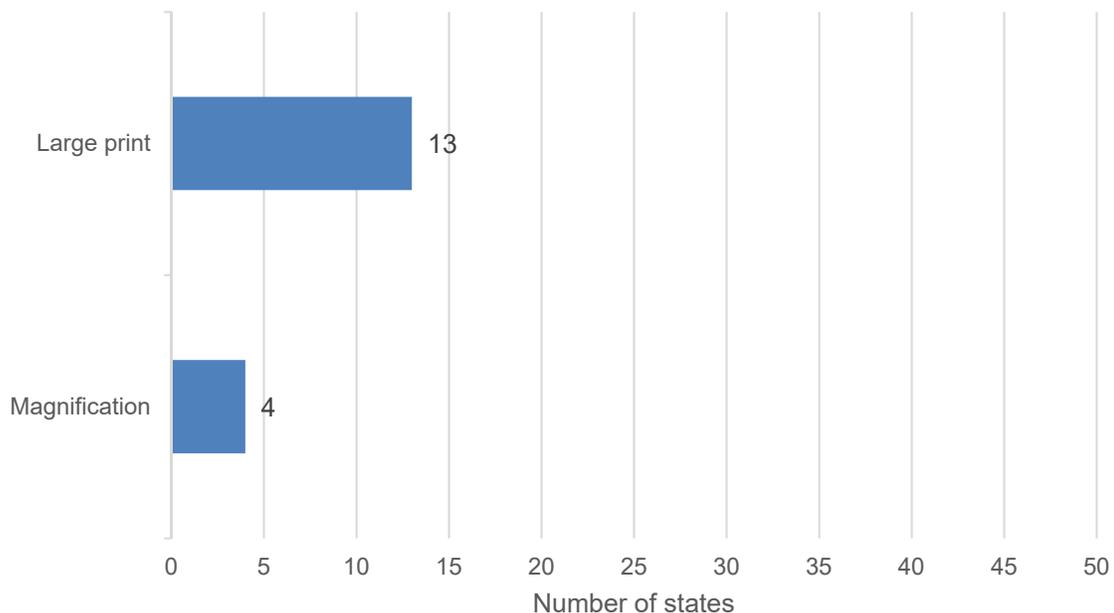
Colorado's test security policy provided a lengthy list of requirements for speech-to-text software:

Available to students as documented on their IEP or 504 plans. Because this accommodation requires that the student provide answers orally, this accommodation must be provided in an individual, one-on-one, testing environment. Additional considerations for test security must be applied when students are using speech-to-text (STT) software. Students must not retrieve or access work from another student. Students must not be able to access additional programs/applications or the Internet while testing. Student must not be able to access any previously saved data while in the testing environment.

Extra time may not be given for “lost” work. Assistive technology devices with student answers on them are secure test materials and must be secured as such. For students using assistive technology and/or augmentative communication devices that: Do not produce a printed product, perform transcription of responses directly from the device. Do produce a printed product, print student work and transcribe responses into TestNav or the student’s test book prior to the student beginning the next test unit. Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines. Student work and/or answers that are not transcribed are not scored. STT programs that have a kiosk mode that lock out all other applications/programs while testing should be used. STT programs that can still access the internet while in kiosk mode are not approved for use by individual students during testing.

Enlarged text accommodations. As shown in Figure 7, two types of enlarged text accommodations—large print and magnification—were included in states’ test security policies. Large print is typically for PBTs and magnification more often is for CBTs. In their 2020-21 policies, a small number of states addressed their requirements for use of these types of accommodations in their documents and materials. For details see Tables B7a and B8 in Appendix B.

Figure 7. Enlarged Text Accommodations (N=51)



Large print. In states’ 2020-21 test security policies, 13 states specifically addressed the large print accommodation. Some states had policies that described the appropriate way to transfer student responses from the large print documents to scannable scoring sheets or into an online system. For example, the Illinois policy stated:

Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a DTC or School Test Coordinator.

Other states addressed the security aspects of accessibility features for CBTs, such as large print. For example, the DC policy stated:

A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be an LEA or School Test Coordinator.

Magnification. The test security policies of only four states described how tests may be magnified or enlarged. For example, the Florida policy indicated that:

Students may use magnification devices (e.g., CCTV/video magnifiers, reading loupes, handheld magnifiers). Devices must be used without accessing image-upload features (e.g., devices with a memory card must have the memory card removed during testing).

Oregon’s policy provided information about the provision of the magnification accommodation and maintaining security:

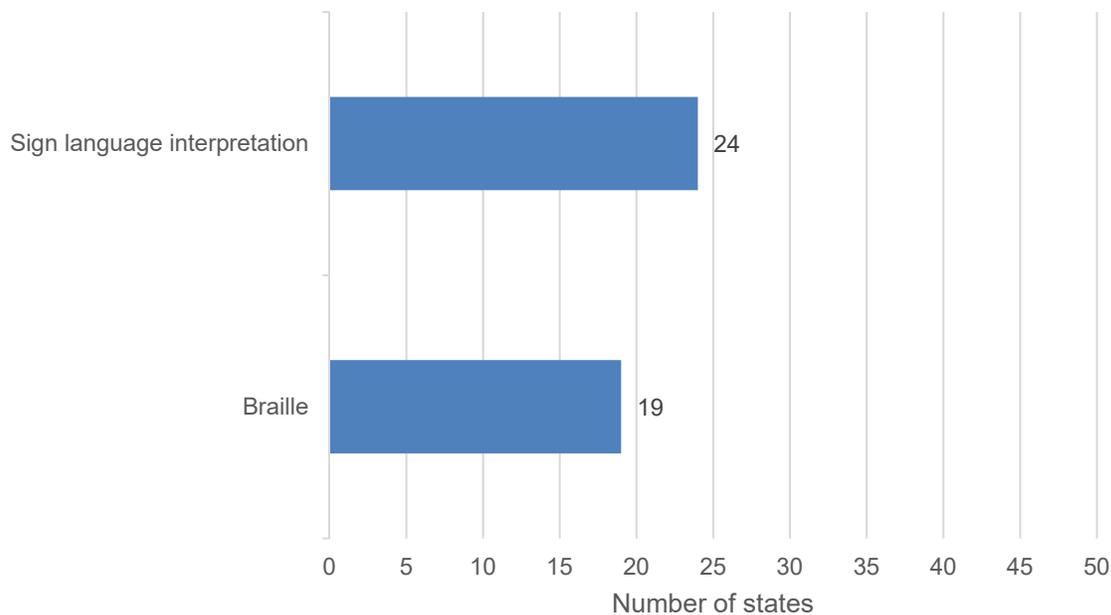
A student may use any visual magnification device that does not compromise the security of the Statewide Assessment.

Use of projection devices—This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.

Braille and sign language interpretation accommodations. As shown in Figure 8, the test security policies of many states contained information about braille and sign language interpretation accommodations. For details see Tables B7a and B8 in Appendix B.

Sign language interpretation. The test security policies of 24 states addressed sign language interpretation. Many of these policies focused on the qualifications of the interpreter, handling

Figure 8. Sign Language Interpretation and Braille Accommodations (N=51)



of materials, and the appropriate way to securely sign words to ensure a valid administration of the test. For example, the Utah policy said:

The interpreter should have a valid certification and be in good standing with the Utah Interpreting Program (UIP). Utah Code R933-300-303 outlines all required qualifications. It is preferred that the interpreter is a person familiar with the student and content area, but may not be a relative, guardian or friend of the student. The interpreter must be trained on, understand and agree to their obligation as part of the test administration team. The interpreter must sign the Standard Test Administration and Testing Ethics Policy, found on the USBE website: Ethics Policy and Signature Form. The interpreter should access and adhere to all test administration policies and procedures outlined in the Test Administration Manual (TAM) for the given assessment. Test related materials of any kind (including preparation notes) may not be removed from the secure area within the test site prior to testing. Any testing materials (including preparation materials) must be securely handled and turned in to the test administrator. Interpreters may only interpret items that are able to be read aloud or have the text-to-speech option available as outlined for individual assessments. The interpreter should listen to and interpret only the audio portions.

Some states' policies reminded interpreters of the requirement to sign a security agreement and what they can and cannot do during testing while providing signing to students. For example, the Alaska policy said:

Signing to student. Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems.

Connecticut's policy specified how this accommodation can be used securely with the state's Smarter Balanced tests:

The Human Signer for ELA Reading Passages is a sign language accommodation for the Smarter Balanced ELA Reading Passages allowing a qualified test administrator to sign or provide visual language support for the reading passages to a student who is deaf or hard of hearing with a print disability. Students are tested individually and, if necessary, a sign language interpreter may assist in test administration by providing directions and clarifying information as allowed in the Smarter Balanced Test Examiner's Manual.

Braille. Nineteen states had test security policies in 2020-21 that addressed a range of issues in the provision of the braille accommodation. States described a variety of formats and technology aids that can be used to deliver braille, and the process for securely recording student's responses. For example, the Mississippi policy stated that:

Students who regularly use braille materials in the classroom qualify for braille materials on selected state assessments. Two certified individuals must transcribe the answers verbatim to a regular test booklet containing the student's demographic information.

Some states addressed the security of braille materials and training of TAs in their resources, along with test security policies that described the appropriate process for the use of a braille accommodation. For example, Oregon's policy said:

All embossed braille materials must be collected and securely destroyed at the end of each assessment session to maintain test security.

Prior to administering the assessment through the Braille Interface, test administrators must receive both the general test administration and security training provided locally through the school district, as well as specific training on administering the Science assessment through the Braille Interface and its supporting Braille technologies.

Virginia's policies provided detailed information on how to administer braille assessments. For example, its policy said:

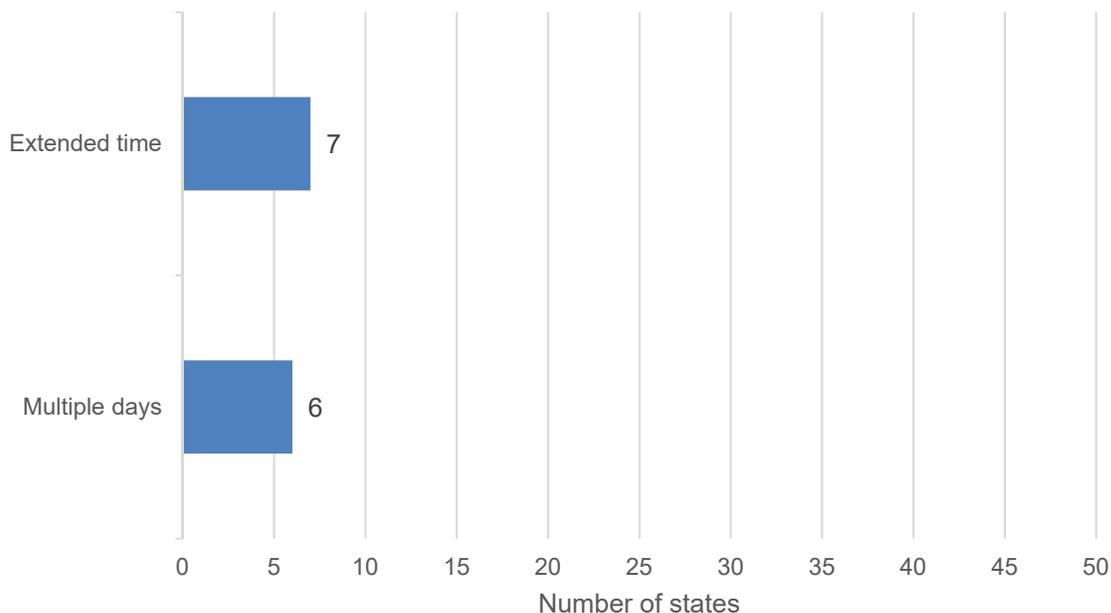
Examiners/Proctors responsible for monitoring students using braille tests should be familiar with the Braille Notes and Transcriber's Notes included in the Examiner's copy of the braille test. The Braille Notes list the differences between the braille test form and the corresponding Examiner's copy and are intended to help the Examiner answer any questions that a student may have regarding reading and interpreting items in the braille

form. Transcriber’s Notes provide information to the (braille) reader that is not readily apparent by reading the test item’s text alone. If a student has a question pertaining to the Transcriber’s Notes on his/her test, the Examiner can consult the Examiner’s copy for assistance.

Blind and vision impaired students may use a braille writer as scratch paper to take notes or complete calculations, to respond to the writing prompt of the short-paper component of the Writing test, or to record responses to multiple-choice questions on the tests. The braille writing device must not be connected to the Internet or the device’s Internet access must be disabled during the test session. Some braille writing devices have features or capabilities beyond those which allow the student to produce written material in braille. Those additional features must be disabled during the test session. If the student requires the use of one of those features, and that feature is not equivalent to a tool that is allowed for all students (e.g. scratch paper), or does not meet the conditions of a specific accommodation provided in this section (e.g. graphic organizer), a Special Assessment Accommodation Request must be submitted to VDOE.

Scheduling/timing accommodations. Figure 9 shows the number of states’ policies that addressed two scheduling/timing accommodations (i.e., extended time, multiple days). For details see Tables B7b and B8 in Appendix B.

Figure 9. Scheduling/timing Accommodations (N=51)



Extended Time. In 2020-21 policies, only seven states addressed security issues related to the provision of an extended time accommodation. This may be due, in part, to the fact that most states provided untimed assessments to all students. However, some special situations requiring extra security were noted in some states' policies. For example, the Illinois policy said:

Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to that unit at a later time. If the accommodation extends into the student's schedule lunch, then the Test Administrator must either accompany the student to lunch and remain with him or her, or bring the student's lunch to the testing room.

Washington's policy provided a description of how extended time testing must be monitored by a test administrator:

When students need extended testing time, they must be monitored by a trained TA. If a student needs to move to a new location with a different TA, the student exits the test session they are currently working in and join the test session of the new TA.

Multiple Days. Six states had policies that addressed security issues related to testing across multiple days. For example, Idaho's policy stated:

If the test proctor intends to administer the test over the course of multiple days for a student or group of students, test proctors may ask students to pause after they reach a designated point. There is nothing built into the system to prevent students from progressing from one segment of the test to another. The test proctor should give students clear directions on when to pause. For example, test proctors may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA/literacy PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can see easily. Students receive a notification when they reach the end of the segment.

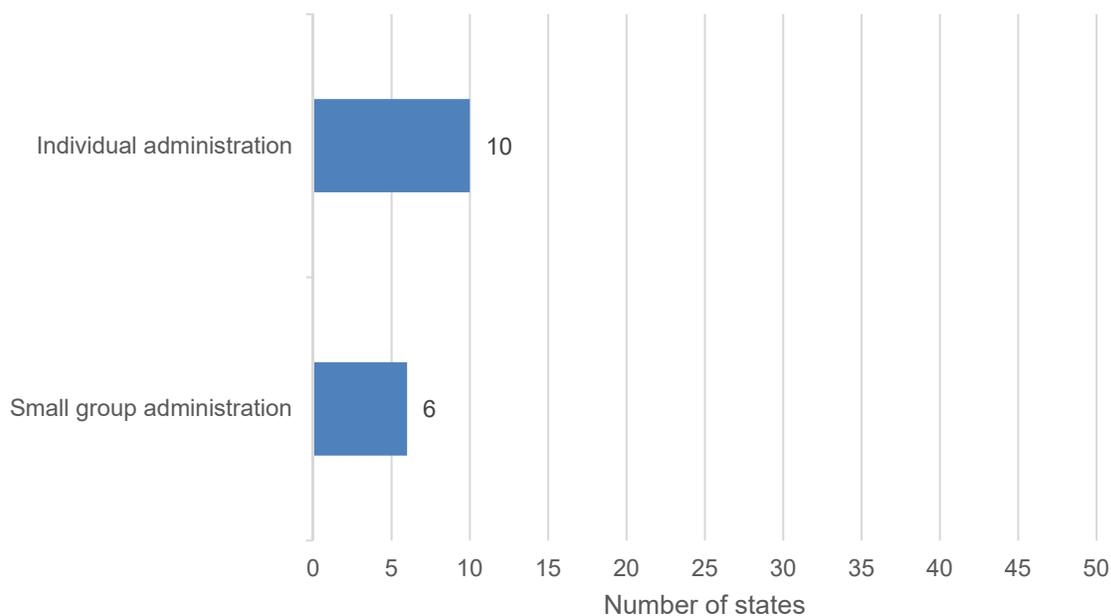
Maryland's policy addressed the requirement of obtaining permission from MSDE if testing needed to be done over multiple days and how to balance multiple day testing with the need for test security:

In certain limited situations, permission may be granted by the state department of education (MSDE) for a student to have one or more of the assessments administered over one or more days. This type of administration is not typically allowed because of test security issues related to extending the test period beyond the scope of one single day. However, if a student has identified in his or her IEP or 504 Plan the accommodation 5b

(Unique Timing and Scheduling Accommodations), the MSDE will consider allowing that accommodation to take precedence over test security considerations.

Setting. Figure 10 shows the results for two setting accommodations—small group administration and individual administration—that were included in states’ test security policies. For details see Tables B7b and B8 in Appendix B.

Figure 10. Setting Accommodations (N=51)



Individual administration. The test security policies of 10 states addressed the use of this accommodation. Many of these policies provided little detail about how individual administration should be carried out except for saying a separate secure location away from other students was needed. For example, the Louisiana policy said:

Students who have the accommodation Individual Administration must be tested one-on-one by a test administrator in a location separate from other students. With the support of the school administration, the school test coordinator also has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual.

DC’s policy addressed how this accommodation could be used with other accommodations, such as read aloud, human reader, or scribe. It stated:

Students receiving accommodations that require student speaking (e.g., student reads aloud to themselves) must be tested in a one-on-one setting. Students receiving a human

reader accommodation must be tested in a one-on-one setting or a small group setting with only students receiving the human reader accommodation. Students receiving the human scribe accommodation must be tested in a one-on-one setting.

Small group administration. The policies of six states discussed the accommodation of small group administration. Many of these policies provided little detail about how small group administration should be carried out. This accommodation often was mentioned in conjunction with individual administration and also often within the context of the provision of another accommodation (e.g., read aloud, scribe, sign interpretation, etc.). For example, the Louisiana policy said:

Tests may be administered to an individual or a small group of students (maximum of 8) who require more attention than can be provided in a larger classroom. If a student has other accommodations that affect the standard administration of the test (Answers Recorded), individual or small group administration must be used. The school test coordinator should plan for this while planning for all logistics of testing. Students testing in small groups must be seated an adequate distance apart to prevent copying. With the support of the school administration, the school test coordinator also has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual.

The policy in Hawaii addressed the use of both small group and individual administration as accommodations that can benefit some students; it provided additional details on how these administrations can be conducted in a secure manner:

Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.

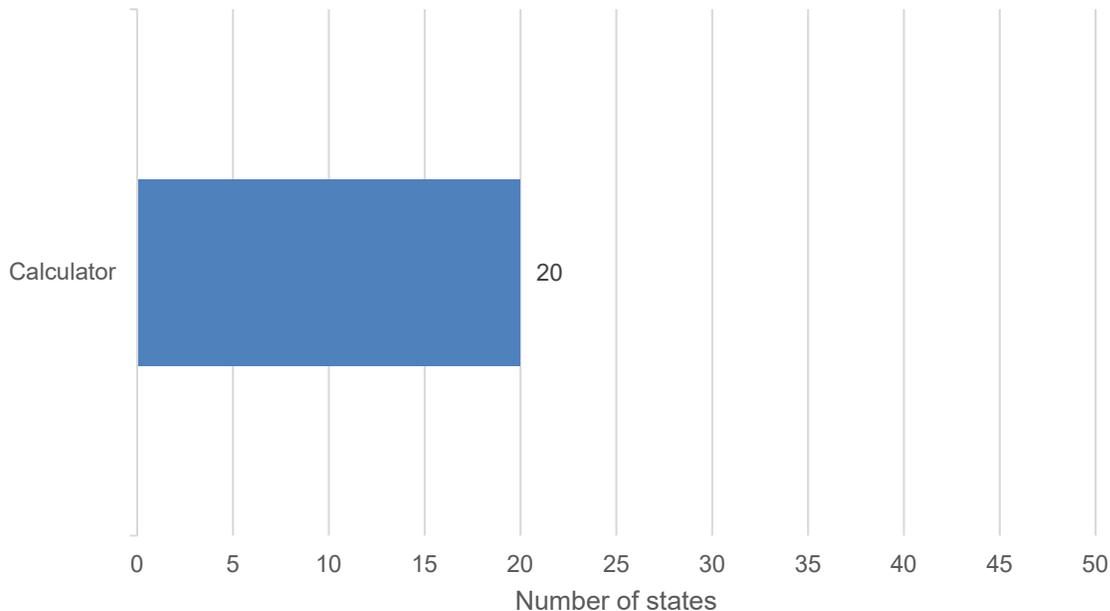
Calculator. As shown in Figure 11 the test security policies of 20 states addressed the calculator accommodation. Their policies often described the types of calculators that were allowed.

Further, with most state assessments in 2020-21 being given online, the calculator accommodation usually was embedded in the computer platform or secure web browser. Thus, the types of calculators have mostly been standardized and made secure as part of the online system. Still, some students require non-embedded calculators, and those were addressed in policies. For example, the Florida policy indicated:

Handheld scientific calculators must be on the approved list or have only the allowable functionality indicated in the Calculator and Reference Sheet Policies for Florida State-wide Assessments document (available on the portal). If providing handheld calculators, ensure that students are provided handheld calculators in the appropriate test sessions only. Providing a calculator with prohibited functionality (e.g., a display of more than one line, graphing capability) or in the wrong test session (Session 1) is cause for test invalidation.

For details see Tables B7b and B8 in Appendix B.

Figure 11. Calculator Accommodation (N=51)

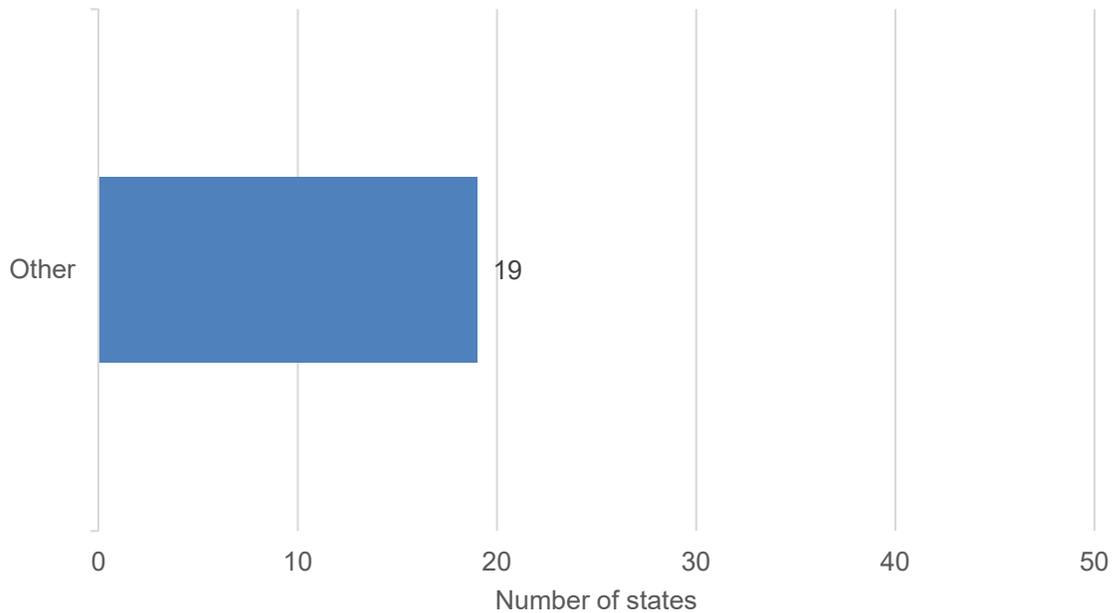


The Delaware policy addressed the possibility that stand-alone non-embedded calculators may still be needed as an accommodation:

Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.

Other. Nineteen states had test security policies that addressed the use of other types of accommodations. This group covers a wide variety of accommodations that may be offered during state assessments. Figure 12 shows the number of states addressing test security for “Other” types of accommodations.

Figure 12. “Other” Accommodations (N=51)



The types of “other” accommodations we identified in our analyses (and the states with them) included:

- Administering tests in non-school settings (AL)
- Use of paper versions of CBTs (AZ)
- Prohibition of certain accessibility supports (AR)
- Use of other types of approved accommodations (LA)
- Unique accommodation requests (MA)
- Mode options (MI)
- Use of assistive technology (MS)
- Use of spell checking devices, manipulative devices, math spatial boards (NY)

- One item per page format, AT devices (NC)
- Oral translations, use of music and white noise, dual monitors (OH)
- Print on demand, musical supports, word prediction (OR)
- Familiar test administration (RI)
- Photocopying (TX)
- Amplification, printouts (WI)
- Audio devices, scratch paper, word prediction (WY)

For additional details and more specifics on the state test security requirements for accommodations in the “Other” category, see Table B7b and B8 in Appendix B.

Discussion

Most states had many more documents and materials (e.g., state technical reports, test administration manuals, test coordinator manuals, accessibility and accommodations manuals, training materials) that addressed test security for their assessments in 2020-21 than they had in 2013-14. Policies in 2020-21 were more likely to include detailed information about how to appropriately assess students with disabilities than in 2013-14.

Major Findings

This analysis of 2020-21 policies found that there were many more documents and materials than in 2013-14 from states on their test security policies, including those that included information about students with disabilities, test accommodations, and alternate assessments (AA-AAAS).

The topics most often addressed for students with disabilities in states’ 2020-21 test security policies were:

- Training requirements related to accommodations
- Role of IEP
- Security of tests and materials for accommodated tests
- Duplication and copying of test materials

- Qualifications of test administrators and accommodations providers
- Changes to standard test procedures
- Personnel knowledgeable about special education requirements
- General information about accommodations security

Overall, the three most frequently cited topics were security of tests and materials for accommodated tests (44 states), role of IEP (43 states), and training requirements related to accommodations (41 states). Many states had test security manuals (17 states) that included information about students with disabilities and the assessment they take (15 states). Many also had confidentiality agreements that included requirements related to accommodations or alternate assessments that test coordinators, test administrators, proctors, and accommodations providers must sign (22 states). They also had procedures for documenting irregularities and incidents related to the non-provision or mis-provision of accommodations on a student's IEP (41 states), as well as monitoring procedures that were inclusive of alternate assessments and monitoring for the provision of accommodations (38 states).

New Themes. Among several new themes were the findings that some states had developed test security manuals that brought together the state's policies, practices, and procedures related to test security. These manuals often included information about students with disabilities and the tests they take. They served as a single stand-alone source of information on test security in a variety of state materials. In many states, information about test security for students with disabilities was presented in several separate documents. Sometimes information was different in different documents, a situation that causes confusion and in turn has an effect on test security. The development of a Test Security Manual that brings all information together into one comprehensive document is a valuable improvement because it helps make things more consistent.

Another new finding from the analysis of 2020-21 policies was the expanded use by states of signed confidentiality agreements or affidavit forms for maintaining test security. This approach makes it clear to those involved in administering assessments that security is to be taken seriously and that there may be legal implications if procedures are not followed.

An additional new finding about 2020-21 policies was the development of more detailed procedures and plans for monitoring assessments for the provision of accommodations and alternate assessments. These are practices required by the U.S Department of Education peer review guidance, so it is not surprising that states had developed more comprehensive policies on ensuring that the security of their assessments was given adequate attention.

Security for Accommodations. States had a wide variety of security policies for test accommodations in 2020-21. Among the accommodations most frequently cited in state documents were the use of a human reader (40 states), transcription and scribing (36 states), sign language interpretation (24 states), calculator (20 states), and speech-to-text (20 states).

Accommodated assessments that involve a human to administer accommodations are among the assessment administrations that are more likely to have test security breaches. These accommodated administrations often occur in a small group or individual setting, which may be monitored less often than other settings and may have an individual administering the assessment who is less qualified or has received less training than other assessment administrators. State test security policies need to address specifically how these test administrations should occur to minimize the likelihood of a security breach. States should consider whether their test security policies need to provide more guidance about small group and individual administrations.

Security for Online Assessments. In the years since the analysis of 2013-14 test security policies (Lazarus et al., 2014), there has been a huge shift to CBTs. As states have moved to online assessments, the platforms they use now include many embedded accessibility tools and accommodations that are provided via technology. As general assessments and alternate assessments moved online, states also had to implement procedures for their secure administration. For example, many states introduced security policies for online assessments that addressed the speech-to-text and text-to-speech accommodations. These policies often state that care needs to be taken to help ensure that the technology is not providing the student with access to any outside information or an accommodation not allowed for that student.

Accommodations that used to be provided by human access assistants are now done online (e.g., text-to-speech instead of human reader; or speech-to-text instead of scribe). Although a technology-embedded approach may reduce some security risks, it is likely that there will continue to be a need for human access assistants (for example, for a student with physical disabilities who needs a human scribe because of disability-related motor skill or speech issues). Thus, continued attention should be given in states' test security policies to the security of accommodations provided by humans.

Security for AA-AAAS. The type of AA-AAAS (e.g., items, performance tasks) that states administered varied across states. These format differences were sometimes reflected in the way state policies approached test security. In general, test security policies were more detailed and specific in 2020-21 policies than in 2013-14 policies. Most often, the policies in 2020-21 addressed the security of the assessment and AA-AAAS materials and the storage and handling of the AA-AAAS.

Considerations

Considerations for Accommodations. Where there are several accommodations that serve similar purposes (e.g., human reader/audio-taped recording/text-to-speech, scribe/speech-to-text, extended time/multiple days, magnification/copies of test materials enlarged by duplicating), states may want to consider identifying the accommodation with the fewer risks as the preferred accommodation. For example, text-to-speech would generally be preferred over either human reader or audio-taped recording. Of course, the decision for an individual student with a disability would depend on that student's needs.

Considerations for Alternate Assessments. Although many of the listed considerations focus on students with disabilities and test accommodations for the general assessment, states also need to attend to test security for their AA-AAAS. This analysis found that 35-40 states addressed the AA-AAAS in their test security documents. This means that 10-15 states did not. AA-AAAS may require special attention and additional procedures to maintain security for students with the most significant cognitive disabilities who take these tests (and the proctors that administer them). Because many of these students require one-on-one administration, it is important for all states to have strong policies in place for the security of their AA-AAAS.

Considerations for Remote Testing. Remote testing for students with disabilities needs to be addressed in test security policies. For many students with disabilities taking a general assessment, remote testing may work, with the same security procedures as for their peers (Lazarus et al., 2021). For students with disabilities who need a human-provided accommodation or an AA-AAAS, the question of whether it can be done securely when administered remotely is a question. States should consider whether it is appropriate for parents to administer accommodated assessments at home. One possible option is to bring students to school or another safe and secure site for the assessments. Whether this is possible should be evaluated to determine whether this practice may cause other unintended consequences.

Questions to Consider When Including Students with Disabilities in Test Security Policies. Several questions should be considered when making decisions on the secure testing of students with disabilities. Specific state policies may be needed to address and document them appropriately. Questions include:

- Are all test administrators, proctors, and accommodations providers qualified?
- Does everyone who accesses the assessment, including those preparing for and administering accommodated assessments and alternate assessments, sign a test security affirmation form or confidentiality agreement?
- Are adequate records kept on training, monitoring, irregularities, etc.?

- Are accessibility features and accommodations with the fewest security risks identified as preferred accessibility features and accommodations?
- Are test security procedures in place for situations when a test is accessed prior to administration (e.g., to prepare to sign an assessment, to make adjustments to test materials, etc.)?
- Are appropriate procedures used for small group and individual administrations?
- Are appropriate test security procedures in place for AA-AAAS?
- Are appropriate test security procedures in place for the administration of accommodated tests and AA-AAAS during remote testing?

Limitations of the Analysis of 2020-21 Policies

For this study, many state documents that addressed test security and students with disabilities were compiled and analyzed, but it is possible there were additional state documents with information about test security policies for accommodated tests for students with disabilities, alternate assessments, and other related issues. This analysis included only documents that were publicly available on states' websites. Documents available on secure portals that required a user log-in, as well as hard copies sent to districts and schools, were not analyzed.

Only data from state policies that pertained to students with disabilities and test security or confidentiality were compiled, coded, and analyzed. Therefore, other information about test security (e.g., how tests were handled and stored, general assessment procedures, etc.) was not included when it did not specifically mention students with disabilities or accommodations.

Suggestions for Improving Test Security Policies and Procedures

The ability to make valid inferences is compromised when assessment procedures are not followed and when accommodations are used inappropriately. Policies, processes, and procedures are needed that will support the valid measurement of what students with disabilities know and can do while maintaining test security. States should thoughtfully consider how to balance test security and accessibility. Suggestions include:

- If a state does not have a test security manual, it should consider developing one to help ensure that consistent, current information is readily available. The manual should include information about the participation of students with disabilities, test accommodations, and AA-AAAS.

- States should require that all test administrators, proctors, and accommodations providers sign an affirmation form or confidentiality agreement prior to administering any tests. These agreements should specifically address issues related to the assessment of students with disabilities (e.g., accommodations, AA-AAAS).
- States should have plans in place for following up on testing irregularities and incidents, with specific information on testing irregularities related to the provision (or non-provision) of accommodations.
- States should ensure all test administrators and accommodations providers receive training that specifically addresses how to maintain test security while providing access for students with disabilities.
- States should have policies in place for situations where test administrators or accommodations providers may need to access the test prior to administration (e.g., to prepare for sign interpretation, to make adjustments to test materials, etc.). This will help ensure that security is addressed in these situations.
- States should annually review their test security policies and procedures to ensure that they adequately address security issues related to the use of any embedded access tools and accommodations that are provided on computer-based tests.

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Appendix A

State Documents Used in Analysis of Accommodation Policies

All state documents were taken from state department of education websites.

Alabama	<p>(2016, November). Alabama State Department of Education Student Assessment Program Policies and Procedures for Students of Special Populations. http://www.thegallinigroup.com/wp-content/uploads/2013/07/Alabama_Special_Populations_1142016.pdf</p> <p>(2021). Test Coordinator Manual Spring 2021. https://www.alabamaachieves.org/wp-content/uploads/2021/03/ACAP-Summative-and-Alternate-TCM-Spring-2021.pdf</p>
Alaska	<p>(2019). Alaska Statewide Assessments Monitoring Guide for the 2019-2020 School Year. https://education.alaska.gov/akassessments/AlaskaStatewideMonitoringGuide_2019-2020.docx</p> <p>(2020). Participation Guidelines for Inclusion of Alaska Students in State Assessments 2020 Edition. https://education.alaska.gov/TLS/Assessments/accommodations/ParticipationGuidelines.pdf</p> <p>(2021, July). Accessibility Manual for the Dynamic Learning Maps Alternate Assessment, 2021-2022. https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Accessibility_Manual.pdf</p> <p>(2021). Test Security Agreement Guidance 2021-2022. https://education.alaska.gov/forms/05-22-019.pdf</p> <p>(2021). Test Coordinator's Manual Spring 2021. https://education.alaska.gov/tls/Assessments/Peaks/PEAKS%20Test%20Coordinator%20Manual.pdf</p> <p>(2021). Computer-Based Test Administration Directions Spring 2021. https://education.alaska.gov/tls/Assessments/Peaks/Spring2021_PEAKS_CBA_TAD.pdf</p> <p>(2022). Alaska Statewide Summative Assessment Calculator Policy. https://education.alaska.gov/tls/assessments/accommodations/AssessmentsCalculatorPolicy_2022.pdf</p>
Arizona	<p>(2020). Spring 2020 Test Coordinator's Manual. https://www.azed.gov/sites/default/files/2020/02/AZ1122079_Sp20AIMSScience%20TCM_WEBTAG%20-%20Copy.pdf?id=5e3c317d03e2b3161cd0ca88</p> <p>(2021, August). Arizona's Alternate Assessments. https://www.azed.gov/sites/default/files/2021/08/ADE%20MSAA%20Accommodations%202021.pdf</p> <p>(2021). Accessibility Guidelines: Selecting, Administering, and Evaluating Accommodations for Instruction and Assessment. https://www.azed.gov/sites/default/files/2021/11/2021%20Accommodations%20Manual%20Accessibility%20Guidelines.pdf</p> <p>(2021). Achievement Tests (AASA, AzSCI, ACT Aspire, and ACT) School Year 2021-2022 Test Security Agreement. https://www.azed.gov/sites/default/files/2021/10/Achievement%20Staff%20Security%20Agreement%202021-2022.pdf</p> <p>(2021). Test Administration Manual. https://www.azed.gov/sites/default/files/2021/02/MSAA%20Test%20Administration%20Manual%20-%28TAM%29%202021.pdf</p>

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Washington	<p>(2020, August). Guidelines on Tools, Supports, and Accommodations. https://wa.portal.cambiumast.com/-/media/project/client-portals/washington/pdf/guidelines-on-tools-supports-and-accommodations.pdf (2020, August). Scribing Protocol for Washington State Assessments. https://wa.portal.cambiumast.com/-/media/project/client-portals/washington/pdf/2020-21-scribing-protocol-for-washington-state-assessments.pdf (2020). Washington Access to Instruction & Measurement (WA-AIM) Test Administration Manual 2020-2021. https://www.k12.wa.us/sites/default/files/public/assessment/WA-AIM/pubdocs/WA-AIM%20Test%20Administration%20Manual%202020-2021.pdf (2021). Test Administration Manual: Smarter Balanced and WCAS Summative Assessments. https://wa.portal.cambiumast.com/-/media/project/client-portals/washington/pdf/fall-test-administration-manual-tam.pdf (2021). Washington State Test Coordinators Manual. https://wa.portal.cambiumast.com/-/media/project/client-portals/washington/pdf/test-coordinators-manual-tcm-21-22.pdf (n.d.). Read Aloud Guidelines for Washington State Assessments. https://wa.portal.cambiumast.com/-/media/project/client-portals/washington/pdf/read-aloud-guidelines-for-washington-state-assessments.pdf (n.d.). Test Security Staff Assurance Report. https://wa.portal.cambiumast.com/-/media/project/client-portals/washington/pdf/21-22-test-security-staff-assurance-report-tssar.pdf</p>

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Wisconsin	<p>(2020, September). Test Security Manual. https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Test_Security.pdf</p> <p>(2021, January). Test Administration Manual. https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/TAM_2020-21.pdf</p> <p>(2021, July). Accessibility Manual 2021-2022. https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Accessibility_Manual.pdf</p> <p>(2021, August). Accessibility Guide. https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Accessibility_Guide_2021-22.pdf</p>
Wyoming	<p>(2021, August). 2021-22 Statewide Assessment Security Training. https://edu.wyoming.gov/wp-content/uploads/2021/08/2021-22-Assessment-Security-Slides-ADA-Compliant.pptx</p> <p>(2021, August). Guidance for Accessibility and Accommodations. https://edu.wyoming.gov/wp-content/uploads/2021/04/2021-2022-WY-TOPP-WY-ALT-Accommodations-Guide-FILL-ABLE.pdf</p> <p>(2021). 2021 WY-ALT Directions for Administration. https://wyoassessment.org/-/media/project/client-portals/wyoming/pdf/wy-alt_dfam_20-21_final-1.pdf</p> <p>(2021). Wyoming's Assessment Security Guide. https://edu.wyoming.gov/wp-content/uploads/2021/09/Assessment-Security-Guide-1.pdf</p>

Appendix B

Details in State Test Security Policies

Table B1. How States' Test Security Policies Addressed Selected Issues

State	Duplication & copying of test materials	General information about accommodations security	Security of test and materials for accommodations used for accommodations tests	Changes to standard test procedures	Personnel knowledgeable about special education requirements	Qualifications of administrators and accommodation providers	Role of IEP	Training requirements related to accommodations	Other
Alabama (AL)	X	X	X	X			X		
Alaska (AK)	X	X	X			X	X	X	
Arizona (AZ)	X	X				X	X	X	
Arkansas (AR)									
California (CA)		X	X		X	X	X		X
Colorado (CO)	X	X	X	X	X	X	X	X	X
Connecticut (CT)	X	X	X	X	X	X	X	X	
Delaware (DE)	X					X	X	X	
District of Columbia (DC)	X		X	X	X	X	X	X	
Florida (FL)	X	X	X	X	X	X	X		
Georgia (GA)	X	X	X	X	X	X	X	X	
Hawaii (HI)	X	X	X		X	X	X	X	X
Idaho (ID)	X		X			X	X	X	
Illinois (IL)	X	X	X	X	X	X	X	X	
Indiana (IN)	X	X	X		X	X	X	X	
Iowa (IA)	X				X	X	X	X	X
Kansas (KS)	X		X			X	X	X	X
Kentucky (KY)			X				X	X	
Louisiana (LA)			X	X		X		X	X
Maine (ME)			X	X		X	X		X

State	Duplication & copying of test materials	General information about accommodations security	Security of test and materials used for accommodated tests	Changes to standard test procedures	Personnel knowledgeable about special education requirements	Qualifications of administrators and accommodation providers	Role of IEP	Training requirements related to accommodations	Other
Maryland (MD)		X	X	X	X		X	X	X
Massachusetts (MA)		X						X	X
Michigan (MI)			X	X	X		X	X	X
Minnesota (MN)	X		X			X	X	X	X
Mississippi (MS)	X	X	X	X	X	X	X	X	
Missouri (MO)	X	X	X	X		X		X	
Montana (MT)	X	X	X	X	X	X	X	X	
Nebraska (NE)	X	X	X	X	X	X	X	X	
Nevada (NV)	X	X	X	X	X	X	X	X	
New Hampshire (NH)	X		X				X		
New Jersey (NJ)	X		X	X	X	X	X	X	X
New Mexico (NM)	X		X		X	X	X	X	
New York (NY)	X			X	X	X	X	X	
North Carolina (NC)	X	X	X	X	X	X	X	X	
North Dakota (ND)	X		X		X	X	X		
Ohio (OH)	X			X					
Oklahoma (OK)	X	X	X	X			X		

State	Duplication & copying of test materials	General information about accommodations security	Security of test and materials used for accommodated tests	Changes to standard test procedures	Personnel knowledgeable about special education requirements	Qualifications of administrators and accommodation providers	Role of IEP	Training requirements related to accommodations	Other
Oregon (OR)		X	X			X	X	X	
Pennsylvania (PA)			X			X		X	
Rhode Island (RI)	X	X	X			X	X	X	X
South Carolina SC)	X	X	X	X	X		X	X	
South Dakota (SD)	X	X	X	X	X	X	X	X	
Tennessee (TN)	X		X		X	X	X	X	
Texas (TX)	X		X	X				X	X
Utah (UT)	X	X	X	X	X				X
Vermont (VT)	X		X	X		X	X	X	
Virginia (VA)	X		X	X	X		X	X	
Washington (WA)	X	X	X	X	X	X	X	X	X
West Virginia (WV)	X		X				X	X	X
Wisconsin (WI)	X	X	X	X			X	X	
Wyoming (WY)	X	X	X		X	X	X	X	X
Total	41	28	44	29	28	36	43	41	18

Table B2. Specifications and Descriptions: How Test Security Policies Addressed Selected Issues

State	Specifications and Descriptions (AA-AAAS information in italics ¹)
AL	<p>Duplication and copying: Secure materials may NOT be copied. (<i>Test Coordinator Manual</i>)</p> <p>General information: Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity and validity of a state assessment. Test security can become an issue when a reading accommodation is provided, when someone other than the student is allowed to see the test (e.g., interpreter, scribe), or someone's actions call into question the results of the test. The Test Security Policy (AAC 290-040-020-.04) must be read and signed by all individuals involved with the state testing program. This policy identifies specific actions which are inappropriate and violate test security. Violation of the Test Security Policy could result in disciplinary action. (<i>Program Policies and Procedures for Students of Special Populations</i>)</p> <p>Security of test and materials: Secure test materials: test tickets and rosters; accommodated materials, including large print materials, braille materials, and Oral Presentation: Human Reader scripts; <i>ACAP Alternate student test booklets</i> [italics added]; all paper materials containing student work or notes, such as scratch paper or printed math reference sheets. TAs must return all secure materials to the BTC each day when testing is completed, as well as before extended breaks. The secure materials must be kept in a locked, secure storage area when not being used for testing. Secure materials must never be left in open areas or unsupervised. Supervision requires a certificated person trained in test security. An area for secure storage of materials must be designated and approved at both the district and school levels. These areas must be kept locked, and access to the areas must be limited to the STC or the BTC and the Principal. (<i>Test Coordinator Manual</i>)</p> <p>Changes to standard test procedures: Standardization refers to adherence to uniform administration procedures and conditions during a state assessment. Standardization is necessary in order to produce valid and reliable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning. Guidelines for administering specific accommodations on state assessments can be found on the <i>Student Assessment Policies and Procedures of Special Populations Webpage</i>. (<i>Program Policies and Procedures for Students of Special Populations</i>)</p> <p>Role of IEP: <u>Questions to Guide Evaluation of Accommodations Use on State Assessments at the School Level</u>3. Are students receiving accommodations as documented in their IEPs/504 Plans/I-ELPs?5. How many students with IEPs/504 Plans/I-ELPs are receiving accommodations?7. Are students provided accommodations tailored to their individualized needs or are all students receiving the same accommodations? 8. How well do students who receive accommodations perform on classroom tests, local assessments, and state assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using accommodations that were not effective? Student-level questions need to be considered by the IEP Team/504 Committee/EL Committee to evaluate the use of accommodations. It is critical to continually evaluate the use of accommodations to ensure that the most appropriate and successful accommodations are being used. (<i>Program Policies and Procedures for Students of Special Populations</i>)</p>

AK

Duplication and copying: Do not photocopy or duplicate any portion of the assessment materials at any time; this includes photographs or screenshots. (*Test Coordinator Manual*)

General information: Accommodations are practices and procedures that provide equitable access to grade-level content during instruction and assessment without altering the validity of the assessment scores, score interpretation, reliability, or security of the assessment. Accommodations must be made available to students with disabilities on an Individualized Education Program (IEP) or Section 504 Plan, students with transitory impairments, and English learners as documented in student files. (*Participation Guidelines*)

Security of test and materials: According to Alaska test security regulation 4 AAC 06.765, all Alaska assessment materials must be kept secure and all procedures outlined in the assessment manuals must be followed. (*Test Coordinator Manual*)

Qualifications: The scribe must be a current employee of the school district. The scribe must be trained in test administration and sign a Test Security Agreement. The scribe must follow all required scribe processes and procedures outlined in this appendix. It is preferable for the scribe to be a familiar person, such as the teacher or the paraprofessional who is typically responsible for scribing during regular instruction. If the scribe is new to the student, give them time to work together during instruction prior to the assessment day. For students who are deaf, the scribe must be fluent in American Sign Language (ASL) or signed English. (*Test Administration Manual*)

Role of IEP: Next, the IEP or 504 Team should consider questions that relate to whether the assessment could still be administered: 4. Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 Team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs. (*Participation Guidelines*)

Training requirements: Each district must designate one employee as the District Test Coordinator (DTC). The DTC will provide oversight for all statewide assessments in their district. This oversight includes implementation of an effective and secure materials management system, training of all employees, guaranteeing that students receive allowed accommodations, and the management of resources required for testing. DTCs may delegate districtwide management of portions of this system to Lead Coordinators, who would oversee the districtwide management of one specific assessment. At the site level, Building Test Coordinators (BTCs) ensure secure testing practices in each testing room and manage materials for their location; they may also provide training at the site level. (*Test Security Agreement Guidance*)

AZ	<p>Duplication and copying: AA-AAAS: Do not duplicate, reproduce, or share items or other secure test materials. (MSAA Test Administration Manual)</p> <p>General information: All AZM2 Test Administrators are expected to read and follow the guidance in the Arizona Accommodation Manual posted on the ADE website at www.azed.gov/assessment/ accessibility. For AZM2 testing conditions, tools, and accommodations guidance for Spring 2020 assessments, refer to Section 2. Universal Test Administration Conditions are specific testing situations and conditions that may be offered to any student in order to provide a comfortable and distraction-free testing environment. Computer-Based testing tools are available to all students participating in Computer-Based testing. Subject-area tools are available to all students on certain portions of AZM2, both Computer-Based and Paper-Based. Certain accommodations are available to students with an injury, English language learner students, and students with a disability. Accommodations are provisions made in how a student accesses the test and/or demonstrates learning that do not alter the validity of the test, score interpretation, reliability, or security of the test. Providing unacceptable accommodations to students who may receive accommodations, providing accommodations to students who may not receive them, or failing to indicate that accommodations were provided are test administration errors. Test Administrators must know which students testing are eligible to receive accommodations and which accommodations are appropriate for each eligible student. Test Administrators must provide appropriate accommodations for eligible students and indicate which accommodations were provided to students per directions later in this manual. If accommodations were inappropriately provided to a student during a test session, a Test Impropriety needs to be submitted in TIDE for each testing session in which the student had the wrong accommodations. (Test Coordinators Manual)</p> <p>Qualifications: AA-AAAS: Who can be a TA? A certified and licensed educator familiar with the student, typically the student's teacher, who has completed the required MSAA Test Administration Training and the end-of-module quizzes, and has passed the Final Quiz with at least an 80%, can administer the Test. A long-term substitute who is a certified and licensed educator, has completed the required MSAA Test Administration Training and end-of-module quizzes, and has passed the Final Quiz with at least an 80%, can administer the Test. (MSAA Test Administrator Manual)</p> <p>Role of IEP: Selection of accessibility supports for instruction should be based on the individual student's characteristics and student needs. It is important to implement the selected supports as planned by the team of educators. Assessment accessibility supports are based on instructional supports, as well as specific assessment policies. These work together to allow for a valid measure of what the student knows and can do. (Accessibility Guidelines)</p> <p>Training requirements: All Test Administrators and Proctors must be trained in proper test security procedures, must sign an Achievement Test Security Agreement, and must adhere to test security procedures.</p> <p>(None found)</p>
AR	

General information: What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations? Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other's terminals, (b) students are not able to access any unauthorized programs or the internet while they are taking the assessment, and (c) students are not able to access any externally saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content. (*Usability Guidelines*)

Security of test and materials: What processes are in place for the secure transit and storage of test materials between the LEA and the test site? What processes are in place for securely returning materials to the LEA after testing? If possible, ask to check where the ELPAC test materials are stored. Acceptable descriptors include "locked cabinet," "locked storage room," "school vault or safe," "file cabinet," "conference room with clamshell lock or padlock," "conference room with standard lock," or "classroom converted for storage." If this is not possible, please ask the site ELPAC coordinator to describe the location where the ELPAC test materials are stored. (*Test Security Audits Qx*)

Did test administrators and test examiners ensure that test takers did not have improper items or aids in the testing room? For example, calculators are only permitted for students in grades six through eight or grade eleven taking a mathematics test that have been assigned to use the non-embedded calculator as a testing accommodation, or students in grades five or eight, or in high school, that have been assigned to use the non-embedded calculator as a designated support for **science** testing. (*Test Security Audits Qx*)

Personnel knowledgeable: I acknowledge that I will have access to one or more of the California Assessment of Student Performance and Progress (CAASPP) achievement tests pursuant to Education Code section 60640, for the purpose of administering the test(s). I understand that these materials are highly secure and may be under copyright restrictions and it is my professional responsibility to protect their security as follows: ...10. If I administer and/or observe the administration of an alternate assessment, (CAA) which means that I am a certificated or a licensed LEA employee and a trained examiner, I will keep all the alternate assessment materials in a securely locked room, and, when possible, in a locked storage. Please Select—cabinet within that room except when I am preparing for the administration, administering, or observing the administration of the assessment to pupils. 11. I will actively supervise pupils throughout the paper-pencil testing session to ensure that they are working on the correct test section or part, marking their answers in the correct section of their answer documents, following instructions, and are accessing only authorized materials (nonembedded universal tools, designated supports, accommodations, instructional supports for alternate assessments or unlisted resources) needed for the test being administered. (*Test Security Affidavit*)

Qualifications: Human reader: The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments. Test readers must be trained on the administration of the assessment in accordance with member policy and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication. Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation. (*Read Aloud Guidelines*)
Scribe: The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments. Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided. Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation. (*Scribing Protocol*)

CA	<p>AA-AAAS: 10. <i>If I administer and/or observe the administration of an alternate assessment, (CAA) which means that I am a certificated or a licensed LEA employee and a trained examiner. (Test Security Affidavit)</i></p> <p>Role of IEP: The CDE has pre-identified non-embedded unlisted resources for ELA, mathematics, science, primary language assessments, and the ELPAC that change the construct being measured. There are no pre-identified non-embedded resources for the alternate assessments. Approval of an unlisted resource that has not been pre-identified will be granted by the CDE on the basis of the IEP team's and/or Section 504 plan's designation and if the unlisted resource does not compromise the test's security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured. IEP teams should not allow the impact of an LEA's accountability to outweigh the needs of the student, per regulations (5 California Code of Regulations)</p> <p>Other – Remote testing: The ELPAC includes a paper-based writing exam for kindergarten through grade two. All other paper exams are for students with special needs, such as large print or braille. Paper-pencil exams can only be administered in an in-person environment. Some assessments may be administered remotely. The CDE does not need to approve the use of remote testing for the Initial ELPAC or Smarter Balanced Interim Assessments. Remote testing of other assessments requires CDE approval. No alternate assessments may be administered remotely. (Test Security Audits Qx) tions sections 854.9 and 11518.37). (Accessibility Resources Matrix)</p>
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Duplication and copying: Copying or reproducing (e.g., taking a picture of, copying by hand, typing, texting) any part of test items or passages, or any secure test materials... discussing, memorizing, photocopying, scanning, encoding, emailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test" are prohibited. (*Procedures Manual*)

General information: Administrative considerations are also available for any student who may benefit from a change in the conditions of testing as long as test security is not compromised and testing environment requirements are met. Beyond the administrative considerations and accessibility features available to all students, assessment accommodations are available to students who have IEP, 504, or English learner (EL) plans. Assessment accommodations are changes made to assessment procedures that provide a student with access to comprehensible information and an improved opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. Accommodations should not provide an unfair advantage to any student. Providing an accommodation for the sole purpose of increasing test scores is not ethical. (*Procedures Manual*)

The Test Administrator (TA) must "ensure necessary accommodations and accessibility features, such as text-to-speech and color contrast, are available to the appropriate students." (*Procedures Manual*)

Security of test and materials: A chain of custody plan for materials must be written and implemented as described in this section to ensure materials are securely distributed from DACs to SACs to Test Administrators/Test Examiners and securely returned from Test Administrators/Test Examiners to SACs and then to DACs. SACs must distribute materials to and collect materials from Test Administrators/Test Examiners each day of testing, and securely store and deliver materials to DACs after testing is completed in accordance with the instructions in this manual. Students may not have access to secure materials before or after a test unit. "...Breaches of Test Security and Administration Procedures include "Leaving test materials or online forms unattended or failing to keep test materials secure at all times... Leaving students unattended for any period of time while secure test materials are distributed or while students are testing. Viewing secure test content before, during, or after testing outside of providing approved accommodations... Permitting students to view or to access secure test content before or after testing... Obtaining or sharing information related to secure test materials that could result in a widespread security breach" are all prohibited. (*Procedures Manual*)

Test Administrators must return all accommodated materials to the SAC after each testing session and after the completion of testing. The SAC must return accommodated materials to the DAC after the school completes testing. After inventorying all materials, the DAC must return secure accommodated materials to Pearson in non-scorable return boxes." (*Procedures Manual*)

For the Auditory Presentation accommodation, Test Administrators may have supervised access to the oral script for the paper-based form 24 hours prior to administration. This time is to ensure that Test Administrators are familiar with the content terminology and the appropriate practices associated with this accommodation. (*Procedures Manual*)

Changes to standard test procedures: Interpreters must use interpretation techniques and tools that do not compromise the security of the assessments or provide an unfair advantage over any other student. (*Procedures Manual*)

A student with a disability or who has been identified as an English learner may be allowed, under certain circumstances, the use of certain tools and materials as test accommodations that are otherwise prohibited. However, under no circumstances may any student be allowed access to the Internet outside of the secure TestNav environment, a cell phone, or a visual recording device. Test accommodations must be listed in the student's IEP, 504, or EL plan and documented on the student test assignment (through the Personal Needs Profile) in PAnext, as appropriate, by the SAC or a school or district employee assigned the Sensitive Data role. (*Procedures Manual*)

Unless students have an extended time accommodation greater than time-and-a-half (e.g., double time) documented on an IEP, 504, or EL plan, providing more than the maximum unit testing time is a misadministration. (*Procedures Manual*)

Administrative considerations are also available for any student who may benefit from a change in the conditions of testing as long as test security is not compromised and testing environment requirements are met. Beyond the administrative considerations and accessibility features available to all students, assessment accommodations are available to students who have IEP, 504, or English learner (EL) plans. Assessment accommodations are changes made to assessment procedures that provide a student with access to comprehensible information and an improved opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. Accommodations should not provide an unfair advantage to any student. Providing an accommodation for the sole purpose of increasing test scores is not ethical. (*Procedures Manual*)

Personnel knowledgeable: DACs and SACs should collect information regarding students who require testing accommodations with sufficient time to properly plan test administration. It is imperative that test administration reflects identified needs documented in a student's formal educational plan, and that the student is only provided with accommodations comparable to those used regularly during instruction and on classroom and district assessments. Once accommodations are verified, the DAC and SAC must use this list to identify available resources (e.g., sign language interpreters, translators, and assistive technology equipment) and needed space for small group testing or individual administrations. (*Procedures Manual*)

Qualifications: The Test Administrator is an individual at the school ultimately responsible for administering CMAS assessments. Test Administrators must... be employed by the school/district. (*Procedures Manual*)
Determine appropriateness for use of this accommodation [Braille/Braille Note-taker] with a teacher certified in the area of visual impairments (TVI). Only a TVI proficient in reading the braille code used by the student can provide this accommodation. (*Procedures Manual*)
School/district employees may administer the assessments at the grade levels of relatives, but must not administer the test to relatives, nor be in the same testing environment as relatives during testing. This requirement includes sons, daughters, step-children, nieces, nephews, brothers, and sisters of Test Administrators... Student teachers may not be Test Administrators but may serve as proctors in the test environment. (*Procedures Manual*)
Scribes must read and write proficiently in the student's spoken or communicative language (English, Spanish, or AAC device). (*Procedures Manual*)
Student teachers may not serve as Test Administrators who oversee administration of any [ACCESS/CMAT] assessments. However, they may serve as proctors who assist the Test Administrators. (*Training Requirements: ACCESS* information on p. 2, CMAT information on p. 3)

AA-AAAS: A Test Examiner... must have a valid teaching license.. Note: A substitute teaching license is not a sufficient license for administration of CoAlt... Must be employed by the school/district... May be a Speech Language Pathologist, Occupational or Physical Therapist, or School Psychologist who does not hold a teaching license, but who holds a professional license.. May not be a volunteer... Must actively administer the assessment. Test Examiners should be familiar with the student they are assessing and with the student's primary mode of communication. (*Procedures Manual*)
Additional staff, including paraprofessionals, may assist in the administration of the assessment as needed, but may not score student responses, unless they hold a valid teaching license... Test Examiners must NOT administer the assessment to a relative (refer CMAS Test Administrator requirement). (*Procedures Manual*)

Role of IEP: Procedural Irregularities include: "Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented on their IEP, 504, or EL plan and therefore is not appropriate." (*Procedures Manual*)
A student with a disability or who has been identified as an English learner may be allowed, under certain circumstances, the use of certain tools and materials as test accommodations that are otherwise prohibited. However, under no circumstances may any student be allowed access to the Internet outside of the secure TestNav environment, a cell phone, or a visual recording device. Test accommodations must be listed in the student's IEP, 504, or EL plan and documented on the student test assignment (through the Personal Needs Profile) in PANext, as appropriate, by the SAC or a school or district employee assigned the Sensitive Data role. (*Procedures Manual*)

Accommodations provided to a student are based on individual need documented in the student's approved IEP or 504 plan. Students may only utilize accommodations for testing that are specifically listed in the IEP or 504 plan. Accommodations may not be provided based on a category of disability, level of instruction, environment, or other group characteristic. No accommodations may be provided to a student merely because he or she is a member of an instructional group. (*Procedures Manual*)

AA-AAAS: All students, including students with Individualized Education Programs (IEPs), participate in the state assessment system. The IEP team, which must include the parents, determines the best fit in terms of assessment program based on student need, taking into consideration the alignment between what the student is learning in the classroom and content assessed on the general CMAS assessments. According to federal requirements, evidence of alignment between a student's educational plan and the accommodations provided on any of the state assessments must exist, as well as any determinations for students to participate in the CoAlt. (*Procedures Manual*)

Training requirements: AA-AAAS: Training on current administration procedures is required each year for all Test Examiners before administration... Note: CoAlt administration training is required for anyone in the testing environment. (*Procedures Manual*)

Other – Logistics for accommodated assessments: The School Assessment Coordinator (SAC) must "Assemble and maintain a master list of all students and their accommodations and form-dependent accessibility features (i.e., text-to-speech and color contrast)" and "Verify students are assigned the necessary accommodations and form-dependent accessibility features prior to testing" and "Ensure standardized testing environments for all students and designate locations for the administration of tests for students who require special accommodations." (*Procedures Manual*)

Duplication and copying: Breaches of test security include, but are not limited to, photographing/copying of test materials. (*Assessment Guidelines*) Before the test examiner approves the student's request to print a test item/stimulus, the test examiner must ensure that the printer is on and is monitored by properly trained staff. (CCA TCM)

AA-AAAS: Breaches of test security include, but are not limited to, copying of test materials, failing to return test materials, coaching students, giving students answers, and/or changing students' answers. (CTAA TAM)

General information: Students may not have any of the items listed under Prohibited Devices and Aids on page 19, except in the case of approved accommodations. (*Test Coordinator's Manual*)

Test security refers to maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., braille, large print), or when someone other than the student is allowed to see the test (e.g., interpreter, reader). To ensure test security and confidentiality, test administrators need to: 1) keep testing materials in a secure place to prevent unauthorized access; 2) keep all test content confidential and refrain from sharing information or revealing test content with anyone; and 3) return all materials as instructed. (*Assessment Guidelines*)

Security of test and materials: All testing materials, including accommodated materials for use during the accommodated testing window, are shipped to the test coordinator. The SSD coordinator can assist in ensuring the secure storage and timely return of any materials that remain in use after standard materials used on the primary test date have been returned for scoring. (*Test Coordinator's Manual*)

Plan for secure storage of materials used for accommodated testing. Materials for students testing during the accommodated testing window must be held until all accommodated testing has been completed before you can return answer sheets for scoring. (*Test Coordinator's Manual*)

Phone access is not allowed in the testing site (unless approved for use as an accommodation). (*Test Coordinator's Manual*)

Large-print answer sheets are returned with other used answer sheets in the white Accommodated Testing Envelope (for students listed on the NAR). (*Test Coordinator's Manual*)

After testing, Test Coordinators should collect materials from proctors, including "Any additional test materials related to accommodated testing (such as test books with answers, USB flash drives, etc.)." (*Test Coordinator's Manual*)

All testing materials, including nonstandard materials for use during the accommodated two-week testing window, are shipped to the SAT test coordinator; however, the SSD coordinator can assist in the inventory and secure storage of test materials as needed. (*Test Coordinator's Handbook*)

During the test, teachers administering the alternate must "Maintain test security by ensuring all test materials are in a secure and locked location when not testing." After the test, they should "Give all printed copies of the test, DTAs [Directions for Test Administration], scoring rubrics, student login information, scratch paper, student work, etc., to the DC/SC for secure shredding ... [and] Remove any secure materials from computers, Assistive Technology, and AAC devices." (CTAA TAM)

AA-AAAS: All printed assessment materials are secure and must be given to the DC/SC for secure shredding upon completion of the test. (CTAA TAM)

AA-AAAS: For printed test materials including, but not limited to, DTAs, test-specific reference pages, scoring rubrics, and test item/s, a TEA must: • Maintain all printed test materials in a secure, locked location • Protect secure materials from view by other students, teachers, parents, school staff, or other individuals

• Ensure secure transport of testing material from school building to school building • Refrain from duplicating, reproducing, or sharing items or other secure test materials • Give ALL printed test item/s or other printed material to the DC/SC after the test session is completed, for secure shredding • Delete any test materials, items, or information from the computer and/or any assistive technology used by the student after testing is complete. (CTAA TAM)

AA-AAAS: Examples of testing improprieties include "Transporting printed test materials within the school in a non-secure manner. Leaving any test materials unattended or in a non-secure setting, including, but not limited to, DTAs, test items, materials related to test items, and scoring rubrics. Leaving the Test Delivery System unattended while logged into the test or the DTA." (CTAA TAM)

AA-AAAS: Trained Teachers Administering the Alternate Assessments (TEAs) and test examiners approved to administer specific accommodations (i.e., scribe, human reader) may have limited exposure to test items in the course of properly administering the assessments; however, no district or school staff may actively review or analyze any test items. (CCA TCM)

Changes to standard test procedures: Students without accommodations or supports test in a standard room on the primary test date using purple test books. Students with accommodations or supports may have different room, test date, and materials requirements from one student to the next—these will be noted on the NAR. (Nonstandard Administration Report). (*Test Coordinator's Manual*)
 Authorized visitors, including assistants for students with approved accommodations, are the only visitors allowed in the testing rooms. (*Test Coordinator's Manual*)

AA-AAAS: *Test item/s can be provided via a secure PDF available in the Preparing for Testing section of TIDE under the Secure Testing Materials task menu. Test items are also available for print through the print-on-demand accessibility feature in the student interface of the Test Delivery System upon request. (CTAA TAM)*

Personnel knowledgeable: It is not uncommon for members of the PPT (most often special education teachers) to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. (*Assessment Guidelines*)

Qualifications: The following support staff “must meet the same requirements as all other staff: • Human readers • Scribes • Sign language interpreters for test directions • Other support staff (e.g., aide, nurse).” (*Test Coordinator's Manual*)
 Students can have the test administered at home or in the hospital provided the test is administered by a certified school staff member who is fully trained in the proper test administration and security procedures for the Smarter Balanced Assessments, NGSS, Connecticut SAT, CTAA, and CTAS. (*Assessment Guidelines*)
 On the Science test only, “All test directions may be read and clarified in English, or the student’s native language, for EL students who have been identified as needing this support. A non-certified or certified staff person trained in test administration and security may administer this designated support.” (*Assessment Guidelines*)

A designated adult, employed by the school and trained in a manner consistent with the Test Administration Manual (TAM), including security procedures, may act as test proctor (teacher) for the student [receiving a separate setting accommodation]. (*NG TAM*)

The sign language accommodation for the Standard Science Assessment allows a qualified teacher to sign the test directions or test content to a student who is deaf or hard of hearing. (*NG TAM*)

Qualifications for Scribes: “The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments. • Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided. • Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration and security policies and procedures as articulated in Consortium and member test administration manuals, guidelines, and related documentation.” (*Scribing Protocol*)
 Qualifications for Test Readers: “The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments. Test readers must be trained on the administration of the assessment in accordance with member policy and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication. Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.” (*Read Aloud Guidelines*)

Role of IEP: Students must have an active IEP or 504 Plan to substantiate the need for accommodations. (*Test Coordinator's Manual*)
AA-AAAS: *For the CTAA, a student may use the accommodations that are included in their IEP that are consistent with the secure standardized administration of the CTAA. Typically, these are defined on page 8 of the IEP and are also used during instruction. (CTAA TAM)*

Training requirements: Teachers must be trained and review the Scribe Protocol and complete the Security/Confidentiality Agreement Form when the special accommodation petition permission has been approved by the CSDE. This accommodation allows students to dictate their responses to a qualified person who records verbatim what they dictate. (*Assessment Guidelines*)

Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation. (*Read Aloud Guidelines*)

AA-AAAS: *Examples of testing Improperities include Administering the test by a staff member who has not completed the Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs) (i.e., a paraprofessional, aide, or student teacher). Staff members must pass the mandatory training with a score of at least 80% accuracy or greater. (CTAA TAM)*

AA-AAAS: *All TEAs must participate annually in the required online Alternate Assessment System training and pass the associated quiz with a score of 80% or better to be eligible to: administer alternate assessments, access the tests and associated secure materials, and submit the Connecticut Alternate Assessment Eligibility Form and the CTAS scores into the DEI. (CTAS TAM)*

Duplication and copying: No copies of the test booklets, test items, stimuli, reading passages, performance task materials, answer booklets (if applicable), or writing prompts may be made or otherwise retained. (*English Language Arts Summative Assessment: Test Administration Manual Paper-Pencil Form*)

Qualifications: Qualifications for Scribes:

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with DeSSA and state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.

Qualifications for Test Readers:

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with DeSSA Assessments administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.

Qualifications of native language/visual communication translator:

- Has at least a high school diploma (minimum level of education).
- Is proficient in student's native language and English.
- Has previous experience performing interpretation/visual communication translation from English to student's native language.
- Is able to speak clearly and at a normal pace with good pronunciation.
- Is knowledgeable of both American culture and the student's native country or geographic region.
- Is familiar with the United States K-12 public educational system.

Qualifications for Test Administrators Who Simplify Test Directions

- The test administrator who simplifies test directions should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test administrators must be trained on the administration of the assessment in accordance with member policy, and be familiar with the terminology and symbols specific to the directions and related conventions for standard oral communication.
- Test administrators must be trained in accordance with Smarter Balanced and member administration and security policies and procedures as articulated in the TAM and the Member Procedures Manual.
- Test administrators must be familiar with the vocabulary used in the TAM directions and be able to speak clearly and at a normal pace with clear pronunciation.
- Test administrators must be willing to be patient and repeat test directions. (*Accessibility Guidelines*)

Role of IEP: Students who have been formally identified as needing special education services under the Individuals with Disabilities in Education Act or under Section 504 of the Rehabilitation Act of 1973 are eligible to test with Level 1, 2 or 3 on all or part of the DeSSA (ELA/Literacy, Math, Science and Social Studies) and accommodations for the DeSSA-Alt (*ELA, Math and Science*) [italics added]. Students who have been formally identified through the IEP or 504 process but do not have accommodations or assistive devices documented in their plans are not eligible for any accommodations during the statewide assessments. "None" should be selected for each content area and then entered into TIDE. (*Accessibility Guidelines*)

Training requirements: All test readers must complete Read-Aloud Protocol Training. To be trained and qualified, scribes must review the Scribing Protocol on Appendix A-6 and the Scribing Protocol Training video. The native language/visual communication translator will complete DeSSA Test Administrator Training or DeSSA-Alt Test Administrator Training and sign all necessary forms if he is serving as Test Administrator AND native language/visual communication translator. Prior to Test Administration, in the TAM, test administrators who simplify test directions should be trained in administering the assessment per the requirements noted in Section 1.4 - Training of the TAM. (*Accessibility Guidelines*)

Duplication and copying: Authorized personnel are prohibited from photocopying, or in any way reproducing, or disclosing secure test items or other materials related to statewide assessments. (*Test Security Manual*)
Be prohibited from: Photocopying, or in any way reproducing, or disclosing secure test items or other materials related to Districtwide assessments. (*PARCC Test Administration Manual – CBT*)

Security of test materials: Maintain an inventory of all secure test materials; secure all secure test materials under lock and key. (*Test Security Manual*)

- Prior to, during, and following each test administration, maintain security of all secure statewide test materials, to include all testing materials containing or granting access to paper- and computer- based secure test items and responses, under lock and key or under secured, password-protected electronic access and prohibit unauthorized access to secure testing materials at all times;
- Follow assessment-specific chain of custody procedures;
- Prohibit unauthorized access to secure test materials;
- Ensure schools return/dispose of all secure and non-secure test materials following procedures outlined in the appropriate testing manuals. (*Test security manual*)

Human Reader Scripts contain secure item content and should be handled as secure test materials. Test Administrators should return materials to Test Coordinators. Test Coordinators must return the Human Reader Scripts with the non-scorable materials. Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the non-scorable materials. (*Accessibility Features and Accommodations Manual*)

Changes to standard test procedures: A permitted deviation to school requirements is approved accommodation(s) for eligible students that are explicitly identified on a student's IEP, Section 504 plan or ELL plan; provided that any accommodation shall be limited to the eligible student (see DC Code § 38-1800.02(13) (E)). Any accommodations must be: 1. Limited to the eligible student or students; Based on explicit direction in an IEP, Section 504 plan or ELL plan or guideline; and administered strictly as outlined in the appropriate test manual (see Testing Integrity Act, Sec. 104(a)(4)(b) (DC Code § 38-771.04(a)(4)(b));and 3. Included in the OSSE Testing Accommodations Guides (TAGs) for PARCC, DC Science, MSAA, DLM, ACCESS for ELLs, and Alternate ACCESS. (*Test Security Manual*)

Personnel knowledgeable: The special population coordinator is considered by OSSE to be authorized personnel and must comply with all the responsibilities and prohibitions of authorized personnel. The primary function of the special population coordinator is to ensure that students entitled to accommodations and accessibility features have access to those accommodations and features on all applicable statewide assessments, and to provide training to authorized personnel tasked with providing those accommodations and features to students. (*Test Security Manual*)

Qualifications: The special population coordinator should be an employee of the school or LEA and should be selected by the LEA test integrity coordinator(s) or school test monitor. Test proctors need not be professional employees of the LEA or school, and may be volunteers, contractors, or aides. They must receive training in test security and test administration procedures from the school test monitor, and work at all times under the direct supervision of a test administrator or school test monitor. Parent volunteers serving as proctors may not proctor the assessment of their own child. (*Test Security Manual*, p. 17).
Individuals who provide the scribe accommodation to a student must:

- be trained by the school or district, as indicated in the PARCC Test Administrator Manuals;
 - sign a PARCC Security Agreement Form; and
 - be fluent in receptive and expressive American Sign Language (ASL), signed English, or other sign system, for students who are deaf or hard of hearing.
 - Preferably, the scribe will already be familiar with and have experience scribing for the student. If the scribe is unfamiliar with the student, then scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment.
- In general, the following individuals may serve as a Test Administrator:
- Individuals employed by the Local Education Agency (LEA) as teachers
 - LEA and school-level administrators
 - Other certified educational professionals (*Accessibility Features and Accommodations Manual*).

Role of IEP: IEP or Section 504 plan team members are responsible for making decisions about appropriate accommodations and accessibility features for a student with disabilities. Failure to provide appropriate accommodations or providing accommodations to students who are not eligible is a direct violation of the Testing Integrity Act. (*Test Security Manual*)

Test Administrator Responsibilities: Ensure that students are ONLY provided accommodations that are listed specifically for use during PARCC testing in an approved IEP or a 504 plan, or an EL plan. (*PARCC Test Coordinator Manual*)

Training requirements: Proctors must receive training in test security and test administration procedures from the school test monitor, and work at all times under the direct supervision of a test administrator or school test monitor. (*Test Security Manual*, p. 17)

The School Test Coordinator will provide Test Administrators with a list of all required accessibility features and accommodations for applicable students. If you are administering a test with an accessibility feature or accommodation, be sure you have received the proper training. It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. (*PARCC Test Administration Manual – CBT*)

FL	<p>Duplication and copying: Examples of prohibited activities: “Copy, photocopy, scan, photograph, or record test content.” (EOC Test Admin User Guide, p. 2: Test Admin Guidance, p. 2)</p> <p>AA-AAAS: Test administrators should report possible breaches of test security (e.g., secure test content that has been photographed, copied, or otherwise recorded) to the SAC immediately. (Performance Task Procedural)</p> <p>General information: Test Administrators are prohibited from “Read[ing] test items while monitoring the room... [and giving] students more time than is allotted for the session... except when providing allowable accommodations.” (EOC Test Admin User Guide)</p> <p>Security of test and materials: Text-To-Speech is only available when using the secure browser. (FSA Test Admin User Guide)</p> <p>AA-AAAS: The security of all test materials must be maintained before, during, and after test administration. A security number is used to account for each secure document. Security checklists are provided to school sites in order to track these secure documents. Performance Task components prior to administration in order to become familiar with, and to organize, the materials. However, these materials must be checked out and returned to the school’s secure area each day. Test materials should never remain in classrooms or be taken out of the building overnight. (Performance Task Admin)</p> <p>All assessment materials are secure and must be returned to the designated secure area or locked storage room between administrations. (Performance Task Admin)</p> <p>Changes to standard test procedures: Students who require test settings or accommodations other than the default settings will need to have their information updated in TIDE before they can begin testing. For students taking the FCLE, test administrators may enable the Print on Request feature when viewing students’ test settings. If a student’s settings are incorrect, please contact your school assessment coordinator before allowing the student to test. (FSA Test Admin User Guide)</p> <p>If any accommodation is incorrect, the student should not test until the incorrect setting has been corrected in TIDE. (FSA Test Admin User Guide)</p> <p>Personnel knowledgeable: AA-AAAS: Performance Task administrators should know what accommodations are utilized in classroom instruction: “I understand that during testing (including during breaks) I may not: • Assist students in answering test items beyond the appropriate accommodations allowed in the administration of the assessment and utilized daily in classroom instruction.” (Performance Task Procedural)</p> <p>Qualifications: AA-AAAS: Any certified, licensed, or non-licensed district employee may serve as a scribe if... he or she has received district-provided training on proctoring... he or she has completed the Test Administration and Security Agreement and Test Administrator Prohibited Activities Agreement... and... he or she is familiar with the student and with the student’s mode of communication. (Performance Task Admin)</p> <p>AA-AAAS: Remember that ALL test administrators must be certified educators. Non-certified school personnel must NOT be allowed to serve as test administrators... Test administrators must NOT administer the tests to their family members. Students related to their assigned test administrator should be reassigned to an alternate test administrator. In addition, under no circumstances may a student’s parent/guardian be present in that student’s testing room.” (Performance Task Procedural)</p> <p>Role of IEP: Students with disabilities may participate in computer-based test administrations using the accommodated forms as indicated on their IEPs or Section 504 plans. If a student does not receive the accommodations designated in the IEP or Section 504 plan, the test administration may be considered invalid. (FSA Test Admin User Guide)</p>
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Duplication and copying: Test content must not be copied or distributed. All statewide mandated tests given in Georgia are secure. Test items, student responses, and/or answer documents that are copied (by hand or by photocopying) or distributed violate test security and render the results of the test invalid. (*Assessment Administration Protocol Manual*)

General information: Any departure from the list of allowable accommodations may alter the nature of the task being assessed, resulting in an invalid administration. (*EOG TAM*)

Security of test and materials: Test security involves maintaining the confidentiality of test items and answers and is critical in ensuring the integrity and validity of a test. Test security can become an issue when other test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test examiners need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed (*Accessibility and Accommodations Manual*).

For the small number of paper test materials that might be needed for testing due to a student's documented disability on an IEP or IAP/504, a documented line of possession must be established among the system, school, and testing location. These materials should be removed from secure storage only for test administration, transcription, or transport between secure storage locations. Secure paper materials, both scorable and non-scorable should be returned to the testing program's contractor at the close of the local testing window according to guidance in the test coordinator's manual. (*Student Assessment Handbook*)

AA-AAAS: Maintaining security of student materials is crucial to obtaining valid and reliable assessment results. The GAA is designed as a working assessment that occurs in the classroom. Teachers who are assessing students on the GAA need access to the forms and collected evidence to complete the assessment. While evidence is being collected and compiled, it is permissible for the materials to remain in the classroom, provided they are secured (i.e., secured in locked storage within the classroom) when not in use. (Bulletin Update)

Changes to standard test procedures: Sign Language interpreters may review the test before administering the assessments to their students. However, it is unethical for interpreters to reproduce or disclose any secure material or to cause it to be reproduced or disclosed in any form. (*Student Assessment Handbook*)

Personnel knowledgeable: School Test Coordinators are responsible for the overall conduct of the assessment administration and should be involved in the planning and coordination of accessibility supports. Prior to the day of a test, the School Test Coordinator should ensure certain test examiners and proctors know what accessibility supports, especially accommodations, each student will be using and how to administer them properly. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accessibility supports on the test day. (*Accessibility and Accommodations Manual*)

Qualifications: Test examiners must be certified educators by the Georgia Professional Standards Commission (GaPSC) and must be assisted by proctors, when required. It is highly recommended that proctors be system employees; however, it is permissible to allow volunteers to serve as proctors, provided they receive all required training. Parents, other relatives, and guardians must not proctor the class or grade level in which their child or a relative is a student. Parents who are school employees should not serve as the examiner for their child or a child of a close relative. Further, it is highly advisable that, if possible, parents should avoid serving as an examiner or proctor for the grade level(s) of their children. (*Student Assessment Handbook*)

Role of IEP: In Georgia, students who are eligible for testing accommodations are those who have a disability-based rationale as documented in an IEP, IAP/504, or EL/TPC plan. Different tests serve different purposes and may measure content and skills through slightly different means; therefore, a specific accommodation may be allowed for one test, but not for another. IEP, IAP/504, and EL/TPC teams should always consider the purpose of the assessment and consult Georgia's Student Assessment Handbook to determine if an accommodation is allowed for the assessment under consideration. (*Assessment Administration Protocol Manual*)

Training requirements: The GaDOE offers trainings to assist local school districts in administering state-mandated assessments. Traditionally, these trainings focus on test security and general test administration policies and procedures. However, over the past two years, there has been an emphasis in the area of the use and selection of test accommodations for SWD and ELs. Consistent training on accommodations provides an opportunity for the state and district to make sure that all testing personnel know how to make appropriate decisions about testing accommodations for state assessments. All personnel involved in testing must receive training on appropriate test administration, policies, and procedures including accommodations for each assessment. This includes all staff who are involved in the handling of secure test materials. Proctors must comply with all training for all state assessments in which the proctor will participate. (*Assessment Administration Protocol Manual*)

Duplication and copying: Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or cabinet that can be opened only with a key or keycard by staff responsible for test administration until they are shredded. Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone. (*Science TAM*)

General information: The Hawaii State Department of Education requires that all schools closely monitor statewide assessments. Systematic delivery of the assessments with individualized, specific, appropriate accessibility features included is essential to the delivery of a fair, valid, and reliable assessment. As a first step in this test delivery oversight process, school test coordinators are asked to input (or request verification for) each student's individual test accessibility feature(s). Provision of inappropriate accommodations, or any modification to the state assessment that somehow alters item construct or cognitive demand will invalidate results. Schools are required to monitor on-site testing for systematic delivery. If inappropriate accommodations or site-specific test modifications are provided to students, schools must notify the state through the filing of a testing incident report as soon as possible. These incidents may result in any number of actions, including, but not limited to test invalidation. (*Accessibility Manual*)

Security of test and materials: To ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content, and (3) return all materials as instructed. Some of the same considerations for test security apply to embedded accessibility supports. For example, ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. (*Accessibility Manual*)
Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or cabinet that can be opened only with a key or keycard by staff responsible for test administration until they are shredded. Printed test items/passages, including embossed braille printouts, and scratch paper must be collected, inventoried and then securely destroyed immediately upon a students' completion of the test. All test materials must remain secure at all times. Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or cabinet that can be opened only with a key or keycard by trained staff who are responsible for test administration until they are shredded. Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately shredded. DO NOT keep printed test items or scratch paper for future test sessions. (*Science TAM*)

Personnel knowledgeable: Prior to the day of a test, test coordinators should ensure that test administrators and proctors know what accessibility supports each student will be using and how to administer them properly. For example, test administrators and proctors should know whether a student needs to test in a separate location, so that plans can be made accordingly. Staff administering accessibility supports, such as reading aloud to a student or scribing student responses, must adhere to specific guidelines so that student scores are valid. (*Accessibility Manual*)

Qualifications: The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments. Scribes must be DOE certificated employees who have Smarter Balanced test administrator certification. The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments. (*Accessibility Manual*)

AA-AAAS: The HSA-Alt must be administered by a certified Test Administrator, who will most likely be the student's classroom teacher. Classroom aides or paraprofessionals may not administer the HSA-Alt. (Alternate TAM)

- AA-AAAS:** Who can be a test administrator:
- Special education teacher, including those hired (full or part time) by a private recruiting agency. Must have a teacher license or credential (for Hawaii or another state)
 - General education teacher (full or part time). Must have a Hawaii teacher license or credential
 - School counselor. Must have a master's degree in counseling
 - Instructors. Must be teaching a class independently in a content area where there is a shortage of Hawaii licensed or credentialed teachers
 - Long-term substitute teachers. Not required to have a Hawaii teacher license or credential if they are teaching a class independently
 - Identified public charter school employee
 - Qualified teaching staff member
 - District resource teacher. Hawaii State Alternate Assessment Support Team member
 - Test Coordinator. Must have any one of the above requirements. (Alternate TAM)

Role of IEP: IEP teams and educators make decisions about accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. The IEP team (or educator developing the 504 plan) is responsible for ensuring that information from the IEP is entered into the test registration tool, so that all embedded accommodations can be activated prior to testing. This can be accomplished by identifying one person from the team to enter information into the test registration tool, or by providing information to the test coordinator who enters into the test registration tool a form that lists all accommodations and designated supports needed by individual students on IEPs or 504 plans. (*SBA Accessibility Guide*)

Training requirements: Test readers must be trained on the administration of the assessment in accordance with state policy, and be familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication. Test readers must be trained in accordance with HSAP test administration and security policies and procedures as articulated in the administration manuals, guidelines, and related documentation for each assessment and exam (*Accessibility Manual*).

Prior to administering an assessment, Test Administrators who will be administering any secure HAS Science (NGSS) Assessments and/or EOC Exams should read this manual, the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines, the HSAP Crosswalk of Accessibility Features Across State Assessments in Hawaii, and the Guide to Navigating Online HSAP Administration; view the associated training modules; and/or attend a school-based training. (*Science TAM*)

Proctors may not administer the online assessments or exams and do not need to complete the online TA Certification Course. (*Science TAM*)

Other – Security of assistive technology devices: Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. (*SBA Accessibility Guide*)

Duplication and copying: Unless needed as a print-on-demand or Braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained. No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. (*Online TAM*)

Security of test and materials: Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. All test materials must remain secure at all times. Printed test items/passages, including embossed Braille printouts and scratch paper, must be collected, and inventoried at the end of each test session and then immediately shredded according to SDE policies and procedures. DO NOT keep printed test items/passages or scratch paper for future test sessions except as noted below for performance tasks (PTs). (*Online TAM*)

After testing, the scribe collects scratch paper, graphic organizers, other ancillary materials, and login information and gives it to the DC/SC for secure shredding. The scribe may not keep any testing materials after testing is complete. (*Online TAM*)

Qualifications: Qualifications for Test Proctors Who Simplify Test Directions

- o The test proctor who simplifies test directions should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- o Test proctors must be trained on the administration of the assessment in accordance with Idaho policy, and be familiar with the terminology and symbols specific to the directions and related conventions for standard oral communication.
- o Test proctors must be trained in accordance with Smarter Balanced and Idaho security policies and procedures as articulated in this manual.
- o Test proctors must be familiar with the vocabulary used in Appendix E directions and be able to speak clearly and at a normal pace with clear pronunciation.
- o Test proctors must be willing to be patient and repeat test directions. (*Online TAM*)

A scribe must:

- o be a state-certified educator employed by the district;
- o complete all training for the IDAA;
- o be familiar to the student;
- o be familiar with the Test Administration Script outlined in Appendix L;
- o be familiar with accessibility features needed by the student; and
- o be familiar with all the accommodations included in the student's Individualized Education Program (IEP). (*Online TAM*)

Qualifications for Test Readers

- o The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
 - o Test readers must be trained on the administration of the assessment in accordance with member policy and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
 - o Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation. (*SBA Accessibility Guide*)
- Test Administrators and Observers must not have a conflict of interest or the appearance of a conflict of interest. For example, Test Administrators and Observers should not be present in rooms in which a child who resides in their household is testing. Test Administrators and Observers may not use their knowledge of test content to violate the integrity of the assessments through acts of coaching or other prohibited actions. Teachers can be Observers for emotional and behavioral support in rooms where their students are testing. To minimize student interactions that can lead to additional COVID-19 spread, teachers this year may act as Test Administrators for both in-person and remote administrations of their own students. (*Integrity Guide*)

AA-AAAS: Who Can Administer an IDAA Test?

- o A certified and licensed educator familiar with the student, typically the student's TE, who has completed the required Test Administrator (TA) Certification Course and administer the test.
- o A long-term substitute who is a certified and licensed educator and has completed the required TA Certification Course.
- o A highly qualified paraprofessional who has completed the required TA Certification Course and fulfills test responsibilities under the supervision of a certified and licensed educator. (*Online TAM*)

Role of IEP: IEP teams and educators make decisions about accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. The IEP team (or educator developing the 504 plan) is responsible for ensuring that information from the IEP is entered into the test registration tool, so that all embedded accommodations can be activated prior to testing. This can be accomplished by identifying one person from the team to enter information into the test registration tool, or by providing information to the test coordinator who enters into the test registration tool a form that lists all accommodations and designated supports needed by individual students on IEPs or 504 plans. (*SBA Accessibility Guide*)

Training requirements: Prior to administering a test, TAs and any other individuals who will be administering any secure assessments should read the Usability, Accessibility, and Accommodations Guidelines (UAAG) and view the associated training modules and videos, which are available on the resources page of the ISAT portal. (*Online TAM*)

<p>Duplication and copying: Testing materials irregularities include copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms. (TAM)</p>	<p>General information: Follow proper test security procedures for providing accessibility features or accommodations. Ensure that students are only provided accommodations that are listed specifically for use during IAR testing in an approved IEP or a 504 plan, and an EL plan if required for EL students. Follow guidelines on proper administration of accommodations as prescribed in the Accessibility Features and Accommodations (AF&A) Manual. (TAM)</p> <p>Security of test and materials: Testing materials irregularities include removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test. The District Test Coordinator must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete (either by the district or school): All accommodated responses (Do NOT destroy test booklets, answer documents, and Human Reader scripts.) Any original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper must be securely destroyed. (Test Coordinator Manual)</p> <p>Changes to standard test procedures: A student with a disability or who is an English Learner may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student's IEP or 504 plan (or EL plan, if required). Remember, the Human Reader script must be used if a Human Reader is administering the mathematics assessment, and Human Reader scripts are secure test materials. Students receiving the human reader accommodation must have their test placed in a specific session designed for the human reader accommodation. (TAM)</p> <p>Personnel knowledgeable: The School Test Coordinator will provide Test Administrators with a list of all required accessibility features and accommodations for applicable students. If you are administering a test with an accessibility feature or accommodation, be sure you have received the proper training. Refer to Section 6.0 for additional information about accessibility features and accommodations. It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. If a Human Reader is administering the mathematics assessment, the Human Reader Test Script must be used and are secure test materials. Test Administrator may check students' accessibility features and accommodations by completing the steps in the Personal Needs Profile Guidance Managing Incorrect Accessibility Features and Accommodation PNP Data document at http://il.mypearsonsupport.com. Check with your School Test Coordinator for additional information. (TAM)</p> <p>Qualifications: In general, the following individuals may serve as a Test Administrator: Individuals employed by the district as teachers, district- and school-level administrators, other certified educational professionals. (TAM) A proctor is an individual who may be called on to help a Test Administrator monitor a testing session under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is used. Student teachers may serve as Proctors who assist the Test Administrators. Refer to your School Test Coordinator for more information about state policy. (TAM)</p> <p>Role of IEP: All accommodations for students with disabilities or ELs must be approved and documented in advance in an Individualized Education Program (IEP), 504 plan, or, if required, an EL plan. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based team involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the school and/or district. (Test Coordinator Manual)</p> <p>Training requirements: Receive training in administering test sessions properly and securely: Review the Test Administrator Manual (TAM) and all relevant test security requirements before administering test sessions; attend any training session(s) led by the STC/Designee before test administration; understand and follow the protocols related to administering accessibility features and accommodations, if applicable. (TAM)</p>
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Duplication and copying: No secure test materials, test questions, or student responses/answer documents shall be reviewed, retained, reproduced, videoed, photographed, paraphrased, or discussed before, during, or after testing in any manner unless and until such materials are released via posting on the website by IDOE. (*Code of Ethical Practices and Procedures*)

General information: TAs must know which students testing are eligible to receive accommodations. Providing undocumented accommodations to students who should not receive them will result in a testing irregularity and will likely result in a test invalidation. TAs may edit a student's designated features, if necessary, within the TA Interface prior to providing approval for a student to begin testing. Designated features are available to any student. Providing a designated feature should not be considered a testing irregularity. (*Test Administration Manual*)

Security of test and materials: Before each test administration, materials must be distributed and stored according to the Indiana Assessments Policy Manual. Testing materials must be secured at all times during test administration, including all breaks in the testing sequence. All read-aloud scripts, assessment books (used and unused), answer documents, test tickets, scratch paper, glossary sheets (ILEARN paper-and-pencil only) and online test access codes must be counted, reconciled, and returned to a centrally-located, locked, and secured area immediately upon the completion of each daily testing session (Code of Ethical Practices and Procedures). All accommodated assessment books (regular print, large print, braille, and Spanish) must be treated as secure documents, and processes were in place to protect them from loss, theft, and reproduction of any kind. (*Policy Manual*)

Personnel knowledgeable: TAs are required by law to be familiar with the test accommodations approved for students with disabilities, ELs, and students with medical conditions covered by Section 504 of the Rehabilitation Act. The Test Coordinator is responsible for making sure TAs are aware of all test accommodations a student will need prior to a test session and for ensuring that TAs receive training to provide appropriate accommodations. Accommodations must be confirmed before a student begins testing. If a student is not provided a test accommodation or is provided an accommodation that is not listed in his or her IEP, Section 504 Plan, Service Plan, CSEP, or ILP, the school must submit a Testing Irregularity Report, notify the student's parent/guardian, and contact IDOE for guidance as to whether the test session(s) must be invalidated. (*Policy Manual*)

Qualifications: Assessments are to be administered only by personnel who hold an active license granted by IDOE. The license must be an instructional, administrative, or a school services license. Personnel with an emergency Indiana license (in one of these three areas) or a Transition to Teaching permit can also serve as Test Administrators (TAs). A Substitute permit is not acceptable. NOTE: TAs must complete a brief certification process annually to initiate assessments in Cambium Assessments, Inc.'s (CAI's) platform. Personnel not certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the licenses described in the TAs section above) may only serve as proctors, not as TAs. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance and presence of a TA. Proctors may, however, assist the TA before, during, and after the test administration. (*Policy Manual*)

Role of IEP: TAs must follow accommodations as outlined in a student's Individualized Education Plan (IEP), Individual Learning Plan (ILP), and/or plan developed pursuant to Section 504 of the Rehabilitation Act of 1973. TAs must provide appropriate accommodations as required by 511 IAC 5-2-4(b). (*Code of Ethical Practices and Procedures*)

Training requirements: Ensure staff members who will provide students with test accommodations receive focused training on providing such accommodations prior to the start of the state testing window for each assessment. (*Policy Manual*)

IA

Duplication and copying: Except when explicitly allowed as described in the *Accessibility and Accommodations Manual* or the *Directions for Administrations* manuals, electronic materials used during assessment may not be printed. (*Test Security Manual*)

Personnel knowledgeable: Iowa Administrative Code 282-25 (Iowa's Code of Ethics) requires certified educators to uphold the ethical practices for test administration and security. Iowa Administrative Code 282-25.3 (3) (e) states "Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests." (*Test Security Manual*)

Qualifications: Human Readers: The human reader should be an education professional who is familiar with the student, and who is typically responsible for providing this feature in the classroom. The human reader must be trained in accordance with test administration and security policies and procedures as articulated in the ISASP Test Administrator Manual. The human reader must have prior experience in providing read aloud support and must be familiar and comfortable with the process before providing this support to a student during test administration. (*Accessibility Manual*)

Scribes: The scribe should be an education professional who is familiar with the student, and who is typically responsible for providing this accommodation in the classroom. The scribe must be trained in accordance with test administration and security policies and procedures as articulated in the ISASP Test Administrator Manual, ISASP Accessibility and Accommodations Manual, and related documentation. The scribe must have prior experience in providing scribing or transcribing services and must be familiar and comfortable with the process before providing this accommodation to a student during operational test administration. (*Accessibility Manual*)

Sign language interpreters: A sign language interpreter in Iowa shall be licensed by examination or hold a temporary license, according to Iowa Administrative Code 281.41.34(3)d. The sign language interpreter should be a professional who is familiar with the student, and who is typically responsible for providing this accommodation/designated feature in the classroom. The sign language interpreter must be trained in accordance with test administration and security policies and procedures as articulated in the ISASP Test Administrator Manual, ISASP Accessibility and Accommodations Manual, and related documentation. The sign language interpreter must have prior experience in providing sign language interpreter services and must be familiar and comfortable with the process before providing this accommodation/designated feature to a student during operational test administration. (*Accessibility Manual*)

Role of IEP: Districts are responsible for ensuring that accommodations do not compromise test security, difficulty, reliability, or validity and are consistent with a student's IEP or 504 plan. All needed accommodations must be documented annually in the IEP or 504 plan prior to testing (Technical Manual, 3-4). Each district must include in their Test Security Policy a plan and procedures for monitoring these federally mandated assessments as well as other state assessments and district assessments. The plan should establish written procedures that address monitoring students during test sessions, monitoring social media sites, and monitoring practices of all staff to ensure compliance with the district test security policy. Additionally, the plan should include monitoring accessibility and IEP designated accommodations to ensure fair testing practices are implemented. (*Test Security Manual*)

Training requirements: Human readers and scribes must be trained in accordance with test administration and security policies and procedures as articulated in the ISASP Test Administrator Manual, ISASP. (*Accessibility Manual*)

Other – Reporting of inappropriate activities: The IDOE Assurances require that staff report any direct observation of inappropriate accommodation practices or accommodations not specified in a student's IEP, and that they report any direct observation of inappropriate proctoring by coaching or signaling students (e.g., hints, rephrasing questions, voice or facial inflection during tests read aloud), pointing out errors, or otherwise identifying correct answers during the exam. (*TAM*)

Other – Monitoring: Checklist for monitoring - Information about monitoring accommodations. (*Test Security Manual*)

<p>KS</p> <p>Duplication and copying: Test materials must never be copied, reproduced, or paraphrased. (<i>Test Examiner's Manual</i>) You are asked not to reproduce any test questions or other materials, directly or indirectly, and not to disclose the content of these materials. (<i>Confidentiality agreement in Technical Manual</i>)</p> <p>Security of test and materials: Store test materials (such as braille forms and DAC) in a secure, locked area before and between each test session(s) and after testing. (<i>Test Security Guidelines</i>)</p> <p>Qualifications: Parents and school volunteers may not administer a state assessment. (<i>Test Security Guidelines.</i>)</p> <p>Role of IEP: Students may have accommodations during testing. These accommodations must be done routinely and are typically part of an IEP or 504 student plan. (<i>Test Security ppt., slide 34</i>)</p> <p>Training requirements: Train building-level personnel before local testing begins; include training regarding test security procedures, ethics of testing, and reporting/documentation of accommodations. Building-level personnel includes any staff member who administers a state assessment, such as administrators, educators, and para-educators. (<i>Test Security Guidelines</i>) District Test Coordinator Responsibilities: Train district and building-level personnel before testing begins, including training regarding test security procedures, ethics of testing, and reporting and documentation of accommodations. (<i>Training ppt., slide 11</i>)</p> <p>Other – Documentation: Keep records of documentation for text-to-speech accommodations and any other accommodation that requires a deviation from the general administration of the assessment; documentation must be kept at the district and the building level. (<i>Test Security Guidelines</i>)</p> <p>Other – Establish procedures: Establish procedures for entering student accommodation information into the Personal Needs Profile (PNP) in Educator Portal. (<i>Test Security Guidelines</i>)</p>	<p>KY</p> <p>Security of test and materials: Organize accommodated kits and testing tickets and place them in a locked, secure location until distributed for testing. (<i>TAM</i>)</p> <p>Role of IEP: Accommodations provided on all state assessments are to be identified in a current Individual Education Program (IEP), 504 Plan or Program Service Plan (PSP). It is critical that all accommodations provided on the state assessment have been identified and discussed by all involved parties, and guidelines have been followed as set forth in the Inclusion of Special Populations in the State-Required Assessment and Accountability Programs (703 KAR 5:070) regulation. (<i>TAM</i>)</p> <p>Training requirements: Any individual providing accommodations for students in special populations must also be trained on the inclusion of special populations in the state required assessment and accountability programs (703 KAR 5:070). (<i>TAM</i>) Ensure that all test administrators, who will be providing accommodations to students, are properly trained in the use and guidelines for both paper and online accommodations. (<i>TAM</i>)</p>
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LA	<p>Security of test and materials: I will keep all secure materials in a locked, secure storage area before and after testing. (<i>Security and Confidentiality Agreement in Operational Test Coordinator Manual, Grade 7, ELA</i>)</p> <p>No one, except students or test administrators who are administering tests which require viewing of items as part of an approved accommodation, is permitted to view or read the test or test items before, during, or after administration. (<i>Test Coordinator Manual, Grade 7, ELA</i>)</p> <p>Changes to standard test procedures: Violation of Test Security: Examining any test item at any time (except for providing certain accommodations). (<i>Test security pts., slide 7</i>)</p> <p>Qualifications: The choice of a test administrator for students who receive accommodations should be made at the school level. All test administrators, scribes, and interpreters must be trained in test security, administration procedures, and accommodations. (<i>Test Coordinator Manual, Grade 7, ELA, p. 15</i>). For students who are hearing impaired, a test administrator and/or interpreter who is fluent in the signing or cueing modality routinely used by the student should be available to repeat or clarify directions and sign the tests if warranted by the student's IEP. (<i>Test Coordinator Manual, Grade 7, ELA, p. 17</i>). Procedures for assigning a different test administrator for a class than the teacher of record for that class, except for teachers testing students with accommodations and grades 3 through 8, to the extent possible. (<i>Test Security Checklist</i>)</p> <p>Training requirements: Required Training Sessions: The training should focus on test security policies and procedures, test administration procedures, documentation and provision of testing accommodations, and the importance of strictly following all directions in the manuals. (<i>Test Coordinator Manual, Grade 7, ELA</i>)</p> <p>Other – Documentation: I will provide a list of students approved for accommodations, with the accommodations they are to receive, to the appropriate test administrators. (<i>Security and Confidentiality Agreement in Operational Test Coordinator Manual, Grade 7, ELA</i>)</p>
ME	<p>Security of test materials: Secure assessment materials must be kept in a locked storage area that is only accessible to the SAC and designees. Materials should be locked before and after administration. Secure items include, but are not limited to assessment booklets, assessment tickets, answer documents, scratch paper, materials used to provide accommodations, and ancillary materials specific to particular assessments (e.g., Listening & Speaking CD for ACCESS for ELLs). (<i>Maine Assessment Security Handbook</i>)</p> <p>Changes to Standard Procedures: Some students may require a unique assessment environment as an approved accommodation. In such cases, the accommodation overrides the general assessment environment requirements. (<i>Maine Assessment Security Handbook</i>)</p> <p>Qualifications: Proctors may be assigned to assist Assessment Administrators in assessment administration. The Proctor is an adult other than the Assessment Administrator who assists with and monitors the administration of the assessment. This adult must be approved by the building Principal or school Assessment Coordinator and can be a teacher, teaching assistant, or special service provider. While not a requirement, the Maine DOE encourages all School Administrative Units (SAUs) to work toward having two adults in each room where an assessment is being administered. SAUs may use a "proctoring by proximity" model or someone circulating to support Assessment Administrators. (<i>Maine Assessment Security Handbook</i>)</p> <p>AA-AAAS: For MSAA, the Assessment Administrators must be teachers or paraprofessionals who work with students daily on academic instruction. (<i>Maine Assessment Security Handbook</i>)</p> <p>Role of IEP: Student must have required IEP and/or 504 plan determinations to receive supports and/or accommodations. (<i>Test Security Handbook</i>)</p> <p>Other – Test irregularities: For more complex irregularities, the State Assessment Coordinator will contact the DAC and possibly initiate an investigation of the irregularity to determine the most appropriate resolution (e.g., starting an assessment session without required accommodations; staff or student misconduct during administration). (<i>Maine Assessment Security Handbook</i>)</p> <p>Other – Adults in room: While not a requirement, the Maine DOE encourages all School Administrative Units (SAUs) to work toward having two adults in each room where an assessment is being administered. SAUs may use a "proctoring by proximity" model or someone circulating to support Assessment Administrators. (<i>Maine Assessment Security Handbook</i>)</p>

General information: State laws, regulations and policies specify practices to assure test security and the standardized and ethical administration of assessments. In Maryland, testing regulations and policies are contained within the Code of Maryland Regulations (COMAR) as well as this manual; the Test Administration Manual (TAM) and Test Coordinator's Manual (TCM) are other materials provided by the State for each testing program. Test Administrators, proctors, and all staff involved in test administration in any way are required to adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must: • Take appropriate security precautions before, during, and after the administration of the assessment; • Understand the procedures needed to administer the assessment prior to administration; • Administer standardized assessments according to prescribed procedures and conditions and notify appropriate personnel if nonstandard or delimiting conditions occur; • Avoid any conditions in the administration of the assessment that might invalidate the results; • Provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; • Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment. [National Council on Measurement in Education. (1995) Code of Professional Responsibilities in Educational Measurement. Washington DC: Author.] Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to State and local testing policies. All Maryland educators must be familiar with COMAR and receive training regarding test administration, accommodations, and security procedures. Staff should check with their Local Accountability Coordinator (LAC) for more detailed information regarding test security procedures. (*Maryland Assessment, Accessibility & Accommodations Policy Manual*)

Security of test and materials: Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become a particular concern when accessible test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, human reader, scribe). In order to ensure test security and confidentiality, test administrators must (1) provide proper training in both specific test administration procedures for each testing program as well as training in specific test security procedures for each test, (2) keep testing materials in a secure place to prevent unauthorized access, (3) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (4) return and account for all materials as instructed. (*Maryland Assessment, Accessibility & Accommodations Policy Manual*)

Personnel knowledgeable: As noted previously, all staff involved in any way with State testing are required to become familiar with and comply with the State regulation governing Test Administration and Data Reporting Policies and Procedures (COMAR 13.A303.04). In addition, all staff are required to comply with procedures for each testing program as outlined in the Test Administration Manual (TAM) and Test Coordinator's Manual (TCM) and any other ancillary materials produced by the State for each assessment. In addition, local district assessments require compliance with general State procedures as well as any district-specific procedures. Check with your LAC for more information. The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Education Research Association, and the National Council on Measurement in Education: IT IS A BREACH OF PROFESSIONAL ETHICS FOR SCHOOL PERSONNEL TO PROVIDE VERBAL OR NONVERBAL CLUES OR ANSWERS, TEACH ITEMS ON THE TEST, SHARE WRITING PROMPTS, COACH, HINT, OR IN ANY WAY INFLUENCE A STUDENT'S PERFORMANCE DURING THE TESTING SITUATION. A BREACH OF ETHICS MAY RESULT IN INVALIDATION OF TEST RESULTS AND LOCAL EDUCATION AGENCY (LEA) OR MSDE DISCIPLINARY ACTION. VIOLATION OF TEST SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE MARYLAND STATE BOARD OF EDUCATION AND/OR THE STATE SUPERINTENDENT OF SCHOOLS IN ACCORDANCE WITH COMAR 13.A.03.04 AND 13A.12.05. (*Maryland Assessment, Accessibility & Accommodations Policy Manual*)

MD

Role of IEP: In the event that a student was provided a test accommodation that was not listed in his or her IEP or 504 Plan, or if a student was not provided a test accommodation listed in his or her IEP or 504 Plan, the school must notify the LAC who in turn will complete the necessary documents. All or part of the student's score may be invalidated for Maryland's Accountability Program purposes.

Test Administrator Responsibilities: 6. Follow proper test security procedures for providing accessibility features or accommodations. • Ensure that students are ONLY provided accommodations or accessibility features that are listed specifically for use during MCAP testing in an approved IEP, 504 plan, EL plan, or documented reason for using an accessibility feature identified in advance. • Follow guidelines on proper administration of accommodations as prescribed in the Maryland Assessment, Accessibility, & Accommodations Policy Manual. (*TAMS and TCM*)

Training requirements: Test Administrator Responsibilities: 1. Receive training in administering test Sessions properly and securely. • Review the Test Administrator Manual (TAM) and all relevant test security requirements before administering test Sessions. • Attend any training session(s) led by the STC/Designee before test administration. • Understand and follow the protocols related to administering accessibility features and accommodations, if applicable. • Sign the Test Administration and Certification of Training Form and Non-Disclosure Agreement after training. (*TAM*)
STCs are responsible for training School Technology Coordinators, Test Administrators, Proctors, Accommodators, and all other staff with access to secure materials. Training attendance should be documented and kept on file for 6 years according to MSDE policy (refer to Appendix C). An effective training plan will familiarize all school staff with their individual responsibilities and MCAP Test Security policies listed under Section 2.0. The School Test Coordinator will: • Explain chain-of-custody requirements. • Distribute and/or provide links to the Test Administrator Manuals to Test Administrators. (*MCAP TCM*)

Other – Technology and accommodations assignment: Coordinators or their designee should be on hand to help address any technology issues. They should be mindful of test security procedures. Resources for troubleshooting the following common computer-based testing issues have been developed: • If a student has the wrong form assignment for accommodated testing • If a student exits TestNav (either unintentionally or intentionally). (*MCAP TCM*)

Other – Unique and emergency accommodations: Students may require additional accommodations that are not available in the Maryland Assessment, Accessibility, & Accommodations Policy Manual. MSDE will review requests for unique accommodations on an individual basis. Approval will be given ONLY if the requested accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements). An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the MCAP assessment window (e.g., a student breaks their arm and needs a scribe). An emergency accommodation should be given ONLY if the accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements). (*MCAP TCM*)

MA

General information: AA-AAAS: MCAS-Alt Administrative and Security Requirements:

Principals are responsible for ensuring that all educators administering the MCAS-Alt comply with the requirements and instructions contained in the 2022 Educator's Manual for MCAS-Alt. In addition, other administrators, educators, and staff within the school and district are responsible for complying with the same requirements. School staff members who violate the test security requirements are subject to the sanctions and penalties outlined in this section. The purpose of the MCAS-Alt security requirements is to protect the validity of the statewide results. (Educator's Manual for MCAS-Alt)

Training requirements: Provide additional training to test administrators administering accommodations. Test administrators who will be administering accommodations should receive training in the correct administration of their specific accommodations (also see training topics listed in Part III, section F). Since student test results can be invalidated due to test administrator errors (e.g., giving the Human Read Aloud accommodation when a student does not receive this accommodation), it is critical that test administrators understand the protocols for administering their students' accommodations.

(Tasks to Complete for Computer-Based Test Administration – PAM Part IV)

Train all school personnel authorized to have access to secure materials in test security requirements. Train test administrators, hall monitors, and technology staff, in test security requirements and the school's testing procedures. (Checklist of tasks to complete for test administrations related to accommodations - see topics in Part III, section F).

Other – Assign accommodations: 3, 4 Identify students who will be participating in each grade's tests. Also, assign accessibility features and accommodations. (Checklist of tasks to complete for test administrations related to accommodations - see topics in Part III, section F).

MI

Security of test and materials: Sound planning plays a key role in ensuring the security and validity of assessments. This includes proper handling of test materials and successful return of all materials. The importance of maintaining test security at all times must be stressed. Ethical practices ensure the validity of the assessment results and following are professional assessment security practices that all school personnel must follow. • All assessment materials must be kept in a locked storage area that is only accessible to the Building Assessment Coordinator and designates. This includes immediately before and after testing. Supervise materials closely. Secure materials include, but are not limited to, the following items » Test booklets » Listening scripts » Accommodated materials » Answer documents » Used and unused scratch paper/graph paper » MI-Access student picture cards » MI-Access P/STI scoring documents • Restrict access to the storage area to authorized personnel only and ensure the assessment materials remain secure at all times. • Determine and document which staff members are responsible for maintaining a chain of custody over assessment materials and limit access to those directly involved with each of the assessments. • Distribute and collect secure test materials to/from students individually. • Account for all assessment materials, including test tickets, before during, and after each test session. • Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test. • Refrain from examining or discussing actual test items or test responses with anyone. • Return answer, documents, test booklets, and other secure assessment materials within the designated timelines. • Contact the OEAA with test irregularities and breaches immediately. The loss of secure state assessment materials is a breach of assessment security and must immediately be investigated and reported. (*MDE Assessment Integrity Guide*)

Changes to standard test procedures: Coordinators and assessment administrators must work together and communicate to schedule logistics for certain circumstances, such as small groups, individual administration of the assessment, provision of headphones, etc. (*MDE Assessment Integrity Guide*)

Personnel knowledgeable: All individuals providing supports and accommodations to students need to know and understand the requirements of the state assessments, including the appropriate use of designated supports and accommodations. District Coordinators, Building Coordinators, and Test Administrators/Room Supervisors/Proctors should know which specific designated supports and accommodations must be provided to individual students, as well as how the supports and accommodations are administered. For example, staff administering a particular support or accommodation such as Read-Aloud or scribing/transcribing of student responses must know and adhere to specific guidelines pertaining to that support, to ensure that student scores are valid. (*MDE Assessment Integrity Guide*)

Role of IEP: Accommodations - available when need is documented in an Individualized Education Program (IEP) or section 504 plan it is the responsibility of the Building and District Test Coordinators to ensure that students receive the appropriate designated supports and accommodations for all assessments. (*MDE Assessment Integrity Guide*)

Training requirements: Staff providing supports and accommodations are required to be fully trained and must sign an Assessment Security Compliance Form. (*MDE Assessment Integrity Guide*)
The Michigan Department of Education (MDE) also provides the Assessment Security online course through Michigan Virtual (<http://bit.ly/MDEAssessmentSecurity>). This four-module training series is used to train building staff on the importance of test security by following the Assessment Integrity Guide. Upon completion of the four modules and demonstration of knowledge on a short test, participants will receive a Certificate of Completion, which must be retained on file with signed security compliance forms. After successful completion of this training, staff are required to participate in the refresher course in subsequent years. (*M-STEP TAM*)

AA-AAAS: *The AIG details how state level assessments should be securely administered. It also includes information on roles and responsibilities of testing staff, test preparation, administration irregularities, and security. District and Building Coordinators are required to read the AIG in its entirety. By following the guidelines in the AIG, schools ensure that: • student test results are valid and reliable • the testing context is equitable for all students • all practices are ethical. (Functional Independence Test Administration Manual Instructions for Distributing, Administering, and Returning MI-Access Assessments)*

Copying and duplication: Unethical Preparation and Administration - Copy, reproduce, retain, or use any portion of any secure test materials in any manner inconsistent with test security policies and procedures. (*Procedures Manual for Minnesota Statewide Assessments 2021-2022*)

Security of test and materials: All content in a test is, per statute, nonpublic data, and is therefore considered secure. This secure test content includes, but is not limited to, reading passages and titles; science scenarios, phenomena, and titles; all components of test items in online assessments, paper test books, scripts, and any other paper test materials; and student responses. (*Procedures Manual for Minnesota Statewide Assessments 2021-2022*)

Qualifications: Qualifications of Readers

- The reader should be a district staff member who is familiar with the student, and who is typically responsible for providing this type of accommodation in the classroom.
 - The reader must be familiar and comfortable with the process before providing this accommodation during test administration. (*2021-22 Guidelines for Administration of Accommodations*)
- Qualifications of Scribes
- The scribe should be a district staff member who is familiar with the student, and who is typically responsible for providing this type of accommodation in the classroom.
 - The scribe must have prior experience in providing scribing or transcribing services and must be familiar and comfortable with the process before providing this accommodation during test administration. (*2021-22 Guidelines for Administration of Accommodations*)

Qualifications of Interpreters

- Whenever possible, the interpreter should be familiar with the student and someone who is typically responsible for providing signed interpretation in the classroom.
- The interpreter must be familiar and comfortable with the process before providing either of these accommodations during test administration. (*2021-22 Guidelines for Administration of Accommodations*)

Role of IEP: IEP and 504 plan teams determine which accommodations, if any, are appropriate for students with disabilities. Accommodations are documented in the IEP or 504 plan and must be provided based on individual need, as long as they do not invalidate the assessment. It is recommended that teams also document any general supports that students will use, particularly if they are locally provided, such as a magnification device, audio amplification, plastic color overlay, etc. This ensures that the student has access to the general support during the assessment. (*Procedures Manual for Minnesota Statewide Assessments 2021-2022*)

AA-AAAS: Verify that the student's IEP indicates that the student will take the MTAS. (*MTAS Task Test Administration Manual Spring 2022*)

Training requirements: Readers and scribes must complete the MCA Test Monitor training course prior to test administration. (*2021-22 Guidelines for Administration of Accommodations*, p. 2, 5). Interpreters must complete the Test Security Training prior to test administration. If they are also the Test Monitor, the MCA Test Monitor training course must be completed. (*2021-22 Guidelines for Administration of Accommodations*)

Other – Reporting accommodations irregularities: The School Assessment Coordinator also is responsible for the reporting of misadministrations and special circumstances (e.g., student moving to next test segment before instructed to do so, use of calculator in non calculator segment, use of word processor or computer-assistive technology, etc.). (*MN Manual of Accommodations for Students with Disabilities in Instruction and Assessment*)

Duplication and copying: The contents of the test, including student responses, must not be reproduced or disclosed." (Test Admin Manual Science)
AA-AAAS: All parts of the [MAAP-A] test materials are considered secure documents. Secure test materials *MUST NOT* be enlarged on a copy machine." (TAM MAAP-A)

General information about accommodations security: When evaluating accommodations use consider "Are there policies in place to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after testing?" (TAM)

Security of test and materials used for accommodated tests: Two trained staff members must remain with secure test materials at all times. One of these staff members must be certified. (Test Admin Manual Science)

Accommodated materials will be packed in boxes by school and shipped to the District Test Coordinator. The DTC must store materials in a secure location until distributing them to schools. It is recommended that secure materials leave the district office no more than three school days before the start of testing that all accommodated materials are collected and returned to DRC. (Test Admin Manual Science Bio History)

AA-AAAS: The MAAP-A program requires rigorous test security in order to ensure that the results of the assessments are valid and reliable. All parts of the test materials are considered secure documents. Secure documents *MUST* be: kept in a locked and secure place when not being handled by the TA or Second Scorer; always in the possession of two trained (one holding a Mississippi Educator License) staff members; viewed only by persons who are part of the test administration process; accounted for before, during, and after the test administration window. All MAAP-A test materials, whether used or unused, and adapted stimulus materials must be returned to Questar after completion of testing with the sole exception of the TAM, which must be destroyed at the district level. Questar will conduct a thorough inventory of returned materials and report its findings to the MDE. (TAM MAAP-A)

AA-AAAS: ...teachers acting as Test Administrators have access to the secure testing materials one week prior to administering the assessment. (TCM MAAP-A)
AA-AAAS: The DTC *MUST* store materials in a secure location until distributing them to schools. It is recommended that the secure materials are distributed to schools at least seven school days prior to the start of testing. DTCs and STCs must store materials in a secure location at all times, except when they are being prepared/reviewed/used for administration by TAs. (TCM MAAP-A)

Changes to standard test procedures: All questions rely on the students' ability to comprehend and respond to items exactly as written or with allowable accommodations (IEP, 504 Plan, or LSP). The readaloud script must be read to students verbatim, unless the students' IEP, 504 Plan, or LSP accommodations allow the directions to be paraphrased. Any additional information or explanation must not be provided, as this will affect what the test is designed to measure. (Test Admin Manual Science)

Test tickets may be unlocked if a student has an IEP, 504 Plan, or EL accommodation plan with a multi-day accommodation. (Test Admin Manual Science Bio History)

Text-to-speech is an accommodation where a computer-voice screen reader reads text aloud to the student during the online test session. The technology requirements for students testing with TTS may differ from a standard administration. (Test Admin Manual Science Bio History)

Personnel knowledgeable: AA-AAAS: The STC [School Test Coordinator] schedules and manages the activities of TAs (special education teachers and other licensed school personnel) during the testing window, monitors the test administration, maintains the security of test materials, and assembles and returns test materials to the DTC. The STC should contact the DTC if the testing materials have not arrived at the school by the date given by MDE and Questar. (TAM MAAP-A)

Qualifications: There are situations where it is appropriate for the IEP/504 Committee to specify a teacher to serve as the student's test administrator. Care, however, should be given in selecting this accommodation. There are situations where it is impossible to provide this accommodation (e.g., when the decision for an individual administration by the student's special education teacher has been selected for five different students in the same teacher's classroom). (TAM)
 The reader must be familiar with the specific Read-Aloud accommodations for the students prior to administering the test. (TAM Algebra English)

Role of IEP: Test administrators should ensure that arrangements have been made for special accommodations for any student with an Individualized Education Program (IEP), 504 Plan, or LSP that specifies allowable testing accommodations. (Test Admin Manual Science, p. 20)
 "... be certain to document instructional and state assessment accommodation(s) in the IEP/504/LS Plan." (TAM)

Training requirements: The Test Administrator must carefully read through these directions prior to beginning the test administration and must participate in test security training in his/her district. The TAM must be used for training purposes and/or Test Administrator orientation prior to testing. (Test Admin Manual Science)

Duplication and copying: The tests **must not** be read, scored, reviewed, photocopied, duplicated, scanned, transported by students, photographed, texted, or made accessible to personnel not responsible for testing. (MAP TCM)
 The use of some tools/accommodations requires access to a printed copy of the listening script for ELA. The script will need to be downloaded and printed at the local level. (MAP TCM)

General information: Accommodations are “Changes in procedures or materials that increase equitable access to the MAP Grade-Level Assessments. Assessment accommodations allow students to access assessment content to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans.” (MAP TCM)
 Test Examiners should ensure they are aware of which tools/accommodations students have and how those tools/accommodations work. For example, Test Examiners should be aware of which sessions a dictionary or a calculator is allowed on. (MAP TCM)
 Districts and schools have the authority to make administrative determinations for any student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. (MAP Tools & Accommodations)

Security of test and materials: Physical test materials—test tickets and Large Print, Braille, and Paper/Pencil assessments—should be kept secure at all times when not being used. They should not be left out on desks, in a drawer, in a closet, etc. Follow the school procedure for checking test materials in and out. Anyone handling the physical materials should be aware of the check-in and check-out procedure. (MAP TCM)

Maintaining the security of all test materials is crucial to obtaining valid and reliable test results. Therefore, test materials including listening scripts must be kept in locked storage, except during actual test administration. (MAP TCM)

The INSIGHT student platform currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution such as the use of a scribe. If the use of Speech-To-Text software is required, the software must be used on a different device. Answers resulting from the use of the software must be treated securely and must be transcribed into the system. (MAP Tools & Accommodations)

AA-AAAS: *All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. If a TIP [Testlet Information Page] was printed, it must be securely destroyed. If the student requires blank lined or unlined paper, it may be provided to the student. However, once the student has written anything on it, the paper then becomes a secure assessment document. At the conclusion of the assessment session, the paper must be securely destroyed along with the TIP. (DLM TAM)*

Changes to standard test procedures: Accommodations are changes in procedures or materials that increase equitable access to the MAP Grade-Level Assessments. Assessment accommodations allow students to access assessment content to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. For special circumstances that require students to test on paper, a paper/pencil edition is a part of the test delivery system. (MAP TCM)

Qualifications: A human reader should be trained on the administration, security policies and procedures of the assessment, and have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student. Ideally, they are familiar with the student, and are typically responsible for providing this support during educational instruction and assessments. (MAP TCM)
 When using a translator, translation cannot be provided by any service that requires internet connection... The translator cannot be a friend or family member of the student. If the translator is not a district employee, a trained examiner from the district must act as proctor. (MAP TCM)

Training requirements: Test Examiners (TEs) should thoroughly read this manual and view trainings before administering the tests. (MAP TCM)
 A human reader should... Be trained on the administration, security policies and procedures of the assessment... Have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student. (MAP TCM)
 When using a translator, “The district must train the translator just as they would a test examiner.” (MAP TCM)

AA-AAAS: *Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, other educators such as the district and building assessment coordinators may be required to take the training. State policy determines which roles take the required training course, the courses that are offered, and the format of the courses. The training covers all three DLM subjects, test security, and information about Educator Portal. (DLM ACM)*

Duplication and copying: Testing personnel should not reproduce, discuss, or in any way release, share or distribute the test questions. (*MontCAS TSM*)

AA-AAAS: *No test materials should be photographed, printed, or reproduced in any way. (AMSA TAM)*

AA-AAAS: *Unless needed as an alternate response options accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained... No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. (AMSA TAM)*

AA-AAAS: *The AMSA is available as a fixed form with accompanying supplemental paper alternate response options as an approved accommodation only. Answer option cards and test visuals are provided as a PDF to be printed for this fixed form of the assessment. (AMSA TAM)*

General information: Test coordinators must ensure state assessments are administered with or without accommodations, based on individual student needs and consistent with all state and federal laws and regulations. (*TC TSA*)

Q: What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations? A: Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other's terminals, (b) students are not able to access any unauthorized programs or the internet while they are taking the assessment, and (c) students are not able to access any externally saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content. (*Accessibility Manual*)

Security of test and materials: Test administrators need to keep testing materials in a secure place to prevent unauthorized access. (*Accessibility Manual*)

Example of a test incident: Administrator left instructional related materials on the walls or desks in testing environment or administrator allowed inappropriate designated supports and/or accommodations during test window." Is considered a Level II Test Incident. (*MontCAS TSM*)

For mathematics and Interim Comprehensive Assessment (ICA) ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security. (*MCA Accommodations*)

If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (*MCA Accommodations*)

AA-AAAS: *DCs, SCs, TAs, and other staff must not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Students should be informed that they may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing... Printed materials from the alternate response options accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keypad by staff responsible for test administration... Printed test items/passages, including scratch paper, must be collected and inventoried and then immediately destroyed upon a student's completion of the test. (AMSA TAM)*

AA-AAAS: *Unauthorized staff or other adults must not be in the room during testing. Only students who are testing and the designated teacher administering the AMSA can view items. Students who are not being tested may not be in the room where a test is being administered and must not have access to secure testing materials including test items. (AMSA TAM)*

Changes to standard test procedures: Directions cannot be modified in any way, unless specified in the educational plan such as Individualized Education Programs (IEPs), English learner (EL) plan, or section 504 plan. (*MontCAS TSM*)

Personnel knowledgeable: Having an Assessment Team hierarchy not only forces a chain of custody, but also helps prevent one individual from being overwhelmed or responsible for all assessment matters. For example, persons most familiar with and experienced in student educational plans such as IEPs should be responsible for setting up individual student supports and accommodations on a case-by-case basis in the TIDE system. (*MontCAS TSM*)

Student's parents/guardians should be knowledgeable about the supports and accommodations planned for their child so they are aware of the conditions under which their child will participate in the assessment. (*MontCAS TSM*)

<p>Qualifications: Scribe: The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments. Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided. (<i>Accessibility Manual</i>)</p> <p>Test readers. The test reader should be an adult who is familiar with the student and who is typically responsible for providing this support during educational instruction and assessments. (<i>Accessibility Manual</i>)</p> <p>AA-AAAS: <i>In the Read Aloud accommodation, "Text is read aloud to the student by a trained and qualified human reader. All or portions of the content may be read aloud."</i> (AMSA TAM)</p> <p>Role of IEP: Allowable Accommodations: These are described in a student's IEP/504 Plan and should match those used during the administration of the state-wide assessments. Standard accommodations do not override standard administration of the MontCAS assessments or the need for independent work by the students. There is no standard accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice or any part of the assessment. (<i>TSI/AR & Principals; TSI/STC</i>)</p> <p>AA-AAAS: <i>Test coordinators must "ensure accommodations and supports for students with Individualized Education Programs (IEPs) are followed in strict accordance with the IEP Team's recommendation for state testing, including participation in the alternate assessment based on alternate academic achievement standards for students with significant cognitive disabilities."</i> (TC TSA)</p> <p>Training requirements: Test administrators should be trained in the accommodation and support guidelines for each test in order to prevent testing incidents related to the misadministration of accommodations. (<i>MontCAS TSM</i>)</p> <p>The Authorized Representative must designate the System Test Coordinator (or STC) and ensure all staff have been properly trained in standardized testing protocols: test administration, test security, student privacy, student eligibility and participation, and the appropriate use of accommodations prior to testing. (<i>AR TSA</i>)</p> <p>Scribes: Scribes should have extensive practice and training in accordance with Smarter Balanced and Montana Science Assessment administration as well as security policies and procedures as articulated in Montana Office of Public Instruction test administration manuals, guidelines, and related documentation. (<i>Accessibility Manual</i>)</p> <p>Test readers. Test readers must be trained on the administration of the assessment with Montana Office of Public Instruction policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication. Test readers must be trained in accordance with Montana Testing Portal administration, as well as security policies and procedures as articulated in Smarter Balanced and Montana Science Assessment test administration manuals, guidelines, and related documentation. (<i>Accessibility Manual</i>)</p> <p>Test coordinators must "ensure annual training includes meaningful participation for all students using a three-tiered approach to gauge student accessibility needs for participating in the state assessments (e.g., universal features, designated supports, and accommodations). (<i>TC TSA</i>)</p> <p>Authorized Representatives and School Principals must agree: "As the Authorized Representative/Principal, you are required to certify you have received training/information in test security including appropriate use of accommodations in order to facilitate monitoring of them." (<i>TSI/AR & Principals</i>)</p> <p>Authorized Representatives and School Principals must also agree: "As the Authorized Representative/Principal, you will certify that the training of educators in your school district included the following: . . . Test security, handling of materials, test administration, accommodations, and calculator use . . . Procedures for materials handling and test administration outlined in the assessment-specific Test Administrator Manuals, Accessibility and Accommodations Manuals, Online System User Guides, and the MontCAS Test Security Manual must be followed." (<i>TSI/AR & Principals</i>)</p> <p>The System Test Coordinator must certify online he/she has received and provided training in test security, handling of test materials, test administration, accommodations, and calculator use to the appropriate educators in the School System, such as Authorized Representatives/Principals, Building Coordinators, and Test Administrators and have communicated to the appropriate educators that it is their professional responsibility to maintain the security of the test and test materials. It is essential that professional educators complete training on test security and administration prior to testing in order to fulfill their professional obligations. (<i>TSI/STC</i>)</p> <p>The Test Administrator responsible for administering the required MontCAS assessments is responsible for ensuring he/she has completed training on test security, test administration and accommodations. (<i>TSI/TA</i>)</p> <p>AA-AAAS: <i>System (District) Test Coordinators (DC) are responsible for ensuring that the SCs, TEs, and TAs in their districts are appropriately trained regarding the state and Alternate Montana Science Assessment administration and security policies and procedures and reporting online test security incidents to the OPI via the secure centralized OPI.</i> (AMSA TAM)</p> <p>AA-AAAS: <i>Prior to administering a test, School Test Administrators (and any other individuals who will be administering the AMSA) should read this manual; the Montana Science Usability, Accessibility, and Accommodations Guidelines; and the Test Administrator User Guide, and view the associated training modules. The OPI expects all persons involved in handling test materials and test administration to complete the following: • Complete the MontCAS Test Security readings and tasks as described on the OPI Test Security webpage; Complete the role-specific Roles and Responsibilities for Test Security Information test security agreement per OPI published guidance; • Complete the assessment-specific MontCAS Accessibility and Accommodation Guideline readings and tasks as described on the OPI Montana Science Accessibility & Accommodations webpage; and • Complete the Test Administrator (TA) Certification Course • Complete the Test Security Agreement (TSA) located in TIDE under the General Resources dropdown menu in the upper right-hand."</i> (AMSA TAM)</p>

NE

Duplication and copying: Do not keep, copy, reproduce, or use any reading, mathematics, or science test, test item, any specific test content, or examine responses to an item or any section of a secured test in any manner inconsistent with the instructions provided by and through the Nebraska Department of Education. (Phase 1)

AA-AAAS: *Do not keep, copy, reproduce, or use any test content • All printed materials (i.e., Administration Manuals, Student Test Booklets, and online test tickets) must be destroyed locally by the end of the testing window. All digital copies of files must be deleted/removed by the end of the testing window. (ATA Training)*

AA-AAAS: *No accommodated versions of the NSCAS Alternate test are available. Districts may provide tests in large print or another format that supports the student's primary mode of communication • Districts must securely destroy any tests provided in these formats. (ATA Training)*

General information: Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. If non-embedded accessibility supports are used, assessment security can become an issue when other test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). (AAM)

Proctors are responsible for "Ensuring accommodations are assigned correctly and provided during testing, including headphones for students assigned Text-to-Speech (available for English-language tests only)." (Phase 1)

Security of test and materials: To ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content, and (3) return all materials as instructed. (Accessibility Manual)

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

Guidelines for Transcription: Any stored test content on the word processing device must be deleted after the transcription is completed. While awaiting transcription, the device with recorded answers must be stored in a secured, locked location. (AAM)

AA-AAAS: *Test content is to be viewed only by those individuals directly responsible for test administration... Do not discuss, disseminate, or otherwise reveal the contents of the test to anyone. (ATA Training)*

AA-AAAS: *All NSCAS Alternate Administration Manuals and Student Test Booklets contain secure test content and must not be downloaded electronically and stored locally. Printed NSCAS Alternate Administration Manuals, Student Test Booklets, and online Test Tickets must be stored securely until testing is finished... Do not send any materials to DRC. Districts are responsible for secure destruction of printed NSCAS Alternate materials. (ATA Training)*

Changes to standard test procedures: Scheduled extended time can be arranged in advance for students who typically require additional time to complete similar tests. When such accommodations are made, school personnel must ensure that students are monitored at all times to prevent sharing of information. (Phase 1)

Students being provided unapproved accommodations is an assessment irregularity and/or security breach. (TA Orientation)

NE

Personnel knowledgeable: EL teams, IEP teams, and educators for 504 plans make decisions about accommodations... Decision makers should provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan, applicable. Decision makers are responsible for entering information on linguistic supports and/or accommodations from the IEP or 504 plan. (AAM)

Qualifications: Para-educators under the supervision of a certified teacher may be used as Test Proctors. (*Test Administration Manual*)
Human reader: The human reader should be an education professional who is familiar with the student, and who is typically responsible for providing this feature in the classroom. • The human reader must be trained in accordance with test administration and security policies and procedures as articulated in the state's guidelines. • The human reader must have prior experience in providing read aloud support and must be familiar and comfortable with the process before providing this support to a student during test administration. (*Accessibility Manual*)
Scribe: The scribe should be an education professional who is familiar with the student, and who is typically responsible for providing this accommodation in the classroom. • The scribe must be trained in accordance with test administration and security policies and procedures as articulated in test administration manuals, accessibility and accommodations manuals, and related documentation. • The scribe must have prior experience in providing scribing or transcribing services and must be familiar and comfortable with the process before providing this accommodation to a student during operational test administration. (*Accessibility Manual*)
Translators: Translators should participate in all aspects of staff training related to test administration and protocols, test security, code of ethics, and planning for testing day. (*Accessibility Manual*)

Role of IEP: Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. (*Sample District Policy*, p. 3)
Accommodations provided to students must be specified in the student's IEP and used during instruction throughout the year. (*Phase 1*)

Training requirements: As outlined in the following Dos and Don'ts chart, translators should participate in all aspects of staff training related to test administration and protocols, test security, code of ethics, and planning for testing day. (AAM)

AA-AAAS: *Test Administrators and Proctors should study the NSCAS Alternate Administration Manual and become familiar with the test format prior to test administration.* (ATA Training)

Duplication and copying: Test material, whether online or paper/pencil, must not be copied or reproduced by any means without the prior written authorization of the test publisher and the NDE, nor is any individual permitted to review, analyze, discuss, or notate test content. (*Test Security Manual*)

General information: Test security procedures must be understood and adhered to by all district and school personnel involved in test administration or the handling of materials related to state assessments... Strict adherence to procedures protects the integrity of the State assessment program, and ensures consistency in test administration, security of test materials, and the validity of scores. (*Security Procedures*)

Security of test and materials: Test administrators need to keep testing materials in a secure place to prevent unauthorized access. (*Accessibility Manual*) Test administrators, proctors, school administrators, teachers, substitute teachers, aides, any other school personnel, or other individuals required to be present during test administration (e.g., medical caregivers) are not permitted to review test content... EXCEPTION: When a test administrator, proctor, or ASL interpreter is authorized to view test content in order to provide specific accommodations or designated supports (i.e., read aloud, signing, scribing); or as needed for administration of the Nevada Alternate Assessment or WIDA. A Confidentiality Agreement... must be signed prior to test administration and retained with the school's test security documentation for three consecutive school years." (*Security Procedures*)

When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements... Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content. Printed test items/stimuli, including embossed braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions. (*Accessibility Guidelines*)

For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security. (*Accessibility Guidelines*)

Changes to standard test procedures: Before testing, embedded testing accommodations and designated supports must be selected for the appropriate students in the online testing system prior to test administration. Non-embedded accommodation and designated support information must also be provided to test administrators. (*Security Procedures*)

Qualifications: A test reader or scribe should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments. (*Accessibility Manual*)

Role of IEP: If the student's IEP or 504 testing accommodations require the test administrator or ASL interpreter to read or sign test content, or transcribe responses, that individual must sign a Confidentiality Agreement prior to testing (*Test Security Manual*)
Test readers should be aware of and familiar with all additional supports and/or accommodations provided to a student in accordance with the student's Individualized Education Program (IEP) or 504 plan. This will ensure that there are plans in place for providing all needed designated supports and accommodations. (*Accessibility Manual*)

Training requirements: Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation. Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation. (*Accessibility Manual*)

NH	<p>Duplication and copying: Photocopying, hand copying or otherwise reproducing (e.g. taking a picture or screenshot) of ALL OR ANY PART of the test or student answers is strictly prohibited. (<i>Test Security Assurances</i>)</p> <p>Security of test and materials: All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. (<i>Policy and Procedures Manual</i>)</p> <p>Role of IEP: The NHDOE has identified digitally embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan. Team members and educators responsible for developing a student's IEP or 504 plans must make decisions regarding the accommodations to provide, and list these in the plan of each student. (<i>Policy and Procedures Manual</i>).</p>
NJ	<p>Duplication and copying: Reproduction or transmittal of test items, passages, or other secure items or materials is prohibited (DTC Training). Security is a district responsibility [N.J.A.C. 6A:8-4.1 (e)]. There should be absolutely no reproduction or transmittal by any means of test items, passages, or other secure items or materials. (<i>DTC Handbook</i>)</p> <p>Security of test and materials: Test Booklets must always be stored in a secure location when not in use, and should never be accessible to personnel not responsible for testing. Each school must have a designated secure location with locked and restricted access to store secure test materials. Test Coordinators and Test Administrators must use all provided Security Forms to document test booklet distribution and test booklet return (DTC Handbook). The following test materials are secure: Student testing tickets; Mathematics reference sheets written on by students (if locally printed); Scratch paper written on by students; Human reader scripts for mathematics (if applicable); Tactile graphics (if applicable). (<i>TAM – CBT</i>)</p> <p>After testing, your STC may ask TAs to assist with transcription of student responses or other after-testing activities for accessibility features and accommodations. Accommodated student responses (e.g., assistive technology or scribe) are secure and must be treated as secure test materials. (<i>TAM – CBT</i>)</p> <p>Changes to standard test procedures: With the support of the school administration, your STC has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. (<i>TAM – CBT</i>)</p> <p>Personnel knowledgeable: Test Administrators must be familiar with the student's Individualized Education Plan (IEP) or 504 plan, and should know in advance which accommodations are required by the student, and for which test (ELA and/or Mathematics/Science) the student is designated to receive a human signer. Test Administrators must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, braille, slate, stylus, etc., and if use of these tools impacts the translation of the test, the signer should be made aware of this. (<i>Accommodations Manual</i>)</p>

NJ

Qualifications: All DTCs and STCs must hold a valid New Jersey Teacher Certificate. Examples include, but are not limited to, the following: New Jersey Teacher Certification, New Jersey School Leader Certification, Educational Services Professional Certification, or Career and Technical Education Certification. A Test Administrator (TA) is an individual at the school who is responsible for administering the assessment to students. In general, the following individuals may serve as a TA: individuals employed by the district as teachers, district- and school-level administrators, other certified educational professionals, such as child study team members. (*TAM – CBT*)

A TA must hold one of the endorsements required for DTCs and STCs listed above. Paraprofessionals may only serve as TAs if they hold one of these endorsements. Long-term substitutes may only serve as TAs if they hold one of the endorsements listed above and have had contractual employment at the testing site for more than 20 consecutive school days prior to the start of the testing window and will have additional continual uninterrupted employment at the school during the prescribed testing window for NJSLA. A proctor is an individual who may be called on to help a TA monitor a test unit under the supervision of the TA. A TA must be in the room at all times during testing if a proctor is used. Student teachers may serve as Proctors who assist the TAs. Proctors do not need to hold any endorsement; however, they must be under the direct supervision of a TA or STC at all times and they may not provide testing accommodations or handle secure materials at any time. (*TAM – CBT*)

Individuals who provide the scribe accommodation to a student must: be trained by the school or district, as indicated in the NJSLA Test Administrator Manuals; sign a New Jersey Security Agreement Form; and be fluent in receptive and expressive American Sign Language (ASL), signed English, or other sign system, for students who are deaf or hard of hearing. (*Accommodations Manual*)

Role of IEP: Ensure that students are only provided accommodations that are listed specifically for use during NJSLA-ELA/Math testing in an approved IEP or a 504 plan, or an ELL plan for English language learners. (*TAM – CBT*)

Training requirements: Districts are strongly encouraged to hold a special training for accommodated testing (i.e., Scribes, Small Group Testing, One on One, English Learners or ELLs, etc.) (*DTC Training*).
TA Responsibilities: Receive training in administering test sessions properly and securely; Review the TAM and all relevant test security requirements before administering test units; Attend any training session(s) led by the STC or designee before test administration; Understand and follow the protocols related to administering accessibility features and accommodations, if applicable. (*TAM – CBT*)
Ensure that TAs who will administer accessibility features or accommodations that require TA interaction (e.g., human reader/human signer) have specific training so that they know what is allowed during the assessment. (*Test Coordinator Manual*)

Other – Student refusal to use an assigned accommodation: If a student refuses the accommodation(s) listed in their IEP, 504 plan, or ELL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration. The Student Accommodation Refusal Form in Appendix H of the AF&A Manual must be completed and placed in the student's file. Also, on the day of the student's refusal of an accommodation, a copy of the completed form must be sent home to the parent or guardian. The STC should work with TAs to determine who else should be informed of the student's refusal of the accommodation(s). In addition, the team involved in the student's IEP, 504 plan, or ELL plan, if used, may want to consider discussing this issue at the student's next meeting. (*Test Coordinator Manual*)

Other – Documentation of non-provision of accommodation: In the event that a student was provided a test accommodation that was NOT LISTED in their IEP, 504 plan, or was not documented for an ELL, or if a student was NOT PROVIDED a test accommodation listed in their IEP/504 plan/documentation for an ELL, the school test coordinator must immediately contact their district testing coordinator who will in turn notify the state assessment office of the incident. (*Accommodations Manual*)

Duplication and copying: Section 6.10.7.12D NMAC lists practices that are specifically prohibited during test administration:

- discussing, photocopying, or reproducing in any other fashion including paraphrasing, any portion of a standardized test or student responses;
- teaching from, possessing, or in any way disseminating a photocopy or other reproduced or paraphrased standardized test or portion of a standardized test. (*DTC Manual*)

Security of test and materials: All secure materials for both CBT and PBT must be stored in a locked location. TAs should sign out secure materials prior to an assessment session and should check in the materials as soon as possible after the conclusion of a session. Secure materials should not leave school campus without prior approval and documentation. (*DTC Manual*)

Personnel knowledgeable: It is vital that DTCs, STCs, and TAs are aware of which students have been assigned accommodations, and plan ahead to make sure those accommodations are in place before the test. (*DTC Manual*)

Qualifications: DTCs must hold one of the following valid PED licenses from the State of New Mexico: school instructor, administrator, school counselor; or student success advisor. (*DTC Manual*)
 STCs must hold one of the following valid PED licenses from the State of New Mexico: school instructor, administrator, school counselor, student success advisor; instructional support providers (e.g., educational diagnostician, psychologist, social worker). (*DTC Manual*)
 TAs must hold one of the following valid PED licenses from the State of New Mexico: school instructor, administrator, school counselor, student success advisor, instructional support providers (e.g., educational diagnostician, psychologist, social worker). Only long-term substitutes who hold one of the above PED licenses may serve as TAs. Short-term substitutes, educational assistants (EAs), school nurses, and coaches may not serve as TAs unless they also hold one of the valid licenses listed above. (*DTC Manual*)
 Proctors assist TAs but may not act as a TA. Proctors are generally Educational Assistants (EAs) but can be anyone who does not hold one of the approved PED licenses. No proctor should assist with a group that has a child who is a close relative (child, grandchild, niece/nephew, etc.). (*DTC Manual*)

Role of IEP: Accommodations are available only to students with an IEP or 504 Plan or for ELs, if assigned by a school-based SAT team. Accommodations are changes in procedures or materials that ensure equitable access to instruction and assessment content. Examples: Braille, text to speech (on a language arts assessment), extended time (on timed tests). An assessment administered with appropriate accommodations assigned in accordance with a student's legal plan generates valid test results for the student. If testing accommodations are applied incorrectly the result can be an invalidation of student test results. Invalidation can result from an accommodation being assigned to a student without a legal plan, or from an accommodation in a student's IEP not being assigned when an assessment is administered. DTCs must submit a testing irregularity report (see Section 4) any time an assessment is administered without accommodations that are in a student's legal plan, an accommodation is mistakenly given to a student without a legal plan, or an assessment is administered with a modification. (*DTC Manual*)

Administering an assessment with an accommodation that is not in a student's legal plan is a testing irregularity. Administering an assessment without an accommodation that is in a student's IEP is also a testing irregularity. (*Assessment Accommodations and Accessibility Manual*)

Training requirements: All school principals should attend the trainings held by the DTC or designated STC. The principal must verify that all test security, staff training, and accommodation requirements have been met each semester. (*DTC Manual*)

NY

Duplication and copying: In order to administer certain testing accommodations, a change in test format may be necessary. In most cases, changes in the format of tests may be made by the school. For example, a revised test format is often needed if using text-to-speech software with paper-based tests, as the test will have to be scanned into a digital format in order to be used with such software. For State assessments, any reproduction and/or reformatting of a test booklet, which ordinarily is prohibited, requires the advance written permission of the Office of State Assessment. (*Testing Accommodations for Students with Disabilities*)

Changes to standard test procedures: Some students with disabilities whose schools have chosen CBT for their grade level may benefit from using online testing accommodations that change the way the test is displayed to enhance its accessibility for those students. Students with learning needs as documented in an IEP or 504 Plan may require CBT accommodation. (*School Administrator's Manual*)
Some students with disabilities may use certain recording/playback devices only if this accommodation is specifically required as a provision of the student's IEP or 504 Plan. In addition, a student may be allowed to retain an otherwise prohibited device in their possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing. (*School Administrator's Manual*)

In order to administer certain testing accommodations, a change in test format may be necessary. In most cases, changes in the format of tests may be made by the school. For example, a revised test format is often needed if using text-to-speech software with paper-based tests, as the test will have to be scanned into a digital format in order to be used with such software. For State assessments, any reproduction and/or reformatting of a test booklet, which ordinarily is prohibited, requires the advance written permission of the Office of State Assessment. (*Testing Accommodations for Students with Disabilities*)

Personnel knowledgeable: It is the principal's responsibility to ensure that students receive their testing accommodations and that those staff who will be providing them are appropriately trained. Teachers are advised to become familiar with the accommodations specific to the particular test being administered. (*School Administrator's Manual*)

Qualifications: Scribes may be teachers, teacher aides, teacher assistants, or other school personnel who are appropriately prepared to provide this accommodation. (*Testing Accommodations for Students with Disabilities*)

Role of IEP: Ensure that students with disabilities are provided allowable testing accommodations as indicated on a student's Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan). (*School Administrator's Manual*)

Training requirements: Ensure that teachers, aides, and assistants receive training to ensure the correct implementation of testing accommodations. (*School Administrator's Manual*)

All those responsible for developing and implementing the student's IEP/504 plan should participate in staff development activities. These include members of the CSE/Section 504 Committee, teachers, administrators, teaching assistants, and teacher aides. Professional development and training topics related to testing accommodations should include: purpose of testing accommodations, eligibility, documentation, types of testing accommodations, criteria for making decisions. aligning testing accommodations with instructional accommodations, implementation of testing accommodations, purpose of State assessments, State policy and guidelines, discussing testing accommodations with students, instructing students on the use of certain testing accommodations. (*Testing Accommodations for Students with Disabilities*)

Duplication and copying: Copying, reproducing, or paraphrasing test materials represents a breach of test security and is a violation of federal copyright laws, 16 N.C. Admin. Code 06D .0311, SBE policy, and the Testing Code of Ethics. (*Test Coordinator's Handbook*)

General information: To ensure standardized testing procedures for students with disabilities who require test accommodations, administrative procedures must be developed and implemented to ensure individual student needs are met, and at the same time, to maintain sufficient uniformity of the test administration to maintain test validity and to fulfill the requirements of testing for accountability. State tests are not designed to provide comprehensive diagnostic information at the individual student level. Among the accommodations students with disabilities may need are (a) special print versions, (b) assistive technology devices or special test arrangements, and/or (c) a special test environment. A student may require the combined use of any number of these accommodations to obtain access to a given test. Accommodations designated for the tests should be consistent with accommodations used routinely during classroom instruction and similar classroom assessments. It is vital for students with disabilities to receive accommodations on state-mandated tests that allow them to demonstrate their true abilities; however, students must not receive unnecessary, inappropriate, or unfamiliar accommodations. (*Testing Students with Disabilities*)

Security of test and materials: Except for students being tested, test books and online test questions are not to be read or reviewed by anyone, at any time. An exception to this rule would be when students with documented special needs require an accommodation, such as Test Read Aloud (in English), or when there is express permission from the North Carolina Department of Public Instruction (NCDPI). School personnel and proctors must neither disclose the contents of secure tests nor discuss with each other or with students any specific test questions or information contained within the tests or write about them on the internet or social media sites. (*Proctor's Guide*)

Regarding Braille, large print, one item per page, and braille writer: The test administrator must purge any electronic files associated with the test administration immediately following the completion of the transcription process. The public school unit must follow the procedures in the North Carolina Test Coordinators' Policies and Procedures Handbook regarding (1) storing or returning braille editions of state tests, (2) storing or returning original student responses recorded in a manner other than the regular answer sheet (e.g., braille writer/braille paper), and (3) storing and returning original scribe recordings of student responses if not recorded directly in a test book (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session). Storing and returning procedures may vary based on the test. (*Testing Students with Disabilities*)

Regarding AT devices: The test administrator must follow the regular procedures for processing test materials unless the AT Devices accommodation is used in conjunction with another accommodation that requires special storage and processing. (*Testing Students with Disabilities*)

Regarding abacus: Unless the Cranmer Abacus accommodation has been used in conjunction with another accommodation that requires special handling, the test administrator must follow the regular procedures for processing test materials. (*Testing Students with Disabilities*)

Regarding scribe: The transcriber must purge any electronic files that include test materials immediately following the completion of the transcription process. The public school unit must follow the procedures in the North Carolina Test Coordinators' Policies and Procedures Handbook regarding storing and returning original scribe recordings of student responses if not recorded directly in a test book or entered directly on a computer for online test administrations (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session). Procedures may vary based on the test. (*Testing Students with Disabilities*)

Upon completion of test administrations with approved accommodations, test administrators must return all test materials for accommodations (e.g., original student responses recorded in a manner other than the regular answer sheet, special print versions, and original scribe recordings of student responses if not recorded directly in a test book) to the school test coordinator. (*Test Coordinator's Handbook*)

Since the interpreter or transliterator must be familiar with the concepts of the test questions, the interpreter or transliterator can review the test up to two days before testing. The review must occur under secure conditions in a group setting (i.e., three or more designated school personnel). If necessary, the interpreter or transliterator may make notes regarding the signs to use during the test administration in the test book that will be used during the test administration. The school test coordinator must ensure the interpreter or transliterator is given the same test book to refer to during the test administration. During the review, no notes may be made on separate paper, and no test book or other test materials may be removed from the secure location. The interpreter or transliterator must not disclose the content or specific questions of the test. Test security must be maintained at all times during the review and administration of the test. (*Testing Students with Disabilities*)

Changes to standard test procedures: In addition to making decisions about how a student with disabilities will participate in the testing program, consideration must be given to the student's testing mode. All North Carolina assessments are available in either an online (with the exception of NCEXTEND1 at grade 11) or a paper mode. Some assessments are required online administrations. However, for those required online, students with disabilities can receive either a paper or an online format of the assessment if there is documentation for the need in the student's current IEP or Section 504 Plan. IEP teams and Section 504 committees determine whether a student's disabling condition prevents the student from being able to access instructional materials in one of these formats. It is an IEP team or Section 504 committee decision whether a student requires a specific mode for accessibility. The mode of testing should mirror the delivery of daily classroom instruction and assessment. If a student requires a specific mode of testing, the team should include data and document the rationale for the decision in the IEP or Section 504 Plan. Before selecting paper tests, IEP teams and Section 504 committees should first consider the accessibility features and accommodations that are available to the student for online testing. Students should have the opportunity to practice interacting with the tools and features in the online testing system. It is important that students have used the online tutorials and released tests to become familiar with selecting answers, using the online tools, moving through the test, and submitting the test. If a student with a documented disability is unable to access the online tests after the accessibility features and accommodations have been considered and opportunities for practice interacting with the online testing system have been provided, the paper mode is an option that should be discussed and provided if documented in the current IEP or Section 504 Plan. (*Testing Students with Disabilities*)

Personnel knowledgeable: The public school unit test coordinator, exceptional children director or coordinator, and Section 504 coordinator are to work collaboratively to provide information to school-based staff regarding policies and procedures for testing students with disabilities. (*Testing Students with Disabilities*) All teachers, IEP teams, and Section 504 committees, including parent(s), guardian(s), and students age eighteen or older must be informed about (a) the state testing requirements at each grade level (including the National Assessment of Educational Progress [NAEP], if applicable); (b) the guidelines governing the provision and use of testing accommodations; and (c) *the guidelines governing the administration and use of the North Carolina alternate assessments* [italics added]. (*Testing Students with Disabilities*)

Qualifications: Only current or retired professional educators as defined in G.S. §115C-270.1.2 (an administrator, teacher, or student services personnel) or teachers who (1) are employed by local education agencies (LEAs); and (2) have training in the Annual Testing Program as required in Rule .0308 of this Section shall administer secure tests. (*Test Coordinator's Handbook*) Proctors are responsible adult community members (i.e., age 18 or older and not enrolled as a student in the K–12 public school system), school staff, or school system staff. Proctors should not be assigned to proctor in rooms where their relatives or wards are to be tested. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under the proctor's guardianship. Additionally, proctors should not be assigned to proctor with test administrators who are family members or close acquaintances. (*Proctor's Guide*)

Role of IEP: For any state-mandated test, accommodations must (1) be documented in the student's current IEP or Section 504 Plan, and (2) the documentation must reflect their routine use during instruction and similar classroom assessments that measure the same construct. If a student has not been provided the accommodations documented on the IEP or Section 504 Plan during instruction, they are still required to receive the accommodations specified in the current IEP or Section 504 Plan for the state-mandated tests. However, the use of testing accommodations that were not routinely used during instruction or similar classroom assessments may constitute a misadministration and result in an invalid test score. Moreover, student performance could be adversely affected because the student did not become familiar with the accommodations before testing. In such cases, a local investigation must be conducted to determine if the student was adversely affected by the provision of the testing accommodations and if a misadministration should be declared. It is not appropriate to recommend the provision of accommodations during test administrations if the purpose is to potentially enhance student performance rather than provide equal access and opportunity to perform. Provision of accommodations for North Carolina tests that are not specified in this publication may invalidate the results of a given test. Accommodations that alter the construct of the test, interfere with the measurement of the construct, or provide inappropriate assistance to the student within the context of the test, invalidate the results of the test. (*Testing Students with Disabilities*)

Training requirements: Early in the school year, school personnel must receive training on how to use accommodations during instruction. Before testing, training sessions on testing students with disabilities must be conducted by the public school unit for test administrators, proctors (if utilized); exceptional children teachers; and any other appropriate school personnel who serve students with disabilities on IEP teams and Section 504 committees or who are otherwise involved in administering a state test, providing accommodations during the administration of a state test, or administering or assisting with the administration of an alternate assessment. (*Testing Students with Disabilities*)

Training on testing students with disabilities includes: (1) review of the standard procedures for administering the test(s); (2) information located in the Testing Students with Disabilities document (this publication) and the Testing Code of Ethics, which includes information about maintaining test security and the sanctions for violations; (3) information about ordering test materials (The superintendent or the superintendent's designee, usually the public school unit test coordinator, is responsible for ensuring secure test materials are properly ordered. Special print versions [e.g., braille, large print, one test item per page editions, and large print/one test item per page editions] must be entered into the public school unit-approved accommodations management system [i.e., Every Child Accountability and Tracking System (ECATS), PowerSchool, or a public school unit-approved, third-party application] for ordering purposes. Testing accommodations information must be accurate within the accommodations management systems in order to ensure adequate production, quality control, and delivery time of the special print versions.); and (4) information about testing accommodations. (*Testing Students with Disabilities*)

To ensure valid test results, training before the administration of each state test must include review of accommodation(s) that have been approved for the student to use with specific tests and the appropriate use of and procedure for the provision of the approved accommodation(s).

- A student may require accommodations for only one test (e.g., reading), or a student may have approval for accommodations for several tests (e.g., reading, mathematics, and science). In addition, a student may have approval for more than one accommodation per test because of his or her individual needs.
- The test administrator must complete the accommodations provided in the Accommodations tab in NC Test for online tests or code all applicable bubbles on the student answer sheet for paper tests to identify the specific accommodation(s) provided during the test administration. Accommodation documentation must be accurate. This information is used for state and federal reporting purposes and for making determinations about the validity of test scores.
- Unless the provision or use of the testing accommodation requires special handling, the test administrator must follow standard procedures for processing test materials.

- Procedures for storing or returning paper test materials used with accommodations (e.g., Braille Editions or test books used for the Student Marks Answers in Test Book accommodation) can be found in the North Carolina Test Coordinators' Policies and Procedures Handbook. (*Testing Students with Disabilities*)

After receiving test administration training from the NCDPI, "LEA test coordinators shall in turn conduct training in the Annual Testing Program for any school test coordinators" (16 N.C. Admin. Code 06D .0308 [c]). The district test coordinator will train local personnel who are responsible for test administration procedures. This training shall include procedures for test administrations that require accommodations and shall emphasize the need to follow the directions outlined by the test publisher. (*Test Coordinator's Handbook*)

AA-AAAS: *Although training on the alternate assessment for students with disabilities is the responsibility of the public school unit test coordinator, it should be conducted in collaboration with the exceptional children director or coordinator. The collaboration is necessary because public school unit test coordinators may have minimal experience working with alternate academic achievement standards and students with disabilities. Communication and cooperation among public school unit staff is vital to ensure test administrators and related personnel involved in the administration of the alternate assessment receive appropriate training, staff development, and support. (Testing Students with Disabilities)*

ND	<p>Duplication and copying: It is unethical and shall be viewed as a violation of test security for any person to capture images of any part of the test via any electronic device or duplicate in any way any part of the test. <i>(TAM)</i></p> <p>Security of test and materials: All Braille test booklets should be treated as secure documents, and processes should be in place to protect them from loss, theft, and reproduction of any kind. Braille test booklets should be returned via mail to CAI at the address below and notification of the return provided to NDDPI. <i>(TAM)</i></p> <p>Personnel knowledgeable: Prior to the day of a test, teachers should ensure that test administrators and proctors know what accessibility supports each learner will be using and how to administer them properly. For example, test administrators and proctors should know whether a learner needs to test in a separate location, so plans can be made accordingly. Staff administering accessibility supports, such as reading aloud to a learner or scribing learner responses, must adhere to specific guidelines so that learner scores are valid. <i>(North Dakota Accessibility Manual)</i></p> <p>Qualifications: Test Readers:</p> <ul style="list-style-type: none"> • The human reader should be an education professional who is familiar with the learner, and who is typically responsible for providing this feature in the classroom. • The human reader must be trained in accordance with test administration and security policies and procedures. • The human reader must have prior experience in providing read aloud support and must be familiar and comfortable with the process before providing this support to a learner during test administration. <i>(North Dakota Accessibility Manual)</i> <p>Scribes:</p> <ul style="list-style-type: none"> • The scribe should be an education professional who is familiar with the learner, and who is typically responsible for providing this accommodation in the classroom. • The scribe must be trained in accordance with test administration and security policies and procedures as articulated in test administration manuals, accessibility and/or accommodations manuals. • The scribe must have prior experience in providing scribing or transcribing services and must be familiar and comfortable with the process before providing this accommodation to a learner during operational test administration. <i>(North Dakota Accessibility Manual)</i> <p>Role of IEP: IEP, 504, or ILP teams make decisions about accommodations. For ELs with disabilities, for example, these teams should include an expert in the area of English language acquisition. These decision makers provide evidence of the need for accommodations and ensure that they are noted on the IEP, 504 plan, or ILP. Decision makers are responsible for entering information on accessibility features and accommodations from the IEP, 504 plan, or ILP. <i>(North Dakota Accessibility Manual)</i></p>
OH	<p>Duplication and copying: AA-AAAS: Copying, reproducing, using or otherwise disclosing any portion of secure test materials in any manner inconsistent with test security regulations and procedures. <i>(Alternate Assessment for Students with the Most Significant Cognitive Disabilities, Test Administration Manual, Spring 2022)</i></p> <p>Changes to standard test procedures: Providing a student with modifications during Ohio's State Tests may constitute a test irregularity and will result in an invalid score (the score will not be counted) and/or an investigation by the state into the school's or district's testing practices. Moreover, providing modifications to students during statewide tests may have the unintended consequence of reducing their opportunities to learn critical content and may result in adverse effects on the students throughout their educational careers. <i>(Ohio's Accessibility Manual, Sixth Edition)</i></p>

OK	<p>Duplication and copying: Tests may not be photocopied, enlarged, altered, or duplicated. (<i>OSTP Accommodations for Students with an IEP or Section 504 Plan</i>)</p> <p>General information: Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). (<i>Oklahoma Accommodations Guide</i>)</p> <p>Security of test and materials: In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed. (<i>Oklahoma Accommodations Guide</i>)</p> <p>Changes to standard test procedures: All accommodations require adherence to test security protocols, including the presence of both a Test Administrator and a Test Proctor during periods requiring access to secure testing materials (e.g., human read aloud). Accommodations may not: 1) Alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option; 2) Provide verbal or other clues or suggestions that hint at or give away the correct response to the student; 3) Contradict test administration requirements or result in the violation of test security; for example, • Test questions may not be modified, reordered, or reformatted in any way for any student; • Tests may not be photocopied, enlarged, altered, or duplicated; • English-language dictionaries are not allowed for any student on any test. (<i>OSTP Accommodations for Students with an IEP or Section 504 Plan</i>)</p> <p>Role of IEP: All accommodations require adherence to test security protocols, including the presence of both a Test Administrator and a Test Proctor during periods requiring access to secure testing materials (e.g., human read aloud). IEP/504 teams determine annually which accommodations will be needed and update the IEP/504 Plan accordingly. If the IEP/504 team believes that an OSTP accommodation listed in the student's IEP/504 Plan should be removed because it is no longer necessary or appropriate for the student, the team must amend the IEP/504 Plan accordingly prior to testing. (<i>OSTP Accommodations for Students with an IEP or Section 504 Plan</i>)</p>
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OR

General information: Students must only have access to and use of those accessibility supports identified in the Oregon Accessibility Manual that are permitted for each specific test (or portion of a test). (*Summative Test Administration Manual, 2021-22 School Year*)
Examples of Reported Adult-Initiated Test Improperities: Providing a student with access to supports not identified in the Oregon Accessibility Manual or providing an approved support in a manner that is inconsistent with the Oregon Accessibility Manual. (*Summative Test Administration Manual, 2021-22 School Year*)
TAs should review the Oregon Accessibility Manual to understand what is allowable in case a student requests an alteration in how a test is being administered. In cases where a student's IEP indicates that a designated support or accommodation should be used, review the student's IEP as well as the Oregon Accessibility Manual. (*Summative Test Administration Manual, 2021-22 School Year*)

Security of test and materials: Destroy test materials securely including printed test items/passages, including embossed Braille printouts, and scratch paper – they are to be collected, inventoried, and then immediately shredded. (*Summative Test Administration Manual, 2021-22 School Year, Section 2.0 – Test Security*)
Notes from PT can be securely retained – TAs must direct students to write their names (or some appropriate identifying information) on their notes, collect and inventory the notes at the end of each test session, store securely in between test sessions. Materials retained between test sessions must be securely destroyed immediately upon the student's completion of the test. (*Summative Test Administration Manual, 2021-22 School Year*)

Qualifications: Signed Test Interpreter Qualifications... Meet OAR 581-015-2035 minimum standard... Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual... Sign an Assurance of Test Security form for the current school year.... (*Summative Test Administration Manual, 2021-22 School Year, pp. 75-76*)
A Qualified Trainer (QT) is a teacher or appropriately selected educator who has been trained to administer the ORExt to a student and score their responses as well as train others to become Qualified Assessors (QA). Appropriately selected educators are defined by the state and are essentially those who are certified and/or licensed. A Qualified Assessor (QA) is a teacher or other appropriately selected educator who has been trained to administer the ORExt to a student and to score their responses and demonstrated proficiency by passing the required proficiency assessments on the or.k12test.com website. Qualified Assessors become qualified by (a) receiving training from a current Qualified Trainer (QT) AND (b) passing a proficiency exam of their knowledge and skills related to the ORExt. Appropriately selected educators are defined by the state and are essentially those who are certified and/or licensed. (*Oregon Extended Assessment Administration Manual*)

Role of IEP: Examples of Reported Adult-Initiated Test Improperities: ... Giving the student the wrong test, including administering an assessment in a manner that is inconsistent with a student's Individualized Education Program (IEP), giving the wrong test format, or testing a student at the wrong grade level. (*Summative Test Administration Manual, 2021-22 School Year*)
TAs should review the Oregon Accessibility Manual to understand what is allowable in case a student requests an alteration in how a test is being administered. In cases where a student's IEP indicates that a designated support or accommodation should be used, review the student's IEP as well as the Oregon Accessibility Manual. (*Summative Test Administration Manual, 2021-22 School Year*)

Training requirements: Completion of Training Module 3: Accessibility Supports. In addition to Test Administration and Security Training, any individual administering Smarter Balanced or OAKS Online through the Braille interface is required to participate in the Braille Interface Training. The Braille Interface Training prepares Teachers of the Visually Impaired to set up and administer Smarter Balanced and OAKS Online using the Braille interface and supporting Braille technologies. (*Assessment Training Materials webpage*)

PA	<p>Security of test materials: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, enlarged print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). To ensure test security and confidentiality, test administrators must keep testing materials in a secure place during testing sessions to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, securely destroy all student original work (including scratch paper); and return all materials as instructed. (<i>Accessibility Manual</i>)</p> <p>Educational sign language interpreters may review test materials up to three days prior to test administration. Test materials must be reviewed in a secure location supervised by the principal or test coordinator. Materials may not be removed from the secure location. (<i>Test Administration Manual</i>) Interpreters/translators may only access the test in a secure setting; the assessment may not leave the building (any notes necessary for administering the test must not leave the building. (<i>Accessibility Manual</i>))</p> <p>Qualifications: If an interpreter familiar with the student receives a copy of the test to use for preparation, special precautions may need to be taken to ensure the security of the test is not compromised. Some states require the interpreter live in another locale to ensure test security. However, this presents a new challenge as the interpreter is unlikely to be familiar with the signs used locally. (<i>Accessibility Manual</i>)</p> <p>Training requirements: Before test administration district assessment coordinator (DAC) must ensure that school assessment coordinators are trained in the <i>Accommodations Guidelines</i>. SACs before test administration must Know the required accommodations and those allowable accommodations for each student with an IEP or 504 Service Plan and/or for each English Learner being assessed and communicate this to the appropriate personnel. Before test administration, test administrator (TA)/proctors must Know and prepare to appropriately implement the required accommodations for each student with an IEP or 504 Service Plan and for each English Learner being assessed in your room. During test administration the TA/proctor must appropriately implement required accommodations. (<i>Test Security Handbook</i>)</p>
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RI

Duplication and copying: Accommodations may not require paper-based tests be photocopied, photographed, scanned, altered, or duplicated in any way; or, require screen shots of computer-based tests be taken. (*Accessibility Manual*)
Do not duplicate any secure test content, including but not limited to audiotaping, videotaping, photographing, typing, or copying by hand. The only exceptions are for test administrators who must transcribe student responses into answer booklets for students with disabilities receiving certain accommodations or for students who did some or all of their work in damaged, defective, or void booklets. (*Test Security Guidelines*)

General information: Follow guidelines on proper provision of RICAS accommodations as prescribed in the Accommodations and Accessibility Features Manual. (*Test Security Guidelines*)
Accommodations may not contradict test administration requirements or result in a violation of test security; e.g., modify, reorder, or reformat test questions in any way (see translation accommodations for information on when, and for which tests, translations are acceptable. (*Accessibility Manual*))

Security of test and materials: Keep any test materials stored in a secure place accessible only by the school's test coordinator. Distribute testing materials as close to the actual testing time as possible. Use a sign-out and sign-in sheet for any staff receiving and returning test materials. This sheet should show date and time. (*Test Coordinators Handbook*)

Qualifications: Test Reader: The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments. Test readers must meet qualifications for test administrators found in the RISAP Test Coordinator Manual. (*Accessibility Manual*)

Scribe: The scribe should be familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments. Scribes must meet the criteria outlined in the Rhode Island Test Coordinator Handbook. (*Accessibility Manual*)
Test Administrators Who Simplify Directions: familiar with the student. Typically the test administrator or teacher is responsible for providing this support during educational instruction and assessments. Test administrators who simplify instructions must sign and abide by all requirements in the Test Security Agreement.
Test Administrators: The following individuals may serve as a Test Administrator: Individuals employed by the LEA as teachers; LEA and school-level administrators (e.g. principals, assistant principals, directors, assistant superintendents, superintendents) who hold certificates for their positions as administrators; Long-term substitute teachers holding a teaching certificate, or state equivalent credentials, employed by the LEA as teachers; School psychologists, school social workers, librarians, school guidance counselors, and speech pathologists who hold certificates for their positions; Teachers employed by the LEA who hold provisional certificates. (*NGSA Test Coordinator Manual*)
Proctor: Anyone serving as a proctor must be a school employee. (*NGSA Test Coordinator Manual*)

Role of IEP: Ensure that students are only provided accommodations that are listed specifically for use during RICAS testing in an approved IEP or a 504 plan, or that were specifically chosen as accommodations for English learner (EL) students. (*Test Security Guidelines*)

Training requirements: For test administrators who provide accommodations to students with disabilities, or English learner (EL) students, provide training in the implementation of accommodations in accordance with the Accommodations and Accessibility Features Manual. (*Test Security Guidelines*)

Other – Viewing students' screens: A test administrator may view students' tests on-screen only for the purpose of assisting a student who is having trouble with the computer interface, or in order to administer appropriate accommodations and accessibility features. (*Test Security Guidelines*)

SC	<p>Duplication and copying: AA-AAAS: <i>It is a test violation to copy, reproduce, use, or otherwise disclose any portion of secure test materials in any manner inconsistent with test security regulations and procedures. (SC Alt TAM)</i></p> <p>AA-AAAS: <i>It is unlawful for anyone to knowingly and willfully violate security procedures promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or to knowingly and willfully: (a) Give examinees access to test questions prior to testing; (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet. (Appendix A in ALT TAM)</i></p> <p>General information: Test security involves maintaining the confidentiality of test questions and answers, protecting items from theft, employing ethical testing practices and is critical in ensuring the integrity of a test and validity of test results. If non-embedded accessibility supports are used, assessment security can become an issue when other test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). (South Carolina Accessibility Support Document January 2019 (adapted from the CCSSO Accessibility Manual))</p> <p>AA-AAAS: <i>Maintaining test security is one of the most important responsibilities of personnel who participate in the administration of the SC-Alt. The SC-Alt is subject to provisions of the state test security legislation, South Carolina Code of Laws, Section 50-445, and the regulations of the State Board of Education (see Appendix A: Test Security Regulations and Violations for test security legislation). Interfering with student responses or fabricating data is a violation of the security legislation. The responses submitted in the online Data Entry Interface (DEI) and the Student Interface must reflect authentic student work and responses. All paper test materials must be maintained in a secure location on site. (SC Alt TAM)</i></p> <p>Security of test and materials: To ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content, and (3) return all materials as instructed. Some of the same considerations for test security apply to embedded accessibility supports. For example, ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In most cases, any special required hardware devices and appropriate applications, such as switches, should be compatible with computer-delivered assessments. Prior to testing, educators should check on device compatibility and make appropriate adjustments if necessary. (2018 South Carolina Accessibility Manual)</p> <p>AA-AAAS: <i>All school and district personnel who may have access to SC-Alt materials or to the location in which the materials are securely stored must sign the Agreement to Maintain Test Security and Confidentiality form before accessing the materials. (SC Alt TAM)</i></p> <p>AA-AAAS: <i>TAMs and/or other appropriate instructions must be distributed to testing personnel at least two weeks prior to the testing window so that STCs, test administrators (TAs), and testing monitors (TMs) will have the opportunity to read the TAM and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom. (SC Alt TAM)</i></p> <p>Changes to standard test procedures: The state of South Carolina allows appropriate accommodations on statewide assessments, so long as they do not interfere with the construct being measured. (South Carolina Accessibility Support Document January 2019 (adapted from the CCSSO Accessibility Manual))</p> <p>Personnel knowledgeable: <i>Test administrators are required to be knowledgeable about test administration procedures and test security policies. (SC Alt TAM)</i></p>
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SC

Role of IEP: During the meeting of the IEP/504 Plan team, the team may consider only the testing accommodations as written in the IEP/504 Plan and may not change the accommodations specified in the plans. The IEP or 504 Plan team must address the test security violation as follows: • If a student received a non-standard accommodation that is not specified in the IEP/504 Plan, the team must invalidate the test administration. • If a student received a standard accommodation that is not specified in the IEP/504 Plan, the team must determine if the unauthorized accommodation would cause the test score to be invalid. • If a student did not receive a standard or non-standard accommodation that is specified in the IEP/504 Plan, the team must determine whether the test score would be valid without the specified accommodation and/or non-standard accommodation. (2018 South Carolina Accessibility Manual)

Test Security Violations and Students with Disabilities District Test Coordinators (DTCs) and School Test Coordinators (STCs) should work closely with special education coordinators and teachers within the schools to ensure Plan. The State Board of Education Regulations 2 S.C. Code Ann. Regs. 43-100 (2016) state that not providing accommodations (to include customized test forms) as specified for students with IEPs or 504 Plans or providing more accommodations than specified is considered a breach of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate. That all accommodations are provided for students with disabilities in accordance with each student's Individual Education Program (IEP) or 504 Accommodation In the event of a test security violation involving testing accommodations for students with disabilities, the DTC must report the test security violation in accordance with the procedure outlined in the Test Administration Manual (TAM) for each assessment program and as posted at: <http://ed.sc.gov/tests/assessment-information/test-security/>. (Test Security Violations and Students with Disabilities)

AA-AAAS. Test Administrators should play a key role in implementing the student's IEP, and offer guidance to the IEP team regarding the student's current abilities, skills, and social integration as related to the decision-making process for selecting the appropriate assessment. (SC Alt TAM)

Training requirements: Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District test coordinators for alternate assessment (DTCs-Alt) and school test coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices. (SC Alt TAM)

AA-AAAS: Test administrators must complete the TA Certification Course, available on the Portal. (SC Alt TAM)

SD

Duplication and copying: Once a student is approved to receive the printing of test items/passages, that student may send a print request to the PR during testing by selecting the print icon on the screen. Before the PR approves the student's request to print a test item/stimulus, the PR must ensure that the printer is on and is monitored by staff who have been trained using the Proctor training modules for the test. This request needs to be made for each individual item. (*Test Administration Manual*)

Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained. (*TAM*)

AA-AAAS: *Items are for the exclusive use of testing and are not to be used for instruction, and are not to be shared, emailed, copied, or distributed in any manner. To do so is a test irregularity and a violation of test security and should be reported. (SDSAA TAM)*

General information: Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. (*Accommodations Guide*)

Q: What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations? **A:** Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other's terminals, (b) students are not able to access any unauthorized programs or the internet while they are taking the assessment, and (c) students are not able to access any externally saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content. (*Accessibility Manual*)

SD

Security of test and materials: Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access. (*Accessibility Manual*) Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. Printed test items/stimuli, including embossed Braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions. (*Accommodations Guide*)

Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. (*TAM*)

All scratch paper must be collected and securely destroyed at the end of each CAT [Computer Adaptive Test] assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session... For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security. (*Accommodations Guide*)

Students may use amplification assistive technology (e.g., headphones, FM System) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. (*Accommodations Guide*)

Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications, or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security. (*Accommodations Guide*)

Students should practice using assistive technology devices in the Practice/Training tests administered through the secure test browser to ensure interoperability. The assistive technology device needs to be consistent with the student's plan. Access to internet must be disabled on assistive technology devices. Functionality must be verified with the test platform. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (*Accommodations Guide*)

Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. (*Accommodations Guide*)

AA-AAAS: All items, stimuli, paper response cards options and all associated test administration materials are secure. (SDSAA TAM)

AA-AAAS: During testing, Test Administrators should "Maintain test security by ensuring all test materials are in a secure and locked location when not testing." After testing, they should Remove any secure materials from computers and assistive technology. (SDSAA TAM)

AA-AAAS: PRs and SCs/ACs must ensure that all aspects of the Test are maintained in a secure manner. Items are for the exclusive use of testing and are not to be used for instruction, and are not to be shared, emailed, copied, or distributed in any manner. To do so is a test irregularity and a violation of test security and should be reported. (SDSAA TAM)

AA-AAAS: Secure handling of test materials protects the integrity and confidentiality of test items and the validity of student results. It is essential that unauthorized persons are prevented from accessing or viewing test content in the Test Delivery System or if using the paper response card options accommodation. (SDSAA TAM)

AA-AAAS: For printed test materials including but not limited to paper response card options, test items or stimuli, a PR must: • maintain all printed test materials in a secure, locked location; • protect secure materials from view by other students, teachers, parents, school staff, or other individuals; ensure secure transport of testing material from school building to school building; • refrain from duplicating, reproducing, or sharing items or other secure test materials; • give ALL printed test item/s or other printed material to the AC/SC after the test session is completed, for secure shredding; and • delete any test materials, items, or information from the computer and/or any assistive technology used by the student after testing is complete. (SDSAA TAM)

AA-AAAS: Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only by staff responsible for test administration. All test materials must remain secure always. Printed test items/stimuli and scratch paper, must be collected at the end of each test session and then immediately destroyed according to district and/or state policies or procedures. Do NOT keep printed test items/stimuli or scratch paper for future test sessions. (SDSAA TAM)

Changes to standard test procedures: Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security. (*Accommodations Guide*)
 For the print on demand accommodation, "The method of recording student responses depends on documentation in the IEP or 504 plan (e.g., after first recording responses on the paper version, the student could enter responses into the computer or the scribe could enter responses into the computer)." (*Accessibility Guidelines*)

To ensure that all students are tested under the same conditions, the PR should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions... No test items can be read to any student for any content area, unless the student is assigned a Read Aloud non-embedded designated support or accommodation as described in the TSA. (*TAM*)

AA-AAAS: PRs must administer all test items according to the TAM. Modifications or changes to TAMs are not permitted and are inappropriate test practices and a test irregularity. (*SDSAA TAM*)

AA-AAAS: Students may select an answer from the options in a variety of ways, such as using the computer mouse, verbalizing, gesturing, using eye gaze or communication devices, using assistive technology, etc. Students enter responses into the MSAA Online Assessment System. If the student has the Scribe Accommodation, the scribe enters the response on behalf of the student. (*AA TAM*)

Personnel knowledgeable: AA-AAAS: TAs must be familiar with the student's IEP and should know in advance which accommodations are required by the student. TAs must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the Test, such as a magnifier, closed circuit television, abacus, braille, slate, stylus, etc., and if use of these tools impacts the translation of the Test, the signer should be made aware of this. (*AA TAM*)

Qualifications: When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. (*Accommodations Guide*)
 A test reader or scribe should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments. (*Accessibility Manual*)

The scribe should be an adult who is familiar with the student, the certified teacher who is typically responsible for scribing during educational instruction and assessments... Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided... Scribes should have extensive practice and training in accordance with the state administration and security policies and procedures as articulated in the test administration manuals, guidelines, and related documentation. (*Accommodations Guide*)

Test Readers: The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments. u Test readers must be trained on the administration of the assessment in accordance with member policy and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication. u Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation. (*Accessibility Manual*)

AA-AAAS: Scribes: Be a state-certified educator or an employee of the district • Complete all training for the Test • Sign and submit state test security agreements according to state policy • Be familiar to the student • Be familiar with all the accommodations in the student's IEP • Scribe under the direction of a qualified, trained TA who is administering the Test. (*AA TAM*)

Role of IEP: Accommodations are available for students with documented IEPs or Section 504 Plans. (*TAM*)

Test readers should be aware of and familiar with all additional supports and/or accommodations provided to a student in accordance with the student's Individualized Education Program (IEP) or 504 plan. This will ensure that there are plans in place for providing all needed designated supports and accommodations. (*Accessibility Manual*)

AA-AAAS: Provide accommodations to students based on appropriate assessment features, and the accommodations in the student's IEP that are consistent with MSAA accommodations policies. (*AA TAM*)

AA-AAAS: Any accommodation required by a student must be included in the student's IEP prior to testing. (*AA TAM*)

Training requirements: Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation. Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation. (*Accessibility Manual*)

AA-AAAS: All TAs must complete the following two tasks before they can access the DTA and administer the MSAA tests: 1. View the Online MSAA Test Administration Training Modules for Test Administrators, including the end-of-module quizzes. There is no required score that must be achieved to pass the end-of-module quizzes. 2. Complete the Final Quiz with at least an 80% accuracy score. (*MSAA Manual*)

AA-AAAS: Scribes and signers must be trained on test administration policies. (*AA TAM*)

TN

Duplication and copying: I understand that it is my responsibility to take all necessary precautions to safeguard the tests and test materials. This includes:

- Ensuring that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person. Standard copyright laws must be maintained at all times. (*Building Test Coordinator Guidebook*)

Security of test and materials: All assessment materials must be kept in a locked storage area that is only accessible to the building testing coordinator and designees at all times. Restrict access to the storage area to authorized personnel only and ensure the assessment materials remain secure at all times. (*Building Test Coordinator Guidebook*)

Personnel knowledgeable: It is the responsibility of the building and district testing coordinators to ensure that students receive the appropriate designated supports and accommodations. All individuals providing support and accommodations to students need to know and understand the requirements of the state assessments, including the appropriate use of designated supports and accommodations. Staff providing supports and accommodations are required to be fully trained and must sign a department Test Administration and Security Agreement and Code of Ethics and Security Procedures agreement. DTCs, BTCs, and test administrators should know which specific designated supports and accommodations must be provided to individual students, as well as how the supports and accommodations are administered. (*Test Security Manual*)

Prior to the test, test administrators must know what accommodations each student will be using and how to administer them properly. Testing accommodations provided for one student may not impede or impact other students in the testing room. It is the responsibility of the test administrator to ensure that each student who qualifies for testing accommodations receives them with efficacy while also ensuring that other students who do not receive accommodations are not affected. (*Building Test Coordinator Guidebook*)

Qualifications: Test administrators (TAs) should be selected from the following list:

- licensed teachers or licensed educational administrators employed by the school district
- paraprofessionals or non-licensed administrative personnel employed by the school district
- licensed substitute teachers or retired teachers with a valid Tennessee teacher license

A proctor is typically a teacher's aide, a paraprofessional, or another paid district or school staff member. Proctors may also be volunteers who must receive the same training as proctors employed by the school or district. (*Test Security Manual*)

Role of IEP: Accommodations are available to students with a disability served under an IEP or a 504 Plan. Accommodations are also available to students with limited English proficiency, which include EL students with an ILP (defined as L and W) and transitional students (T1-T4). Accommodations may only be used when the student requires them to participate in the assessment meaningfully and appropriately. (*Building Test Coordinator Guidebook*)

Training requirements: An online training for test administrators that covers how to administer TCAP tests will be available. Topics include how to administer tests, test security, test environment, and accommodations. (*Test Administration Manual*)

TX

Duplication and copying: A serious test irregularity is duplicating, recording, or electronically capturing confidential test content unless specifically authorized to do so. (TEA training PPT)
AA-AAAS: In order to access some allowable accommodations, it may be necessary to photocopy secure materials. These allowable accommodations must be documented in the student's IEP. Many of the techniques used to make images more accessible require methods that might distort the images on the next page of the student test booklet. In these instances, photocopying of the student test booklet may be required. Adhere to these guidelines when photocopying the student test booklet. ■ The student test booklet cannot be disassembled. ■ The district must maintain test security and confidentiality when photocopying the student test booklet. (STARR Alt 2 TAM)

Security of test and materials: AA-AAAS: All secure test materials must be handled in strict accordance with the instructions contained in the Coordinator Resources and the test administrator manuals. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Districts and campuses must identify a suitable location where secure test materials can be kept in locked storage when not in use. Access to these secure locations should be limited to no more than a few essential personnel and these individuals should be the only people who possess keys to the storage area. Districts that choose to participate in the optional testing window extensions must maintain test security and confidentiality throughout the extended windows. This includes ensuring that all test materials (e.g., online test tickets) are securely stored and students are cautioned about sharing secure test content. All testing personnel who handle test materials should be aware that the materials may contain secure test content and that any viewing, discussing, or recording of this confidential information is strictly prohibited. Test administrators who have permission to view secure content in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that responding to test questions, recording the information they see, scoring a test, or discussing the content of a test at any time is strictly prohibited. Each person participating in the student assessment program is required to maintain and preserve the confidentiality of all secure test content including test booklets, online assessments, online test tickets, completed answer documents, STAAR Alternate 2 image cards, TELPAS holistically rated components, and TELPAS calibration activities. (STARR Alt 2 TAM)

AA-AAAS: STAAR Alternate 2 test materials are considered secure, and the campus coordinator must check them out to the test administrator using the STAAR Alternate 2 Materials Control Form. Test materials should be checked out during the preview window only when needed by the test administrator to become familiar with the test and prepare for accommodations. At the end of each day, all secure materials, including photocopied pages from the student test booklet, must be returned to the campus coordinator. (STARR Alt 2 TAM)

Changes to standard test procedures: A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test. 2. The appropriate team of people at the campus level must document eligibility for this designated support, but the documentation does not need to specify exactly how much extra time the student should be granted to complete the test. A student should be allowed to continue testing until the end of the regularly scheduled school day, but cannot be required to continue testing until that time. A student should be allowed to leave the testing room when that student has completed the test. 3. The district must maintain test security and confidentiality when providing extra time to complete testing. All standard test security and confidentiality requirements must be followed. Refer to the Security section in these District and Campus Coordinator Resources for more information. (2020–2021 Accessibility Features)

TX

Training requirements: Recommendation #14: TEA will require test administrators to participate in a standardized online training program that addresses mandatory test security procedures. Rationale: All test administrators are required to be trained prior to each major state assessment. Topics to be covered in training are outlined in the District and Campus Coordinator Manual that is produced annually for the state assessment program. However, implementation of this training is handled at the local level, and the quality and extensiveness of the training received by test administrators varies widely across districts. To ensure that all test administrators receive similar training and that all critical elements are covered in the training, standardized training modules should be developed by TEA that can be delivered online. (*Recommendations for Implementation of 14-point Test Security Plan*)

AA-AAAS: *Testing personnel are required to receive annual training in test security and administration procedures and are responsible for complying with state assessment requirements. In addition, testing personnel must receive training in testing policies and procedures specific to each administration and, if applicable, training related to security protocols for authorized viewing of state assessments. By signing the appropriate oath, participants affirm that they have been trained, understand their obligation to properly implement the program, acknowledge their responsibility to report any suspected testing irregularity to the district or campus testing coordinator, principal, or the TEA Student Assessment Division, and are aware of the range of penalties that may result from a violation. (STARR Alt 2 TAM)*

AA-AAAS: *All test administrators are required to receive annual training in test security, general testing procedures, and procedures unique to specific testing circumstances. ■ Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with the Assessment Management System. Topics may include the following: • test administrator roles and responsibilities • maintaining security of test materials until returned to the campus coordinator • preparing test materials for each administration • implementing the test administration processes and procedures stated in the manuals • monitoring and maintaining test security • reporting any suspected violation of test security to the campus coordinator • transcribing student responses into an online transcription form • administering individual tests in more than one session • accessing the online system and entering scoring and assessment data • preparing test materials for return to the campus coordinator at the end of test administrations, including all photocopies of the images and text in the student test booklet and the STAAR Alternate 2 Scoring Document used to record student performance • timeline for test administrations • allowable accommodations. (STARR Alt 2 TAM)*

AA-AAAS: *Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments must receive additional training and confirm compliance with state confidentiality requirements. (STARR Alt 2 TAM)*

Other – Use of technology and security issues – Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. When using allowable or approved technology, including technology-based accommodations (i.e., accessibility features, designated supports), the following guidelines for test security and validity must be followed and reviewed prior to an assessment. Appropriate review requires knowledge of both the Texas Essential Knowledge and Skills (TEKS) for the specific subject and grade and the capabilities and functions of the device or software. Test administrators must actively monitor the use of the technology, including technology-based accommodations, during an assessment. Some technology may be useful during a daily academic setting but cannot be used during a state assessment if it has functionality that creates an assessment concern that cannot be addressed. Additional reviews of technology, including technology-based accommodations, after an upgrade or update must be conducted to determine if it continues to meet the Student Assessment Division guidelines for use during a state assessment. For a device or software to be considered appropriate for state assessment use, it must be set in a mode that locks the user into a specific software program; block the user from accessing functionality that may violate test security, such as the ability to send secure test content (e.g., messages, captured images, videos); the ability to send or receive any person-to-person communication about secure test content (e.g., chat, video); and the ability to save secure test content. When using applications on a tablet, laptop, or desktop computer, districts must ensure the application does not provide functionality that compromises the content being assessed. For more information, refer to the Technology Guidelines3 webpage in these Coordinator Resources. (*Security - District and Campus Coordinator Resources*)

Duplication and copying: Print on demand is allowed for items and passages for students with Large Print or paper-based accommodations. (TAM)

General information: When selecting accommodations or resources for state assessments with a student, it is important to look at state policies and procedures to determine whether use of an accommodation or resource results in adverse consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations/resources that result in adverse consequences are commonly referred to as modifications, alterations, and nonstandard or unapproved accommodations. (*Accommodations Manual*)

Security of test and materials: Secure materials should be stored between testing sessions and destroyed at the end of testing according to local procedures. Ensure the following materials are secure:

- Scratch paper/graph paper written on by students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations). (TAM)

Changes to standard test procedures: A student assessed in an alternate location always needs a proctor supervising the assessment. (*Accommodations Policy*)

Personnel knowledgeable: It is very important for educators to become familiar with state policies regarding accommodations during assessments. Accommodations should be provided routinely for instruction and assessment during the school year in order to be used for state assessments. It is not uncommon for members of the team to be given the responsibility for arranging, coordinating, and providing assessment accommodations and resources for all students who may need them. Thus, it is essential for all team members to know and understand the requirements and consequences of LEA and state assessments, including the use of accommodations and resources. (*Accommodations Manual*)

Other – Remote testing: Remote: Students who require the use of accommodations outside the embedded resources—print, braille, assistive technology, scribe, and sign language—will need to submit a request form to USBE. This ensures students needing those accommodations will receive the appropriate support to be successful. (TAM)

For students with special needs or administrators seeking to accommodate students using accessibility features, the Secure Browser provides the option for assessments to be taken in less restrictive environments. This feature is known as Permissive Mode. Assistive Technology Mode (also called Permissive Mode) is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on Mac OS and Windows, students testing in Permissive Mode can have moderated access to the system outside of the Secure Browser. This allows students who need accessibility resources/tools to seamlessly navigate between the browser and approved applications that suit their test-taking needs. (TAM)

Other – Modifications: Providing a student with a modification during a state accountability assessment may constitute a test irregularity and/or an ethics violation and may result in an investigation into the school's or LEA's testing practices. If a student is administered a modified assessment, the student may be considered non-proficient and recorded as a non-participant at the school and LEA levels. (*Accommodations Policy*)

VT

Duplication and copying: Breaches of test security include but are not limited to copying of test materials, failing to return test materials, coaching students, giving students answers, and/or changing students' answers. Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained. (*SBA TAM*)

Security of test and materials: Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content. Printed test items/stimuli, including embossed braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions. (*Accessibility Manual*)
Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keypad by staff responsible for test administration. Printed test items/passages, including embossed braille printouts, and scratch paper must be collected, inventoried and then securely destroyed immediately upon a student's completion of the test. (*SBA TAM*)
Changes to standard test procedures: Smarter Balanced paper tests (standard paper, braille, or large print) are available only to students with paper test accommodations in their IEP or Section 504 plan. Upon completion of paper tests, Test Administrators are required to submit student responses to standard paper, large print, and braille paper tests in the Data Entry Interface (DEI) so that the student's test can be scored. The DEI is a secure system that will display an online version of the test. (*SBA TAM*)

Qualifications: The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments. (*Accessibility Manual*)
The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments. Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided. Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation. (*Accessibility Manual*)
TEs (Teachers) should be certified school personnel; however, if a paraprofessional or substitute teacher is needed to administer a test, the individual must be fully trained in test administration and test security procedures. To ensure that test administration and test security procedures are followed, a certified teacher should monitor paraprofessionals. A substitute teacher should be monitored by the building principal or another administrator to ensure that test administration and security procedures are followed. (*Test Coordinator's Manual*)

Role of IEP: IEP teams and educators make decisions about accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. Smarter Balanced members have identified digitally embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 plan. (*Accessibility Manual*)

Training requirements: Test readers must be trained on the administration of the assessment in accordance with member policy and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication. Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation. (*Accessibility Manual*)
Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation. (*Accessibility Manual*)
TEs (Teachers) should be certified school personnel; however, if a paraprofessional or substitute teacher is needed to administer a test, the individual must be fully trained in test administration and test security procedures. (*Test Coordinators Manual*)

Duplication and copying: Capturing ALL OR ANY PART of a secure test is a violation of test security. Prohibited actions include, but are not limited to, copying, photographing, recording, outlining, or summarizing test content or details regarding the secure test content. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing. (TAM)

Security of test and materials: WITHOUT EXCEPTION, secure test booklets (including braille and large-print test booklets/prompts, Examiner copies, and audios), all Testing Tickets, student's short paper, audio, or electronic responses used for transcriptions, audio/electronic copies of testing sessions (e.g., read-aloud), students' used and unused scratch paper, and used answer documents must be kept in secure, locked storage at all times when they are not in use in an actual testing session. (TAM)

Changes to standard test procedures: All students will be required to take the online version of the Standards of Learning (SOL) tests with the exception of students who meet one of the criteria listed below: The student requires an accommodation specified in his/her Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, and some instances of multiple test sessions). (TAM)

Personnel knowledgeable: All persons in the school(s) who may be exposed to secure test items and those involved in the administration of Virginia Standards of Learning (SOL) Assessments (including, but not limited to, Examiners, Proctors, Interpreters and Scribes) MUST read, understand, and agree to adhere to the School Division Personnel Test Security Agreement before they are given access to the tests or prompts. Staff must also read the legislation passed by the Virginia General Assembly § 22.1-19.1 Action for violations related to secure mandatory tests and § 22.1-292.1 Violations related to secure mandatory tests. Before testing, appropriate staff should become familiar with special test accommodations specified in students' IEPs, 504 Plans, or EL Assessment Participation Plans. (TAM)

Prior to the day of a test, the School Test Coordinator should ensure Test Examiners and Proctors know what accommodations each student will be using and how to administer them properly. (*Guidelines for Accommodations*)

Role of IEP: Providing a student with an accommodation not documented in the student's IEP or 504 Plan, failing to provide a documented accommodation during a state assessment, and improper administration of an accommodation are considered testing irregularities which may result in invalidation of the student's score and may require re-testing. (*Guidelines for Accommodations*)

Training requirements: Training topics for examiners/proctors:

- Reviewing with all school staff, who are not directly involved in test administration, that access to the secure test room is prohibited and the content of unreleased test items is not to be discussed with students or with other school staff; reviewing with all school staff the process of how to report potential test security concerns
- Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests
- Ensuring eligible students receive authorized testing accommodations. (TAM)

WA

Duplication and copying: All persons having direct or indirect access to secure test material are prohibited from duplicating, transmitting, or by any means disclosing secure test content, including, but not limited to, test questions, passages, or performance tasks and/or the contents of students' online tests or test/answer booklets, unless specifically authorized to do so by OSPI. (*Test Security Assurance Statement*)
Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained. (*Test Administration Manual*)
Print-on-Demand requests must be approved and processed by the TA in the TA Interface during online test administration. Due to the adaptive nature of the online test, only one item can be printed at a time. Once a student is approved to receive the printing of test items/passages/stimuli, that student may send a print request to the TA during testing by selecting the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must confirm that the printer is on and is monitored by staff who have been trained on security and the Print-on-Demand feature. This request needs to be made for each individual item. (*Test Administration Manual*)

General information: Ethical testing practices must be maintained during the administration of state tests. Under very limited circumstances, appropriate testing practices may require reading or reviewing secure test content. These situations are limited and must align to OSPI policy. Test security can become compromised when accommodated test booklets are used (e.g., braille, large print, Spanish, standard print) or when someone other than the student is allowed access to the test (e.g., interpreter, human reader, scribe). (*Test Administration Manual*)
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 (TSBP). (*Test Administration Manual*)
Accessibility is attention to the use of practices, procedures, and, where applicable to specific student need, technology features that provide equitable engagement during instruction and assessment that do not alter the validity, score interpretation, reliability, or security of the assessment. (TSA)

Security of test and materials: Test and answer booklets, ELA Listening Transcripts, the secure WCAS TA Script of Student Directions, printed test items and passages, including embossed braille printouts, ancillary materials (scratch and graph paper), and documents with student information (such as test tickets) must be collected and inventoried upon completion of each student's test session. Verify that materials for every student tested are collected. These materials should be immediately returned to the SC and/or kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration per your Test Security and Building Plan (TSBP). (*Test Administration Manual*)
Student test booklets and answer booklets (including braille, large print, and Spanish), the ELA Listening Transcripts, and the WCAS TA Script of Student Directions for accommodated paper tests are secure. Maintaining the security of all test materials is crucial to obtaining valid and reliable assessment results. Therefore, test materials must follow chain-of-custody as documented in your school's TSBP, and be retained in locked storage, except during actual test administration. All individuals who administer state assessments must follow security procedures. (TAM)
All materials must be collected and inventoried at the end of each test session and then immediately returned to your school's TSBP. When materials are not in use for testing, they must be retained securely in a locked area that can be opened only with a key or keycard by trained staff responsible for the test administration. Do not retain printed test items/passages except as noted in the GTSA or for students who require additional testing time. Scratch paper should only be retained according to the guidelines in the GTSA. A Scratch Paper Log can be used to assist in tracking papers to and from students. (TAM)

<p>Changes to standard test procedures: It is required that the WCAS accommodated paper forms be administered to students in small groups to ensure the validity, reliability, and fairness of student results. The student to Test Administrator (TA) ratio should be no greater than 3 students to 1 TA. (TAM)</p> <p>Test questions cannot be read to any student for any content area, unless the student requires a Read-Aloud designated support or accommodation which must follow the specific guidance outlined in the GTSA and the Read Aloud Guidelines for Washington State Assessments. (TAM)</p> <p>The method of recording student responses depends on documentation in the IEP or 504 plan. After recording responses on the paper version, the student could enter responses into the computer or the teacher could enter responses into the computer. Scribes who enter student responses into the computer must be trained in the Scribing Protocols for Washington State Assessments and sign a Test Security Staff Assurance form. (TSA)</p> <p>Scratch paper, whiteboards, and/or assistive technology devices must be collected at the end of each session, securely stored, and made available to students at the start of the next testing session. Once each test is completed, all scratch paper must be collected and securely destroyed to maintain test security. (TSA)</p> <p>Students may use amplification assistive technology to increase the volume provided in the assessment platform. If the device has additional features that may compromise the validity of the test (e.g., internet access) it must be deactivated to maintain test security. (TSA)</p> <p>Educators should 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. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security. (TSA)</p> <p>Access to internet must be disabled on assistive technology devices. Functionality must be verified with the test platform. Assistive technology devices, including low-tech assistive technology (math window), are permitted to make notes. (TSA)</p> <p>If students use their own assistive technology devices, all assessment content must be deleted from these devices after the test for security purposes. (TSA)</p> <p>For security purposes, tablets are not supported for braille testing. (TSA)</p> <p>Permissive Mode: Is a feature in TIDE that must be enabled to use non-embedded assistive technology. When permissive mode is enabled, students can use accessibility software in addition to the secure browser. The permissive mode feature will allow other windows to float on top of the secure browser and essentially lower the security on the machine to allow the two pieces of software to inter-operate— for example, Speech-to-Text software. (TSA)</p> <p>Personnel knowledgeable: It is essential that all individuals providing support be trained in and understand the requirements of the 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. (Test Administration Manual)</p> <p>Qualifications: Text is read aloud to the student by a trained and qualified test reader who follows the Read Aloud Guidelines for Washington State Assessments. (TSA)</p> <p>Role of IEP: Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP or 504 plan). (TSA)</p> <p>IEP teams and other decision-makers must take care to ensure that students have opportunities to become familiar with the technological aspects of any accessibility support process. (TSA)</p> <p>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. (Test Administration Manual)</p> <p>IEP and 504 teams should keep in mind that a universal tool needed by a student to access classroom instruction or the state assessment may need to be documented in the IEP. The fact that the state assessment makes universal tools available for all students does not define whether such tools are supplementary aids, services, and other supports; a special consideration; or an accommodation for purposes of classroom instruction. (TSA)</p> <p>Training requirements: Training slide decks include information on accommodations.</p> <p>Scribes who enter student responses into the computer must be trained in the Scribing Protocols for Washington State Assessments and sign a Test Security Staff Assurance form. (TSA)</p> <p>Text is read aloud to the student by a trained and qualified test reader who follows the Read Aloud Guidelines for Washington State Assessments. (TSA)</p> <p>For the scribe accommodation, Students dictate their responses to a trained and qualified human scribe who records verbatim what the student dictates. (TSA)</p> <p>Other – Test security plan: Each district is advised to have a Test Security and Building Plan that include methods for ensuring that each student designated to receive accessibility features has the necessary access to each feature during testing. (TSA)</p>

Duplication and copying: It is considered a testing security violation for an individual to fail to follow security procedures set forth by WVDE to copy the passages or test items. (*West Virginia General Summative Assessment 2018–2019 Vol. 5 Test Administration*)

Security of test and materials: All special document (braille and one-item-per-page) test materials were treated as secure documents, and processes were in place to protect them from loss, theft, and reproduction in any medium. (*West Virginia General Summative Assessment 2018–2019 Vol. 5 Test Administration*) Apart from the scheduled test administration to students, secure test materials shall be stored in a locked and secured location by the district test coordinator in accordance with the test administration guidelines of each assessment. The district test coordinator shall be responsible for the test booklets/answer sheets received by the district and shall maintain a record of the booklets sent to each school in accordance to the test administration guidelines of each assessment. Before each test administration, materials must be distributed and stored according to instructions provided with the test. Tests must be secured at all times during test administration, including all breaks in the testing sequence. All test booklets (used and unused) and answer sheets, if applicable, must be counted, reconciled, and returned to a locked and secured area immediately upon the completion of each daily testing session. Secure test materials in a school must be stored in a locked and secured location(s) prior to and following each daily testing session. Secure test materials are to be stored in the building prior to and after testing in accordance to the test administration guidelines of each assessment. No secure test materials, test questions or student responses/answer sheets shall be reviewed, retained, reproduced, paraphrased, or discussed in any manner.

Test security involves maintaining the confidentiality of test questions and answers and is critical to ensuring the integrity of a test and validity of test results. If non-embedded accessibility supports WVGSA 2018–2019 Technical Report: Volume 5 Test Administration 10 West Virginia Department of Education are used, assessment security can become an issue when other test formats are used (e.g., large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). To ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content, and (3) return all materials as instructed. (*Guidelines for Participation in West Virginia State Assessments, 2020-2021*)

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results. All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results. Large print and braille test booklets, printed materials from the Print-on-Demand accommodation, tactile graphics, and scratch paper must be kept in a securely locked room or locked cabinet which can be opened only with a key or keycard by staff responsible for test administration who have signed a security agreement. All test materials must remain secure at all times. Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test and then immediately shredded according to WVBE Policy 2340. (*Test Administration Manual*)

Role of IEP: Accommodations were provided to students with disabilities enrolled in public schools with current Individualized Education Programs (IEPs) or Section 504 Plans, as well as to students identified as ELs. Although students could have decided not to use an accommodation, they were required to have been offered the opportunity to use the accommodations indicated on their IEPs or Section 504 Plans. (*TAM*)

Training requirements: Any individual who administers, handles, or has access to secure test materials at the district or school shall complete each required assessment's training and sign the appropriate training verification form to remain on file in the appropriate office each year. (*Guidelines for Participation in West Virginia State Assessments, 2020-2021: Guidance on accommodations for students with disabilities and/or English learners in state and district-wide testing*)

Other – Inactivity log off: As a security measure, students are automatically logged out of the test after twenty minutes of inactivity. (*Test Administration Manual*)

WI	<p>Duplication and copying: No secure test materials may be photocopied or duplicated in any manner. Loading, storing, transferring, or copying the test into a central server to be vectored to individual terminals would constitute a reproduction. As soon as the data is stored, a security breach has occurred. Therefore, loading, storing, transferring or copying the test into a central server to be vectored to individual terminals is strictly prohibited. (<i>Test Security Manual</i>)</p> <p>General information: Special-population students must be included on all required assessments and, when necessary, be provided with approved supports and accommodations to ensure their accessibility needs are met for participation. (<i>Test Security Manual</i>)</p> <p>Security of test and materials: All tests, including special versions, must be kept secure until the day of testing, serially numbered and tracked, and then returned to the scoring contractor. Special versions of the paper/pencil tests include Braille, large print, etc. (<i>Test Security Manual</i>)</p> <p>Changes to standard test procedures: Prohibit change in procedures for administering the assessment to create a nonstandard condition for one or more students inconsistent with approved testing practices (with the exception of allowable accommodations). (<i>Test Security Manual</i>) The DAC/SAC are the only individuals who have permissions to add accessibility features to the DRC INSIGHT Portal for students. Assigning inappropriate permissions is a security violation. (<i>Test Administrators Manual</i>)</p> <p>Role of IEP: Provide accommodations and supports, as appropriate, for students with Individual Education Programs (IEPs), Section 504 Plans, or English Learners (EL). (<i>Test Security Manual</i>)</p> <p>Training requirements: Proctors must be familiar with appropriate testing supports and accommodations and ensure proper test security. (<i>Test Security Manual</i>)</p>
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WY

Duplication and copying: Print on demand - Any portion of the test printed during testing must be printed to a secure and known location and all printed material must be collected and securely destroyed in order to protect the security of the test content. (*Accessibility Manual*)

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

Security of test and materials: All assessment materials must be kept in a locked cabinet within a locked storage area that is only accessible to the Building Coordinator and designates. This includes immediately before and after testing. Secure materials include, but are not limited to, the following items: paper test materials; test tickets; accommodated materials; used and unused scratch/graph paper. (*Assessment Security Guide*)
Braille - Any transcripts, descriptions, captions or content embossed during testing must be collected and securely destroyed in order to protect the security of the test content. Speech to text; word prediction - if students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (*Accessibility Manual*)

Personnel knowledgeable: All individuals providing supports and accommodations to students need to know and understand the requirements of the state assessments, including the appropriate use of designated supports and accommodations. District Test Coordinators, Building Coordinators, and Test Administrators should know which specific designated supports and accommodations must be provided to individual students as well as how the supports and accommodations are administered. For example, staff administering a particular support or accommodation such as Human Reader or scribing/transcribing of student responses must know and adhere to specific guidelines pertaining to that support to ensure that student scores are valid. (*Assessment Security Guide*)

Qualifications: The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments. Test readers must be familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication. Test readers must be employed by the school or school district and trained in test administration as well as test security policies in accordance with the WY-TOPP and WY-ALT manuals, guidelines, and related documentation. Test readers may not be close relatives or immediate family members of the student. (*Accessibility Manual*)
A scribe must be employed by the school or school district and trained in test administration as well as test security policies in accordance with the WY-TOPP manuals, guidelines, and related documentation. • The scribe should be an adult who is familiar with, but not related to, the student, and who is typically responsible for providing this support during educational instruction and assessments. If the scribe is unfamiliar with the student, then scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment. • A scribe must be familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication. (*Accessibility Manual*)

Role of IEP: It is required that any student receiving an accommodation on an assessment has the accommodation(s) documented in his/her IEP or section 504 plan. Prohibited assessment security practice - providing accommodations to students who do not have an IEP or section 504 plan. (*Assessment Security Guide*)

Training requirements: Must provide training to testing personnel in appropriate test preparation, test administration procedures, and accommodations. (Test security manual, p. 14). As with all statewide testing, districts are required to provide annual training on test security and standards for the ethical use of tests to all employees who have access to state tests and access to students who are administered the state tests. (*Alternate Assessment Manual*)

Other – Inappropriate test security breaches: Common test security breach – Accommodations being used inappropriately to cheat. (2021-22 training slides – slide 10)

Table B3. Whether State Has Test Security Handbook/Manual, Affirmation Agreement, Confidentiality Agreement, and How States' Policies Address Peer Review Critical Elements

State	Test Security Handbook/Manual Exists	Test Security Handbook Includes Students with Disabilities	Affirmation Document Requiring Signature That Received Training	Test Security/Confidentiality Agreement Requiring Signature	Documentation of Procedures for Irregularities & Incidents	Monitoring Procedures
Alabama (AL)					X	
Alaska (AK)				X	X	X
Arizona (AZ)				X	X	
Arkansas (AR)						
California (CA)						
Colorado (CO)			X	X	X	X
Connecticut (CT)					X	X
Delaware (DE)	X	X			X	X
District of Columbia (DC)	X	X			X	X
Florida (FL)				X	X	X
Georgia (GA)	X	X	X		X	X
Hawaii (HI)			X	X	X	X
Idaho (ID)	X	X			X	X
Illinois (IL)				X	X	X
Indiana (IN)				X	X	X
Iowa (IA)	X	X		X	X	X
Kansas (KS)	X	X		X		X
Kentucky (KY)						
Louisiana (LA)				X	X	
Maine (ME)	X	X				X
Maryland (MD)				X	X	
Massachusetts (MA)						X
Michigan (MI)	X	X				X
Minnesota (MN)					X	X
Mississippi (MS)					X	X
Missouri (MO)					X	X
Montana (MT)	X	X	X		X	X
Nebraska (NE)	X			X	X	X
Nevada (NV)	X	X			X	
New Hampshire (NH)					X	X

State	Test Security Handbook/ Manual Exists	Test Security Handbook Includes Students with Disabilities	Affirmation Document Requiring Signature That Received Training	Test Security/ Confidentiality Agreement Requiring Signature	Documentation of Procedures for Irregularities & Incidents	Monitoring Procedures
New Jersey (NJ)				X	X	X
New Mexico (NM)					X	
New York (NY)				X	X	
North Carolina (NC)	X	X			X	X
North Dakota (ND)				X	X	X
Ohio (OH)					X	X
Oklahoma (OK)						X
Oregon (OR)						
Pennsylvania (PA)	X	X		X	X	
Rhode Island (RI)				X	X	X
South Carolina (SC)			X	X	X	X
South Dakota (SD)					X	X
Tennessee (TN)	X	X		X	X	X
Texas (TX)	X		X	X	X	X
Utah (UT)					X	X
Vermont (VT)					X	X
Virginia (VA)				X	X	X
Washington (WA)				X	X	
West Virginia (WV)			X		X	X
Wisconsin (WI)	X	X			X	X
Wyoming (WY)	X	X				X
Total	17	15	7	22	41	38

Table B4. Details and Specifications on Whether State Has Test Security Handbook/Manual, Affirmation Agreement, and Confidentiality Agreement, and How States' Policies Address Peer Review Critical Elements (Irregularities and Monitoring)

State	Specifications and Descriptions (<i>AA-AAAS information in italics</i>)
AL	<p>Irregularities: The Principal or BTC should complete this report if unusual or unexpected circumstances have occurred (e.g., misconduct of student, illness of student, suspicion of cheating, interruption of testing) during the administration of a state assessment. Once the report is completed, it must be submitted to the STC. The STC must complete this report only in the event that a major violation/irregularity has occurred. Upon receipt of a major irregularity, contact the Office of Assessment immediately. (<i>Test Coordinator Manual</i>)</p>
AK	<p>Confidentiality: 4 AAC 06.765 Test security; consequences of breach... [listing of state's security requirements for all test materials and testing procedures – Districts must complete forms] Level 1-2 Test Security Agreement (TSA) - District Level Oversight NOTE: All sections on pages 2-4 of the TSA apply to all personnel with district level oversight of required state assessments. This includes the following sections of the TSA: • Testing Role • Testing Location • Testing Personnel • Training for Testing Personnel • Test Materials Security • Data and Test Results • Secure Testing Practices • Accommodations [Note: State has 5 levels of security agreements for testing personnel. Levels 1 and 2 described above. Guidance covers all aspects of testing for key roles of district and school personnel with forms at each level to complete.] (<i>Test Security Agreement Guidance</i>)</p> <p>Irregularities: All potential irregularities must be documented and reported to the District Test Coordinator as soon as practicable. There is an Assessment Log and Irregularity Report in Appendix E of this manual for districts to use in documenting and tracking irregularities. Some irregularities have the potential to become test security violations or breaches if they affect student performance on the assessment, test security, or test validity. The District Test Coordinator may make a determination on whether or not the irregularity has compromised the student's assessment and is cause for further action. District Test Coordinators may consult with DEED for guidance. (<i>Test Coordinator Manual</i>)</p> <p>Monitoring: Once the administration of PEAKS begins, the District Test Coordinator and Building Test Coordinators are required to continually track and monitor assessment completion. District Test Coordinators track assessment status and completion throughout the district using local, established procedures. Building Test Coordinators are responsible for tracking assessment completion status at the building level. (<i>Test Coordinator Manual</i>) DEED will conduct monitoring utilizing data and evidence submitted to DEED by the district. DEED also reserves the right to conduct on-site monitoring for any assessment at any time. The test administration year being monitored will be the most recent administration. For example, in school year 2020-2021, the test administrations being monitored will be spring 2020. One webinar will be hosted for each district after monitoring notification to review the monitoring process and timeline for submission, and one webinar will be hosted to follow-up after the process is complete to discuss the status of the district's submission. All documentation must be received by DEED by the date indicated in the notification letter. Documentation may only be submitted in electronic format. See Appendix B for the Documentation Submission Process. (<i>Statewide Monitoring Guide</i>)</p>

AZ	<p>Confidentiality: I acknowledge that all Achievement Tests are secure tests and agree to the following conditions of use to ensure the security of the test. For this document, Achievement Tests refers to AASA, AzSCL, ACT Aspire, and ACT. (<i>Test Security Agreement</i>)</p> <p>Irregularities: AA-AAAS: Each person participating in the MSAA is responsible for immediately reporting any violation or suspected violation of test security or confidentiality. As part of test security and validity, TCs should monitor administration for a portion of students. Observation documentation should be retained by the Local Education Agency. Report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity to the State MSAA Coordinator in accordance with state guidelines. (<i>MSAA Test Administration Manual</i>)</p>
AR	(None found)
CA	(None found)
CO	<p>Training: This form must be filled out by the District Assessment Coordinator, signed by the District Superintendent, and submitted to the Assessment Division as documentation that all district personnel who come in contact with the assessments before, during, and after the spring 2021 CMAS and CoAlt: Math, ELA, Science, and Social Studies administration have been trained. (<i>Procedures Manual</i>)</p> <p>Confidentiality: Maintaining the security of all test materials is crucial to obtaining valid results from the CMAS and CoAlt: Math, ELA (including CSLA), Science, and Social Studies assessments. The security of all test materials must be maintained before, during, and after test administration. Because you are involved in the administration of the CMAS and/or CoAlt: Math, ELA, Science, and Social Studies assessments, it is important for you to know that the prohibited activities on the following list threaten the integrity of the test. Engaging in prohibited activities may result in an investigation, suppression of scores, and possible disciplinary action. This form must be signed by all individuals involved in the administration of the CMAS and/or CoAlt: Math, ELA, Science, and Social Studies assessments to certify that security measures will be maintained and that prohibited activities, such as the examples identified below, have been acknowledged and understood. (<i>Procedures Manual</i>)</p> <p>Irregularities: Test Administrators report persistent or reoccurring item irregularities to the SAC, who reports to the DAC and Customer Service. The DAC completes a Form to Report a Testing Irregularity or Security Breach (Appendix D) and the Test Incident Report spreadsheet to send to CDE through the Assessment Forms folder on CDE Assessment Syncplicity by May 7, 2021. If the issue results in students not completing the unit on the same day, contact CDE (Procedures Manual). Testing Irregularity or Security Breach Form. (<i>Procedures Manual</i>)</p> <p>Monitoring: DACs are actively involved in test administration through monitoring of the administration and test security procedures described in this manual. DACs ensure schools understand and follow active test proctoring procedures for CMAS and CoAlt and that all secure materials are collected after testing and CBT units are locked at the end of each testing day. (<i>Procedures Manual</i>) Test Administrators engage in active proctoring by walking around the testing environment during testing. Clarify only general administration instructions (i.e., questions regarding test procedures) after reading the “SAY” directions word-for-word. Do not answer any questions related to test content. Test Administrators must not read the test content appearing in the students’ test materials. (<i>Test Administration Manual – Paper-Based Testing</i>) Test Administrators engage in active proctoring by walking around the testing environment during testing. Clarify only general administration instructions for students (i.e., questions regarding test procedures) after reading the “SAY” directions word-for-word. Only provide TestNav assistance if a student receives an error message or if the technology is not functioning correctly. Test Administrators must not read the test content appearing on the students’ device screens. Test Administrators should monitor student progress through PearsonAccess-next by watching the unit progress bar at the session level and the status of individual test units for individual students. Click the Refresh button to update the displayed data. Click on a student’s unit status to view detailed information about the student’s test unit and item progress. (<i>Test Administration Manual – Computer-Based Testing</i>)</p>

CT

Irregularities: AA-AAAS: Monitoring testing procedures and reporting inappropriate test practices is outlined in state law and policy. Each person participating in the state assessment program is directly responsible for immediately reporting any violation or suspected violation of test security or confidentiality. TEAs and other staff must notify their SC or DC if they witness or become aware of an inappropriate test practice or suspect one has occurred. DCs and SCs must report these concerns to the CSDE Performance Office (see Appendix A). DCs must report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity to the CSDE Performance Office. State professional codes of ethics and state law provide the guidelines for determining the consequences for any inappropriate test practices. (*Connecticut Alternate Assessment (CTAA) Test Administration Manual*).

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give students an unfair advantage or because they compromise the security of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in Table 11. There are times when these situations may even require a retest of an individual or a group of students. Any breaches in test security must be reported immediately to your District Administrator, who will contact the Connecticut State Department of Education Performance Office. (*Next Generation Science Standards Test Administration Manual For In-Person Testing*)

Monitoring: Teachers may assist students in navigating the online test environment and responding to different item types (e.g., using the available global tools, such as the Mark for Review feature and the Next button), but they should not assist students with any content needed to answer questions. It is very important that the teacher monitor student progress throughout the test session. The teacher may also use the Test Administration Interface to view the testing progress of any student using the Students in your Test Session table (see Figure 17). This site will not show test items or scores, but it will let the teacher see how many items have been delivered to each student (e.g., question 24/40), as well as the time the student spent on the assessment. (*Next Generation Science Standards Test Administration Manual For In-Person Testing*)

It is important that the test examiner monitor student progress throughout the test session. This includes verifying that students are participating in the summative test, appropriate content area (ELA or mathematics), and type of test (CAT or PT). The test examiner monitors the test each student is taking by referring to the Students in your Test Session table in the Test Administration Interface. In the event a student is taking an incorrect test, the test examiner should pause the student's test and instruct the student to log out and log in again to select the correct test. Once students have started their tests, the test examiner should circulate through the room to ensure that all conditions of test security are maintained. If the test examiner witnesses or suspects the possibility of a test security incident, the District Administrator should be contacted immediately in accordance with the security guidance provided in this manual. (*Smarter Balanced: Summative Assessment In-Person Test Administration Manual*)

DE

Test security handbook: DeSSA Test Security Manual – <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/530/DeSSA%20Test%20Security%20Manual%209-18-18.pdf>

The Delaware System of Student Assessments (DeSSA) is a combination of national, state, and district level administered assessments. The measured outcomes of each assessment and the curriculum assessed vary. The assessments are utilized for a variety of purposes, including determining the strengths and needs of students as well as the instructional program. This Test Security Manual has been approved by the Director of the Office of Assessment and will be reviewed and revised, as needed, on at least an annual basis. All District Test Coordinators (DTCs), School Test Coordinators (STCs), Test Administrators (TAs), and support staff involved in the testing process are required to review and adhere to this security manual and coordinated security training. (*DeSSA Test Security Manual*)

Handbook includes students with disabilities: KACE/DOE Helpdesk provides the method of submission for the following types of assessment requests/ actions: ... 4. Unique Accommodation – This request type allows for the submission and request of any unique accommodations that are not currently supported for DeSSA assessment types.... 6. Data Review – This request type allows for the request to review student, accommodation, or user data issues for DeSSA assessments. (*Test Security Manual*)

Irregularities: KACE/DOE Helpdesk is used to document test security incidents and should be used by all districts and charter schools. This system is used to record any security incidents as described previously. Please see KACE/DOE Helpdesk Information Guide on the DeSSA Portal for more detail. Each DTC should have access to this application. More serious incidents will be reported either immediately (breach) or by the end of the day (irregularities). KACE/DOE Helpdesk provides the method of submission for the following types of assessment requests/ actions: 1. Incident – This should be submitted to identify any situation that occurs outside the normal administration and operation of DeSSA assessments. 2. Security Incident – This allows for the report of any incident or issues that violate DeSSA Test Security Policy. 3. Special Exemption – This allows for the submission of exemptions for any students who should be exempted from DeSSA assessment testing. 4. Unique Accommodation – This request type allows for the submission and request of any unique accommodations that are not currently supported for DeSSA assessment types. 5. Test Update – This request type allows for the request of resets, re-opens, and invalidations of DeSSA assessments. 6. Data Review – This request type allows for the request to review student, accommodation, or user data issues for DeSSA assessments. (*Test Security Manual*)

Monitoring: The Delaware Department of Education monitors the implementation of the Guidelines for students with disabilities as part of efforts to oversee the implementation of the Individuals with Disabilities in Education Act (IDEA). The Delaware Department of Education Program Specialist monitors the implementation of the Guidelines for English language learners for the Title III ESL/Bilingual and Title I, Part C Migrant Programs. (*Guidelines for Inclusion of Students with Disabilities and English Language Learners*).

DC

Test security handbook: District of Columbia Test Security Guidelines In-Person Test Administration 2021 – https://osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/OSSE%202021%20Test%20Security%20Guidelines%20ACCESS%20and%20MSAA.pdf
OSSE has developed these Test Security Guidelines to set forth minimum requirements to ensure that local educational agencies (LEAs) and school personnel are aware of the state requirements for maintaining strict test security procedures. OSSE's goal is for schools and LEAs to deliver a uniform and equitable statewide assessment program. For assessments to yield fair and accurate results, the assessments must be administered, to the extent possible, in consistent and standardized conditions; and the best way to ensure that occurs is to ensure all teachers and administrators understand and recognize acceptable and unacceptable assessment practices. (*District of Columbia Test Security Guidelines In-Person Test Administration 2021*)

Handbook includes students with disabilities: The special population coordinator is considered by OSSE to be authorized personnel and must comply with all the responsibilities and prohibitions of authorized personnel. The primary function of the special population coordinator is to ensure that students entitled to accommodations and accessibility features have access to those accommodations and features on all applicable statewide assessments, and to provide training to authorized personnel tasked with providing those accommodations and features to students.... Failure to provide appropriate accommodations or providing accommodations to students who are not eligible is a direct violation of the Testing Integrity Act. The special population coordinator should be an employee of the school or LEA and should be selected by the LEA test integrity coordinator(s) or school test monitor. (*District of Columbia Test Security Guidelines In-Person Test Administration 2021*)
Students receiving accommodations that require student speaking (e.g., student reads aloud to themselves) must be tested in a one-on-one setting. Students receiving a human reader accommodation must be tested in a one-on-one setting or a small group setting with only students receiving the human reader accommodation. Students receiving the human scribe accommodation must be tested in a one-on-one setting. (*District of Columbia Test Security Guidelines In-Person Test Administration 2021*)

Irregularities: For a list of testing irregularities and security breaches that must be reported and documented, refer to your School Test Coordinator. Incidents must be reported. To report an incident, follow the protocol outlined below. The incident must be reported to the School Test Coordinator immediately. If follow-up documentation is required by your LEA Test Coordinator or OSSE, complete any additional documentation required. (*PARCC Test Administration Manual – CBT*)

DC

Monitoring: Most PARCC states currently collect information on which accommodations were used on state assessments by individual students. As described in Section 2, PARCC states will capture their own data via the SR/PNP File Layout. However, PARCC states differ as to how accessibility features and accommodations monitoring occurs. In some PARCC states, representatives may visit schools to monitor assessment procedures and observe the use of accommodations to ensure they are implemented appropriately. In other states, districts require their own trained staff to observe and report on accommodations provided during instruction and assessment. In still other states, test administration and accommodations discrepancies are reported to the state and result in the investigation of the irregularities. (*PARCC Accessibility Features and Accommodations Manual*)

The LEA Test Coordinator or the School Test Coordinator must be actively involved in test administration or by monitoring testing and ensuring test security procedures are followed as described in this manual. School Test Coordinators must be available during testing to answer questions from Test Administrators and Proctors. LEA Test Coordinators must monitor reports of testing irregularities and security breaches and ensure that School Test Coordinators submit incident reports to OSSE in appropriate situations. Refer to the Remote Testing Supplement for guidance on monitoring remote test sessions. School Test Coordinators must ensure that during each unit of the test, Test Administrators and Proctors walk around the room and check that students are working in the correct unit and section (if applicable). At no time are any school staff allowed to log in to TestNav using a student testing ticket; however, Test Administrators may help students log in if issues arise. In addition, ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features. If a computer-based accommodation is not appearing for a student, refer to Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data (available at dc.mypearsonsupport.com/technology-setup). (*PARCC Test Coordinator Manual*).

Developing and implementing standards and a process for monitoring (“auditing”) the administration of statewide assessments to ensure compliance with all applicable laws, regulations, and policies at any point during the assessment cycle. (*Test Security Guidelines*).

The school test monitor is an individual who is designated by the LEA test integrity coordinator to be responsible for testing integrity and security at a school or campus site. There must be one test monitor for each school or campus under the LEA's control, including nonpublic placements. The school test monitor is responsible for creating and implementing all aspects of the school test security plan before, during, and after the statewide assessment at the school or campus site. The school test monitor coordinates security maintains data integrity within their school or campus and trains and supports all authorized personnel at that site. The test monitor must be an employee of the LEA, assigned to the school, and capable of successfully fulfilling these functions. (*Test Security Guidelines*).

FL	<p>Confidentiality: Separate forms for general and alternate assessments.</p> <p>Irregularities: Test administrators should report any test irregularities (e.g., disruptive students, timing issues, loss of Internet connectivity) to the school assessment coordinator immediately. A test irregularity may include testing that is interrupted for an extended period of time due to a local technical malfunction or severe weather. School assessment coordinators must notify district assessment coordinators of any test irregularities that are reported. Decisions regarding test invalidation should not be made prior to communicating with the district assessment coordinator. If further guidance is needed or to report an irregularity requiring action by FDOE (e.g., reporting teacher misconduct to the Office of Professional Practices), district assessment coordinators should contact the Bureau of K–12 Student Assessment. For any test irregularities that require investigation by the district, a written report must be submitted as indicated below and on the following page. For test irregularities requiring further investigation by the district and for security breaches, a written report must be submitted within 10 calendar days after the irregularity or security breach was identified. (<i>Test Administration Manual</i>)</p> <p>Monitoring: Student progress and test completion rates for computer-based tests can be monitored in TIDE. You should use Participation Reports in TIDE to track completion rates and determine which students still need to be tested. Further information on Participation Reports can be found in the TIDE User Guide. (<i>Test Administration Manual</i>)</p>
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GA

Test security manual: 2021-2022 Assessment Administration Protocol Manual – https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/For%20Educators/2021-2022_Assessment_Admin_Protocol_Manual.pdf

Content found in the Assessment Administration Protocol Manual reflects the Georgia Department of Education's (GaDOE) ongoing efforts to improve the security and monitoring procedures for the state's assessments. Data used to support these efforts include those collected from the GaDOE's testing irregularities audits, school site visits, testing administration trainings, and information collected from school districts. This manual also highlights the steps System Test Coordinators (STCs) and School Test Coordinators (SchTCs) should take to ensure that test security is maintained, and the required test procedures are implemented per guidance provided by the GaDOE. This document is not intended to replace the Student Assessment Handbook (SAH) or Accessibility & Accommodations Manual but should be used as a supplement to these documents. Specific policies, details, and clarifications regarding state assessments must include a thorough understanding by system and school personnel of the Student Assessment Handbook, Accessibility & Accommodations Manual, Assessment Administration Protocol Manual and any other accompanying test administration manuals and resources for each state assessment. (*2021-2022 Assessment Administration Protocol Manual*)

Handbook includes students with disabilities: This document is not intended to replace the Student Assessment Handbook (SAH) or Accessibility & Accommodations Manual but should be used as a supplement to these documents. Specific policies, details, and clarifications regarding state assessments must include a thorough understanding by system and school personnel of the Student Assessment Handbook, Accessibility & Accommodations Manual, Assessment Administration Protocol Manual and any other accompanying test administration manuals and resources for each state assessment. (*2021-2022 Assessment Administration Protocol Manual*)

Training: STCs and SchTCs are instructed to clearly document attendance at all training sessions and include agendas and supporting presentations and/or handouts with specific guidance and policy related to test security and assessment administration protocols (*Assessment Administration Protocol Manual*).

Appendix E: Examiner's Certification of Adherence to Prescribed Test Administration Procedures

- Examiner participated in all test security and test administration training. Examiner's Manual was thoroughly reviewed prior to the first testing session. (*Student Assessment Handbook*)

Irregularities: The Testing Irregularity form was developed to capture any irregularity with assessment testing conducted by a state, public, or charter school. All personnel in the local district must follow protocol as they become aware of testing irregularities. All irregularities must be reported to the GaDOE by completing the Testing Irregularity Form (TIF) in the MyGaDOE Portal. (*Assessment Administration Protocol Manual*) Appendix J: GaPSC Reporting and Investigation; Appendix N: Incident Reporting Guide (*Assessment Administration Protocol Manual*).

Monitoring: Appendix G: Desk Audit Monitoring; Appendix H: GaDOE Assessment Monitoring and Observation Form; Appendix I: GaDOE Assessment Monitoring and Feedback Report. (*Assessment Administration Protocol Manual*) Schools should review to ensure that accommodations are correctly assigned before testing. Online accommodations can be checked against lists of accommodations from IEP, IAP/504, and EL/TPC plans. (*Assessment Administration Protocol Manual*)

HI	<p>Training: I participated in professional development on test security and administration provided for this test administration on ___/___/____. I will follow all testing procedures as outlined in the Test Administration Manual and all other guidelines and instructions provided by my school test coordinator or by the Hawaii Department of Education Assessment Section including: identifying students approved for accommodations and ensuring they are administered the test with the assigned accommodations. (<i>Test Administrator and Proctor Acknowledgement of Security and Confidentiality Statement</i>)</p> <p>Confidentiality: AA-AAAS: This signed HSA-Alt Test Security and Confidentiality form is required of all HSA-Alt Test Administrators who will be administering the HSA-Alt to a student who receives the Translated Test designated support or any of the following accommodations: Read Aloud, Scribe, and/or Visual Descriptions. (<i>HSA-Alt Test Coordinator's Manual</i>)</p> <p>Test Administrator and Proctor Acknowledgement of Security and Confidentiality Statement. (<i>Science Test Administration Manual</i>; <i>SBA Test Administration Manual</i>)</p> <p>Irregularities: The TA must immediately fill out the Testing Incident Report Form and verbally inform his/her grade-level counselor and TC (TC will inform Principal). (<i>Test Administrator Training</i>)</p> <p><i>The Test Security Required Action Steps depict the required actions for each test security incident in a process flow diagram format. (Test Administration Manual – Alternate Assessment; SBA Test Administration Manual)</i></p> <p>APPENDIX K: Testing Incident Report Form. (HSA-Alt Test Administration Manual)</p> <p>All staff members at a school are required to report test security incidents to the Principal. Test security incidents that do not involve the Test Coordinator should also be reported immediately to the Test Coordinator. (<i>Test Administration Manual</i>)</p> <p>Monitoring: Once students have started their tests, the TA should circulate through the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the Principal and TC should be contacted immediately in accordance with the security guidance provided in this manual. (<i>Science Test Administration Manual</i>)</p>
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ID

Test security handbook: Assessment Integrity Guide <https://apps.sde.idaho.gov/TestIncidentLog/Content/files/Assessment-Integrity-Guide.pdf>
This guide sets forth test administration policies, procedures, and responsibilities. These procedures are standardized to: • Address federal and state requirements; • Provide secure exams that result in valid and reliable scores; • Adhere to high professional standards; • Maintain consistency across all testing occasions and sites (i.e. schools); and • Protect the investments of resources, time, and energy. (*Assessment Integrity Guide*)

Handbook includes students with disabilities: Professional test administration practices before, during, and after test administration include but are not limited to:

- Verify accommodations with the Special Education teacher for students with disabilities
- Unprofessional test administration practices before, during, and after test administration include but are not limited to:
 - Prevent eligible students from testing without appropriate accommodations
- Districts and schools must provide equal opportunity for all students to:
 - Have access to and be familiar with appropriate tools, supports, and accommodations

For reliable and valid reporting, assessments must be properly administered to all eligible students. Students must be correctly identified to be considered eligible for specific assessment(s), and be provided with supports and accommodations when applicable. (*Assessment Integrity Guide*)

Irregularities: Whether intentional or by accident, failure to comply with security rules, either by staff, students, or other individuals in the remote testing environment, constitutes a test security incident. Recommended processes TAs may use to detect and report irregularities and breaches are provided in Table 17 below. (*Test Administration Manual*)

Monitoring: Monitoring Test Selection: It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area. The TA monitors the test each student is taking by referring to the Students in Your Test Session table in the TA Interface. In the event a student is taking an incorrect test, the TA can pause the student's test. The TA should then instruct the student to log out and log in again to select the correct test. In the rare event that a student starts a test unintentionally (for example, selected mathematics instead of ELA), the test's expiration timeline will be activated. Monitoring Test Progress: Once students have started their tests, the TA should monitor student progress through the test via the Students in Your Test Session table in the TA Interface to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the SC and DC should be contacted immediately. The TA may also use the TA Interface to view the testing progress of any student. (*Test Administration Manual*)
Monitor Administration Activities (part of District Coordinator Checklist). (*Test Administration Manual*)
Early detection is a key to avoid compromising the integrity of the assessment. Undetected incidents could lead to the misidentification of students, schools, program effectiveness, etc., and even the loss of program credibility. The following sections describe various detection methods. (*Assessment Integrity Guide*)

<p>IL</p> <p>Confidentiality: The content of the IAR assessment is confidential and must be kept secure at all times. Maintaining the security of test materials is critical in order to obtain valid results from the test. Accordingly, each individual authorized to administer the IAR assessment or have access to test materials, including Technology Coordinators, or those authorized to observe administration, must sign this security agreement and agree to the statements below. Failure to abide by the terms of the agreement may result in sanctions by ISBE including (but not limited to) score invalidation or employment and licensure consequences. (<i>Test Administration Manual</i>)</p> <p>Irregularities: For a list of testing irregularities and security breaches that must be reported and documented, refer to your School Test Coordinator. If an incident must be reported according to state policy, follow the protocol outlined below.</p> <ul style="list-style-type: none"> - The incident must be reported to the School Test Coordinator immediately. - If follow-up documentation is required by your District Test Coordinator or State Contact, complete any additional documentation required. (<i>Test Administration Manual</i>) <p>Monitoring: The District Test Coordinator or the School Test Coordinator (depending on state policy) must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. School Test Coordinators must be available during testing to answer questions from Test Administrators and Proctors. District Test Coordinators must monitor reports of testing irregularities and security breaches and ensure that School Test Coordinators follow state procedures for reporting such events. Refer to Appendix C for state procedures. School Test Coordinators must ensure that during each unit of the test, Test Administrators and Proctors walk around the room and check that students are working in the correct unit and section (if applicable). At no time are any school staff allowed to log in to TestNav using a student testing ticket; however, Test Administrators may help students log in if issues arise. In addition, ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features. (<i>Test Coordinator Manual</i>)</p>	<p>IN</p> <p>Confidentiality: Appendix A: 2021-2022 Indiana Testing Security and Integrity Agreement. (<i>Assessments Policy Manual</i>)</p> <p>Irregularities: Appendix A: Protocol for Reporting and Investigating Alleged Assessment Breaches. (<i>Assessments Policy Manual</i>) TIDE allows CTCs, NPSTCs, and STCs to request action for a student test (e.g., re-open a test, re-open a test segment) in response to a testing irregularity that occurs in the standardized test environment. See the TIDE User Guide for directions on how to create an Irregularity Request in TIDE and the 2021–2022 Indiana Assessments Policy Manual on how to submit a Testing Irregularity Report to IDOE. In many cases, formal documentation is required in addition to the creation of an Irregularity Request in TIDE. (<i>Test Coordinator’s Manual</i>)</p> <p>Monitoring: TAs and proctors must monitor the testing session to ensure that all students have the opportunity to succeed. It is not acceptable for TAs and/or proctors to leave the room, to concentrate on other tasks or materials, or to otherwise ignore what is happening. All TAs and proctors should be trained to understand the testing procedures and their respective responsibilities. (<i>Code of Ethics and Procedures</i>) OSA contracts with a third-party vendor to conduct unannounced onsite or announced online monitoring visits (via an online meeting platform) during testing windows. The purpose of monitoring is to ensure the fidelity of the test administration and test security requirements. Schools are identified for monitoring based on previously submitted testing irregularities, test security concerns, failure of a CTC to complete required training by designated deadlines, failure to return secure test materials by required deadlines, Data Forensic Analysis concerns (see Section 9, Part F), and a random sample derived from Indiana demographic data. A minimum of five school sites will be monitored during most test administration windows. Monitoring is an expectation defined for states by the U.S. Department of Education. (<i>Assessments Policy Manual</i>)</p>
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IA

Test security handbook: State of Iowa Test Security Manual – <https://educateiowa.gov/sites/files/ed/ documents/2021-2022TestSecurityManual.pdf>

This manual was developed to assist districts, schools, and AEA's plan for and maintain the security of both online and paper-based testing to ensure the integrity, validity, and confidentiality of item types, prompts, and student information; maintain our investment; and adhere to Iowa's Code of Ethics. This manual should serve as guidance to help districts create sound test security policies and practices. They should, at a minimum, apply to all federally mandated assessments, including ISASP, ELPA21, DLM, and NAEP. (*State of Iowa Test Security Manual*)

Handbook includes students with disabilities: This manual should serve as guidance to help districts create sound test security policies and practices. They should, at a minimum, apply to all federally mandated assessments, including ISASP, ELPA21, DLM, and NAEP. (*State of Iowa Test Security Manual*)

Confidentiality: Iowa has a separate test security/confidentiality agreement for human readers, scribes, translators, and paraeducators. (*Accessibility Manual, Appendix A*)
Test administrators and assessment coordinators for DLM alternate assessment must agree to security agreement in Educator Portal. (DLM manual)

Irregularities: Examples may include student cheating or providing answers to another student; student accessing the Internet, use of unauthorized electronic equipment (e.g., smartphone, camera, smart watch), or another unauthorized software during the test administration; allowing student(s) to use a calculator during a test prohibiting its use; non-trained personnel administering the test; TA giving incorrect instructions that are corrected prior to students testing; TA providing his/her password to other authorized users; TA coaching or providing nonapproved assistance to students (e.g., verbal clues, pointing, nodding head, leading thinkalouds, asking students to point to the correct answer, or requiring students to answer all questions); providing students with non-allowable materials; allowing accommodations not in the student's IEP or 504 Plan; a technology error that could have compromised the validity of the student or group of students performance. Test Irregularities should immediately be reported to the assigned Iowa Assessment Consultant and the Deputy Director in the Division of Learning and Results through the Testing Incident Reporting Application. (*Test Security Manual*)

Monitoring: Internal monitoring - Each district must include in their Test Security Policy a plan and procedures for monitoring these federally mandated assessments as well as other state assessments and district assessments. The plan should establish written procedures that address monitoring students during test sessions, monitoring social media sites, and monitoring practices of all staff to ensure compliance with the district test security policy. Additionally, the plan should include monitoring accessibility and IEP designated accommodations to ensure fair testing practices are implemented. (*Test Security Manual*)

External monitoring – Test security manual includes appendix with monitoring checklist. Includes special population checklist items:

- Observes administration of paper and pencil. Observes: Students marking their answers on the paper copy of the assessment. Answer sheets are not generated by the school or district. (Yes, No, NA)
- Observes student use of embedded and/or non-embedded designated features (e.g. answer masking, color contrast, general masking, line reader, print-on-request, turn off universal features, zoom). Evidence of Documentation provided matches District Coordinator information. (Yes, No, NA). List which designated features students used during the observation:
- Observes student use of embedded and/or non-embedded accommodations (e.g., assistive technology, braille, large print test booklet, scribe, speech-to-text). Evidence of Documentation provided matches District Coordinator information. (Yes, No, NA) List which accommodations students used during the observation. (*Test Security Manual*)

<p>KS</p> <p>Test security handbook: Kansas State Department of Education Test Security Guidelines https://ksassessments.org/sites/default/files/documents/Test_Security_Guidelines.pdf</p> <p>Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Kansas State Department of Education must take every step to ensure the security and confidentiality of the state assessment materials. Everyone who is involved in student testing, communicates results, and receives testing information is responsible for test security. (<i>Kansas State Department of Education Test Security Guidelines</i>)</p> <p>Handbook includes students with disabilities: 2021 State Monitor Quality Assurance Checklist for Test Security and Ethics include item related to accommodations:</p> <ul style="list-style-type: none"> District/building coordinator provides documentation for accommodations entered in the Personal Needs Profile (PNP). This may be kept at the building or district level. (<i>Kansas State Department of Education Test Security Guidelines</i>) <p>Confidentiality: Agreement to Abide by Guidelines form that is signed by staff has a place to indicate whether received training and reviewed materials regarding the read aloud guidelines. (<i>Test Examiner's Manual</i>)</p> <p>Monitoring: 2021 State Monitor Quality Assurance Checklist for Test Security and Ethics include item related to accommodations:</p> <ul style="list-style-type: none"> District/building coordinator provides documentation for accommodations entered in the Personal Needs Profile (PNP). This may be kept at the building or district level. (<i>Kansas State Department of Education Test Security Guidelines</i>)
<p>KY</p> <p>(None found)</p> <p>LA</p> <p>Confidentiality: School Test Coordinator: Pre-administration oath of security and confidentiality includes statements which address accommodations:</p> <ul style="list-style-type: none"> I will keep all secure materials in a locked, secure storage area before and after testing. I will follow security regulations for distribution and return of secure test materials. I will provide a list of students approved for accommodations, with the accommodations they are to receive, to the appropriate test administrators. <p>School Test Coordinator: Post-administration oath of security and confidentiality includes statements which address accommodations:</p> <ul style="list-style-type: none"> I kept secure materials in a locked, secure storage area before and after testing. I followed security regulations for distribution and return of secure test materials. I provided a list of students approved for accommodations, with the accommodations they are to receive, to the appropriate test administrators. <p>Test Administrator: By signing this form [Test Administrator Post-Administration Oath of Security and Confidentiality], test administrators are stating that they maintained the security and confidentiality of all secure materials and participated in professional development on test security and administration. If both test administrators and scribes participate in test administration, then each should complete a form. Interpreters should also sign the form and write "Interpreter" next to their names. (<i>Test Coordinator's Manual, Grade 7</i>)</p> <p>Irregularities: The following were included in a list of violations of test security and possible test irregularities:</p> <ul style="list-style-type: none"> Failing to provide a student with a documented accommodation Providing a student an accommodation that is not documented. (<i>Test Coordinator's Manual, Grade 7</i>)

<p>ME</p>	<p>Test security handbook: Maine Educational Assessment Security Handbook – https://www.maine.gov/ doe/sites/maine.gov/ doe/files/inline-files/Maine%20Educational%20Assessment%20Security%20Handbook%202021-2022%20VF.pdf</p> <p>Assessing student learning is an essential aspect of education, as it provides data that can lead to improved instruction and outcomes. Assessments take many forms, and each type of assessment has distinct value and purpose in a comprehensive assessment system. Educators, policymakers, and the assessment community use assessment data to improve education and to address needs for the workforce and the economy. As required by Maine Statute 20-A §6202, the Maine Department of Education (Maine DOE) must establish a statewide assessment program to measure and evaluate, on a continuing basis, the academic achievement of students in Maine’s public schools, charter schools, and private schools whose school enrollments include at least 60% publicly funded students. Results from these statewide assessments contribute to educational decisions made at the federal, state, and local levels about both schools and students. It is critical that assessment results are accurate, fair, and comparable. To that end, the Maine DOE has established policies and defined procedures to ensure the integrity of the state assessment system. Adherence to Maine’s assessment security expectations ensures that the assessments will yield high-quality data that can be trusted to support valid and fair conclusions related to academic achievement. (<i>Assessment Security Handbook</i>)</p> <p>Handbook includes students with disabilities: Assessment Administration Observation Checklist includes, “List any observed accommodations provided to Students.” (<i>Assessment Security Handbook</i>)</p> <p>Monitoring: Assessment Administration Observation Checklist includes, “List any observed accommodations provided to Students.” (<i>Assessment Security Handbook</i>)</p>
<p>MD</p>	<p>Confidentiality: Test Security – The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education.</p> <p>IT IS A BREACH OF PROFESSIONAL ETHICS FOR SCHOOL PERSONNEL TO PROVIDE VERBAL OR NONVERBAL CLUES OR ANSWERS, TEACH ITEMS ON THE TEST, SHARE WRITING PROMPTS, COACH, HINT, OR IN ANY WAY INFLUENCE A STUDENT’S PERFORMANCE DURING THE TESTING SITUATION. A BREACH OF ETHICS MAY RESULT IN INVALIDATION OF TEST RESULTS AND LOCAL EDUCATION AGENCY (LEA) OR MSDE DISCIPLINARY ACTION.</p> <p>Online versions and Test Books for MISA are confidential and are kept secure at all times. Unauthorized use, duplication, or reproduction of any or all portions of the assessment is prohibited.</p> <p>VIOLATION OF SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE MARYLAND STATE BOARD OF EDUCATION AND/OR THE STATE SUPERINTENDENT OF SCHOOLS IN ACCORDANCE WITH COMAR 13A.03.04 AND 13A.12.05.</p> <p>TAs and anyone else with access to test materials are aware of the consequences of test security violations and sign a Test Administration and Certification of Training Form and Non-Disclosure Agreement, which is kept on file. Anyone handling test materials solely for clerical purposes sign a Non-Disclosure Agreement, which is kept on file. (<i>MISA Technical Manual</i>)</p> <p>Irregularities: 2.2 Testing Irregularities and Security Breaches –Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. Section 2.2.1 contains examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is highly recommended that School Test Coordinators discuss these and other possible testing irregularities and security breaches with Test Administrators during training. Refer to Section 2.2.2 for information on reporting testing irregularities and security breaches. (info from multiple <i>MCAP TAMs</i>)</p> <p>[Note: many examples of irregularities follow – they apply to all the different exams for the state.]</p>

MA	<p>Monitoring: School Observations – In order to ensure the security and proper administration of the MCAS program, the Department conducts announced and unannounced monitoring visits to schools to observe the procedures followed during test administration. This may include entering testing rooms to observe students and test administrators directly. Principals and designees should be prepared to meet observers upon their arrival and also be available during the observation to answer questions. School staff may contact the Department's Student Assessment Services Unit at 781-338-3625 to verify the identity of Department observers. Department observers will confirm that all test security requirements in Part I of this manual are being met, including the following: • Materials are stored properly. • Staff have been trained. • Test administrators are administering tests appropriately. • The testing environment is secure. (MCAS Test Security Requirements for CBT and PBT)</p>
MI	<p>Test security handbook: MDE Assessment Integrity Guide – https://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf</p> <p>This Assessment Integrity Guide focuses on four main integrity themes:</p> <ul style="list-style-type: none"> • Prevention – standards and best practices for the test integrity and security aspects of the design, development, operation, and administration of state assessments, both paper/pencil and online test administrations, to prevent irregularities from occurring • Detection – guidelines for assessment monitoring, and working with the OEAA when irregularities are found • Follow-Up Investigations – guidelines for the state and local educational agency working together to investigate irregularities • Remediation – guidelines for working with the OEAA to resolve irregularities and to ensure valid results for all students. <p>Handbook includes students with disabilities: <u>OEAA Supports and Accommodations Monitoring</u> – The OEAA monitors the student use of designated supports and accommodations on the state's assessments. Monitoring of supports and accommodations includes verification that support and accommodation decisions are made following the provided guidelines on supports and accommodations for each state assessment. (MDE Assessment Integrity Guide)</p> <p>Monitoring: <u>OEAA Supports and Accommodations Monitoring</u> – The OEAA monitors the student use of designated supports and accommodations on the state's assessments. Monitoring of supports and accommodations includes verification that support and accommodation decisions are made following the provided guidelines on supports and accommodations for each state assessment. Monitoring involves verifying that students had access to available universal tools, specific to each assessment type and content area. Additionally, OEAA wants to ensure that designated supports were determined by individuals or teams of professionals, so that a student receiving a dedicated support during assessment is receiving it because the student receives the support during regular instruction. All students who legitimately need a support should be able to properly access it during the assessment. (MDE Assessment Integrity Guide)</p>

MN

Irregularities: Data Audit – The Yearbook provides an annual review of percentages of accommodations used against the number of assessments scored without accommodations. MDE continually reviews these numbers both in overall percentage and in percentage expected in specific disability categories based on past data... (2019-20 Technical Manual, p. 71)

The following are examples of situations that should be documented; note that some are misadministrations and some are special circumstances: A student is administered the incorrect assessment or accommodation/linguistic support. (Procedures Manual for Minnesota Statewide Assessments 2021-22)

AA-AAAS: *If a misadministration (i.e., a non-standard situation) or security violation occurs during testing, contact your District or School Assessment Coordinator as soon as possible for next steps. Similarly, if you observe or become aware of actions that violate test security, follow the district procedure for notifying the District or School Assessment Coordinator as soon as possible. Specifically for test security, while you are encouraged to raise your concerns first within the district, you can report suspected incidents of cheating or other improper or unethical behavior on statewide assessments to MDE using an online test security “tip line.” (MTA Task Test Administration Manual Spring 2022).*

Monitoring: Data Audit – The data collection is intended to provide MDE with the information about districts’ use of accommodations on state assessments. This information allows MDE to analyze the accommodation data to draw conclusions about the use and overuse of accommodations and will inform future policy decisions and training needs regarding the use of accommodations. (2019-20 Technical Manual)

MDE requires District and School Assessment Coordinators (or any of their designated, trained staff) to conduct random, unannounced observations of testing rooms to confirm adherence to state and district policies and procedures by Test Administrators, Test Monitors, and other staff. This requirement applies to both ACCESS and MCA administrations. Similar observations can be conducted for other aspects of test administration, like inventorying and organizing secure test materials, distributing test materials on the day of testing, and preparing technology for online testing. Districts can develop their own monitoring list or use the Minnesota Statewide Assessments Monitoring List in Appendix C, as needed. It is up to the district to determine how many schools and testing rooms to observe. Monitoring of individual administrations (Kindergarten ACCESS, Alternate ACCESS, and MTAS) is not required, but districts may include them in applicable portions of their monitoring, if desired. (Procedures Manual for Minnesota Statewide Assessments 2021-2022).

Irregularities: Anyone with knowledge of or information regarding a possible testing irregularity or alleged security violations reports the alleged irregularity/violation to an appropriate authority. {Miss. Code Ann. § 37-16-4(1)(f)} 15. Test administrators and proctors keep written records of any testing irregularities occurring during testing and report these to the school test coordinator who then reports to the District Test Coordinator. The District Test Coordinator reports all irregularities for a test administration to the district superintendent for investigation. Documentation regarding testing irregularities is maintained on file in the district. 16. The superintendent of the District investigates all reports of alleged violations of test security and/or potential testing irregularities and submits a report of findings to the Office of Student Assessment within fifteen (15) working days after the alleged violation and/or potential irregularity has been reported to him or her. (*Appendix F: Requirements of the Mississippi Statewide Assessment System Standard 16*).

The procedure for handling testing irregularities is repeated for each test administration. The Office of Student Assessment will notify the school district in writing when a possible testing irregularity has been identified. Within fifteen (15) working days following a reported potential irregularity/violation and/or receipt of the written notification from the Office of Student Assessment, the District will submit a written report to the Office of Student Assessment. The Office of Student Assessment reserves the right to conduct an independent investigation. The Office of Student Assessment will evaluate the District report to determine whether the possible testing irregularity has been resolved or the testing irregularity has been verified. If the possible testing irregularity has been resolved, the Office of Student Assessment will notify the District that no further action is required. If a testing irregularity has been verified, the Office of Student Assessment will notify the district superintendent. In the case of any verified testing irregularity that jeopardized or may have jeopardized the security and integrity of the test(s) or the accuracy of the test results, the Office of Student Assessment will report the irregularity to the Office of Accreditation for appropriate action and follow-up. (See VI.CONSEQUENCES.) In the case of improper student behavior supported by a data forensics company and not disproved in the District report, the Office of Student Assessment will respond to the district superintendent with a request on behalf of the State Superintendent of Education that the district superintendent ask for the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration. If the District refuses to invalidate the suspect scores, the State Superintendent will have the authority to invalidate the scores. (*Appendix F: Requirements of the Mississippi Statewide Assessment System Standard 16*).

Monitoring: Test Administrators should verify that all online tests have been submitted for each student upon the completion of testing by following these steps:

- Log in to the DRC Portal: www.drctdirect.com.
- Select Student Status Dashboard under the Student Management Application.
- Search for a school by name or code and select the school from the list.
- Select the administration from the list.
- Select different portions of the charts to filter to only those students. Any chart filtering will change the Student Search Results table below.

To save results, you can export the table to a spreadsheet by selecting Export to CSV. (*Test Administration Manual*)

MO	<p>Irregularities: A MAP Grade-Level Assessment should be invalidated only if a student is discovered cheating. Cheating is the only time the “Teacher Invalidation” code is used. This code invalidates all sessions of the content area. If a district chooses to use the “Teacher Invalidation” bubble, the test examiner and the STC must agree that the student cheated. The STC should then notify the DTC. (<i>Test Administration Manual</i>)</p> <p>Monitoring: This form is used both for district self-monitoring purposes and by Department of Elementary and Secondary Education (DESE) employees or designees during an on-site Quality Assurance (QA) visit. (<i>Test Coordinator’s Manual</i>)</p> <p>Once students have started their tests, the TE should circulate through the room to ensure that all conditions of test security are maintained. If the TE witnesses or suspects the possibility of a test security incident, the STC and DTC should be contacted immediately in accordance with the security guidance provided in this manual. (<i>Test Administration Manual</i>)</p>
MT	<p>Test security handbook: MontCAS Test Security Manual – https://opi.mt.gov/Portals/182/Page%20Files/Statewide%20Testing/Test%20Security/MontCASTestSecurityManual.pdf</p> <p>This manual accompanies the Montana Comprehensive Assessment System (MontCAS) Test Administrator Manual, MontCAS Accessibility and Accommodation Guidelines, MontCAS Accommodations Manual and Guidance Memo, and the MontCAS Test Coordinators Manual as required to administer each state assessment under the authority of MCA §20-2-121(12), ARM §10.55.603, ARM §10.56 for public schools and those private schools seeking accreditation. All accredited schools must annually administer the state assessments approved by the Board of Public Education and follow the test administration protocols according to standardized procedures published by the Office of Public Instruction. These policies and procedures provide documentation of the protections used by the Office of Public Instruction to safeguard the suite of state assessments under the obligations of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).</p> <p>Handbook includes students with disabilities: The OPI must be made aware of incidents within the MontCAS Application for each state-managed assessment (i.e., ACCESS for ELLs [or WIDA], CRT-Science, CRT-Science Alt, Multi-State Alternate Assessment [MSAA], Smarter Balanced, and ACT with Writing). System Test Coordinators must follow the reporting times specified in the MontCAS Test Security Manual. (<i>Roles and Responsibilities for Test Security Information: Authorized Representatives and School Principals</i>)</p> <p>Training: The System Test Coordinator must certify online he/she has received and provided training in test security, handling of test materials, test administration, accommodations, and calculator use to the appropriate educators in the School System, such as Authorized Representatives/Principals, Building Coordinators, and Test Administrators and have communicated to the appropriate educators that it is their professional responsibility to maintain the security of the test and test materials. It is essential that professional educators complete training on test security and administration prior to testing in order to fulfill their professional obligations. It is the responsibility of a professional educator to maintain the security of the test and the test materials and to follow prescribed test administration procedures. (<i>Roles and Responsibilities for Test Security Information: System Test Coordinators</i>)</p>

MT

Irregularities: All testing incidents that involve a student and test and that require an action for the test, such as to reset or reopen a test that a student was taking at the time of the incident, must be recorded in the TIDE Appeals system for action by the OPI State User and documented in the MontCAS Application. All test security incidents should be recorded in the Test Security Incident Worksheet and should be maintained at the school district level. (*AMSA Test Administration Manual*)

System Test Coordinators report any test security incident immediately to the Montana Office of Public Instruction within the MontCAS Application or based on the reporting periods specified by the severity of the incident. These reporting guidelines can be found in the MontCAS Test Security Manual. The OPI must be made aware of incidents within the MontCAS Application for each state-mandated assessment (i.e., ACCESS for ELLs [or WIDA], CRT-Science, CRT-Science Alt, Multi-State Alternate Assessment [MSAA], Smarter Balanced, and ACT with Writing). System Test Coordinators must follow the reporting times specified in the MontCAS Test Security Manual. (*Roles and Responsibilities for Test Security Information: Authorized Representatives and School Principals*)

The Test Security Required Action Steps describes the required actions for each test security incident in a process flow diagram format. (*Test Administration Manual*)

Monitoring: TAs should actively monitor student testing and assist students in navigating the online administration as needed. TAs should make sure that students are listening to the complete audio description of the answer options or answer option cards when PicSyms are present. While the PicSym may contain a single word, the script that is provided when the answer option is digitally read aloud often contains more information. It is important to remember that TAs are allowed to support students with test navigation, however when TAs directly enter a student's response based on student selection using a non-direct method, that the Scribe accommodation will need to be indicated for this student. This includes the entry of a "No Response" for students (see section Early Stopping Rule). The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best. Students may have all parts of the assessment presented to them as many times as is necessary, including passages/stimuli, question stem, and response options. (*AMSA Test Administration Manual*)

It is the OPI's responsibility to observe test administration activities in schools to ensure that the state assessments are conducted in a standardized and consistent manner throughout Montana. The OPI organizes annual monitoring of schools during the testing windows as both a learning experience, where department staff can learn more about the MontCAS testing process, and as a monitoring requirement to ensure appropriate testing practice in schools.... A school can be monitored during a test administration if they were selected for 1) Targeted Assessment Monitoring, or 2) Random Assessment Monitoring (see Appendix X: SEA School Selection Protocol). (*Test Security Manual*)

NE

Test security handbook: Nebraska Student-Centered Assessment System (NSCAS) Summative Assessment Security Manual – <https://cdn.education.ne.gov/wp-content/uploads/2021/10/NSCAS-Summative-Assessment-Security-Manual-11-4-21.pdf>

In a centralized testing process, it is critical that equity of opportunity, standardization of procedures, and fairness to students, teachers, and districts is maintained. Therefore, the Nebraska Department of Education requires that all school districts place a high priority on test security and review the NSCAS Summative Security procedures outlined in this document. Test security includes test maintenance and storage, training of test administrators, test administration, test ethics, and secure return of materials. In addition to state required security measures, districts are expected to adhere to NSCAS ACT and ELPA21 security. The goals of this Security Manual are the following:

- To assure all Nebraska students equality to be assessed appropriately, fairly, and in a secure manner;
- To assure that all Nebraska educators understand and follow the steps to develop and maintain a secure NSCAS Summative testing process;
- To document the practices and procedures so that all NDE staff will consistently follow the steps to assure the security of NSCAS Summative testing.

Confidentiality: Nebraska Student-Centered Assessment System (NSCAS) Confidentiality Agreement for Educators Exposed to NSCAS Content: The following optional confidentiality agreement may be used for educators or language experts that are exposed to NSCAS test content during the administration/preparation of NSCAS accessibility supports or during the administration of *NSCAS Alternate tests* [italics added]. While this is allowed, the content of all passages and items are secure and should not be read by anyone but the student taking the assessment. Educators that are not administering specific accessibility supports or administering the NSCAS Alternate tests should not read or view any secure test content. (*Accessibility Manual*)

Irregularities: Any identification or suspected violation of defined testing procedures must be reported immediately. If a student suspects a breach in test security, the student should report the alleged incident to a teacher or administrator. If a teacher, parent, assessment administrator, or school administrator suspects a breach in test security, he or she should report the alleged incident in writing to the district's superintendent or the Nebraska Statewide Assessment Office. In the case of a test contractor suspecting a breach in test security, the suspected tests should be "flagged." The contractor's scoring director and project manager will then review the flagged tests and determine whether a test security breach has occurred. The test contractor should immediately notify the Nebraska Statewide Assessment Office of any test security breach and send them a summary file of the flagged student work. As soon as a suspected test security breach has been verified, either by the test contractor or the Nebraska Department of Education, a district superintendent or designee of the investigation will have 45 days to complete a report. (*Appendix B – NSCAS Security Procedures*)

Monitoring: Annually 50-70 schools are selected for monitoring. The assessment office selects schools and assigns monitors for the schools to be visited. Schools are selected based upon geographic representation, district size, and additional NSCAS testing characteristics. NDE recruits certificated staff annually to help with the monitoring and testing visitation process. Staff members who have agreed to monitor and visit schools are provided with training orientation on guidelines to conduct a testing monitoring visit. Staff from the assessment office conducts the training. Each staff member and monitor is provided with a NSCAS Observation Checklist, which is to be completed after the visit and submitted to the statewide assessment office. The checklist is revised annually to reflect current security requirements. Monitors are instructed to contact the school principal and the District Assessment Contact by email to arrange an appropriate day and time for the visit. Monitors may request of a school district to visit a specific content area, but it is likely that any of the content areas might be monitored. Monitors are reminded that it is not their responsibility to provide feedback to the school, but rather to observe and to take note of anything that needs to be reported back to the Statewide Assessment Office. If feedback is necessary to the school, or if a process needs follow up or change, it will be the responsibility of the Statewide Assessment Office to provide that feedback. (*Security Manual*)

Test security handbook: Test Security Procedures – https://doe.nv.gov/uploadedFiles/Indedbenvgov/content/Assessments/Docs/Test_Security_Procedures_1920.pdf

This manual, in accordance with Nevada Revised Statutes (NRS) 390.250 through 390.430, inclusive, is designed for district test directors, school principals, and school test coordinators. Test security procedures must be understood and adhered to by all district and school personnel involved in test administration or the handling of materials related to state assessments. Unless otherwise stated, test security procedures apply to all state-mandated test administrations, including actual (live) as well as field and pilot tests. Strict adherence to procedures protects the integrity of the State assessment program, and ensures consistency in test administration, security of test materials, and the validity of scores. Failure to adhere to the procedures outlined herein may result in state-administered corrective action, including, but not limited to, invalid scores and/or licensure sanctions.

Handbook includes students with disabilities: The school plan must be consistent with the procedures outlined in the state and district plans and must include, but is not limited to, the following provisions:

- Procedures to ensure compliance with testing accommodation plans

Before Testing

- Embedded testing accommodations and designated supports must be selected for the appropriate students in the online testing system prior to test administration. Non-embedded accommodation and designated support information must also be provided to test administrators.

Testing Environment

- Student desk/table tops must be cleared of any material not specified in the Test Administrator’s Manual. Students may not access additional materials unless documented as testing accommodations or designated supports. Unauthorized possession of non-permissible materials may result in invalid scores.

Monitoring Students

- Electronic devices are strictly PROHIBITED unless a student has an accommodation plan or designated support that allows a specific permissible device, or the device is required for test administration as indicated in the Test Administrator’s Manual. Unauthorized possession of electronic devices may result in invalid scores. (*Test Security Procedures 2019-2020*)

Irregularities: If the district test director has reason to believe a violation of the state or district test security plan has occurred, they must do the following:

- Immediately notify the NDE test security coordinator either orally or in writing.
- Ensure that a Report of Testing Irregularity is submitted within 14 school days after the incident occurred.
- Begin an investigation of the incident.
 - If a potential breach in test security has occurred, and the school has video surveillance equipment capable of downloading and saving a digital clip of the alleged occurrence, that clip must be retained as evidence for three consecutive school years.
 - All other evidence related to test security investigations must be retained for three consecutive school years.
 - The district test director or designee must submit all investigative findings to the NDE test security coordinator during the course of the investigation.

A school official who has reason to believe that a violation of the state or district test security plan has occurred must immediately notify the school test coordinator, principal, district test director, or their designee. (*Test Security Procedures*)

<p>Irregularities: Report the incident to an administrator such as the District Test Coordinator, School Test Coordinator or Principal immediately. Local administrators take corrective action and document impropriety within 24 hours in Test Security Incident Notification Form. Retain form for assessment monitoring. Should an appeal be required, then enter the incident in the TIDE system and submit Test Security Incident Notification Form to the Dept. of Education. State authorizes TIDE appeal (if appropriate). (<i>Policy and Procedures Manual</i>)</p> <p>Monitoring: All public school districts will be monitored at least once during a 5-year cycle based on random selection or on past compliance concerns. Of the randomly selected districts: 25% will be monitored on-site, 75% will have a desk monitoring procedure. The New Hampshire Department of Education will notify the district superintendent and school principal that the school will be monitored in the upcoming test administration at least 2 weeks prior to the opening of the testing window. Notification will specify the state-wide assessment to be monitored and the type of monitoring that will occur. On-site Monitoring: Selected schools will need to submit the school testing schedule to the New Hampshire Department of Education one week prior to the opening of the testing window. Please refer to the On-Site Monitoring Checklist that will be used during the visit. Results will be available within 45 days of the site visit. Desk Monitoring: Selected schools will need to submit the school testing schedule to the New Hampshire Department of Education one week prior to the opening of the testing window. Please refer to the Desk Monitoring Checklist. All required documentation must be submitted to the New Hampshire Department of Education within 30 days of school wide testing completion. Results will be available within 45 days of submission. (<i>Policy and Procedures Manual</i>)</p>	<p>NH</p>
<p>Confidentiality: The content of the NJSLA assessment is confidential and must be kept secure at all times. Maintaining the security of test materials is critical in order to obtain valid results from the test. Accordingly, each individual authorized to administer the NJSLA assessment or have access to test materials, including Technology Coordinators, or those authorized to observe administration, must sign this security agreement and agree to the statements below. Failure to abide by the terms of the agreement may result in sanctions including (but not limited to) score invalidation or employment and licensure consequences. (<i>Security Agreement</i>)</p> <p>AA-AAAS: Alternate Assessment Security Agreements:</p> <ul style="list-style-type: none"> • New Jersey DLM Test Security Agreement 2021-2022 for Assessment Coordinators, Technology Representatives, and Other School/District Educators • New Jersey DLM Test Security Agreement 2021-2022 Support Staff Present During DLM Test Administration (<i>New Jersey DLM Test Security Agreement 2021-2022 Teachers & SLPs Assigned as Test Administrators</i>) <p>Irregularities: STC must report any incident to the DTC immediately. DTC must then email the appropriate NJSLA state coordinator as soon as possible after receiving notice from the STC. STC must complete appropriate form documenting the incident and provide completed form to DTC. DTC must upload form to PAN within five school days and provide NJDOE with support request confirmation number. Be sure to upload to appropriate assessment administration scope within PAN (ELA/Math or Science). (<i>DTC Training</i>)</p> <p>This form is to be completed and uploaded by the District Test Coordinator (DTC) or School Test Coordinator (STC). Please follow the steps outlined below. (<i>New Jersey Student Learning Assessment Testing Irregularity and Security Breach Form</i>)</p> <p>Monitoring: The DTC and STC must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. STCs must be available during testing to answer questions from TAs and proctors. DTCs must monitor reports of testing irregularities and security breaches and ensure that STCs follow procedures for reporting such events. Refer to Section 2.2.2 for reporting procedures. STCs must ensure that during each unit of the test, TAs and proctors walk around the room and check that students are working in the correct unit and section (if applicable). At no time are any school staff allowed to log in to TestNav using a student testing ticket; however, TAs may help students log in if issues arise. (<i>Test Coordinator Manual</i>)</p>	<p>NJ</p>

NM	<p>Irregularities: When an incident occurs, the person who witnesses it, usually the TA or a proctor, immediately reports it to the STC and the principal. The STC then reports it to the DTC and makes sure the TA reported it to the principal. If the incident constitutes an irregularity, DTCs are required to notify PED by phone or email within three days. The DTC then conducts an investigation and makes a recommendation as to whether the test should be invalidated. The PED Testing Irregularity Reporting form should be completed in the PED Test Coordinator Portal with a recommendation as to whether or not the assessment should be invalidated within ten days. (<i>DTC Manual</i>)</p>
NY	<p>Confidentiality: AA:AAAS: <i>Agree to the annual security agreement in Educator Portal. Users will have no access to data in Educator Portal until they agree to the security agreement each year. (DLM Test Coordinator Manual)</i></p> <p>Irregularities: Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, “Building principals are responsible for administering department examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner.” Accordingly, the building principal is responsible for all aspects of the school’s test administration and must take appropriate measures both to prevent, as much as possible, and to investigate all security breaches and irregularities associated with the administration and scoring of the test. In addition, the principal must report the following testing irregularities and misconduct by students—in writing, on school letterhead, and signed by the principal—to OSA via fax to 518-474-1989 or by e-mail to emscassessinfo@nysed.gov. New York City public schools must also e-mail testsecurity@schools.nyc.gov. (<i>School Administrator’s Manual v202</i>)</p>

NC

Test security handbook: Testing Security Protocol and Procedures for School Personnel – <https://www.dpi.nc.gov/media/12215/open>
General Statute §115C-174.10 states that the Annual Testing Program has three purposes: “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the state, local, and school levels accountable to the public for results.” In order to maintain the integrity of the Annual Testing Program, it is essential for school personnel to develop awareness of proper testing protocol and procedures. Knowledge of testing policies and procedures helps ensure the Annual Testing Program is conducted in a manner that is fair, consistent, and equitable for all students. The Testing Security Protocol and Procedures for School Personnel publication is provided to principals, teachers, and other school personnel as a reference for implementing secure, uniform test administrations in North Carolina schools.

Handbook includes students with disabilities: The test administrator and proctor must monitor the test administration by walking frequently and quietly throughout the room and scanning the students' work areas to ensure students follow the test directions, perform the required tasks, do not share responses, and those eligible have access to required accommodations. (*Testing Security Protocol and Procedures for School Personnel*)

Irregularities: Use and follow all procedures in the OTISS to document and report all testing irregularities within five days of the occurrence. Immediately report irregularities to the school director or principal and RAC. Submit completed and signed Irregularity Investigation Checklists, investigation summaries, and all pertinent investigation documentation to the NCDPI within five business days of the occurrence (or the date the incident was identified). Notify the school director and the RAC for consensus before deciding whether to declare a misadministration. The OTISS irregularity report should be submitted within five days of the occurrence. Schools cannot submit one report for several different testing violations or irregularities. Different incidents are expected to be documented on separate reports of testing irregularity even when the incidents occur during the same test administration in the same room. For example, if one student is disruptive during testing and another student becomes ill during the administration of the same test, two separate reports of testing irregularity must be filed in OTISS. If a misadministration is declared, it must be documented and reported using appropriate procedures outlined in OTISS. (*Test Coordinator Handbook*)

Monitoring: North Carolina's Comprehensive Plan for Monitoring Testing Accommodations. The U.S. Department of Education (USED) requires North Carolina to submit evidence of a system for monitoring the implementation and effectiveness of testing accommodations. This system must include the documentation of testing accommodations required, provided, and used. The monitoring ensures required testing accommodations are provided during test administrations and documents the usage of these accommodations by students during testing. In October 2009, the USED approved North Carolina's comprehensive plan for monitoring the use of testing accommodations in local school systems. The NCDPI Division of Accountability Services is responsible for conducting all monitoring activities with assistance and participation from the Divisions of Exceptional Children and K-12 Standards, Curriculum, and Instruction. (*Testing Students with Disabilities Handbook*)
Test administrators and proctors must avoid creating distractions and causing testing irregularities while monitoring students during the test. During training, test administrators and proctors must be made aware of what they can and cannot do to assist students. The test administrator and proctor must monitor the test administration by walking frequently and quietly throughout the room and scanning the students' work areas to ensure students follow the test directions, perform the required tasks, do not share responses, and those eligible have access to required accommodations. (*Testing Security Protocol and Procedures for School Personnel*)

<p>Confidentiality: Agree to the annual security agreement in Educator Portal. Users will have no access to data in Educator Portal until they agree to the security agreement each year. (<i>DLM Test Coordinator Manual</i>)</p> <p>Irregularities: Throughout the testing window, TAs are to report breaches of protocol and testing irregularities to the School Test Coordinator (SC) and, if appropriate, the North Dakota Department of Public Instruction. Online test invalidation requests are submitted, as appropriate, through the Appeals/Invalidations module under Administering Tests in the TIDE system. NDDPI makes the final decision on whether to approve the requested test invalidation. SCs can track the status and final decisions of requested test invalidations in TIDE. (<i>Test Administration Manual</i>)</p> <p>Monitoring: Monitor assessment activity for an individual student by using the fall Essential Elements Status Report. Monitor assessment activity for all students in a district or building prior to the end of the assessment window by using the DLM Instructionally Embedded Monitoring extract during the assessment window. Test administrators perform administrative tasks for students in the Instruction and Assessment Planner section of Educator Portal. (DLM Test Coordinator Manual)</p> <p>While students are taking the test, move around the room to make sure students are progressing through the test. Test Administrators may answer student questions about test directions. Test Administrators may not answer student questions about test content. Test Administrators can monitor and pause student assessments from within the TA Interface. (<i>Test Administration Manual</i>)</p>	<p>OH</p> <p>Irregularities: A testing irregularity is an unexpected test incident that results in a change to the established test administration procedure or protocols. This change may, or may not, compromise the test results. Examples include: ...extra testing time they were not entitled to or a student doesn't get an accommodation that they are entitled to. (<i>Test Security Powerpoint, Slide 17</i>)</p> <p>The test administrator is responsible for ensuring that the translator and the student adhere to test security policies. (<i>Ohio's State Tests Fall 2021 Test Administration Manual, Appendix B</i>)</p> <p>Test Incident Guidance Document - Example of testing irregularity – Accommodation should have been provided but was not for example read aloud, oral translation and extended time – How to proceed is provided... Accommodation was provided to a student that was not eligible – Providing testing accommodations to a student who is not eligible results in an invalid assessment. (<i>Ohio's State Tests Fall 2021 Test Administration Manual, Appendix H</i>)</p> <p>Test Incident Guidance Document – Example of NOT testing irregularity – A student refused test accommodations.... It may be necessary to convene with the student's IEP team or 504 Plan committee to review accommodations and the impact on participation in the assessment. (<i>Ohio's State Tests Fall 2021 Test Administration Manual, Appendix H</i>)</p> <p>AA-AAAS: An example of an insecure test is paper tests not returned to the state (<i>This includes answer sheets and the AASCD paper manipulative cards.</i>) (<i>Test Security PowerPoint, Slide 23</i>)</p> <p>Monitoring Procedures: AA-AAAS: During every test administration, a test administrator who meets these criteria must be in the room at all times. This person must actively monitor the student to ensure test security. (<i>Alternate Assessment for Students with the Most Significant Cognitive Disabilities, Test Administration Manual, Spring 2022</i>)</p> <p>AA-AAAS: At any point, if personnel believe that a violation of test security has occurred, they should contact the building test coordinator (BTC) about the alleged test security violation. The building test coordinator should report the alleged test security violation to the district test coordinator (DTC). The district test coordinator will contact the Department to discuss the situation. Guidance on test incidents is available in Appendix G of this manual. (<i>Alternate Assessment for Students with the Most Significant Cognitive Disabilities, Test Administration Manual, Spring 2022</i>)</p>
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<p>OK</p> <p>Monitoring: <u>Office of Assessments Desk & On-site Monitoring Checklist</u>. District/Site Provided Documentation. (selected examples provided below)</p> <p>Each monitored site is to provide documentation for items 1 – 12 for the OSTP. Documentation must be submitted electronically to the Office of Assessment by the date indicated above.</p> <p>Items 3 – 12 request information that should be written, finalized, and provided to Test Administrators and Test Proctors prior to administering or proctoring tests.</p> <p>3. Provide a detailed, written plan describing how security of the test materials is maintained at your district/building(s) and during test sessions. Include specific procedures to maintain the security of test booklets, test tickets, answer documents, and access codes prior to, during, and after testing sessions.</p> <p>4. Provide your district's detailed, written plan for the transfer of secure testing documents to and from an Alternate Site of Instruction (e.g., hospital, juvenile detention center, homebound, etc.). Required, even if your site did not use an alternate site.</p> <p>7. Provide your detailed, written school plan and procedures for providing testing accommodations. This must include: • who is responsible for ensuring accommodations are provided, and • who is responsible for verifying the accommodation received is documented on the students IEP, 504 Plan, or ELAP.</p> <p><u>(Office of Assessments Desk & On-site Monitoring Checklist)</u></p> <p><u>On-site Monitoring Checklist:</u> (selected examples provided below)</p> <p>Legal notice prohibiting copying of test documents is posted above all copy machines and scanners.</p> <p>3. Security of materials when not in use (i.e., in a secure, locked area).</p> <p>4. Observe and/or provide written procedure for appropriate sign-out of test materials using the School and Classroom Security Checklist or other appropriate method of checking out secure materials.</p> <p>5. Read-Aloud Plans [verify subjects & documentation; only for students with IEP/504 plans or English Learners (EL) students; small group of (8 – 10 maximum) students when a Human Reader is utilized].</p> <p>11. Cell phones and other electronic devices (including smart watches) are off, not visible, and not in use by the TA, TP, and/or students (unless required for specific student accommodations or in case of an emergency).</p> <p>12. Students are working independently or under approved accommodation requirements.</p> <p>13. Security during testing maintained (e.g., no one copying or viewing student test forms).</p> <p>17. Site correctly implements the OSTP Nonstandard Accommodation procedures outlined in the Test Preparation Manual and maintains appropriate documentation.</p> <p>18. Follows procedures for use of calculators as outlined in the state calculator policy.</p> <p>19. Provide evidence for approval of and proper implementation/use of Emergency Accommodations (EA Form) and Nonstandard Accommodations (ELA/Reading Test Read-Aloud & Unique). (<i>On-site Monitoring Checklist</i>)</p>	<p>OR</p> <p>(None found)</p>
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Test security handbook: Handbook for Secure Test Administration – <https://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/ Test%20Administration%20Materials/Handbook%20for%20Secure%20Test%20Administration.pdf>

State assessments rely on the measurement of individual achievement. Any deviation from procedures meant to ensure test validity and security (e.g., group work, teacher coaching, teaching or release of any test items, use of previously administered Pennsylvania assessments as preparation tools) is strictly prohibited and will be considered a violation of test security. Local Education Agency (LEA)/school personnel with access to the assessment materials must not review, discuss, disseminate, or otherwise reveal the contents to anyone. (This prohibition excludes the Item and Scoring Samplers available on the Pennsylvania Department of Education's [PDE's] website.) Any action by a professional employee or commissioned officer that is willfully designed to divulge test questions, falsify student scores, or compromise the integrity of the state assessment system will be subject to disciplinary action under the Educator Discipline Act, 24 P.S. §§ 2070.1a et seq, which may include a private reprimand, a public reprimand, a suspension of his/her teaching certificate(s), a revocation of his/her teaching certificate(s), and/or a suspension or prohibition from being employed by a charter school.

Handbook includes students with disabilities: Before Test Administration – DAC

- Complete the Accommodations Guidelines training annually.
- Review the Handbook for Assessment Coordinators (HAC), Directions for Administration (DFA), Accommodations Guidelines, Online User Guides (if online testing) and other test-related documents necessary to conduct training for test administration.
- Ensure that SACs are trained on the Accommodations Guidelines.

Before Test Administration – SAC

- Review DFA's, the Handbook for Assessment Coordinators, Accommodations Guidelines and Online User Guides (if testing online).
- Know the required accommodations and those allowable accommodations for each student with an IEP or 504 Service Plan and/or for each English Learner being assessed and communicate this to the appropriate personnel.
- Provide the appropriate testing environment for each student requiring an accommodation.

Before Test Administration – TA/Proctor

- Know and prepare to appropriately implement the required accommodations.

During Test Administration – TA/Proctor

- Appropriately implement required accommodations. (*Handbook for Secure Test Administration*)

Confidentiality: Educational Sign Language Interpreter agreement. Educational sign language interpreters may review test materials up to three days prior to test administration. Test materials must be reviewed in a secure location supervised by the principal or test coordinator. Materials may not be removed from the secure location. Filing or retaining any notes beyond the testing window or making copies of any kind is strictly prohibited. The principal and/or test coordinator must receive and securely destroy any notes required by the educational sign language interpreter to administer the test. These assessments rely on the measurement of individual achievement. Any deviation from the assessment procedures outlined in this manual [group work, teacher coaching (e.g., paraphrasing, explaining, giving suggestions about test items), pre-teaching or pre-release of the performance tasks or assessment items, use of old Pennsylvania assessments as preparation tools, etc.] is strictly prohibited and will be considered a violation of test security. (*Test Administrator Handbook*).

All persons assigned to the student(s) during testing must sign a Test Security Certification form (*Accessibility Manual*)

Irregularities: Test administrators and others involved in assessments must:

- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment. (*Accessibility Manual*)

RI

Confidentiality: RI NGSA items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items and student information. Sign and submit this form to your School Test Coordinator prior to testing. This signed agreement must be maintained by the school at least three years. (*NGSA Test Coordinator Manual*)

Irregularities: All test irregularities must be reported by the test administrator to the school test coordinator. The school test coordinator must collect any information and/or documentation and inform the Local Education Agency (LEA) or district test coordinator. The LEA or district test coordinator must contact RIDE to discuss the incident and provide any documentation, as necessary. RIDE will inform the local LEA/district if it is required to submit a formal investigation report of the irregularity. If any school or district employees with knowledge of a test irregularity has questions about their reporting obligations, RIDE can be consulted. (*NGSA Test Coordinator Manual*)

Monitoring: In order to ensure the security and proper administration of the RICAS program, RIDE conducts announced monitoring visits to schools to observe the procedures followed during test administration. If selected for a visit, at least two regular classrooms should be visited by RIDE staff and at least one accommodation session. (*Test Security Guidelines*)

SC

Training: AA-AAAS: South Carolina Alternate Assessment Agreement to Maintain Test Security and Confidentiality for Test Administrators and Monitors form says, "I acknowledge that I have received training regarding the administration of alternate assessments. I further acknowledge that the training included a discussion of test security policies and test administration procedures as outlined in the TAM."

Confidentiality: AA-AAAS: South Carolina Alternate Assessment Agreement to Maintain Test Security and Confidentiality for Test Administrators and Monitors. (SC confidentiality agreement form)

Irregularities: Test Security Violations: AA-AAAS: Any breach of test security must be reported to the SCDE in accordance with the Test Security Legislation and State Board of Education regulations. See Appendix A: Test Security Regulations and Violations for the test security legislation, Code of Laws Section 59-1-445 and 59-1-447, State Board of Education (SBE) regulations on test security and guidelines for Reporting Test Security Violations and the Test Security Violation Action Form. (SC Alt TAM)

AA-AAAS: Operational Invalidations Window DTCs-Alt can request an invalidation of an assessment due to test security violations, incorrect administration procedures, errors in scoring, and errors in administration procedures during the testing window. (SC Alt TAM)

1. **Test Security Violation (TSV) Application** – DTC must complete this TSV Application online via the SCDE website membership login page. The TSV Application will automatically be directed to Lynn Ferguson, Test Security Program Manager, Office of Assessment. The Test Security Violation Application must include all of the requested information including the identification of the person who allegedly committed the violation and their certificate number. Indicate the law that is violated, if applicable. See S.C. Code Ann. § 59-1-445—located in the "Test Security" section of the Test Administration Manual (TAM) for each assessment program and posted under "South Carolina Test Security Law" on the Test Security Web page—for the appropriate letters (a–f) to use for Legislative Violation(s). Also indicate the regulation(s) violated, using the exact wording of the violation(s) as stated in 2 S.C. Code Ann. Regs. 43-100 (2016), found in the TAM for each assessment program and posted under "State Board Test Security Regulations" on the Test Security Web page. For example, if a teacher assisted a student on the test, the following should be indicated in the online application drop-down as Regulation Violation(s): "H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their response." (SC Alt TAM)

How to Conduct an Investigation and Document the Information – The following paragraphs outline more specific information about how to conduct an investigation and how to document the information included in the test security violation application. A. If a test security violation is observed within a school, the individual(s) observing the incident must notify the STC or the district test coordinator (DTC) as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify the appropriate Office of Assessment program manager. (SC Alt TAM)

Monitoring: X. The SCDE has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur. (Test Security Regulations)

SD

Irregularities: AA-AAAS: Each person participating in the state assessment program is directly responsible for immediately reporting any violation or suspected violation of test security or confidentiality. PRs and other staff must notify their SC or AC if they witness or become aware of an inappropriate test practice or suspect one has occurred. ACs and SCs must report these concerns to the SDDOE Student Assessment Office (see Appendix A: State-Specific Information). ACs must report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity email the South Dakota office of Assessment at DOEAssessment@state.sd.us. (*Test Administration Manual – Alternate Assessment*)

The Test Security Required Action Steps depict the required actions for each test security incident in a process flow diagram format. (*Test Administration Manual*)

AA-AAAS: Each person participating in the MSAA is responsible for immediately reporting any violation or suspected violation of test security or confidentiality. As part of test security and validity, TCs should monitor administration for a portion of students. Observation documentation should be retained by the Local Education Agency. Report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity to the State MSAA Coordinator in accordance with state guidelines. (*MSAA Test Administration Manual*)

Monitoring: It is very important that PRs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CAT or PT). The PR monitors the test each student is taking by referring to the Students in Your Test Session table in the PR Interface. Once students have started their tests, the PR should circulate through the room to ensure that all conditions of test security are maintained. If the PR witnesses or suspects the possibility of a test security incident, the SC and AC should be contacted immediately in accordance with the security guidance provided in this manual. (*Test Administration Manual*)

Test security handbook: Tennessee Test Security Manual – https://tn.mypearsonsupport.com/resources/userguide/TennesseeTestSecurityManualFINAL_20190820.pdf

The Test Security Manual focuses on three main areas of test security: - Prevention – policies and best practices for the administration of paper-based and computer-based TCAP assessments. Proactive actions will prevent irregularities and test security breaches. - Detection – guidelines for assessment monitoring, reporting, and working with the Office of Assessment Logistics when irregularities or test security breaches are found. - Follow-Up Investigations – guidelines for the state and local educational agency working together to investigate test security breaches. All test administration practices are subject to this ultimate question: Will the test administration lead to student results that accurately reflect a valid and reliable measure of what each student knows and is able to do compared to Tennessee state standards? Following these guidelines will ensure that all students have equal opportunities to show their knowledge, skills, and abilities and are actively involved in demonstrating those opportunities through their engagement with the test.

Handbook includes students with disabilities: If any TCAP, MSAATCAP-Alt, or WIDA potential security breaches occur before, during, or after testing, the district testing coordinator must report them to the office of assessment logistics as soon as possible. (*Test Security Manual*)

Confidentiality: This agreement must be signed by any adults within proximity to test materials or test administration, including but not limited to test administrators, proctors, testing coordinators, and school or district administrators. Signed agreements should be collected by building test coordinators and kept filed for a period of 12 months. (*Test Security Manual*)

Irregularities: If any TCAP, MSAATCAP-Alt, or WIDA potential security breaches occur before, during, or after testing, the district testing coordinator must report them to the office of assessment logistics as soon as possible. (*Test Security Manual*)
 Test Administrators are responsible for submitting documentation of testing irregularities to building testing coordinators including date, content area, affected subparts, and affected students. The building testing coordinator will make the determination whether this needs to be documented as an RI and, if so, will follow documentation procedures. (*Test Administration Manual*)

Monitoring: It is the responsibility of the district and the school to monitor testing practices and enforce the policies and guidelines in this Test Security Manual to promote fair, approved, and standardized practices. Resolving irregularities is a good faith partnership between the schools and the department. The department prefers that a district monitor its own performance and take self-corrective actions to resolve any problems. During testing, district testing coordinators should be available to answer questions and resolve issues. Monitoring schools during a test administration will help confirm that procedures are being followed and can minimize the risk of error. Principals and building testing coordinators play a critical role in this effort, ensuring that all test administrators are actively monitoring their rooms. All testing personnel must adhere to the proper procedures. (*Test Security Manual*)
 Test administrators and proctors are required to frequently and unobtrusively move through the room and monitor the students' work area during testing. (*Test Security Manual*)

The department has internal and independent assessment monitors who conduct visits to schools during each testing window. The assessment monitors follow procedures developed to assure the security and confidentiality of state assessments and that all testing personnel are adhering to proper procedures. A school can be monitored during a test administration if they were selected either for Targeted Assessment Monitoring or for Random Assessment Monitoring. Districts with schools selected for targeted or random assessment monitoring will receive an email.... Monitoring will occur via observation on an unannounced day and time of the department's choosing. (*Test Security Manual*)
 During any day of testing, an assessment monitor may present themselves to the front office of the school at the beginning of the school day. These assessment monitors will deliver a signed letter, on department letterhead (SAT and ACT will have their own letterhead), to the principal of the school.... Once the monitor arrives in the testing room, they will introduce themselves to the test administrator and any proctors, then quietly sit at the back of the room and observe the test administration. The assessment monitor has a checklist of questions (see Appendix C) to indicate if they see any irregularities and if any best practices are observed during testing. Assessment monitors are unable to answer any questions about the test administration. All questions should be directed to the building or district testing coordinator. The assessment monitor will also take time to interview the building testing coordinator and observe secure materials storage, distribution and intake. After the monitoring session is complete, the assessment monitor will return all observations to the department, including both concerns and positive comments about exemplary and/or innovative test security practices. A summary letter of the observation will be sent to the district testing coordinator to provide overall information on the observation.... The DTC will be asked to respond to any problem areas observed. (*Test Security Manual*)

TX

Test security handbook: Security - District and Campus Coordinator Resources - Recommendations for Implementation of 14-point Test Security Plan

Develop a Test Integrity/Security Guide—Recommendation #12: TEA will develop a model policy on test integrity and test security procedures for adoption by local school boards. Rationale: Procedures to help ensure test security and confidentiality are spelled out in the District and Campus Coordinator Manual that is produced annually for the state assessment program. All individuals involved in the administrations of the state assessments are required to sign oaths indicating they understand test security and confidentiality requirements. By providing a model policy to local school boards for their review and consideration, there is an expectation that districts would be more cognizant of state test security requirements for district personnel. Timeline: TEA convened a focus group of district testing coordinators from across the state to assist in the development of a model policy. A draft of the policy was provided to the Texas Association of School Boards (TASB) for review. The final version of the model policy, to be considered for possible local adoption, was incorporated into the Test Security Supplement, beginning in 2009. (*Recommendations for Implementation of 14-point Test Security Plan*)

Training: The Oath of Test Security and Confidentiality includes “I have received training on the appropriate administration(s) of the state assessments as required.”

Confidentiality: Oaths of Security and Confidentiality – *All district and campus personnel who participate in state-mandated testing or handle or have access to secure test materials must be trained and sign an oath of test security and confidentiality. Any person who has more than one testing role (for instance, a district coordinator who also serves as a test administrator) must receive appropriate training and sign a security oath for each role. Test security oaths are valid for the entire school year, including fall, spring, and summer testing, as well as any field testing and mandatory sampling conducted during this time period. Test administrators must complete the general oath. General oaths should be printed or saved and provided to the campus coordinator. All oaths are required to be maintained by the district for a period of five years. The general Oath of Test Security and Confidentiality is available in the Security section of the Coordinator Resources. (STARR Alt 2 TAM)*

Understand your obligations concerning test security and confidentiality. ■ Sign the general Oath of Test Security and Confidentiality following the general training on test security and test administration procedures and before handling secure test materials. (Test administrators are only responsible for signing the oath once per school year.) ■ Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments must receive additional training and confirm compliance with state confidentiality requirements. (STARR Alt 2 TAM)

TX	<p>Irregularities: <i>Investigating and Reporting Testing Irregularities – Each person participating in the assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred. All testing personnel have an obligation to report testing irregularities and should follow local reporting procedures. Failure to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test or failure to cooperate with TEA in an investigation is itself a violation under TAC, §249.15(b)(6) and (b)(8). (STARR Ait 2 TAM)</i></p> <p>Recommendation #9 – TEA will provide additional information in test administration manuals related to consequences for educators and students if cheating occurs. Rationale: The District and Campus Coordinator Manual, the Test Security Supplement, and the General Test Administrator Manual for the state assessment program are the primary means for communicating information related to test security and the consequences of violating state policies.</p> <p>Recommendation #10 – TEA will require school districts to report to TEA any investigatory and disciplinary actions taken against educators and students locally. Rationale: Although districts are required to report testing irregularities to the Student Assessment Division, they were not previously required to provide information in all cases about any actions taken locally as a result of their investigations. The collection of this information would provide a source of data concerning actions taken at the local level and evidence that local actions were taken to address testing violations.</p> <p>Recommendation #13 – TEA will ensure that state investigations, sanctions, and corrective actions are conducted in a fair, expeditious, and equitable manner. Rationale: To be truly effective, investigations of testing irregularities need to be conducted as quickly and thoroughly as possible. Given student and staff mobility, it is critical that investigations are completed as close to the test administration in question as possible. (<i>Recommendations for Implementation of 14-point Test Security Plan</i>)</p> <p>Monitoring: Recommendation #2 - TEA will assign independent test monitors to campuses based on evidence of testing irregularities and make unannounced visits to additional campuses on test days. Rationale: Monitoring of test administrations has always been a requirement of the state assessment program, and the expectation has been that district and campus staff will be responsible. Revised 04/06/2010 2 for test monitoring activities. Although local monitoring efforts have identified incidents of cheating over the years, the assignment of a state presence on campuses during major test administrations did not occur until the 2006 test administration. State assignment of test monitors increased during 2007, 2008, and 2009 testing. In 2008 the first unannounced visits to campuses during testing occurred and continued in 2009. The presence of independent monitors on campuses during the administration of state assessments is a strong deterrent to cheating. (<i>Recommendations for Implementation of 14-point Test Security Plan</i>)</p>
UT	<p>Irregularities: AA-AAAS: <i>Contact your assessment coordinator for additional guidance on test security in your state and district and for procedures for reporting assessment irregularities. (DLM Test Administration Manual)</i></p> <p>Monitoring: After you approve students for testing, you can monitor the testing progress for each student logged in to your session, approve a student's print request for an accommodated test, and pause a student's test if necessary. (<i>Test Administration Manual</i>)</p>
VT	<p>Irregularities: Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the security of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. (<i>SBA Test Administration Manual</i>)</p> <p>The Test Administrator must immediately report the incident to the District Test Administrator/School Coordinator (DA/SC). The DA/SC will submit the incident in the Appeals module of TIDE (if appropriate) by the end of the day of the incident. Follow the steps in Section VII.II of the Test Coordinator Manual for Filing an Appeal in TIDE for information on submitting an appeal. (<i>AOE Test Security Incident Procedure</i>)</p> <p>Monitoring: AA-AAAS: <i>All users can view participation data through the Monitoring Test Progress task in TIDE. ATEs are encouraged to confirm that a test has been submitted by following the steps provided in the TIDE User Guide, which is also located on the Portal. (Test Administration Manual – Alternate Assessment)</i></p> <p>It is very important that the Test Administrator monitor student progress throughout the test session. The Test Administrator may also use the TA Interface to view the testing progress of any student. (<i>Science Test Administration Manual</i>)</p>

VA

Confidentiality: The School Division Personnel Test Security Agreement that follows should be read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of the Virginia Assessment Program (VAP) tests (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes) MUST read, understand, and agree to adhere to the following. (*Fall Writing Test Implementation Manual*)

AA-AAAS: 2020–2021 School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program: All individuals who may be involved in the administration of the Virginia Alternate Assessment Program (VAAP) to include collection development, monitoring, and pre-scoring MUST read, understand, and agree to adhere to the following. (Administrator’s Manual – Alternate Assessment)

Irregularities: Examiners are directed to report any testing irregularity to the designated STC immediately, and STCs are directed to report testing irregularities to the DDOT within 24 hours of their occurrence. While some irregularities may be resolved locally by the DDOT, most irregularities are forwarded within 24 hours by the DDOT to the Virginia Department of Education (VDOE) for review and guidance. DDOTs are required to report certain irregularities to VDOE. All situations that involve the retesting of students, compromised testing procedures or policies, or student test record exclusions must be reported to VDOE. In some cases, testing irregularities are reported to VDOE by concerned individuals, some of whom wish to remain anonymous, through means other than the normal reporting structure. (*Fall Writing Test Implementation Manual*)

AA-AAAS: All known violations of the assessment procedures and security guidelines shall be reported to the Virginia Department of Education Department of Student Assessment, Accountability, and ESEA Programs by any of these methods: E-mail: ...; phone: ...; or mailed to: (*Administrator’s Manual – Alternate Assessment*)

Monitoring: Test sessions must only be started on the day of testing. You may view the status of each test session for students through the online system, at the Students in Sessions screen. The Status on the screen is color-coded. After each student’s name, the student’s real-time test status is indicated based on one of the descriptions in the following chart. Refer to PearsonAccessnext Online Support, located at <https://support.assessment.pearson.com/x/BYDy>, for directions on Viewing or Maintaining Existing Sessions. Ensure that all secure materials are being handled properly by both STCs and Examiners. Be available to STCs for questions and problem resolution during the test administration. Monitor the administration of the multiple-choice/TEI and short-paper components while testing is being conducted in the school. Be actively involved in test administration by carefully supervising the procedures described in this manual and the Writing Examiner’s Manual. Be available to answer questions and resolve problems as they arise. Examiners/Proctors for paper testing should check that students are working in the correct section of their answer documents and not going back to a previously completed section, and only using a No. 2 Pencil to mark the answer document or write the short paper. Once students and the test Examiner/Proctor enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. During the test administration, Examiners/Proctors must monitor the testing process by moving as unobtrusively as possible about the room. Examiners/Proctors must not engage in other activities that would interfere with monitoring. Such activities include, but are not limited to, reading, grading papers, using electronic devices, etc. Students may not be left unattended for any length of time. (*Test Implementation Manual*)

WA	<p>Confidentiality: Test Security Staff Assurance Report — Prior to Testing</p> <p>Irregularities: TAs must log incidents immediately upon identification and submit them, via agreed-upon process outlined in the school's TSBP, to their SCs and DCs. The TSBP should outline a process that includes how frequently incident reports are submitted. The DC 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. SCs and DC ensure that all test incidents are documented in a central location, such as the Test Incident Report within ARMS. 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. (<i>Test Administration Manual</i>)</p>
WV	<p>Training: "I agree to complete each assessment's required training." (<i>Guidelines for Participation in West Virginia State Assessments 2020-2021</i>)</p> <p>Irregularities: 5.0 Responding to Testing Irregularities Test security incidents are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Irregularities need to be reported in accordance with the instructions in this section for each severity level. (<i>West Virginia General Summative Assessment 2018–2019 Volume 5 Test Administration</i>) Irregularities must be documented in the Test Security Incident Log, and the TA must inform the SC. The SC should notify the DC, and the DC, if needed, will enter the incident in the appeals module of TIDE. A Breach requires immediate notification by telephone to the WVDE by the DC, followed by documentation in the Test Security Incident Log and in the appeals module of TIDE (if appropriate). TAs must use the Test Security Incident Log (available in their test packet) to log incidents immediately upon identification that one has occurred and submit log, via email or alternate agreed-upon process, to their SCs and DCs. District staff should establish a process which includes how frequently these logs should be submitted and communicate this preference to schools. In addition to logging all test security incidents in the Test Security Incident Log, incidents requiring specific actions (appeal requests) to be taken regarding the test itself are to be reported to the WVDE as per WVBE Policy 2340 and entered in TIDE following the procedures noted in section 5.3 Test Security Required Action Steps. (<i>Test Administration Manual</i>)</p> <p>Monitoring: 6. Students, examiners, and technology specialists shall be monitored to ensure appropriate test taking procedures and test security measures are followed. (<i>Guidelines for Participation in West Virginia State Assessments, 2020-2021: Guidance on accommodations for students with disabilities and/or English learners in state and district-wide testing</i>). Appendix J. VS.326 Accommodations Monitoring Form (<i>Guidelines for Participation in West Virginia State Assessments, 2020-2021: Guidance on accommodations for students with disabilities and/or English learners in state and district-wide testing</i>). It is very important TAs monitor student progress throughout the test session. This includes verifying students are participating in the appropriate content area test. The TA monitors the test each student is taking by referring to the "Students in Your Test Session" table in the TA Interface in the TDS. In the event a student is taking an incorrect test, the TA can pause the student's test. The TA should then instruct the student to log out and log in again to select the correct test. The TA must notify the SC, who would complete the Test Security Incident Log. Once students have started their tests, the TA should circulate through the room to ensure all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the SC should be contacted immediately. The SC will work with the DC to mitigate the incident in accordance with WVBE Policy 2340. (<i>Test Administration Manual</i>)</p>

Test security handbook: Test Security Manual – https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Test_Security.pdf

The Wisconsin Department of Public Instruction (DPI) Office of Educational Accountability (OEA) is charged with establishing, and overseeing a state assessment system that fairly and accurately measures student achievement in relation to the State's academic standards. These assessments include the Forward Exam, the ACT, ACT Aspire, Dynamic Learning Maps (DLM), and ACCESS for ELLs and any other state level assessments that may be developed. The purpose of the assessments and procedures developed by OEA is to accurately measure and report student achievement relative to the Wisconsin academic standards. The procedures must be standardized in order to create a fair and equitable measure for all students. Administrative procedures must be carefully adhered to so each student's achievement results are a reflection of his or her individual skills and abilities. Educational staff participating in the administration of assessments play a critical role in achieving fair and accurate student results by closely adhering to these guidelines. Failure to follow these guidelines could result in the invalidation of student tests, as well as serious consequences for the students, schools, districts, and staff. This document represents the expected professional conduct of educators who administer OEA assessments in order to ensure proper assessment and academic integrity. It is intended to be used by districts and schools in the fair and appropriate administration of the state assessments. The required state assessments are an important tool used to monitor state, district, school, and student achievement. For these assessments to yield fair and accurate results, they must be given under standardized conditions to all students. Test security policies specific to individual assessments are available in the test administration manuals and other resources specific to the relevant assessments. The ACT assessment has additional educator roles, such as the test coordinator and room supervisor, who play a key part in the implementation of the ACT. It is important for district staff and other high school educators involved in the ACT assessment to review and understand the test security policies specific to the ACT available in the ACT manuals and resources and on the DPI ACT Test Security webpage.

Handbook includes students with disabilities: The Wisconsin Department of Public Instruction (DPI) Office of Educational Accountability (OEA) is charged with establishing, and overseeing a state assessment system that fairly and accurately measures student achievement in relation to the State's academic standards. These assessments include the Forward Exam, the ACT, ACT Aspire, Dynamic Learning Maps (DLM), and ACCESS for ELLs and any other state level assessments that may be developed. (*Test Security Manual*)
Report all testing irregularities to the SAC (school assessment coordinator), including if a student cheating, or use of an allowable accommodation. (*Test Security Manual*)

Irregularities: Report all testing irregularities to the SAC (school assessment coordinator), including if a student cheating, or use of an allowable accommodation. (*Test Security Manual*)
Situations that will lead to the invalidation of test scores include:

- A student was provided with an allowable support or accommodation or an accommodation that was not in the student's Individualized Education Program (IEP), 504 plan, or English Learners (EL) plan.
- A student was not provided an allowable support that they should have been provided or accommodation that was in the student's IEP, 504 plan, or EL plan, and this lack of support or accommodation significantly affected the student's performance.

Monitoring: TAs (test administrators) should monitor testing by:

- Ensuring that all test administration, test security, and accessibility policies and procedures are maintained
- Reporting any test security incidents to DAC/SAC (district assessment coordinator/school assessment coordinator). (*Test Administration Manual*)

Test security handbook: Wyoming's Assessment Security Guide – <https://edu.wyoming.gov/wp-content/uploads/2021/09/Assessment-Security-Guide.pdf>

This Assessment Security Guide focuses on four main security themes: • Prevention – standards and best practices for the test integrity and security aspects of the design, development, operation, and administration of state assessments, both paper/pencil and online test administrations, to prevent irregularities from occurring. • Detection – guidelines for assessment monitoring, reporting, and working with the WDE when irregularities are found. • Follow-Up Investigations – guidelines for the state and local educational agency working together to investigate irregularities. • Remediation – guidelines for working with the WDE to resolve irregularities and to ensure valid results for all students.

Handbook includes students with disabilities: Monitoring of supports and accommodations includes verification that support and accommodation decisions are made following the provided guidelines on supports and accommodations for each state assessment. Monitoring involves verifying that students had access to available universal tools, specific to each assessment type and content area. Additionally, WDE wants to ensure that designated supports were determined by teams of professionals, so that each student receiving a designated support during assessment is receiving it because the student receives the support during regular instruction. All students who legitimately need access to supports should be able to properly access it during the assessment. (*Assessment Security Guide*)

Monitoring: State - The WDE monitors the student use of designated supports and accommodations on the state's assessments. Monitoring of supports and accommodations includes verification that support and accommodation decisions are made following the provided guidelines on supports and accommodations for each state assessment. Monitoring involves verifying that students had access to available universal tools, specific to each assessment type and content area. Additionally, WDE wants to ensure that designated supports were determined by teams of professionals, so that each student receiving a designated support during assessment is receiving it because the student receives the support during regular instruction. All students who legitimately need access to supports should be able to properly access it during the assessment. Further, this monitoring will work to verify that specific accommodations for students with a disabling condition as outlined in an Individualized Education Plan (IEP) or section 504 plan is provided in accordance with that plan. It is required that any student receiving an accommodation on an assessment has the accommodation(s) documented in his/her IEP or section 504 plan. If a student with an IEP or 504 plan does not receive support(s) as documented in their plan, no matter the support category, this may result in test invalidation and/or student re-testing. Conversely, providing accommodations to students who do not have an IEP or section 504 plan is considered over-accommodation of the student and is not allowable. Under- and over-accommodating students can result in invalidation of student test scores, which may have an impact on the school's accountability designation. ***District*** - Quality assurance checklist that district can use includes monitor test administration sections on accommodations and test administration. (*Assessment Security Guide*)

¹If a state provided specific test security information for the AA-AAAS that differed from the overall state policy, it is included in italics in the table.

Table B5. Additional AA-AAAS Test Security Issues Addressed in State Policies

State	Security of Assessment and Materials	Storage and Handling	Access to Assessment and Materials	Other
Alabama (AL)	X	X	X	
Alaska (AK)	X			
Arizona (AZ)	X		X	
Arkansas (AR)			X	
California (CA)	X			
Colorado (CO)	X	X	X	X
Connecticut (CT)	X	X	X	X
Delaware (DE)	X	X		
District of Columbia (DC)	X	X	X	
Florida (FL)	X	X	X	X
Georgia (GA)	X	X	X	X
Hawaii (HI)	X	X	X	X
Idaho (ID)	X	X	X	
Illinois (IL)	X	X		X
Indiana (IN)	X	X	X	X
Iowa (IA)*				
Kansas (KS)*				
Kentucky (KY)	X	X	X	X
Louisiana (LA)				
Maine (ME)	X	X	X	
Maryland (MD)	X			
Massachusetts (MA)	X			
Michigan (MI)	X			
Minnesota (MN)	X		X	X
Mississippi (MS)	X	X	X	
Missouri (MO)	X	X		X
Montana (MT)	X	X	X	
Nebraska (NE)	X	X	X	
Nevada (NV)	X	X	X	
New Hampshire (NH)	X	X	X	X
New Jersey (NJ)	X	X		X
New Mexico (NM)		X	X	
New York (NY)	X	X		X
North Carolina (NC)	X	X	X	
North Dakota (ND)	X	X		X
Ohio (OH)	X	X		X

State	Security of Assessment and Materials	Storage and Handling	Access to Assessment and Materials	Other
Oklahoma (OK)	X	X		X
Oregon (OR)	X			X
Pennsylvania (PA)*				
Rhode Island (RI)	X			X
South Carolina (SC)	X	X		
South Dakota (SD)	X	X	X	X
Tennessee (TN)		X	X	
Texas (TX)	X	X		
Utah (UT)	X	X		X
Vermont (VT)	X	X	X	X
Virginia (VA)		X		
Washington (WA)	X	X		
West Virginia (WV)	X	X		X
Wisconsin (WI)*				
Wyoming (WY)	X	X	X	X
Total	42	36	25	23

* See note in Table B6.

Table B6. Specifications and Descriptions: Additional AA-AAAS Test Security Issues Addressed in State Policies

State	Specifications and Descriptions
AL	<p>Security: Local Education Agency’s Responsibilities Regarding Local Assessments – The Local Education Agency (LEA) may have local requirements that require the administration of assessments that are not a part of the Alabama Student Assessment Program. If the LEA administers an assessment other than those specified by the state or administers a state assessment in grades other than those mandated by the state, the LEA must include all students of special populations in the assessments. In addition, the LEA must provide a local alternate assessment for students with disabilities receiving special education services who cannot participate in the local assessment. Each LEA must have policies and guidelines in place for these local assessments and include them in the LEA’s state-approved Test Security Plan. LEAs are responsible for scoring and reporting the results of these local assessments. (<i>Alabama State Department of Education Student Assessment Program Policies and Procedures for Students of Special Populations</i>)</p> <p>Storage and handling: TAs must return all secure materials to the BTC each day when testing is completed, as well as before extended breaks. The secure materials must be kept in a locked, secure storage area when not being used for testing. Secure materials must never be left in open areas or unsupervised. Supervision requires a certificated person trained in test security. (<i>Test Coordinator Manual</i>)</p> <p>Access: An area for secure storage of materials must be designated and approved at both the district and school levels. These areas must be kept locked, and access to the areas must be limited to the STC or the BTC and the Principal. (<i>Test Coordinator Manual</i>)</p>
AK	<p>Security: The TIP is a secure testing material. When the TIP is downloaded and printed, it must be securely destroyed after the testlet is administered. (<i>DLM Accessibility Manual</i>)</p> <p>[Note: Alaska is part of the Dynamic Learning Maps (DLM) Alternate Assessment System and uses resources from this consortium. Resources related to the administration of the alternate assessment were not directly available on state website.]</p>
AZ	<p>Security: MSAA and AIMS A Science: Creating a Comfortable and Secure Testing Environment TAs must provide each student with a comfortable and secure testing environment during every testing session. TAs can ensure an appropriate testing environment by providing: Optimal testing conditions, appropriate assessment features, the accommodations in a student’s IEP that are consistent with MSAA and AIMS A Science accommodations policies and those found in the Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration. These procedures support student access to the test so that students can demonstrate their skills and knowledge. Each of these is discussed in detail in the individual Test Administration Manuals (TAMs). Implementation of these practices must be planned for prior to testing the student. (<i>Arizona’s Alternate Assessments</i>)</p> <p>Access: A paper version of the test may be downloaded and printed from the MSAA Online Assessment System in PDF format. After testing, all printed assessment materials must be given to the TC for secure shredding, and all downloaded files must be deleted from any computer or laptop used for testing. (<i>Accommodation Guidelines Selecting, Administering, and Evaluating Accommodations for Instruction and Assessment</i>)</p>

AR	<p>Access: All attempts should be made to find a route of communication with the student as soon as he or she is enrolled. This can include speaking, eye gaze, gestures, pointing, signing, or other augmentative methods. If various approaches and technologies do not appear to demonstrate a route of communication, then consider that all behavior that the student exhibits is a form of communication, and use this as the starting point. A critical element in assessing all students is a focus on communicative competency as the base for student access to the Arkansas Academic Standards. Best practice would indicate that students should enter kindergarten with a communication system that allows them to demonstrate an understanding of academic concepts prior to entering the third grade. However, with or without a communication system, students must still participate in the Arkansas Alternate Assessment. Test administrators must attempt every testlet in the required blueprint coverage and indicate the response or lack of response to each item. (<i>Arkansas Alternate Assessment Participation Manual 2020-2021</i>)</p> <p>Security: CAASPP test examiner (alternate assessments for ELA, mathematics, and science only) – The CAASPP test examiner administers summative alternate assessments and interim, practice, and training tests to students; confirms student test settings in the Test Administrator Interface; and ensures test session security. (<i>California Assessment of Student Performance and Progress and English Language Proficiency Assessments for California Test Security Auditor Questionnaire—2021–22 Administration</i>)</p>
CA	<p>Security: Reproduction of student materials is only allowed for individualized accommodations. Treat these materials as secure. Return individualized accommodated student materials to the SAC after production and after each individual assessment session (if multiple sessions are needed) for secure storage. Track distribution of assessment materials using a documented chain of custody. After testing, return all CoAlt manipulatives to Pearson in the secure return envelope. Accommodated materials are returned by the SAC to the DAC. Only accommodated/adapted materials are destroyed locally; other materials are returned to Pearson. (<i>Examiner’s Manual</i>)</p> <p>All testing materials associated with the Colorado Measures of Academic Success (CMAS) and Colorado Alternate (CoAlt) assessments are confidential and secure. (<i>Procedures Manuals, CMAS Test Administrator Manuals, CoAlt Examiner’s Manuals, training materials, and the PearsonAccessnext User Guide</i> are non-secure materials and should be reviewed prior to testing. (<i>Procedures Manual</i>).</p> <p>Storage and handling: Before and during the testing window, store all CoAlt assessment materials in a locked location, as predetermined by the SAC. Do not store secure materials in the classroom. (<i>Examiner’s Manual</i>)</p> <p>All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. (<i>DLM Test Administration Manual</i>)</p> <p>Access: Students may not have access to any secure test content or secure test materials except when they are testing with the Test Examiner (Examiner’s Manual). To protect the validity of the assessments, secure materials must remain secure at all times and cannot be viewed by any individual or entity prior to or after testing. Secure assessment materials may not be provided to any persons except those participating in the assessment administration and those being tested. (<i>Procedures Manual</i>)</p> <p>Other – Chain of custody timeframe: Maintain chain of custody documentation for three years after the test administration to ensure there are no questions or concerns related to the security of the assessments or handling of materials. The DAC and each SAC must be able to assure the state, if any questions arise, that every step was taken to ensure security of the test materials. (<i>Procedures Manual</i>)</p> <p>Other – Training: Training is required for all test administrators who will administer the DLM alternate assessment. (<i>DLM Assessment Coordination Manual</i>)</p>
CO	

CT

Security: For science assessment: Test administration materials, including Performance Tasks, Resource Packet, and Student Score Worksheets for the Connecticut Alternate Science Assessment are non-secure. (*Connecticut Alternate Science (CTAS) Assessment: Test Administration Manual*)

For ELA and math assessments: All items, passages, response options, DTA, and all associated test administration materials are secure (Connecticut Alternate Assessment). The CTAA is a secure online test and all test forms and test materials are available in the Test Delivery System. Secure handling of test materials protects the integrity and confidentiality of test items and the validity of student results. It is essential that unauthorized persons are prevented from accessing or viewing test content in the Test Delivery System or in paper form. Printed materials from the print-on-demand accommodation, Secure Test PDFs, and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only by staff responsible for test administration. All test materials must remain secure at all times. Printed test items/passages, including Braille materials, must be collected at the end of each test session and then immediately destroyed according to district and/or state policies or procedures. Do NOT keep printed test items/passages or scratch paper for future test sessions. (*CTAA Test Administration Manual English Language Arts and Mathematics*)

Storage and handling: Securely store the Student Score Worksheet when not in use. (*Connecticut Alternate Science (CTAS) Assessment: Test Administration Manual*)

Give all printed copies of the test, DTAs, scoring rubrics, student login information, scratch paper, student work, etc., to the DC/SC for secure shredding. Remove any secure materials from computers, Assistive Technology, and AAC devices. For printed test materials including, but not limited to, DTAs, test-specific reference pages, scoring rubrics, and test item/s, a TEA must:

- Maintain all printed test materials in a secure, locked location
- Ensure secure transport of testing material from school building to school building
- Give ALL printed test item/s or other printed material to the DC/SC after the test session is completed, for secure shredding
- Delete any test materials, items, or information from the computer and/or any assistive technology used by the student after testing is complete. (*Connecticut Alternate Assessment (CTAA) Test Administration Manual English Language Arts and Mathematics*)

Access: The DTAs are secure documents and only DAs and TEAs may download these secure testing materials from the Secure Testing Materials task menu in the Preparing for Testing section in TIDE prior to testing.

- For printed test materials including, but not limited to, DTAs, test-specific reference pages, scoring rubrics, and test item/s, a TEA must:
- Protect secure materials from view by other students, teachers, parents, school staff, or other individuals. (*Connecticut Alternate Assessment (CTAA) Test Administration Manual English Language Arts and Mathematics*)

Other – Test environment: Students are administered the CTAA individually, one-to-one, most likely in their classroom or a similar environment familiar to the student. A secure test environment includes, but is not limited to:

- Administering the test only through the password-protected testing environment, the Test Delivery System
 - Restricting student access to resources that are explicitly identified in the DTA
 - Viewing of test items only by the student taking the test and the certified, licensed, and Trained TEA administering the test
 - Removing electronic devices and photography technology that could jeopardize test content in the test-taking environment
- Ensuring a quiet test-taking environment, void of talking or other distractions, and one that does not permit other students hearing the responses to the test items of the student being tested. (*Connecticut Alternate Assessment (CTAA) Test Administration Manual English Language Arts and Mathematics*)

DE	<p>Security: Printed test items/passages, including scratch paper, must be collected and inventoried and then immediately destroyed upon a student's completion of the test. (<i>DLM Test Administration Manual</i>)</p> <p>Regarding Braille: Printed test items/passages, including scratch paper, must be collected and inventoried and then immediately destroyed upon a student's completion of the test. (<i>DLM Test Administration Manual</i>)</p> <p>The TIP is a secure testing material. When the TIP is downloaded and printed, it must be securely destroyed after the testlet is administered. (<i>DLM Accessibility Manual</i>)</p> <p>Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately shredded. (<i>Test Security Manual</i>)</p> <p>Storage and handling: All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. (<i>DLM Test Administration Manual</i>)</p>
DC	<p>Security: Prior to, during, and following each test administration, maintain security of all secure statewide test materials, to include all testing materials containing or granting access to paper- and computer- based secure test items and responses, under lock and key or under secured, password-protected electronic access and prohibit unauthorized access to secure testing materials at all times. Follow assessment-specific chain of custody procedures. Ensure schools return/dispose of all secure and non-secure test materials following procedures outlined in the appropriate testing manuals. (<i>Test Security Guidelines</i>)</p> <p>Give all printed test items or other printed material to the TC for secure shredding. Delete any test materials, items, and information from the computer and any assistive technology used by the student after testing is complete. (<i>MSAA Test Administration Manual</i>)</p> <p>After testing, the scribe must collect any scratch paper, graphic organizers, and other ancillary materials and give them to the TC for secure shredding. Neither the scribe nor the TA may keep any testing materials after testing is complete. (<i>MSAA Test Administration Manual</i>)</p> <p>Storage and handling: Secure all secure test materials under lock and key. (<i>Test Security Guidelines</i>)</p> <p>Access: Provide access to secure test materials exclusively to authorized personnel. (<i>Test Security Guidelines</i>)</p>

FL

Security: The security of all test materials must be maintained before, during, and after test administration. A security number is used to account for each secure document. Security checklists are provided to school sites in order to track these secure documents. (*FSAA Performance Task Test Administration Manual*)

Test booklets and auxiliary materials should never be left unsecured. Secure materials may not remain in classrooms or be taken off the school's campus overnight except in the case of teachers assessing hospital/ homebound students. (*FSAA Procedural Manual*)
Secure documents should never be destroyed (e.g., shredded, thrown in trash), except for soiled documents. (*FSAA Procedural Manual*)

Storage and handling: All assessment materials are secure and must be returned to the designated secure area or locked storage room between administrations. (*FSAA Performance Task Test Administration Manual*)

Access: Under no circumstances are students permitted to handle secure materials before or after test administration. Although student-specific test materials (i.e., test booklets, response booklets, passage booklets) are considered secure materials, teachers may have access to all FSAA—Performance Task components prior to administration in order to become familiar with, and to organize, the materials. However, these materials must be checked out and returned to the school's secure area each day. Test materials should never remain in classrooms or be taken out of the building overnight. (*FSAA Performance Task Test Administration Manual*).
No more than three persons should have access to the locked storage area. (*FSAA Procedural Manual*)

Other – Reporting violations: Test administrators must maintain test security at all times and report violations or concerns to the school assessment coordinator (SAC) immediately. They must adhere to the Test Security Policies and Procedures on pages 5–10 and the Florida Test Security Statute and Rule in Appendix A, and abide by the Test Administration and Security Agreement and the Test Administrator Prohibited Activities Agreement signed prior to testing. (*FSAA Procedural Manual*)

Security: The CRCT-M must be administered by a certified educator. During test sessions, Test Examiners are directly responsible for the security of the tests and must account for all test materials at all times. Student Test Booklets and the items therein are to be used solely for test purposes and may not be disclosed or used for any other purpose. Student Test Booklets must remain individually sealed until test administration begins. (*Test Examiner’s Manual*)

The GAA 2.0 Test Examiner Booklets, Student Booklets, and Student Response Documents are secure materials. Maintaining security of all student materials is crucial to obtaining valid and reliable assessment results. (*Test Administration Manual*)

Storage and handling: When the materials are not in use, they must be kept in locked storage. At the conclusion of each testing session, Test Examiners must return all used and unused test materials to the School Test Coordinator. (*Test Examiner’s Manual*)

Access: Teachers who are assessing students on the GAA need access to the forms and collected evidence to complete the assessment. While evidence is being collected and compiled, it is permissible for the materials to remain in the classroom, provided they are secured (i.e., secured in locked storage within the classroom) when not in use. (*Bulletin Update*)
Access to secure materials must be restricted to authorized individuals only (e.g., Test Examiners and the School Test Coordinator). (*Test Examiner’s Manual*)

Given the unique features of the GAA (such as the test window), test security must be considered and attended to throughout the school year and not just during the portfolio submission phase. Once compiled into the portfolio, student work and materials being used for the purposes of the GAA must be kept in locked storage in the classroom—except during use. (*TCM*)

Other – Monitoring and reporting: Testing conditions, especially supervision and seating arrangements of students, should be designed to minimize the potential for cheating. The Test Examiner must supervise the test administration at all times. All instances of test security breaches and testing irregularities must be reported to the School Test Coordinator immediately. (*Test Examiner’s Manual*)
Under no circumstances may a content area test be scheduled on multiple days – to do so is a direct violation of test security. (*Test Examiner’s Manual*)

Other – Training: All educators responsible for assessing students with the GAA must be trained prior to the initial collection of student evidence at the start of each school year during which it is administered. (*TCM*)

Other - Remote testing: The HIDOE HSA-Alt Parent/Guardian Remote Test Administration Agreement form must be signed by a parent/guardian and sent to the school test coordinator prior to remote test administration. Both the Testing Device (first device or device #1) and the Monitoring Device (second device or device #2) must have updated operating systems and reliable internet connections. Test sessions must be proctored in real-time by a trained and certified Test Administrator. A Monitoring Device (#2) with a camera and microphone must be used during the administration of the test. The Monitoring Device (#2) must be connected to a HIDOE-approved web conferencing application (e.g., WebEx or Zoom) for the entire test session. No other applications are allowed to run on either device other than the Secure Browser on the Testing Device (#1) and the web conferencing application on the Monitoring Device (#2). The Monitoring Device (#2) is used to scan the entire room prior to start of testing; the web-conferencing platform is set to record prior to the scan and throughout the test session. The Monitoring Device (#2) must be placed with a clear view of student’s keyboard/hands in order to monitor possible access to unauthorized devices (a clear view of workspace is required). The web conferencing session will have both audio and video recorded by the test administrator; webinar recording is not considered a reportable educational record and is deleted from all devices and platforms after certification of test results at the end of July. Testing sessions may be observed/proctored by HIDOE staff or an approved third-party vendor. The maximum number of students in an HSA-Alt test session is one. Recorded test sessions may be viewed and audited only by approved third-party vendor. The maximum number of students in an HSA-Alt test session will be stored for the duration of the test window, and will be deleted from storage when no longer needed. A Test Administrator or Proctor who observes a cause for alarm (i.e., sees or hears anything that falls within the definition of mandatory reporting) during the test session or when viewing the recording is required to report the incident using pre-established HIDOE protocols. The Test Coordinator is to be notified immediately and the school must maintain the recording of the test session in their webinar application. The school is expected to produce the recording as directed by proper authorities. A third-party vendor monitor who observes a cause for alarm (i.e., sees or hears anything that falls within the definition of mandatory reporting) when observing the recorded test session is required to report the incident using pre-established protocols. The vendor is to contact the Assessment Section who will notify the school. The vendor is expected to maintain the recording in their system and to produce it as directed by proper authorities. (*HSA-Alt Remote Testing Guidelines*)

HI

Security: The HSA-Alt test materials, including the online items, paper/pencil test materials, and artifacts produced as a result of test administration, are secure. To maintain the validity of the tests administered in the statewide assessment system, security of the test questions and test materials is absolutely necessary. When security is breached, the tests (individually or as a group) are no longer valid—one student, school, or complex area may have accrued advantages not awarded to another, the test is no longer standardized, and is no longer appropriate for program accountability. *(Alternate TAM)*

No test materials should not be photographed, printed, or reproduced in any way. No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc. Students who require access to medical monitoring devices during testing should be tested in a separate setting. Descriptions of test items, stimuli, printed reading passages, response options, or printed manipulatives must not be retained, discussed, or released to anyone. *(Alternate TCM)*

Students are actively supervised by a certified test administrator and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the test environment, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, smart watches, and electronic translation devices. *(Alternate TAM)*

Storage and handling: The following measures are required to preserve the security of the statewide assessment program. Test Coordinators (TCs), school administrators, Test Administrators (TAs), and all personnel handling test materials are charged with following these guidelines to preserve the integrity of the testing program. All online and printed test items are secure and must be handled appropriately before, during, and after testing sessions. When testing is complete, all printed test materials must be returned to the TC. For paper/pencil form testing, all printed materials are secure and must be returned to CAI at the close of the testing window. *(Alternate TAM)*

Access: Printed materials, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by a Test Administrator or Test Coordinator responsible for test administration. *(Alternate TAM)* Students should not be provided with any access to test materials before test administration. Such exposure to the test will invalidate test results. Test materials should not be taken off school grounds unless approved by the TC (e.g., to deliver the assessment to a student who receives homebound instruction). *(Alternate TCM)*

Unauthorized staff or other adults must not be in the room during testing. Students who are not participating in testing may not be in the room where a test is being administered and must not have access to secure testing materials including test items. Students should only be able to see test items on their own screens. Adults and non-testing students should not be able to view the assessment. Trained Test Administrators (TAs) may have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff must not actively review or analyze any test items. *(Alternate TAM)*

Other – Accommodations: The use of any accommodation/assistive device that is not a regular part of daily instruction is not allowed; for example, the student uses an accommodation during testing, but does not use the same accommodation as a regular part of the instructional day. *(Alternate TAM)*

Other – Certified administrator: The HSA-Alt must be administered by a certified Test Administrator, who will most likely be the student's classroom teacher. Classroom aides or paraprofessionals may not administer the HSA-Alt. *(Alternate TAM)*

Other – Irregularities: Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. *(Alternate TAM)*

ID	<p>Security: All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results. All test materials must remain secure at all times. Printed test items/passages, including embossed Braille printouts and scratch paper, must be collected, and inventoried at the end of each test session and then immediately shredded according to SDE policies and procedures. DO NOT keep printed test items/passages or scratch paper for future test sessions except as noted below for performance tasks (PTs). (<i>Online Test Administration Manual</i>)</p> <p>Storage and handling: Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. (<i>Online Test Administration Manual</i>)</p> <p>Access: Users must be added to TIDE before they can access any assessment system. Students must be added to TIDE before they can test in the Idaho Secure Browser (which is one component of TDS). Each user in TIDE has a role and each role has an associated list of permissions to access certain features within TIDE. (<i>Online Test Administration Manual</i>)</p> <p>Security: DLM alternate assessments are secure assessments. (<i>DLM Assessment Coordinator Manual</i>)</p> <p>Storage and handling: All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. (<i>DLM Test Administration Manual</i>) Regarding Braille materials: When the assessment is complete, the embossed paper form must be securely destroyed. (<i>DLM Test Administration Manual</i>)</p> <p>Other – Training: Training is required for all test administrators who will administer the DLM alternate assessment. (<i>DLM Assessment Coordinator Manual</i>)</p>
IL	<p>Security: Assessment books and supplies are secure materials. (<i>Indiana Assessment Policy Manual</i>)</p> <p>Storage and handling: It is the responsibility of school officials and CTCs to adhere to all guidelines for the proper disposal and prompt return of secure materials following an assessment administration. (<i>Indiana Assessments Policy Manual</i>) After any administration, initial or make-up, secure materials (e.g., test booklets and TA scripts) were required to be returned immediately to the STC and placed in locked storage. (<i>I AM Technical Report</i>)</p> <p>Access: Under no circumstances may anyone view student test materials prior to administering the assessment. (<i>Indiana Assessments Policy Manual</i>) To access the I AM tests, an Indiana Secure Browser was required. (<i>I AM Technical Report</i>)</p> <p>Other – Certification: TAs must complete a brief certification process annually to initiate assessments in Cambium Assessments, Inc.'s (CAI's) platform. A separate annual certification is required to administer I AM based on specific protocols used for this assessment. (<i>Indiana Assessments Policy Manual</i>)</p>
IN	<p>[Note: Iowa is part of the Dynamic Learning Maps (DLM) Alternate Assessment System and uses resources from this consortium. Resources related to the administration of the alternate assessment were not directly available on state website.]</p>
KS	<p>[Note: Kansas is part of the Dynamic Learning Maps (DLM) Alternate Assessment System and uses resources from this consortium. Resources related to the administration of the alternate assessment were not directly available on state website.]</p>

KY	<p>Security: In the event that a computer is used to assist in the accommodation of test materials secure measures must be followed. Accommodations that include placing any materials onto the computer must have those files completely removed and permanently deleted. This applies to both the scanning and entry of secure test materials and student responses. Electronic or other versions of secure assessment materials or related student responses shall not be maintained in the district and must be destroyed. (<i>Attainment Task Administration Guide</i>)</p> <p>Storage and handling: When not being used for testing sessions, all AT's and materials shall be stored in a secure location with access granted to authorized personnel only. (<i>Attainment Task Administration Guide</i>)</p> <p>When not being used for testing sessions, all TAR materials shall be stored in a secure location with access granted to authorized personnel only. (<i>Administration Guide for Transition Attainment Record</i>)</p> <p>Access: When not being used for testing sessions, all AT's and materials shall be stored in a secure location with access granted to authorized personnel only. (<i>Attainment Task Administration Guide</i>)</p> <p>When not being used for testing sessions, all TAR materials shall be stored in a secure location with access granted to authorized personnel only. (<i>Administration Guide for Transition Attainment Record</i>)</p> <p>Other – Reproduction: Secure test materials shall not be reproduced in whole, in part, or paraphrased in any way. Examples include: photocopying, photographing, handwriting, or typing. Local district staff may not show items in the test booklets to anyone not involved in administration of the test unless directed by the superintendent (See Section IV of this document for details). Once authorization has been granted to local district staff to have access to the tests, staff shall not use knowledge about the content of any specific questions to prepare students for the assessment. Teachers or other staff, who become aware of specific test items through any means, shall not use this knowledge to prepare students for the assessment. (<i>Administration Guide for Transition Attainment Record</i>)</p>
LA	(None found)
ME	<p>Security: All staff involved in the MSAA administration are required to sign the MSAA Test Security Agreement upon their first log in to the MSAA System, in order to access all secure test materials including the training modules. Do not duplicate, reproduce, or share items or other secure test materials. Give all printed test items or other printed material to the TC for secure shredding. Delete any test materials, items, and information from the computer and any assistive technology used by the student after testing is complete. (<i>Test Administration Manual</i>)</p> <p>Storage and handling: Maintain all printed test materials in a secure, locked location. (<i>Test Administration Manual</i>)</p> <p>Access: Protect secure materials from view by other students, teachers, parents, school staff, or other individuals. This includes logging out of the MSAA Online Assessment System and closing the browser after each testing session. (<i>Test Administration Manual</i>)</p>
MD	<p>Security: Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity and validity of a test. Test security can become a particular concern when accessible test formats (e.g., braille or large print) are used or when someone other than the student (e.g., an interpreter, reader, or scribe) is allowed to see the test. In order to ensure test security and confidentiality, test administrators must (1) be provided with proper training in both specific test administration procedures for each testing program as well as training in specific test security procedures for each test, (2) keep testing materials in a secure place to prevent unauthorized access, (3) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and return and account for all materials as instructed. (<i>Maryland Assessment, Accessibility, & Accommodations Policy Manual</i>)</p>

<p>MA</p> <p>Security: MCAS-Alt Administrative and Security Requirements – Principals are responsible for ensuring that all educators administering the MCAS-Alt comply with the requirements and instructions contained in the <i>2022 Educator’s Manual for MCAS-Alt</i>. In addition, other administrators, educators, and staff within the school and district are responsible for complying with the same requirements. School staff members who violate the test security requirements are subject to the sanctions and penalties outlined in this section. The purpose of the MCAS-Alt security requirements is to protect the validity of the statewide results. Educators who conduct the MCAS-Alt are responsible for ensuring that information is complete and accurate for each student participating in MCAS-Alt and is properly recorded and included in each student’s binder, as well as on all MCAS-Alt forms and materials, including the Student Information Booklet (SIB). The student’s teacher is also responsible for ensuring that student work samples and other evidence are neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student’s performance inaccurately. Evidence for each student, <i>regardless</i> of the similarity of classroom instruction or participation in similar classroom activities, must reflect the individual student’s authentic abilities and performance. The student’s teacher is responsible for the timely submission of student assessments with all required forms and information to their principal for review and sign-off on the <i>Principal’s Certification of Proper MCAS-Alt Administration</i> (PCPA) prior to the submission of binders to the Department. Intentional disregard for MCAS testing and security protocols may constitute misconduct or other good cause for which an educator may face license discipline under Department regulations. If misconduct by a licensed educator is found, the Commissioner, as the Massachusetts educator licensing authority, may open a further investigation into possible license consequences. (<i>Massachusetts Comprehensive Assessment System - Alternate Assessment Based on Alternate Achievement Standards for Students with Disabilities. 2022 Educator’s Manual for MCAS-Alt</i>)</p>	<p>MI</p> <p>Security: The primary goals of test security are to protect the integrity of the assessment and to ensure that results are accurate and meaningful. Test security is integral in ensuring that no student has an unfair advantage or a disadvantage in assessment performance. The AIG details how state level assessments should be securely administered. It also includes information on roles and responsibilities of testing staff, test preparation, administration irregularities, and security. District and Building Coordinators are required to read the AIG in its entirety. OEAA Assessment Security Compliance Form. All staff involved in the administration of MI-Access tests must read and sign an Office of Educational Assessment and Accountability (OEAA) Assessment Security Compliance Form, asserting that they have read the required assessment materials related to their role in the MI-Access administration process, and that they understand their role and responsibilities. Completed forms are required from technology coordinators, district and building coordinators, test administrators, proctors, and all other staff or volunteers with access to secure test materials or student responses. All OEAA Assessment Security Compliance Forms must be returned to the Building MI-Access Coordinator and kept on file for three years. Anyone involved in the administration of the MI-Access is obligated to report any suspected violations of test security. MI-Access District Coordinators are responsible for overseeing all testing activities in their district. Specifically, they are expected to perform the following functions. • Establish a strong line of communication with buildings and ensure that they have all necessary materials and online technical supports for a successful administration. • Serve as a backup to coordinators at the building level. • Make sure that all MI-Access Building Coordinators and assessment administrators in the district receive training on how to administer the online and paper/pencil FI assessments. • Develop necessary testing policies and establish roles associated with online and paper/pencil testing. • Make sure that all assessment materials received from the MI-Access contractor are disseminated to appropriate building staff and are returned as directed. • Make sure Building Coordinators have read the Assessment Integrity Guide (AIG) and participated in the MDE Assessment Security online training. See the Assessment Security section of the General Information portion of this manual for details. • Distribute, collect, complete, and keep on file all signed OEAA Assessment Security Compliance Forms. (<i>Functional Independence Test Administration Manual Instructions for Distributing, Administering, and Returning MI-Access Assessments</i>)</p>
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<p>Security: Kindergarten ACCESS/Alternate ACCESS/MTAS Test Administrator's Roles and Responsibilities for Testing – Before Students Arrive – #1 – Keep materials secure until the test session. Kindergarten ACCESS/Alternate ACCESS/MTAS Test Administrator's Roles and Responsibilities for Testing – After the Test – #1 – Keep materials secure after administering the test. (<i>Procedures Manual</i>)</p> <p>Storage and handling: Once administration is complete, all Task Administration Manuals and Presentation Pages must be returned to the District or School Assessment Coordinator. All Task Administration Manuals and Presentation Pages are secure materials and therefore must be shipped back to Pearson after testing. (<i>MTAS Task Test Administration Manual Spring 2022</i>)</p> <p>Other – Accommodations: You are not required to document for MDE which accommodations or linguistic supports are provided on the MTAS. Accommodating student needs is integral to the MTAS, and you may provide needed supports similar to those provided during instruction (e.g., objects, tactile graphics, counters, any type of calculator, braille, and signed interpretation) as long as the type of support is not specifically prohibited in the task script. (<i>MTAS Task Test Administration Manual Spring 2022</i>)</p>	<p>Security: All parts of the test materials are considered secure documents. Secure documents MUST be: accounted for before, during, and after the test administration window. All MAAP-A test materials, whether used or unused, and adapted stimulus materials must be returned to Questar after completion of testing with the sole exception of the TAM, which must be destroyed at the district level. Questar will conduct a thorough inventory of returned materials and report its findings to the MDE. (<i>MAAP-A Test Administration Manual</i>)</p> <p>Storage and handling: Secure documents MUST be: kept in a locked and secure place when not being handled by the TA or Second Scorer. (<i>MAAP-A Test Administration Manual</i>)</p> <p>The DTC MUST store materials in a secure location until distributing them to schools. It is recommended that the secure materials are distributed to schools at least seven school days prior to the start of testing. DTCs and STCs must store materials in a secure location at all times, except when they are being prepared/reviewed/used for administration by TAs. (<i>MAAP-A Test Coordinator's Manual</i>)</p> <p>Access: Secure documents MUST be: always in the possession of two trained (one holding a Mississippi Educator License) staff members; viewed only by persons who are part of the test administration process. (<i>MAAP-A Test Administration Manual</i>)</p>
<p>Security: Printed test items/passages, including scratch paper, must be collected and inventoried and then immediately destroyed upon a student's completion of the test. (<i>DLM Test Administration Manual</i>)</p> <p>Regarding Braille: Printed test items/passages, including scratch paper, must be collected and inventoried and then immediately destroyed upon a student's completion of the test. (<i>DLM Test Administration Manual</i>)</p> <p>Storage and handling: All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. (<i>DLM Test Administration Manual</i>)</p> <p>Other – Training: Training is required for all test administrators who will administer the DLM alternate assessment. (<i>DLM Assessment Coordinator Manual</i>)</p>	

MT	<p>Security: The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results. To maintain the validity of the tests administered in the statewide assessment system, security of the test questions and test materials is absolutely necessary. The following measures are required to preserve the security of the statewide assessment program. All personnel handling test materials for the AMSA are charged with following these guidelines to preserve the integrity of the testing program. All online and printed test items are secure and must be handled appropriately before, during, and after testing sessions. No test materials should be photographed, printed, or reproduced in any way. Students should not be provided with any access to test materials before test administration. Such exposure to the test will invalidate test results. When testing is complete, all printed test materials must be destroyed. (<i>Alternate Montana Science Assessment Test Administration Manual</i>)</p> <p>Storage and handling: Printed materials from the alternate response options accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. (<i>Alternate Montana Science Assessment Test Administration Manual</i>)</p> <p>Access: Unauthorized staff or other adults must not be in the room during testing. Only students who are testing and the designated teacher administering the AMSA can view items. Students who are not being tested may not be in the room where a test is being administered and must not have access to secure testing materials including test items. (<i>Alternate Montana Science Assessment Test Administration Manual</i>)</p>
NE	<p>Security: All printed materials (i.e., Administration Manuals, Student Test Booklets, and online test tickets) must be destroyed locally by the end of the testing window. All digital copies of files must be deleted/removed by the end of the testing window. (<i>2021 NSCAS Alternate Test Administration Training</i>)</p> <p>To ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content, and (3) return all materials as instructed (<i>Nebraska Student-Centered Assessment System (NSCAS) Summative & Alternate Accessibility Manual</i>)</p> <p>Students must not be left alone with test materials. Students cannot take test materials out of the testing site. Do not coach or provide feedback in any way, including prompting or answering questions related to the contents of the test. Do not alter, influence, or interfere with a test response in any way. (<i>2021 NSCAS Alternate Test Administration Training</i>)</p> <p>Storage and handling: All NSCAS Alternate Administration Manuals and Student Test Booklets contain secure test content and must not be downloaded electronically and stored locally. Printed NSCAS Alternate Administration Manuals, Student Test Booklets, and online Test Tickets must be stored securely until testing is finished. (<i>2021 NSCAS Alternate Test Administration Training</i>)</p> <p>Any stored test content on the word processing device must be deleted after the transcription is completed. While awaiting transcription, the device with recorded answers must be stored in a secured, locked location. (<i>Nebraska Student-Centered Assessment System (NSCAS) Summative & Alternate Accessibility Manual</i>)</p> <p>Access: Test content is to be viewed only by those individuals directly responsible for test administration. (<i>2021 NSCAS Alternate Test Administration Training</i>)</p>
NV	<p>Security: Any materials containing student-identifying information, responses, or test content must be stored securely and must not be accessible to anyone other than the principal or school test coordinator (or other designated individuals who require access). Under no circumstances may student-identifying information printed on the tickets be distributed via email or any other non-secure method. (<i>Test Security Procedures</i>)</p> <p>Storage and handling: Secure testing materials, including test tickets, must remain in secure storage until the prescribed date for test administration, and must be handled securely during and after testing (i.e., under the supervision of or in the custody of a licensed Nevada educator). (<i>Test Security Procedures</i>)</p> <p>Access: The secure storage may not be used for other materials to which unauthorized individuals have access. A sign-in/sign-out sheet including dates and times must be kept to track the movement and custody of materials. (<i>Test Security Procedures</i>)</p>

<p>NH</p> <p>Security: DLM alternate assessments are secure assessments. (<i>DLM Assessment Coordinator Manual</i>) Regarding Braille materials: When the assessment is complete, the embossed paper form must be securely destroyed. (<i>DLM Test Administration Manual</i>)</p> <p>Access: ASSESSMENT SECURITY NOTICE. Each assessment instrument in the New Hampshire Statewide Assessment Program is procured and disseminated to local school districts by the State of New Hampshire under the authority of the Commissioner of Education. Assessment materials (physical and intellectual) are the property of the State of New Hampshire and may not be retained by school personnel. These assessments may not be copied or reproduced in any way. Independent contractors are strictly prohibited from reviewing or in any way reproducing NH SAS, DLM, ACCESS 2.0 or School Day SAT test items and materials. Reproducing or copying any part of any of the New Hampshire Statewide summative assessments, in whole or in part, is a violation of the assessment security procedures established by the States of New Hampshire. (<i>TEST SECURITY ASSURANCES</i>)</p> <p>Test Booklets must always be stored in a secure location when not in use, and should never be accessible to personnel not responsible for testing. Each school must have a designated secure location with locked and restricted access to store secure test materials. (<i>District Test Coordinator Handbook</i>)</p> <p>All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. (<i>DLM Test Administration Manual</i>)</p> <p>Other – Training: Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, state administrators may require other educators such as the district and building assessment coordinators to take the training. State policy determines the roles that take the required training course, the courses that are offered, and the format of the courses. The training covers all three DLM subjects, test security, and information about Educator Portal. (<i>DLM Assessment Coordinator Manual</i>)</p>	<p>NJ</p> <p>Security: DLM alternate assessments are secure assessments. (<i>DLM Assessment Coordinator Manual</i>)</p> <p>Storage and handling: Test Booklets must always be stored in a secure location when not in use, and should never be accessible to personnel not responsible for testing. Each school must have a designated secure location with locked and restricted access to store secure test materials. (<i>District Test Coordinator Handbook</i>)</p> <p>All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. (<i>DLM Test Administration Manual</i>)</p> <p>Regarding Braille materials: When the assessment is complete, the embossed paper form must be securely destroyed. (<i>DLM Test Administration Manual</i>)</p> <p>Other – Training: Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, state administrators may require other educators such as the district and building assessment coordinators to take the training. State policy determines the roles that take the required training course, the courses that are offered, and the format of the courses. The training covers all three DLM subjects, test security, and information about Educator Portal. (<i>DLM Assessment Coordinator Manual</i>)</p>
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NM	<p>Storage and handling: All secure materials for both CBT and PBT must be stored in a locked location. (<i>DTC Manual</i>) Secure materials should not leave school campus without prior approval and documentation. (<i>DTC Manual</i>) Once all testing is complete, all secure materials sent by the vendor must be returned by the identified deadline. Retention of secure materials by LEAs is prohibited. (<i>DTC Manual</i>) The TIP is a secure testing material. When the TIP is downloaded and printed, it must be securely destroyed after the testlet is administered. (<i>DLM Accessibility Manual</i>)</p> <p>Access: TAs should sign out secure materials prior to an assessment session and should check in the materials as soon as possible after the conclusion of a session. (<i>DTC Manual</i>)</p>
NY	<p>Security: DLM alternate assessments are secure assessments. (<i>DLM Assessment Coordinator Manual</i>)</p> <p>Storage and handling: Braille: When the assessment is complete, the embossed paper form must be securely destroyed. Consult the assessment coordinator about the process to use. (<i>DLM TAM</i>) All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. (<i>DLM Test Administration Manual</i>) In accordance with NYSED policy and Education Law, the principal is responsible for the secure handling, storage, and administration of all State assessment materials, including overnight storage. (<i>Testing Accommodations for Students with Disabilities</i>)</p> <p>Other – Training: Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, state administrators may require other educators such as the district and building assessment coordinators to take the training. State policy determines the roles that take the required training course, the courses that are offered, and the format of the courses. The training covers all three DLM subjects, test security, and information about Educator Portal. (<i>DLM Assessment Coordinator Manual</i>)</p>

<p>NC</p> <p>Security: All testing materials must remain secure during all breaks. (<i>Testing Students with Disabilities Handbook</i>) All NCEXTEND1 materials are considered secure test materials. (<i>Testing Students with Disabilities Handbook</i>) Every public school unit must have a clearly defined system of checkout and check-in of test materials to ensure at each level of distribution and collection (district, school, and classroom) all secure materials are tracked and accounted for. Public school unit test coordinators must inventory test materials upon arrival from Technical Outreach for Public Schools (TOPS) and must immediately inform TOPS of any discrepancies in the shipment. (<i>Test Coordinator's Handbook</i>)</p> <p>Secure test materials include, but are not limited to, blueprints; test layout forms; item pools; operational and field test books, test questions, or test book sections; and answer documents. (<i>Testing Security Protocol and Procedures for School Personnel</i>)</p> <p>Storage and handling: Test materials designated in Table 1 must be securely destroyed immediately after the testing window closes. This includes used test books, unused test books, and unused answer sheets, but does not include test books containing original student responses. (<i>Test Coordinator's Handbook</i>)</p> <p>Test materials designated in Table 2 are secure test materials to be stored by the district in a secure, locked facility with controlled access limited to one or two authorized school personnel only. After the required storage time has elapsed, the district must securely destroy these materials using one of the approved methods. (<i>Test Coordinator's Handbook</i>)</p> <p>Public school unit test coordinators must house all secure test materials in a secure, locked facility and must ensure each school test coordinator receives, stores, and distributes test materials in a secure manner. Secure test materials may be stored at a school for only a short period before and after the test administration. (<i>Test Coordinator's Manual</i>)</p> <p>Access: Access to the tests shall be limited to school personnel who have a legitimate need. Persons who have access to secure test materials shall not use their access to those materials for personal gain. (<i>Test Coordinator's Handbook</i>)</p> <p>Security: DLM alternate assessments are secure assessments. (<i>DLM Assessment Coordinator Manual</i>)</p>	<p>ND</p> <p>Storage and handling: All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. (<i>DLM Test Administration Manual</i>)</p> <p>Braille: When the assessment is complete, the embossed paper form must be securely destroyed. Consult the assessment coordinator about the process to use. (<i>DLM Test Administration Manual</i>)</p> <p>To ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content, and (3) return all test materials as instructed once the testing window has closed. (<i>North Dakota Accessibility Manual</i>)</p> <p>Other – Training: Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, other educators such as the district and building assessment coordinators may be required to take the training. State policy determines which roles take the required training course, the courses that are offered, and the format of the courses. The training covers all three DLM subjects, test security, and information about Educator Portal. (<i>DLM Assessment Coordinator Manual</i>)</p>
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<p>OH</p> <p>Security: After the test administration, test security violations include:.....</p> <ul style="list-style-type: none"> • Failing to collect and securely shred any scratch paper that was provided to and used by students during a test and that contains student writing • Failing to account for and return any secure paper test materials, including braille or tactile materials. (<i>Alternate Assessment for Students with the Most Significant Cognitive Disabilities, Test Administration Manual, Spring 2022</i>) <p>Storage and handling: An example of an unsecure test is paper tests not returned to the state. (This includes answer sheets and the AASCD paper manipulative cards.) (<i>Test Security Powerpoint, Slide 23</i>)</p> <p>Common example of possible test security violation – Secure materials (for example, test booklets, posters and response card options) were left unattended.... Test materials were lost or unable to be returned to Pat Hughes. (<i>Alternate Assessment for Students with the Most Significant Cognitive Disabilities, Test Administration Manual, Spring 2022, Appendix G</i>)</p> <p>Other – Administrator responsibilities: AASCD Test Administrator Responsibilities..... Must receive training to administer the AASCD. The Test Administrator Certification Course consists of 3 modules and a quiz for new and experienced test administrators. Search STARS or contact your local State Support Team (SST) for information regarding additional training opportunities... Is aware of state and district test security procedures and follows them at all times. (<i>Alternate Assessment for Students with the Most Significant Cognitive Disabilities, Test Administration Manual, Spring 2022</i>)</p> <p>Other – Training: As with all statewide testing, districts are required to provide annual training on test security and standards for the ethical use of tests to all employees who have access to state tests and students who are administered the state tests. (<i>Alternate Assessment for Students with the Most Significant Cognitive Disabilities, Test Administration Manual, Spring 2022</i>)</p> <p>Other – Oral translations: Policies for AASCD Oral Translations - Test coordinators, test administrators and translators must maintain test security at all times... The test administrator may not leave the translator and the student in the room alone. The test administrator is responsible for ensuring that the translator and the student adhere to test security policies. (<i>Alternate Assessment for Students with the Most Significant Cognitive Disabilities, Test Administration Manual, Spring 2022</i>)</p>	<p>OK</p> <p>Security: DLM alternate assessments are secure assessments. (<i>DLM Assessment Coordinator Manual</i>)</p> <p>Storage and handling: All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. (<i>DLM Test Administration Manual</i>)</p> <p>Braille: When the assessment is complete, the embossed paper form must be securely destroyed. Consult the assessment coordinator about the process to use. (<i>DLM Test Administration Manual</i>)</p> <p>Other – Training: Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, other educators such as the district and building assessment coordinators may be required to take the training. State policy determines which roles take the required training course, the courses that are offered, and the format of the courses. The training covers all three DLM subjects, test security, and information about Educator Portal. (<i>DLM Assessment Coordinator Manual</i>)</p>
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<p>OR</p> <p>Security: Signed language interpreter will have access to Oregon’s Extended Assessment test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. (<i>Accessibility Manual</i>)</p> <p>Other – Human-based read aloud: TAs are allowed to read the text, item prompts, and answer choices in all content areas when administering alternate assessments. The only exceptions are reading items that address standards involving decoding or word identification, or items where independent reading is required, which are not to be read aloud. Standardized test administration protocols will identify these reading items and need to be followed for all items (with appropriate test security). When providing read-aloud support to a student, other interactions between a TA and a student regarding test questions or content are not allowable and may be treated as a testing impropriety. (<i>Accessibility Manual</i>)</p> <p>Other – Answer choices on notecard: Notecards must be created on the spot, as a Test Administrator is testing a student. The notecards must be securely destroyed at the conclusion of the testing session. A very small percentage of students may need this accommodation. Educators should follow security procedures when administering this feature. (<i>Accessibility Manual</i>)</p> <p>Other – Speech to text: If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (<i>Accessibility Manual</i>)</p>
<p>PA</p> <p>[Note: Pennsylvania is part of the Dynamic Learning Maps (DLM) Alternate Assessment System and uses resources from this consortium. Resources related to the administration of the alternate assessment were not directly available on state website.]</p>
<p>RI</p> <p>Security: The TIP is a secure testing material. When the TIP is downloaded and printed, it must be securely destroyed after the testlet is administered. (<i>DLM Accessibility Manual</i>)</p> <p>DLM alternate assessments are secure assessments. (<i>DLM Assessment Coordinator Manual</i>)</p> <p>Other – Training: Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, state administrators may require other educators such as the district and building assessment coordinators to take the training. State policy determines the roles that take the required training course, the courses that are offered, and the format of the courses. The training covers all three DLM subjects, test security, and information about Educator Portal. (<i>DLM Assessment Coordinator Manual</i>)</p>

SC

Security: Section III: Test Security—Maintaining test security is one of the most important responsibilities of personnel who participate in the administration of the SC-Alt. The SC-Alt is subject to provisions of the state test security legislation, South Carolina Code of Laws, Section 50-445, and the regulations of the State Board of Education (see Appendix A: Test Security Regulations and Violations for test security legislation). Interfering with student responses or fabricating data is a violation of the security legislation. The responses submitted in the online Data Entry Interface (DEI) and the Student Interface must reflect authentic student work and responses. All paper test materials must be maintained in a secure location on site.

Test Security Violations. Any breach of test security must be reported to the SCDE in accordance with the Test Security Legislation and State Board of Education regulations. See Appendix A: Test Security Regulations and Violations for the test security legislation, Code of Laws Section 59-1-445 and 59-1-447; State Board of Education (SBE) regulations on test security and guidelines for Reporting Test Security Violations and the Test Security Violation Action Form. (*SC Test Administration Manual*)

[Note: many examples of security violations on the SC-Alt follow.]

Storage and handling: Agreement to Maintain Test Security and Confidentiality

All school and district personnel who may have access to SC-Alt materials or to the location in which the materials are securely stored must sign the Agreement to Maintain Test Security and Confidentiality form before accessing the materials (see Appendix B: Agreement to Maintain Test Security and Confidentiality). This form may also be downloaded from the SC-Alt Portal. Before handling materials, all DTCs-Alt must place a signed Test Security Agreement form on file in the district office for the current school year. TAs, TMs, and other personnel who have access to secure materials must read and sign the second version of the Test Security Agreement. Please make sure each person signs the appropriate version of the security agreement before testing begins. Enough copies of these forms will be included in the district and school materials shipments. DTCs-Alt are responsible for collecting the signed Test Security Agreement forms and storing them for three years. (*SC Test Administration Manual*)

<p>SD</p> <p>Security: The SDSAA is an online test, and all test forms and test materials are available in the Test Delivery System. Secure handling of test materials protects the integrity and confidentiality of test items and the validity of student results. It is essential that unauthorized persons are prevented from accessing or viewing test content in the Test Delivery System or if using the paper response card options accommodation. (<i>South Dakota Science Alternate Assessment (SDSAA) Test Administration Manual</i>)</p> <p>Storage and handling: For printed test materials including but not limited to paper response card options, test items or stimuli, a PR must:</p> <ul style="list-style-type: none"> • maintain all printed test materials in a secure, locked location; • ensure secure transport of testing material from school building to school building; • refrain from duplicating, reproducing, or sharing items or other secure test materials; • give ALL printed test item/s or other printed material to the AC/SC after the test session is completed, for secure shredding; and • delete any test materials, items, or information from the computer and/or any assistive technology used by the student after testing is complete. (<i>South Dakota Science Alternate Assessment (SDSAA) Test Administration Manual</i>) <p>Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only by staff responsible for test administration. All test materials must remain secure always. Printed test items/stimuli and scratch paper, must be collected at the end of each test session and then immediately destroyed according to district and/or state policies or procedures. Do NOT keep printed test items/stimuli or scratch paper for future test sessions. (<i>South Dakota Science Alternate Assessment (SDSAA) Test Administration Manual</i>)</p> <p>Access: For printed test materials including but not limited to paper response card options, test items or stimuli, a PR must:</p> <ul style="list-style-type: none"> • protect secure materials from view by other students, teachers, parents, school staff, or other individuals. (<i>South Dakota Science Alternate Assessment (SDSAA) Test Administration Manual</i>) <p>Other – Training: To ensure that the Test is administered in a standardized manner, PRs should participate in any in-person trainings, webinars, and complete the Proctor (PR) Certification Course (if required by your district), which is currently available on the South Dakota Assessments Program Gateway. (<i>South Dakota Science Alternate Assessment (SDSAA) Test Administration Manual</i>)</p>	<p>TN</p> <p>Storage and handling: All assessment materials must be kept in a locked storage area that is only accessible to the building testing coordinator and designees at all times. (<i>Building Testing Coordinator Guidebook</i>)</p> <p>Access: Restrict access to the storage area to authorized personnel only and ensure the assessment materials remain secure at all times. (<i>Building Testing Coordinator Guidebook</i>)</p>
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<p>TX</p> <p>Security: Test Security and Confidentiality – Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring fair and equal testing opportunities for all students. Given the many uses of student performance data and the need to assure educators, parents, students, and the public that test results are meaningful and valid, it is imperative that all individuals participating in the program preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in the Coordinator Resources and the test administrator manuals.</p> <p>All assessment instruments specified in the Texas Education Code (TEC), Chapter 39, Subchapter B, are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. Test security involves accounting for all secure materials before, during, and after each test administration. Districts must ensure that all district and campus personnel who participate in state-mandated testing or handle secure test materials meet the eligibility requirements detailed in the appropriate test administration materials, be trained, and sign an Oath of Test Security and Confidentiality. (<i>2020–2021 STAAR Alternate 2 Test Administrator Manual</i>)</p> <p>Storage and handling: Maintaining Security of Test Materials – All secure test materials must be handled in strict accordance with the instructions contained in the Coordinator Resources and the test administrator manuals. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Districts and campuses must identify a suitable location where secure test materials can be kept in locked storage when not in use. Access to these secure locations should be limited to no more than a few essential personnel and these individuals should be the only people who possess keys to the storage area. (<i>2020–2021 STAAR Alternate 2 Test Administrator Manual</i>)</p>	<p>UT</p> <p>Security: DLM alternate assessments are secure assessments. (<i>DLM Assessment Coordinator Manual</i>)</p> <p>Storage and handling: All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. (<i>DLM Test Administration Manual</i>)</p> <p>Braille: When the assessment is complete, the embossed paper form must be securely destroyed. Consult the assessment coordinator about the process to use. (<i>DLM Test Administration Manual</i>)</p> <p>To ensure test security and confidentiality, test administrators need to:</p> <ul style="list-style-type: none"> o Keep testing materials in a secure place and control computer access to prevent unauthorized access. o Keep all test content confidential and refrain from sharing information with or revealing test content to anyone for both paper-based and computer-based assessments. o All test materials are to be organized and returned to the School Testing Coordinator, as appropriate. Educators and test administrators may not preview test content prior to the assessment. o All by-products of student testing are collected and protected between and after testing sessions, and securely destroyed as appropriate. This includes notes, outlines, graphic organizers, student drafts, etc. (<i>Utah Participation and Accommodations Policy</i>) <p>Other – Training: Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, other educators such as the district and building assessment coordinators may be required to take the training. State policy determines which roles take the required training course, the courses that are offered, and the format of the courses. The training covers all three DLM subjects, test security, and information about Educator Portal. (<i>DLM Assessment Coordinator Manual</i>)</p>
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<p>VT</p> <p>Security: All VTAA test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results. (<i>Test Administration Manual</i>)</p> <p>Storage and handling: Printed materials from the print-on-demand or paper response option accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only by staff responsible for test administration. (<i>Test Administration Manual</i>)</p> <p>Printed test items/passages, including braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately destroyed. (<i>Test Administration Manual</i>)</p> <p>Access: Only students who are testing can view test items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Trained ATEs/ATAs may have exposure to test items in the course of properly administering the assessments; however, DAs, ADAs, SCs, TEs, TAs,* and other trained staff may not actively review or analyze any test items. (<i>Test Administration Manual</i>)</p> <p>Other – Browser requirements: Administration of the VTAA is permitted only through the Student Interface via the secure browser. (<i>Test Administration Manual</i>)</p>
<p>VA</p> <p>Storage and handling: Secure measures, to the extent possible, include, but are not limited to: ensuring all COE are kept in a secure location when not in use. (<i>VAAP Administrator's Manual</i>)</p>
<p>WA</p> <p>Security: District Test Coordinators (DTC), School Coordinators (SC), and Test Administrators (TA) share the responsibility for ensuring that all WA-AIM test materials and student responses are handled securely and confidentially in accordance with state and vendor security procedures. The WA-AIM tests are to be administered on a one-to-one basis by professional staff members or para-educators who have been instructed in the proper test administration procedures. All tests must be administered in the presence of another staff member who will observe and attest that the student was assessed without prompting from the TA. The observer may be a Teacher, Paraprofessional, Administrator or Service Provider. (<i>Test Administration Manual</i>)</p> <p>Storage and handling: Individuals responsible for the WA-AIM administration must keep all WA-AIM in a predetermined, locked, secure storage area at both the district and school levels. Secure materials must never be left unattended or in open areas. Any documents that include student data (student name, SSID, date of birth) must be securely maintained at all times. (<i>Test Administration Manual</i>)</p>

<p>Security: DLM alternate assessments are secure assessments. (<i>DLM Assessment Coordinator Manual</i>)</p> <p>Storage and handling: All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them. (<i>DLM Test Administration Manual</i>)</p> <p>Braille: When the assessment is complete, the embossed paper form must be securely destroyed. Consult the assessment coordinator about the process to use. (<i>DLM Test Administration Manual</i>)</p> <p>Other – Recording security incidents: 5.4 Test Security Incident Log – The Test Security Incident Log is the document of record for all test security incidents and should be maintained at the district level. More serious incidents will be reported either immediately (breach) or at the end of the day (irregularity). Documentation of Security Incidents: Use of Test Security Incident Log and Appeals System School and district test coordinators should ensure all test security incidents are documented in the Test Security Incident Log. The Test Security Incident Log is located on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org under Resources in either the Test Coordinators or Test Administrators, Ancillary Materials, Logs/Forms folder.</p> <p>Other – Training: Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, other educators such as the district and building assessment coordinators may be required to take the training. State policy determines which roles take the required training course, the courses that are offered, and the format of the courses. The training covers all three DLM subjects, test security, and information about Educator Portal. (<i>DLM Assessment Coordinator Manual</i>)</p>	<p>[Note: Wisconsin is part of the Dynamic Learning Maps (DLM) Alternate Assessment System and uses resources from this consortium. Resources related to the administration of the alternate assessment were not directly available on state website.]</p>
<p>Security: BCs [building coordinators] are responsible for maintaining the security of all paper accommodations while they are in the BC's possession. BCs are also responsible for ensuring that the ALT-TAs act in accordance with all security requirements while ALT-TAs are in possession of paper accommodations. (<i>Alternate Assessment Manual</i>)</p> <p>Storage and handling: Paper accommodations should be kept in a locked, secure location with limited access when they are not in use. (<i>Alternate Assessment Manual</i>)</p> <p>Access: Only individuals authorized by school policy should have access to these materials (paper accommodations used on AA-AAAS). (<i>Alternate Assessment Manual</i>)</p> <p>Other – Aides, nurses, support staff: Can aides, nurses, or other support staff be present during the administration if they are there for the well-being and support of the student? Must they be trained? Yes. Support staff may be present if the BC has approved it. They are expected to honor test security and sign a Test Security Agreement. They do not need to be trained because they are not administering the test. (<i>Alternate Assessment Manual</i>)</p> <p>Other – Interpreters, translators: Can interpreters or translators be present during the administration for interpreting/ translating questions and responses, even though the interpreter/translator has not attended training? Yes. An interpreter or translator may be present and interpret/translate, even if they have not been trained on the administration of the WY-ALT. They are expected to honor test security and sign a Test Security Agreement. If the interpreter/translator is also the ALT-TA, they must meet all the requirements for serving as an ALT-TA. (<i>Alternate Assessment Manual</i>)</p>	

¹If a state provided specific test security information for the AA-AAAS that differed from the overall state policy, it is included in italics in the table.

Table B7a. Accommodations in Test Security Policies

State	Human reader	Audio-taped administration	Text-to-speech (TTS)	Speech-to-text (SST)	Transcription and scribing	Large print	Magnification	Braille	Sign language interpretation
Alabama	X				X				X
Alaska									X
Arizona	X								
Arkansas									
California	X			X	X				
Colorado	X		X	X	X			X	X
Connecticut	X		X	X	X				X
Delaware	X		X			X			X
District of Columbia	X		X	X	X	X		X	X
Florida	X		X	X	X	X	X	X	X
Georgia	X				X	X		X	X
Hawaii	X			X					X
Idaho	X			X	X				
Illinois	X				X	X		X	X
Indiana	X			X	X	X			X
Iowa	X			X	X				X
Kansas	X							X	
Kentucky	X				X				
Louisiana					X				X
Maine	X								
Maryland									
Massachusetts									
Michigan	X				X				
Minnesota	X				X				X
Mississippi	X		X		X	X		X	X
Missouri	X		X	X	X			X	X
Montana	X		X	X	X				
Nebraska	X		X		X				X
Nevada	X		X	X	X			X	
New Hampshire			X	X	X				
New Jersey	X		X	X	X	X		X	X
New Mexico					X				

State	Human reader	Audio-taped administration	Text-to-speech (TTS)	Speech-to-text (SST)	Transcription and scribing	Large print	Magnification	Braille	Sign language interpretation
New York	X		X	X					
North Carolina	X				X	X		X	X
North Dakota	X				X			X	
Ohio	X								
Oklahoma	X				X	X		X	
Oregon							X	X	
Pennsylvania					X				X
Rhode Island	X				X				X
South Carolina	X				X	X		X	
South Dakota	X		X	X	X				
Tennessee	X				X				
Texas	X		X						X
Utah	X		X		X				X
Vermont	X		X	X	X				
Virginia	X			X	X		X	X	X
Washington	X		X	X	X				
West Virginia	X				X	X		X	
Wisconsin						X	X	X	
Wyoming				X				X	
Total	40	0	18	20	36	13	4	19	24

Table B7b. Accommodations in Test Security Policies (Continued)

State	Extended time	Multiple days	Calculator	Small group administration	Individual administration	Other
Alabama						X
Alaska	X		X			X
Arizona						X
Arkansas		X				
California			X			
Colorado					X	
Connecticut		X			X	
Delaware			X			
District of Columbia					X	X
Florida	X		X			
Georgia	X		X			X
Hawaii			X	X	X	
Idaho		X	X	X	X	
Illinois	X			X		
Indiana						
Iowa						X
Kansas						
Kentucky						X
Louisiana				X	X	X
Maine						
Maryland		X				
Massachusetts						X
Michigan						
Minnesota						
Mississippi		X				X
Missouri			X			
Montana			X			
Nebraska						
Nevada			X		X	
New Hampshire						X
New Jersey	X			X		
New Mexico					X	
New York						
North Carolina			X			X
North Dakota						

State	Extended time	Multiple days	Calculator	Small group administration	Individual administration	Other
Ohio			X			X
Oklahoma						
Oregon			X			X
Pennsylvania						
Rhode Island						X
South Carolina			X			
South Dakota		X	X		X	
Tennessee			X			
Texas	X					
Utah						
Vermont			X	X	X	
Virginia			X			
Washington	X		X			X
West Virginia						X
Wisconsin						X
Wyoming			X			X
Total	7	6	20	6	10	19

Table B8. Specifications and Descriptions: Accommodations in Test Security Policies

(Note: AA-AAAS = Alternate Assessment Based on Alternate Academic Achievement Standards')

State	Specifications and Descriptions (AA-AAAS in italics)
AL	<p>Human reader: Test security can become an issue when a reading accommodation is provided. (<i>Alabama State Department of Education Student Assessment Program Policies and Procedures for Students of Special Populations</i>)</p> <p>Transcription & scribing: Test security can become an issue when someone other than the student is allowed to see the test (e.g., interpreter, scribe). (<i>Alabama State Department of Education Student Assessment Program Policies and Procedures for Students of Special Populations</i>)</p> <p>Sign language: Test security can become an issue when someone other than the student is allowed to see the test (e.g., interpreter, scribe). (<i>Alabama State Department of Education Student Assessment Program Policies and Procedures for Students of Special Populations</i>)</p> <p>Other: Administer test in non-school settings.</p>
AK	<p>Sign language: Signing to student. Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. (<i>Participation Guidelines</i>)</p> <p>Extended time: Extended time of a test domain. Student completed a test domain over multiple days. Test administrator must follow security measures. (<i>Participation Guidelines</i>)</p> <p>Calculator: In order to maintain test security, the memory of every handheld calculator used during testing must be cleared by a building test coordinator (BTC) or test administrator (TA) before and after testing to clear all applications and programs. Some calculators have special features such as Test Guard and Press-to-Test which disable applications and programs during test administration. A TA may activate such features on these calculators instead of clearing the memory. Information is available from the manufacturers. (<i>Assessments Calculator Policy</i>)</p> <p>Other – Non-school settings: Test may be administered by school personnel in non-school setting. In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. (<i>Participation Guidelines</i>)</p>
AZ	<p>Human Reader: AA-AAAS: <i>The TA may read the directions, answer options, or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution. (Alternate Assessments)</i></p> <p>Other – Paper versions: AA-AAAS: <i>A paper version of the test may be downloaded and printed from the MSAA Online Assessment System in PDF format. After testing, all printed assessment materials must be given to the TC for secure shredding, and all downloaded files must be deleted from any computer or laptop used for testing. (Arizona's Alternate Assessments)</i></p>
AR	<p>Multiple days: Use of Breaks: Securely Extend Session over Multiple Days is prohibited per ADE: DESE policy.</p>

<p>CA</p>	<p>Human reader: Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation. Test readers should read and sign a test security/confidentiality agreement prior to test administration. (<i>Test Security Audits Qx</i>)</p> <p>When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. (<i>Usability Guidelines</i>)</p> <p>SST: Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (<i>Test Security Audits Qx</i>)</p> <p>Transcription & scribing: Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation. Scribes should read and sign a test security/confidentiality agreement prior to test administration. (<i>Usability, Accessibility, and Accommodations Guidelines</i>)</p> <p>Calculator: Did test administrators and test examiners ensure that test takers did not have improper items or aids in the testing room? (For example, calculators are only permitted for students in grades six through eight or grade eleven taking a mathematics test that have been assigned to use the non-embedded calculator as a testing accommodation, or students in grades five or eight, or in high school, that have been assigned to use the non-embedded calculator as a designated support for science testing.) (<i>Test Security Audits Qx</i>)</p>
<p>CO</p>	<p>Human reader: A trained Test Administrator uses the oral script to read the entire test orally to a student who is unable to decode printed or tactile code. Administration on a 1:1 basis (i.e., one Test Administrator to one student) is recommended. Test Administrators must read word-for-word from the physical oral script and may not read from the math, science, or social studies test book. Oral scripts are secure; return oral scripts to the vendor after testing. Test Administrators may have supervised access to the oral script for the paper-based form 24 hours prior to administration. This time is to ensure that Test Administrators are familiar with the content terminology and the appropriate practices associated with this accommodation. (<i>Procedures Manual</i>)</p> <p>TTS: If tested in a group, students assigned to the TTS form must wear headphones. Students must set the volume at such a level that there is no sound leakage to surrounding students. Students must verify the volume is “turned on” before signing in to TestNav by using the “Test Audio” function on the TestNav Sign In screen. These students may take the assessment with other students who are using TTS, as well as students who are not using TTS. Students who are unable to use headphones may use speakers; however, this accessibility feature and consideration requires testing in a one-on-one environment. During testing, TTS is only available to students who were pre-assigned the TTS form through the SR/PNP in PANext during form assignment. (<i>Procedures Manual</i>)</p>

CO

SST: Available to students as documented on their IEP or 504 plans. Because this accommodation requires that the student provide answers orally, this accommodation must be provided in an individual, one-on-one, testing environment. Additional considerations for test security must be applied when students are using speech-to-text (STT) software. Students must not retrieve or access work from another student. Students must not be able to access additional programs/applications or the Internet while testing. Student must not be able to access any previously saved data while in the testing environment. Extra time may not be given for “lost” work. Assistive technology devices with student answers on them are secure test materials and must be secured as such. For students using assistive technology and/or augmentative communication devices that: Do not produce a printed product, perform transcription of responses directly from the device. Do produce a printed product, print student work and transcribe responses into TestNav or the student’s test book prior to the student beginning the next test unit. Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines. Student work and/or answers that are not transcribed are not scored. STT programs that have a kiosk mode that lock out all other applications/programs while testing should be used. STT programs that can still access the internet while in kiosk mode are not approved for use by individual students during testing. Contact the DAC for the list of district-approved STT programs that ensure student privacy and restrict internet access while in kiosk mode. The DAC should contact CDE for guidance on how to set up testing for these students. Only authorized personnel may have access to the test, test materials, and student answers. Schools must have procedures in place for secure retrieval of printed materials. Remove all student responses from the assistive technology device immediately following the transcription or printing for transcription purposes. Students may not have access to assistive technology devices that contain secure materials until all secure materials are removed from those devices. Secure devices that contain secure materials with other secure testing materials. It is the DAC’s responsibility to ensure that the District Use of Speech-to-Text forms and District level Privacy Policies are submitted to and approved by CDE. It is the DAC’s responsibility to ensure this is done in a secure manner. The DAC may adapt the Secure Data Removal form (Appendix G) to verify that this was completed. Make documentation available upon request by CDE. Printed pages containing the student’s answers are secure materials. Return printed pages to the SAC along with any used scratch paper from the test unit. (*Procedures Manual*)

Transcription & scribing: The student must be assessed in a separate, one-on-one testing environment. The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student’s responses. The scribe may not add, use, or prompt the use of proper mechanics unless the mechanics are initiated and dictated by the student. The scribe may ask the student to restate words, as needed. The scribe may use proper spelling. Scribes must be familiar with content vocabulary. The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session. (*Procedures Manual*)

CO

Braille: Available only to students with an IEP or 504 plan with a documented diagnosis of blindness/visual impairment. Determine appropriateness for use of this accommodation with a teacher certified in the area of visual impairments. Only a teacher of the visually impaired (TVI) proficient in reading the braille code used by the student may administer this assessment. This accommodation is typically administered in an individual assessment environment. Note: For math, science and social studies, while it is anticipated that most students are able to complete a testing session within the standard testing time, due to the nature of the test administration and the need to for the student to respond in the manner the student uses instructionally, the testing session may take additional time. A student who is blind or has a visual impairment takes the assessment using his/her preferred screen reader software (e.g., JAWS 15), pending a trial using the math and/or ELA Assistive Technology practice forms (securely delivered through the PAnext Training site) with the student's assistive technology device or software. This online accommodated form reads information on the screen using screen reader software for ELA and math only. If the student is not using headphones, the student must test in a separate one-on-one setting. Test Administrators/TVIs may have access to the Teacher Notes (included in the braille kit) 24 hours prior to the administration of the assessment to ensure all needed materials are procured. Early access to other assessment materials is not allowed other than to verify the correct grade and content area materials were received by reviewing the test book cover only. Test Administrators will transcribe student work demonstrated using tactile tools, such as an abacus or alternate graphing, into the regular print test book included in the braille kit. Test Administrators may assist in placement of a straight edge, or other tools needed, as requested by the student. The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a braille or braille note-taker. The student's responses must be transcribed by a TVI into the regular print test book (included in the braille kit) to be submitted for scoring. Student work and/or answers not transcribed will not be scored. (*Procedures Manual*)

Sign language: Because sign language presentation changes what CMAS ELA/CSLA intends to measure, IEP teams are strongly encouraged to select only valid accommodations; however, to use this modification, signer must be documented on the student's IEP or 504 plan and is identified as part of the student's instructional need. Test Administrators must follow the physical script and may not read from a test book or device screen. Signer/oral scripts are secure; return scripts to the vendor after testing. (*Procedures Manual*)

Individual: Because speech to text requires that the student provide answers orally, this accommodation must be provided in an individual, one-on-one, testing environment. (*Procedures Manual*)

CT

Human reader: The test reader must be trained and qualified and must follow the Smarter Balanced Read Aloud Guidelines. (*Read Aloud Guidelines*)

TTS: When text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. (*Assessment Guidelines*)

SST: This non-embedded speech-to-text or voice-recognition software accommodation allows students to use their voices as input devices to the computer, to dictate responses, or give commands (e.g., opening application programs, pulling down menus, and saving work). Students use their own assistive technology devices, which generally include a microphone and headphones. When students use their own assistive technology devices, all assessment content must be deleted from these devices after testing for security purposes. When voice-recognition software, such as Dragon Naturally Speaking, is downloaded to a computer and used as a standalone that is compatible with the secure online Test Delivery System, it can function within the Test Delivery System. To allow this non-embedded accommodation to function, the permissive mode must be activated in TIDE. Few items on the Smarter Balanced math and ELA Assessment require the need for typing, therefore, this accommodation may not be needed for some students. While some applications for the speech-to-text (STT) accommodation are compatible with the CAI Secure Browser and Test Delivery System, many are not depending upon the testing platform, manufacturer, the STT application, version updates, and security considerations. Therefore, the CSDE strongly encourages districts to test the student's STT application with the secure practice test each year prior to testing. An embedded STT is available and recommended for students requiring this accommodation. However, there may be reasons why a student requires the use of STT as a non-embedded accommodation, relying on their own assistive technology. (*Assessment Guidelines*)

Transcription & scribing: The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.... Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided. Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation. (*Accessibility Manual - Scribing Protocol*)

Sign language: The Human Signer for ELA Reading Passages is a sign language accommodation for the Smarter Balanced ELA Reading Passages allowing a qualified test administrator to sign or provide visual language support for the reading passages to a student who is deaf or hard of hearing with a print disability. Students are tested individually and, if necessary, a sign language interpreter may assist in test administration by providing directions and clarifying information as allowed in the Smarter Balanced Test Examiner's Manual. (*Assessment Guidelines*)

Multiple days: If the test examiner intends to administer the test over the course of multiple days for a student or group of students, the test examiner may ask students to pause after they reach a designated point. (Students will receive a notification when they reach the end of the section. However, for most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another.) In those cases, the test examiner should give the students clear directions on when to pause. For example, the test examiner may designate a certain amount of time for testing. This guidance may be written in a place that students can easily see it. (*Test Administration Manual*)

Individual: Students receiving the sign language interpretation accommodation are tested individually. (*Assessment Guidelines*)

DE

Human reader: The human reader accommodation and the TTS accommodation are not interchangeable and not considered to be the same accommodation. Only administer the human reader accommodation if the student is documented to receive the human reader accommodation. Students with TTS only may not receive assistance from a human reader. (*Guidelines for Inclusion of Students with Disabilities and English Language Learners*)

TTS: Text-to-Speech (TTS) is a feature that allows the computer to read the test aloud to the student. This feature allows students to access the “read aloud the questions” accommodation and the “read aloud the passages” accommodation. A student may not receive assistance from a human reader unless the student also has an accommodation for human reader. Headphones are required. (*Guidelines for Inclusion of Students with Disabilities and English Language Learners*)

Large print: Student responses recorded on large print materials must be transcribed verbatim into the scannable test booklets for scoring. Return both booklets at the end of testing. (*Accessibility Guidelines*)

Sign language: The interpreter must:

- Will complete DCAS Test Administrator Training and sign all necessary forms if he is serving as Test Administrator AND English-to-ASL translator.
- Will not be required to complete DCAS Test Administrator Training but will sign all necessary forms if he is serving only as English-to-ASL translator.
- Become familiar with the test instructions and the terminology used in the test.
- Review the Test Security Policy in the DCAS Test Administration Manual.
- Review test materials up to four days prior to test administration under secure conditions supervised by the school test coordinator in order to prepare accurate interpretations of test materials (optional but preferred).
- Be assigned to one student for the entire assessment (it is preferred that the interpreter not be a different person on different test day—stay consistent throughout test administration).
- Practice signing and reading with non-test materials with the student before beginning the test.
- Be sure to verify whether the student is to have the directions and questions signed only (Accommodation #107) or the directions, questions, and reading passages (Accommodations #107 and #118) signed, (*Guidelines for Inclusion of Students with Disabilities and English Language Learners*)

Calculator: Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. (*Accessibility Guidelines*)

Human reader: Human Readers who provide the accommodation to a student on the PARCC English language arts/literacy (ELA/L) or the accessibility feature on the PARCC mathematics assessments must follow these procedures during testing to ensure the standardization of the oral presentation of the assessments. Human Readers may read the test aloud to a small group of students, rather than individually, provided that each student has the Human Reader accommodation/accessibility feature listed in an IEP, 504 plan, or Personal Needs Profile (in the case of mathematics only). (*PARCC Accessibility Features and Accommodations Manual*)

TTS: The student's SR/PNP must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for the student during testing. (*PARCC Accessibility Features and Accommodations Manual*)

SST: Speech-to-text conversion, or voice recognition, software allows students to dictate responses into their computer microphone and have the responses converted to printed text. For this accommodation, students will use their own assistive technology devices at a separate computer station equipped with speech-to-text/voice recognition software in order to respond to multiple-choice, open-ended items, and extended responses. (*PARCC Accessibility Features and Accommodations Manual*)

Transcription & scribing: Students receiving the human scribe accommodation must be tested in a one-on-one setting. Flexibility in designing the test environment is left to the individual schools. (*Test Security Manual*)

A scribe may administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting. The scribe must write legibly, if transcribing a student's response into a test book. The scribe must transcribe responses verbatim from the student, and may not prompt or question the student, or correct a student's responses. The scribe may ask the student to restate (or sign) words or parts, as needed. (*PARCC Accessibility Features and Accommodations Manual*)

Large print: A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be an LEA or School Test Coordinator. (*PARCC Accessibility Features and Accommodations Manual*)

Braille: Braille transcription: Only an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under the direct supervision of an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses onto the paper form of the PARCC assessments. (*PARCC Accessibility Features and Accommodations Manual*)

Sign language: Human signers for PARCC assessments must follow these procedures during testing to ensure the standardization of the signed presentation to the students. Signers must be trained on test administration policies by local Test Coordinators, as indicated in the PARCC Test Administrator Manuals (TAM). Signers must sign the Security Agreement in the PARCC TAM. Human signers may sign the test to a small group of students, rather than individually, provided that each student has the human signer accommodation/accessibility feature listed in an IEP, 504 plan, or Student Registration/Personal Needs Profile (in the case of mathematics only). (*PARCC Accessibility Features and Accommodations Manual*)

Individual: Students receiving accommodations that require student speaking (e.g., student reads aloud to themselves) must be tested in a one-on-one setting. Students receiving a human reader accommodation must be tested in a one-on-one setting or a small group setting with only students receiving the human reader accommodation. Students receiving the human scribe accommodation must be tested in a one-on-one setting. (*Test Security Manual*)

Other – Student reads to self: Students receiving accommodations that require student speaking (e.g., student reads aloud to themselves) must be tested in a one-on-one setting. (*Test Security Manual*)

Human reader: For students with the oral presentation accommodation taking FSA Mathematics, FSA EOCs, NGSSS Science, or NGSSS EOCs, all directions, passages, test questions, and answer choices may be read aloud. Charts, tables, illustrations, and graphs may also be read aloud to students with the oral presentation accommodation. The test administrator or proctor may describe the charts, tables, illustrations, graphs, etc., in a manner similar to that which the student would normally encounter in the classroom, but the test administrator or proctor must exercise care not to use inflection that might lead a student to the correct/ incorrect response. (*Statewide Assessments Accommodations Guide*)

TTS: For text-to-speech accommodations, students must have headphones or earbuds for testing, and headphones/earbuds must be plugged in prior to launching the secure browser on student computers or devices. (*Statewide Assessments Accommodations Guide*)

SST: A student using speech-to-text must be tested in a separate setting so that other students are not disturbed and that the student's spoken answers are not heard by other students. For students taking the ELA Writing on paper, responses may be printed from the program used for speech-to-text and returned for scoring. If using a third-party speech-to-text program, all electronic files containing student responses and/or planning must be deleted immediately after the test session. A third-party software must be able to function without the use of the Internet, and students must be monitored to ensure that they do not open any other programs during testing. If the software allows for macros, grammar autocorrect, or word prediction, those features must be turned off. (*Statewide Assessments Accommodations Guide*)

Transcription & scribing: Recorded or transcribed responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor. Copies must be erased or destroyed after the responses have been transcribed. FDOE recommends that when transcribing a student response from one medium to the regular print document that one staff member transcribes the response and another staff member confirms the transcription. (*Statewide Assessments Accommodations Guide*)

Large print: Students using large print materials will record their responses directly in the large print test and answer book. It is recommended that one school/district staff member transcribes the student's responses into the regular print document and another staff member reviews the transcription to ensure accuracy. For large print ELA Writing responses, there is an option to photocopy students' responses instead of transcribing by hand. (*Statewide Assessments Accommodations Guide*)

Magnification: Students may use magnification devices (e.g., CCTV/video magnifiers, reading loupes, handheld magnifiers). Devices must be used without accessing image-upload features (e.g., devices with a memory card must have the memory card removed during testing). (*Statewide Assessments Accommodations Guide*)

Braille: Students using braille materials record their responses on braille paper. A regular print document is also included in each braille test materials kit. School/district personnel must apply a PreID label and ensure that all information on the front of each student's regular print document has been filled in accurately and completely so that the student's responses can be transcribed into the regular print document by the contractor. School/district personnel should not transcribe student responses from the braille documents into the regular print documents, except when indicated for an accommodation. (*Statewide Assessments Accommodations Guide*)

Sign language: The test administrator or proctor may sign directions, prompts, items, and answer choices using the same method of sign language that the student regularly uses in the classroom but must be careful not to use signs that might lead the student to a correct response. In such cases, fingerspelling may be used as an alternative. (*Statewide Assessments Accommodations Guide*)

Extended time: A student may be provided extended time to complete a test session. Extended time must be provided in accordance with the student's IEP or Section 504 Plan. (*Statewide Assessments Accommodations Guide*)

Calculator: Handheld scientific calculators must be on the approved list or have only the allowable functionality indicated in the Calculator and Reference Sheet Policies for Florida Statewide Assessments document (available on the portal). If providing handheld calculators, ensure that students are provided handheld calculators in the appropriate test sessions only. Providing a calculator with prohibited functionality (e.g., a display of more than one line, graphing capability) or in the wrong test session (Session 1) is cause for test invalidation. (*Test Administration Manual*)

Human reader: Eligible students can use a human reader if their disability or language proficiency necessitates this provision. Examiners must adhere to the read-aloud guidelines in the Test Administration Manuals for each assessment. Additional guidance may also be found in the Student Assessment Handbook as well as the Read-Aloud Guidelines for Georgia Milestones assessments. When using a human reader, test readers must ensure that all students understand what is expected of them when reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. However, test readers should not answer questions about specific test items. When reading test items aloud, test readers must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word, exactly as written. Readers may not clarify, elaborate, or provide assistance to students. (*Accessibility and Accommodations Manual*)

Transcription & scribing: Scribes must be impartial and should be experienced in transcription. They must write exactly what the student dictates. Scribes are not allowed to elaborate on what is being written. They cannot answer or explain anything to the student during testing and must be careful not to give hints of any type. (*Accessibility and Accommodations Manual*)
A scribe must be a certified educator who writes or types a student's responses. Eligible students with this accommodation may respond to assessment items verbally or by signing. Scribes must write each student's final response(s) to be scored into the appropriate online test form. (*Student Assessment Handbook*)

Large print: After a student finishes a large-print edition of a test, a certified educator, under the supervision of the School Test Coordinator, must transcribe the student's answers verbatim onto a standard answer sheet. (*Accessibility and Accommodations Manual*)

Braille: After a student finishes a braille edition of a test, a certified educator, under the supervision of the School Test Coordinator, must transcribe the student's answers verbatim onto a standard answer sheet or response form. (*Accessibility and Accommodations Manual*)

Sign language: To prepare for a VSL online administration, the Examiner and/or sign language interpreter should review VSL forms in either the Secure Practice Test or the Experience Online Testing Georgia website in order to learn how VSL functions within the online platform. It is also recommended that students interact with VSL prior to the actual administration. Additionally, the Examiner and sign language interpreter should review the script in the Examiner's Manual to understand how administration procedures apply to the script and to a successful administration of the assessments. Sign Language Interpreter: If a student's teacher serves as the interpreter in a testing situation, it is recommended that a second person is present to monitor for quality and fairness. If allowed to sign test items and prompts, interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. (*Accessibility and Accommodations Manual*)

Extended time: Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Specifying unlimited time is not appropriate or feasible. Test sessions may not cross over days and should be completed prior to the end of the school day. (*Accessibility and Accommodations Manual*)

Calculator: Only a basic function or basic adapted calculator may be used; scientific and other advanced calculators are strictly prohibited. The test administrator may not provide any assistance or direction to the student regarding the use of the calculator. (*Accessibility and Accommodations Manual*)

Other – Write in test booklet: Allow the student to write in the test booklet instead of on an answer sheet. After a student finishes the test, a certified educator, under the supervision of the School Test Coordinator, must transcribe the student's answers exactly onto a standard answer sheet or response form, including any double coding the student may have erroneously done, etc. (*Accessibility and Accommodations Manual*)

HI

Human reader: The test reader must be trained and qualified and must follow the Hawai'i Statewide Assessment Program (HSAP) Guidelines for Read Aloud, Test Reader that are presented here and were adapted from the Smarter Balanced Guidelines for Read Aloud, Test Reader. (*Accessibility Manual*)

SST: If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (*Usability, Accessibility, and Accommodations Guidelines*)

Sign language: Human signers are only allowed to sign the test directions (the "say" statements in the script) for state summative assessments. They may not sign test items. The following guidelines could be useful for human signers during classroom instruction and on classroom and school-administered assessments. In cases where a student requires a sign language support, and for whom the American Sign Language (ASL) video accommodation is not available or appropriate, a human signer may sign the language support. It is suggested that human signers follow these procedures during testing to ensure the standardization of the signed presentation to the students. (*Accessibility Manual*)

Calculator: Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. (*Usability, Accessibility, and Accommodations Guidelines*)

Small group/Individual: Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the Test Administration Manual (TAM), can act as test proctor (test administrator) when student requires it. (*Usability, Accessibility, and Accommodations Guidelines*)

Human reader: A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the Smarter Balanced Read Aloud Guidelines. (*Usability, Accessibility, and Accommodations Guidelines*)

SST: Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (*Usability, Accessibility, and Accommodations Guidelines*)

Transcription & scribing: The scribe must be trained and qualified, and must follow the administration guidelines provided in the Smarter Balanced Test Administration Manual. (*Usability, Accessibility, and Accommodations Guidelines*)
Scribes should read and sign a test security/confidentiality agreement prior to test administration. Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers. If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room. Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe. • Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction. • Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated. The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Consortium and member policies and procedures. (*Scribing Protocol*)

Multiple days: If the test proctor intends to administer the test over the course of multiple days for a student or group of students, test proctors may ask students to pause after they reach a designated point. There is nothing built into the system to prevent students from progressing from one segment of the test to another. The test proctor should give students clear directions on when to pause. For example, test proctors may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA/literacy PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can see easily. Students receive a notification when they reach the end of the segment. (*Online Test Administration Manual*)

Calculator: Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. (*Usability, Accessibility, and Accommodations Guidelines*)

Small group/individual: Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the Test Administration Manual (TAM), can act as test proctor (test administrator) when student requires it. (*Usability, Accessibility, and Accommodations Guidelines*)

Human reader: Human Readers who provide the accommodation to a student on the English language arts/literacy (ELA/L) or the accessibility feature on the mathematics assessments must follow these procedures during testing to ensure the standardization of the oral presentation of the assessments. Readers must be trained locally to administer each assessment, as indicated in the Test Administrator Manual (TAM). Readers must sign the Security Agreement in Appendix B of the TAM. Readers must read verbatim (word for word) only what is printed in the test book (or in rare cases, on the computer screen) without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. (*Accessibility Features and Accommodations Manual*)

Transcription & scribing: Scribing a student's responses by an adult Test Administrator is a response accommodation that allows students to provide test responses to an adult Test Administrator who writes or types the responses directly onto the assessment for the student. (*Accessibility Features and Accommodations Manual*)

Large print: Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a DTC or School Test Coordinator. (*Accessibility Features and Accommodations Manual*)

Braille: Only an Eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an Eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses into the test booklet, answer document or online form of the Illinois Assessment of Readiness. Answers written on braille paper must be transcribed onto the standard-size paper form of the Illinois Assessment of Readiness or into TestNav. If responses are written on an electronic braille note-taker, they should be printed and transcribed into a standard-size paper test booklet, answer document or into TestNav. The file in the electronic braille note-taker must be deleted following successful transcription of the student's responses. Note: A student response can be embossed for their reviews, after which copies must be securely shredded after transcription. (*Accessibility Features and Accommodations Manual*)

Sign language: Human signers for Illinois Assessment of Readiness must follow these procedures during testing to ensure the standardization of the signed presentation to the students. Signers must be trained on test administration policies by local Test Coordinators, as indicated in the Test Administrator Manuals (TAM). Signers must sign the Security Agreement in the TAM. Signers should use signs that are conceptually accurate (except for SEE2 users), with or without simultaneous voicing, translating only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated. Human signers may sign the test to a small group of students, rather than individually, provided that each student has the human signer accommodation/accessibility feature listed in an IEP, 504 plan, or Student Registration/Personal Needs Profile (in the case of mathematics only). (*Accessibility Features and Accommodations Manual*)

Extended time: Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to that unit at a later time. If the accommodation extends into the student's schedule lunch, then the Test Administrator must either accompany the student to lunch and remain with him or her, or bring the student's lunch to the testing room. (*Accessibility Features and Accommodations Manual*)

Small group: Human signers may sign the test to a small group of students, rather than individually, provided that each student has the human signer accommodation/accessibility feature listed in an IEP, 504 plan, or Student Registration/Personal Needs Profile (in the case of mathematics only).

IN	<p>Human reader: The TA/Proctor must read the script word for word, exactly as written, using a neutral tone and no detectable changes in inflection. The TA/Proctor administering the read aloud accommodation should be attentive when reading the script so students are not inadvertently clued to a correct response or a response option is eliminated. The TA/Proctor may reread the directions, questions, and response options at the student's request only. The TA/Proctor may review the script no more than the day before administering the read aloud accommodation to ensure proper administration. (<i>Accessibility and Accommodations Guidance</i>)</p> <p>SST: In lieu of using a human scribe, several speech-to-text software programs exist that could be used to record the student's response. A student should use assistive technology (AT) devices in a testing situation only if the student uses the device(s) in the classroom and is able to independently use the accommodation. If the AT device is not conducive to an individual student's needs, a human scribe can be used. (<i>Accessibility and Accommodations Guidance</i>)</p> <p>Transcription & scribing: When a student's educational plan indicates that a response is to be scribed, a one-on-one test administration must be provided for the student so as not to interfere with the standardized testing of other students. Scribes must complete Test Security Training and read and sign the Testing Security and Integrity Agreement prior to test administration, which is located in the 2021–2022 Indiana Assessments Policy Manual. (<i>Test Coordinator's Manual</i>)</p> <p>Large print: Large print version of the test; student responses must be transcribed verbatim into a scannable test book. (<i>Accessibility and Accommodations Guidance</i>)</p> <p>Sign language: The TA must oversee the Interpreter. NOTE: Parents/guardians are not allowed to serve as an interpreter during state testing. (<i>Accessibility and Accommodations Guidance</i>)</p>
IA	<p>Human reader: Human readers must have appropriate experience providing read aloud support and must comply with all test security practices as well as sign the Test Security/Confidentiality Agreement. Guidelines for serving as a human reader are provided in appendix. (<i>Accessibility Manual</i>)</p> <p>SST: The test administrator must ensure that all the assessment content is deleted from the computer or assistive device after the test for security purposes. (<i>Accessibility Manual</i>).</p> <p>Transcription & Scribing: Individuals who serve as a scribe must sign the Test Security/Confidentiality Agreement. Guidelines for serving as a scribe are provided in appendix. (<i>Accessibility Manual</i>).</p> <p>Sign language: Administrators who serve as human signers must sign the Test Security/Confidentiality Agreement. (<i>Accessibility Manual</i>)</p> <p>Other - Native language translation of directions: Human readers or signers must have appropriate experience providing translation support and must comply with all test security procedures. Guidelines for serving as a native language translator of directions are provided in appendix. (<i>Accessibility Manual</i>)</p>

KS	<p>Human reader: Agreement to Abide by Guidelines form that is signed by staff has a place to indicate whether received training and reviewed materials regarding the read aloud guidelines. (<i>Test Examiner's Manual</i>)</p> <p>Braille: Title I monitoring and US Department of Education Peer Review findings require implementation of additional security measures involving access to braille forms. The District Test Coordinator will, deliver the braille forms to appropriate Building Test Coordinators. Make sure the Building Test Coordinator is aware that student responses on accommodated test forms must be entered into Kite Student Portal by pairs of district- or building-level personnel, and mail all unused tests to AAI and maintain documentation of test security. The Building Test Coordinator (when designated) will allow only the practice tests (in the test booklets) to be administered once the booklets are delivered to the building. Tests should not be copied or taken out of the building. Return all tests to the District Test Coordinator immediately after the assessment has been completed. Maintain documentation of test security. (<i>Test Examiner's Manual</i>)</p>
KY	<p>Human reader: The human reader accommodation can be provided in a one-on-one setting or a group setting of up to four students. In order to provide this accommodation in a small group setting all students must have the same form of the test and cannot have other accommodations – such as scribe – that require a one-on-one test administration. (<i>Online Testing Toolkit</i>)</p> <p>Transcription & scribing: It needs to be noted that this is a required one-on-one testing accommodation, and this supersedes all other accommodations when it comes to testing environment setup. What this means is that if a student has a scribe and a reader, the reader accommodation can be provided in large or small groups. However, the scribe accommodation requires a one-on-one environment. The one-to-one requirement supersedes all others. The student must be tested one-on-one. (<i>Online Testing Toolkit</i>)</p> <p>Other – Paraphrasing/simplified language: With an online testing environment, the delivery of the paraphrasing/simplified language accommodation is changed slightly. Instead of a paper version of the test, the accommodator would paraphrase (directions only) straight from the computer screen. Paraphrasing/simplified language can be provided one-on-one or in small groups, up to four students. To test in small groups, students have the same form of the test and the same accommodations. If a student has an accommodation which requires a one-on-one test administration such as scribe, that student would not be able to participate in a small group administration. (<i>Online Testing Toolkit</i>)</p>

LA	<p>Transcription & scribing: If a student records responses on scratch paper or assistive technology devices, the test administrator/scribe must transfer the student's responses onto the online form exactly as the student wrote them. The test administrator must also write "Transferred" on the top of the material from which the responses were transferred. Student responses not transferred will not be scored. The school test coordinator must verify that all responses have been transferred. Any sheets of paper, photocopies, computer disks, or printouts created in transferring answers are secure test materials. These materials must be returned to the school test coordinator and maintained in the locked, secure area until test scores are returned and any questions regarding the scores have been resolved. (<i>Test Coordinator's Manual, Grade 7, ELA</i>)</p> <p>Sign language: A test administrator and/or interpreter who is fluent in the signing or cueing modality routinely used by the student should be available to repeat or clarify directions and sign the tests if warranted by the student's IEP. The tests should be signed directly as written. The students must be tested individually or in a small group. Directions may be signed or cued. The test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers; this results in an invalid score. (Test Coordinator's Manual, Grade 7, ELA, p., 17); Both a test administrator and interpreter may be used to administer the test, but both must be trained in test security and administration. (<i>Test Coordinator's Manual, Grade 7, ELA</i>)</p> <p>Small group: Tests may be administered to an individual or a small group of students (maximum of 8) who require more attention than can be provided in a larger classroom. If a student has other accommodations that affect the standard administration of the test (Answers Recorded), individual or small group administration must be used. The school test coordinator should plan for this while planning for all logistics of testing. Students testing in small groups must be seated an adequate distance apart to prevent copying. With the support of the school administration, the school test coordinator also has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. (<i>Test Coordinator's Manual, Grade 7, ELA</i>)</p> <p>Individual: Students who have the accommodation Individual Administration must be tested one-on-one by a test administrator in a location separate from other students. With the support of the school administration, the school test coordinator also has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. (<i>Test Coordinator's Manual, Grade 7, ELA</i>)</p> <p>Other – Other approved accommodations: Other approved accommodations may be used, but they must be determined by the IEP team or Section 504 committee and documented on the student's IEP, IAP, or EL plan and they must not breach test security or invalidate the meaning of the test score or the purpose of the test. Exception: Accommodations not specifically listed on the IEP, IAP, or EL Accommodations Checklist must be approved as a Unique Accommodation. (<i>Test Coordinator's Manual, Grade 7, ELA</i>)</p> <p>Human reader: The assessment reader must be familiar with the MEA Read Aloud Protocol, and sign Assessment Security Agreement Form. Avoid conversing with the student about assessment questions as this would be a violation of assessment security; respond to the student's questions by repeating the item, words or instructions verbatim as needed. Refrain from paraphrasing, interpreting, defining or translating any items, words, or instructions as this would be a violation of assessment security. (<i>Human Reader Protocol</i>)</p>
ME	

MD	<p>Multiple days: In certain limited situations, permission may be granted by the MSDE for a student to have one or more of the assessments administered over one or more days. This type of administration is not typically allowed because of test security issues related to extending the test period beyond the scope of one single day. However, if a student has identified in his or her IEP or 504 Plan the accommodation 5b (Unique Timing and Scheduling Accommodations), the MSDE will consider allowing that accommodation to take precedence over test security considerations. (<i>Maryland Assessment, Accessibility & Accommodations Policy Manual</i>)</p>
MA	<p>Other – Unique accommodations requests: Unique accommodations may not violate test security requirements. (<i>Accessibility and Accommodations Manual for the 2021–2022 MCAS Tests and Retests</i>)</p>
MI	<p>Human reader: Text is read aloud to the student by a trained and qualified person (human reader) who follows the security and administration guidelines provided in the M-STEP Read Aloud Guidelines. Readers must be: • an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments • trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication • trained in accordance with M-STEP state administration and security policies and procedures, as articulated in Michigan’s test administration manuals, guidelines, and related documentation. Readers must: • read and sign the OEAA Assessment Security Compliance Form prior to test administration; this form is packaged with assessment materials but is also available on the OEAA Secure Site and M-STEP web page.</p> <p>Readers should not: • paraphrase, interpret, define, or translate any items, words, or instructions, as this would be a violation of test security. Test readers must be trained in accordance with Michigan’s state administration and security policies and procedures as articulated in Michigan’s test administration manuals, guidelines, and related documentation. Test readers should read and sign a test security/confidentiality agreement prior to test administration.</p> <p>Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words, or instructions verbatim as needed. • Do not paraphrase, explain, or define any items, words, or instructions as this would be a violation of test security. However, you may spell any words requested by the student or write the translated word.</p> <p>Test readers must be trained in accordance with Michigan’s state administration and security policies and procedures as articulated in Michigan’s test administration manuals, guidelines, and related documentation. (<i>Supports and Accommodations Guidance Document - Universal Tools • Designated Supports • Accommodations</i>)</p> <p>Transcription & scribing: Scribes should have extensive practice and training in accordance with Michigan’s administration and security policies and procedures, as articulated in Michigan’s test administration manuals, guidelines, and related documentation. Scribes should read the Michigan Assessment Integrity Guide (AIG) and sign the OEAA Assessment Security Compliance Form prior to test administration. Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing. The scribe should know how to accurately provide the accommodation. (<i>Supports and Accommodations Guidance Document - Universal Tools • Designated Supports • Accommodations</i>)</p>

MN

Human reader: Preparation Procedures

- Readers must complete the *MCA Test Monitor* training course prior to test administration. Readers must be familiar with district policies and procedures for testing. (*2021-22 Guidelines for Administration of Accommodations*)
- General Instructions:**
- Read scripted instructions to students from the *Testing Directions: Paper*, as directed, and refer to the directions throughout test administration.
 - Do not discuss test content with the student during or after the test.
 - Do not discuss any portion of the test or the student's performance with others.
- General Guidelines:**
- Read aloud test content in **bold type** in the script exactly as written, as steadily and clearly as possible without changing, emphasizing, or adding information.
 - Do not paraphrase, clarify, define, or translate any part of the questions, answer options, or instructions in the script.
 - The script is the only source you may use to read the test to the student. Reading any test content from the test book is not allowed and will require the test to be invalidated. It is also considered a security violation.
 - Respond to student questions using only the scripted directions and guidance provided in the *Testing Directions: Paper. (2021-22 Guidelines for Administration of Accommodations)*

Transcription & scribing: Preparation Procedures

- Scribes must complete the *MCA Test Monitor* training course prior to test administration. Scribes must be familiar with district policies and procedures for testing.... (2021-22 *Guidelines for Administration of Accommodations*)

Transcribe ONLY what is communicated by student:

- Do not question or correct student choices, alert students to errors, prompt, or influence students in any way that might compromise the integrity of student responses. You may repeat directions provided on the item (e.g., instructions that clarify how many responses are required or what symbols may be used) but do not provide additional information.
- Use the following guidance for certain types of items:
 - For Science MCA constructed response items, the scribe must type the response as directed by the student without any cueing or guidance to the student. Capitalization, spelling, and punctuation are not considered as part of the scoring and do not need to be specified by the student. The scribe will correctly spell all words as dictated and conform to standard writing conventions.
 - For fill-in-the-blank items:
 - The scribe must write or type the response as directed by the student without any cueing or guidance to the student. If a warning comes up when inputting an answer online you may read the warning to the student but do not prompt nor help the student on how to input the answer a different way.
 - Specifically for Mathematics MCA, if the response includes a decimal, fraction, or negative sign, the student must specify where to place them.
 - Specifically for Science MCA, capitalization, spelling, and punctuation are not considered as part of the scoring and do not need to be specified by the student. However, if the response includes a decimal or negative sign, the student must specify where to place them.
- Do not edit or alter student work in any way, and record exactly what the student has dictated.
- As the student to restate the answer or parts of an answer as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction. (2021-22 *Guidelines for Administration of Accommodations*)

Sign language: Preparation Procedures

- Interpreters must complete the *Test Security Training* prior to test administration. If they are also the Test Monitor, the *MCA Test Monitor* training course must be completed.
 - Interpreters must be familiar with district policies and procedures for testing, and should verify with the District or School Assessment Coordinator on the process for ensuring the applicable *Testing Directions* and/or script are available prior to testing... (2021-22 *Guidelines for Administration of Accommodations*)
- General Guidelines:**
- Sign test content in **bold type** in the script, as steadily and clearly as possible without changing, emphasizing, or adding information.
 - Do not clarify or define any part of the questions, answer options, or instructions in the script.
 - The script is the only source you may use to sign the test to the student. Signing any test content from the test book is not allowed and will require the test to be invalidated. It is also considered a security violation.
 - Respond to student questions using only the scripted directions and guidance provided in the *Testing Directions: Paper...* (2021-22 *Guidelines for Administration of Accommodations*)

Human reader: Test administrators providing a reading accommodation must ensure that all students understand what is expected of them when receiving a reading accommodation. However, test administrators cannot answer questions about specific test items. When reading test items aloud, test administrators must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Test administrators should use even inflection so that the student does not receive any cues by the way the information is read. It is important for test administrators to read test items/questions, answer choices, and graphics (tables, charts, graphs, and illustrations) verbatim (word-for-word), exactly as written. Test administrators may not clarify, elaborate, or provide assistance to students. It is recommended that a proctor be used in the setting for a reading accommodation. At no time may a proctor provide a reading accommodation or a reading accommodation be recorded. The test administrator should understand the protocols for administering a specific assessment. (*Mississippi Testing Accommodations Manual*)

TTS: If a student is testing online and requires the accommodation of having the test read aloud, there is a TextToSpeech tool that reads directions and test questions aloud to him/her. The accommodation must be marked in the Portal by the DTC or STC prior to the start of the assessment. (*Test Administrator's Manual*)

Transcription & scribing: Students may mark multiple-choice and gridded answers in the test booklet instead of marking the answers on an answer document. Answers to open-ended responses must be written in the answer document or recorded online by a scribe (proctor or assistant). Two certified individuals must transcribe the answers verbatim to a regular test booklet or online system containing the student's demographic information. Scribes may be provided for students with disabilities who are significantly impacted in the area of written expression or who have a physical disability that impedes their motor process or ability to write. Scribes should be impartial and must write exactly what the student dictates. Scribes should not affect the outcome of a test in any way. Scribes are not allowed to elaborate and must write exactly what they cannot answer or explain anything to the student during testing and must be careful not to give hints of any type. The student must be allowed to review and edit what the scribe has written. (*Mississippi Testing Accommodations Manual*)

Large print: Students who regularly use large-print materials in the classroom may qualify for large-print materials on state assessments. The use of a large-print answer document for students testing with a large-print test booklet is required on selected state assessments. Two certified individuals must transcribe the answers verbatim to a regular test booklet or online system containing the student's demographic information. (*Mississippi Testing Accommodations Manual*)

Braille: Students who regularly use braille materials in the classroom qualify for braille materials on selected state assessments. Two certified individuals must transcribe the answers verbatim to a regular test booklet containing the student's demographic information. (*Mississippi Testing Accommodations Manual*)

Sign language: When using either a sign language or native language interpreter during the time oral instruction is given to the student, the interpreter may only interpret the directions for the student. For students who are provided a sign language interpreter as a reading accommodation, the interpreter must sign verbatim the individual test items and answer choices. When signing the individual test items and answer choices the interpreter must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words. (*Mississippi Testing Accommodations Manual*)

Multiple days: The DTC may unlock the student's test for each day of testing. The DTC must notify the STC/TA that the student may NOT go back to any questions he/she had previously answered. (*Test Coordinator's Manual*)

Other – Assistive technology: The use of Assistive Technology/Communication Device must be appropriate so that it does not invalidate a state assessment or supplant the skill that the state assessment is designed to measure. Extreme caution must be taken to ensure that when using any type of Assistive Technology/Communication Device the cognition is performed entirely by the student unless the device is allowed on a state assessment. (e.g., the use of a calculator). MDE Approval is required for all communication devices prior to the student taking a state assessment. (*Mississippi Testing Accommodations Manual*)

MT	<p>Human reader: A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the Read Aloud Guidelines. (<i>Usability, Accessibility, and Accommodations Guidelines</i>)</p> <p>TTS: Students who use text-to-speech will need headphones unless tested individually in a separate setting. (<i>Usability, Accessibility, and Accommodations Guidelines</i>)</p> <p>SST: If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (<i>Usability, Accessibility, and Accommodations Guidelines</i>)</p> <p>Transcription & scribing: Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test takers, or inadvertently reveal the student's answers. If not in a separate setting, the scribe should be situated near enough (adhering to local health and safety protocol) to the student to prevent their conversations from reaching other students in the room. For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student. documented accommodation for ELA performance task full writes, and a designated support for mathematics, ELA, and science items (except ELA performance task full writes). Scribes should read and sign a test security/confidentiality agreement prior to test administration. (<i>Usability, Accessibility, and Accommodations Guidelines</i>)</p> <p>Calculator: Students may not use calculators available on their phones, iPads, or other electronic devices. Students may not share calculators. Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items. (<i>Usability, Accessibility, and Accommodations Guidelines</i>)</p>
NE	<p>Human reader: Human readers are expected to familiarize themselves with the test environment and format of the test in advance of administering the read aloud support during operational testing. Human readers must clearly distinguish between the test content that should and should not be read aloud to students. Reading aloud test content that is not permitted will result in a test misadministration and will invalidate the test. Prior to administering the test, the human reader should inform the student of the parameters of the read aloud support. The human reader must be aware of whether the student requires additional accessibility supports that have been approved for use during the test. (<i>Nebraska Student-Centered Assessment System (NSCAS) Summative & Alternate Accessibility Manual</i>)</p> <p>TTS: Students who use text-to-speech will need headphones unless tested individually in a separate setting. (<i>Nebraska Student-Centered Assessment System (NSCAS) Summative & Alternate Accessibility Manual</i>)</p> <p>Transcription & scribing: A scribe is an adult who writes down or inputs to the computer what a student dictates via speech or an assistive communication device. A guiding principle in providing a scribe during test administration is to ensure that the student has access to and is able to respond to test content. Scribing must be provided in a separate setting so as not to interfere with the instruction or assessment of other students. (<i>Nebraska Student-Centered Assessment System (NSCAS) Summative & Alternate Accessibility Manual</i>)</p> <p>Sign language: In cases where a student requires a sign language support, and for whom the American Sign Language (ASL) video accommodation is not available or appropriate, an educational sign language interpreter is provided. Educational sign language interpreters must follow these procedures during testing to ensure the standardization of the signed presentation to the students. (<i>Nebraska Student-Centered Assessment System (NSCAS) Summative & Alternate Accessibility Manual</i>)</p>

NV

Human reader: Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual and Read Aloud Protocol (see Appendix D). All or portions of the content may be read aloud. Readers should be provided to students on an individual basis—not to a group of students. (*Usability, Accessibility, and Accommodations Guidelines*)

TTS: Students who use text-to-speech will need headphones unless tested individually in a separate setting. (*Usability, Accessibility, and Accommodations Guidelines*)

SST: If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (*Usability, Accessibility, and Accommodations Guidelines*)

Transcription & scribing: Scribes should read and sign a test security/confidentiality agreement prior to test administration. Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment. Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan, if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations. Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Smarter Balanced assessments. Scribes should review the Scribing Protocol for Smarter Balanced Assessments with the student at least one to two days prior to the test event. Scribes should practice the scribing process with the student at least once prior to the scribing session. (*Usability, Accessibility, and Accommodations Guidelines*)

Braille: Considerations for students using braille: The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student, as determined by the Consortium member. The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content-specific guidelines above, errors in braille code should not be corrected. The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections. Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe. (*Usability, Accessibility, and Accommodations Guidelines*)

Calculator: Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. (*Usability, Accessibility, and Accommodations Guidelines*)

Individual: Readers should be provided to students on an individual basis—not to a group of students. (*Usability, Accessibility, and Accommodations Guidelines*)

NH	<p>TTS: Text-to-speech will not be an available accommodation for the reading portion of the ELA test. It will be available for the writing portion of the ELA test. Content experts agree that this accommodation should not be provided during the reading portion because it would compromise the construct being measured. (<i>New Hampshire Statewide Assessment System: Designated Supports, Accommodations, and Universal Tools Guide</i>)</p> <p>SST. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (<i>New Hampshire Statewide Assessment System: Designated Supports, Accommodations, and Universal Tools Guide</i>)</p> <p>Transcription & scribing: The scribe must be trained and qualified and must follow the administration guidelines provided in the New Hampshire Statewide Assessment System Test Administration Manual. (<i>New Hampshire Statewide Assessment System: Designated Supports, Accommodations, and Universal Tools Guide</i>)</p> <p>Other – Amplification: Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. (<i>New Hampshire Statewide Assessment System Designated Supports and Accommodations and Universal Tools Guide</i>)</p>
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Human reader: Human Readers who provide the accommodation to a student on the NJSLA English language arts (ELA) or the accessibility feature on the NJSLA mathematics/science assessments must follow these procedures during testing to ensure the standardization of the oral presentation of the assessments. Human Readers may read the test aloud to a small group of students, rather than individually, provided that each student has the Human Reader accommodation/accessibility feature listed in an IEP, 504 plan, or Personal Needs Profile (in the case of mathematics only). (*Accessibility Features and Accommodations Manual*)

TTS: For ELA, text-to-speech is an accommodation. Students must have a valid IEP or 504 plan to access this feature. For math and science, text-to-speech is an accessibility feature. IEPs and 504 Plans are not necessary to use this feature for math and science; however, it should not be administered to all students simply because it is available. (*Accessibility Features and Accommodations Manual*)

SST: Student must test one-to-one (i.e., test administrator and student). Test Administrator must monitor the student. Technology Coordinator must verify third-party device was not used to access the internet outside of its original purpose. (*DTC Training*)

Transcription & scribing: A scribe may administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting. When using a speech-to-text converter, augmentative communication device, or other assistive technology device, hard copies of the student's response must be printed out for transcription purposes unless the device being used does not have the capability to print. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. All electronic files must be deleted immediately after the testing session. The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the test session. (*Accessibility Features and Accommodations Manual*)

Large print: A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the NJSLA large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in the large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. Responses must be transcribed verbatim by a Test Administrator in the standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator. (*Accessibility Features and Accommodations Manual*)

NJ	<p>Braille: If the student is not using headphones, the student must be tested in a separate setting. Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the nonscorable materials. (<i>Accessibility Features and Accommodations Manual</i>)</p> <p>Sign language: Human signers for the NJSLA must follow these procedures during testing to ensure the standardization of the signed presentation to the students. Signers must be trained on test administration policies by local Test Coordinators, as indicated in the NJSLA Test Administrator Manuals (TAM). Signers must sign the Security Agreement in the NJSLA TAM. Test Administrators must be familiar with the student's Individualized Education Plan (IEP) or 504 plan, and should know in advance which accommodations are required by the student, and for which test (ELA and/or Mathematics/Science) the student is designated to receive a human signer. Test Administrators must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, braille, slate, stylus, etc., and if use of these tools impacts the translation of the test, the signer should be made aware of this. Human signers may sign the test to a small group of students, rather than individually, provided that each student has the human signer accommodation/accessibility feature listed in an IEP, 504 plan, or Student Registration/Personal Needs Profile (in the case of mathematics/science only). (<i>Accessibility Features and Accommodations Manual</i>)</p> <p>Extended time: Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to that unit at a later time. If the accommodation extends into the student's schedule lunch, then the Test Administrator must either accompany the student to lunch and remain with them, or bring the student's lunch to the testing room. (<i>Accessibility Features and Accommodations Manual</i>)</p> <p>Small group: Human Readers may read the test aloud to a small group of students, rather than individually, provided that each student has the Human Reader accommodation/accessibility feature listed in an IEP, 504 plan, or Personal Needs Profile (in the case of mathematics only). (<i>Accessibility Features and Accommodations Manual</i>)</p>
NM	<p>Transcription & scribing: For SWD whose disability limits their keyboarding or writing skills and interferes with ability to express their thoughts in writing. For PBT or CBT without VR software, a human scribe transcribes student's response verbatim in test booklet or using keyboard. Use in individual test setting. (<i>Assessment Accommodations and Accessibility Manual</i>)</p> <p>Individual: Use in individual test setting when a scribe is used. (<i>Assessment Accommodations and Accessibility Manual</i>)</p>

NY

Human reader: For the Grades 3–8 English Language Arts Tests, students with disabilities whose IEPs or 504 Plans specify this accommodation must have tests read to them in accordance with the testing conditions and implementation recommendations specified in the student’s IEP or 504 Plan. When a test is read to a student with a disability, the test should be read in its entirety, which includes directions, passages, test items, questions, and answer choices. The test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. Passages and questions must be read word for word, without any clarification or explanation. Unless the IEP or 504 Plan indicates otherwise, passages, parts of passages, questions, and answer choices may be reread to the student upon the student’s request. For CBT students, either a human reader or the online text-to-speech accommodation may be used. Testing accommodations in students’ IEPs or 504 Plans that are reading-related—for example, reading the test to the student—are permitted for the Grades 3–8 Mathematics Tests. Unless the IEP or 504 Plan specifically disallows it, when a mathematics test question is read to a student who has this accommodation, all numbers and mathematics symbols, along with words, should be spoken by the teacher to the student. For example, the symbol $<$ should be read as “less than,” and 1,211 should be read as “one thousand, two hundred, eleven.” However, test questions may never be modified or simplified, nor may teachers provide additional examples. (*School Administrator Manual*)

The testing accommodation of “tests read” may be provided to students with disabilities by way of human reader or technology. When a proctor is reading State assessments and examinations aloud to a student(s), the test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. Passages and questions must be read word for word, without any clarification or explanation. If the stem of the question and/or the answer choices make reference to part of a reading passage solely as line numbers or paragraph numbers, the reader should re-read the specified part(s) of the passage to the student. The principal should provide the test proctor with an exam booklet no earlier than one hour in advance of the required starting time, so that the proctor can become familiar with the exam before reading it aloud to the student. (*Testing Accommodations Guide*)

TTS: State assessments provided through computer-based testing have text-to-speech capabilities embedded in the testing platform. If a student’s IEP/504 plan specifies “text-to-speech” as a testing accommodation (or an implementation specification for the “tests read” accommodation), the testing coordinator for that school must be contacted to activate this feature for that student. In situations where a paper copy of a State assessment must be scanned onto a school-sanctioned device, in order to be provided this accommodation in accordance with specifications in an IEP/504 plan, this accommodation would be considered “revised format.” For State assessments, any reproduction and/or reformatting of test booklets requires the advance written permission of the Office of State Assessment. A request to open the test earlier to make these changes needs to be submitted to the Office of State Assessment. The request must be submitted by the principal and must indicate that, based on the student’s IEP/504 plan, permission is needed to revise the format. (*Testing Accommodations Guide*)

SST: Speech-to-text and word prediction software programs are considered to be changes in the method of response. Changes in the method of response do not require a request to reformat. A student who uses this technology to implement testing accommodations must use a school-provided device during State testing. When word processing using word prediction or when dictating using speech-to-text software on a State assessment, the school must print the student’s response and staple the response to the test booklet. If a student using such accommodations is participating in computer-based State testing, the student’s exact responses must be entered into the computer-based testing platform by a test proctor or appropriate school staff. (*Testing Accommodations Guide*)

NC

Human reader: The Test Read Aloud (in English) accommodation permits the test to be read aloud to a student during the administration of state tests that do not measure reading comprehension. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be used routinely during classroom instruction and similar classroom tests. To ensure the validity of the test, students provided the Test Read Aloud (in English) accommodation must also be provided the Testing in a Separate Room accommodation (small group or one-on-one), unless the student is testing online wearing headphones. (*Testing Students with Disabilities*)

Transcription & scribing: After the testing session, if the student's response(s) must be transcribed, the responses must be transferred to the appropriate answer sheet. Someone other than the original transcriber must check the transcription to ensure accuracy. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. The answer sheet must then be processed following regular procedures. Only responses on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score. Gridded-response questions for the mathematics tests and constructed response questions for the English II EOC test must be transcribed in the manner specified in the administration guides. (*Testing Students with Disabilities*)

Large print: Students may mark their responses in the large print edition test books, which requires the test administrator or principal's designee to transcribe the student's responses to the appropriate answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure no errors occurred. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. Only responses on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score. Gridded-response questions for the mathematics tests and the constructed response questions for the English II EOC test must be transcribed in the manner specified in the test administration guides. The transcriber must purge any electronic files that include test materials immediately following the completion of the transcription process. The public school unit must follow the procedures in the North Carolina Test Coordinators' Policies and Procedures Handbook regarding (1) storing or returning large print editions of state tests, (2) storing or returning original student responses recorded in a manner other than the regular answer sheet (e.g., assistive technology device), and (3) storing and returning original scribe recordings of student responses if not recorded directly in a test book (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session). Procedures may vary based on the test. (*Testing Students with Disabilities*)

Braille: Test materials must be available in the braille code that is used most efficiently by each test taker as indicated on their IEP or Section 504 Plan. If a test question is accommodated to be consistent with braille coding, a transcriber's note will be included in the braille edition that describes how the question has been accommodated. Transcribers' notes are located at the front of the braille editions. The notes are in regular type that can be read by the test administrator. Transcribers' notes can be read aloud to braille readers who have documentation in their current IEP or Section 504 Plan to receive the Test Read Aloud (in English) accommodation. Since students will record their responses in a manner other than the regular answer document, the test administrator or principal's designee must transcribe the student's responses to the appropriate answer sheet for scoring purposes. If a student's responses require the transcriber to transcribe information from a braille format (i.e., answers marked in braille test book or student used a braille writer), the transcriber must be trained and proficient in reading braille. The transcription must be double-checked by another designated braille-proficient school official to ensure no errors occurred. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the braille test book. Only responses on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score. Gridded-response questions for the mathematics tests and the constructed response questions for the English II EOC test must be transcribed in the manner specified in the test administration guides. The test administrator must purge any electronic files associated with the test administration immediately following the completion of the transcription process. The public school unit must follow the procedures in the North Carolina Test Coordinators' Policies and Procedures Handbook regarding (1) storing or returning braille editions of state tests, (2) storing or returning original student responses recorded in a manner other than the regular answer sheet (e.g., braille writer/braille paper), and (3) storing and returning original scribe recordings of student responses if not recorded directly in a test book (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session). Storing and returning procedures may vary based on the test. (*Testing Students with Disabilities*)

Sign language: The Interpreter/Transliterater Signs/Cues Test accommodation allows a student to use the services of an interpreter or transliterator to sign or cue the directions and the content of a test during the test administration. As with all accommodations for North Carolina tests, (1) the use must be documented in the current IEP or Section 504 Plan, and (2) the accommodation must be routinely used during instruction and similar classroom tests. Each test site must have (1) a test administrator who reads the information aloud (e.g., directions, test questions) and (2) a qualified interpreter or transliterator who signs or cues to the student(s). The test administrator and interpreter or transliterator must attend all test administrator training sessions provided before testing. It is important that the school use an interpreter or transliterator who is familiar with and has experience signing or cueing for the student(s). The interpreter or transliterator must be proficient in sign language or the student's individual communication modality. The interpreter or transliterator must fingerspell words if the commonly used sign will provide the student with an unfair advantage. For example, a test question asks, "Which shape is the triangle?" The interpreter or transliterator would fingerspell the entire word, "triangle." Test questions may not be clarified in any manner. (*Testing Students with Disabilities*)

Calculator: Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) from all calculators, including personal calculators that will be used during each administration of the test. Only the test administrator or principal's designee can carry out this procedure. Procedures for clearing the calculator memory (including standard memory, ROM, and Flash ROM) that are appropriate for the specific calculator model(s) must be used. Comprehensive clearing procedures for calculators most frequently used in the state are available in each test administration guide for tests that require calculator use. The following examples of calculators may be specified in the IEP or Section 504 Plan as part of an AT Devices accommodation for any state test, including an alternate assessment, that requires calculator use, unless otherwise noted. (*Testing Students with Disabilities*)

NC

Other – One item per page: If students mark their responses in the one test item per page editions, the test administrator or principal's designee must transcribe the students' responses to the appropriate answer sheets for scoring purposes. The transcription must be double-checked by another designated school official to ensure no errors occurred. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. Only responses on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score. Gridded-response questions for the mathematics tests and the constructed response questions for the English II EOC test must be transcribed in the manner specified in the test administration guides. The transcriber must purge any electronic files that include test materials immediately following the completion of the transcription process. The public school unit must follow the procedures in the North Carolina Test Coordinators' Policies and Procedures Handbook regarding (1) storing or returning the one test item per page editions, (2) storing or returning original student responses recorded in a manner other than the regular answer sheet (e.g., assistive technology device), and (3) storing and returning original scribe recordings of student responses if not recorded directly in a test book (e.g., scribe records responses on a separate sheet of paper and transcribes after the testing session). Procedures may vary based on the test. (*Testing Students with Disabilities*)

Other – AT device If the student's responses are not located on the answer sheet because of the use of the AT device, the test administrator or principal's designee must transcribe the responses to the appropriate answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure no errors occurred. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. Only responses on regular answer sheets will be scored. If the responses are not transcribed, test results will be returned as the lowest possible score. Gridded-response questions for the mathematics tests and constructed response questions for the English II EOC test must be transcribed in the manner specified in the test administration guides. The test administrator must purge any electronic files that include testing materials immediately following the completion of the transcription process. The test administrator must follow the regular procedures for processing test materials unless the AT Devices accommodation is used in conjunction with another accommodation that requires special storage and processing. (*Testing Students with Disabilities*)

ND

Human reader: When provided the read aloud support, the student will have those parts of the test that have audio support in the computer-based version read aloud by a qualified human reader. (*Accessibility Manual*)
Preparation Procedures

- Human readers are expected to familiarize themselves with the test environment and format of the test in advance of administering the read aloud support during operational testing.
- Human readers must clearly distinguish between the test content that should and should not be read aloud to learners. Reading aloud test content that is not permitted will result in a test misadministration and will invalidate the test.
- Prior to administering the test, the human reader should inform the learner of the parameters of the read aloud support.
- The human reader must be aware of whether the learner requires additional accessibility supports that have been approved for use during the test.

Guidelines for Reading Aloud:

- The test environment must be configured in such a way as to ensure that the read aloud does not interfere with the instruction or assessment of other learners (e.g., ensuring adequate spacing so that the reader's voice does not carry to other learners or testing in a separate setting).
 - The human reader can only read aloud the same test content that is supported through audio in a computer-based version. No other test content may be read aloud.
 - The human reader must read test content exactly as written and as clearly as possible.
 - The human reader must communicate in a neutral tone and maintain a neutral facial expression and posture.
 - The human reader should avoid gesturing, head movements, or any other verbal or non-verbal emphasis on words.
 - The human reader must avoid conversing with the learner about test items and respond to the learner's questions by repeating the item, words, or instructions verbatim as needed.
 - The human reader must not paraphrase, interpret, define, or translate any items, words, or instructions.
 - The human reader may provide spelling of any word in a writing item prompt if requested by the learner.
 - The human reader should adjust his/her reading speed and volume if requested by the learner.
- Post-Administration
- The human reader must not discuss any portion of the test or the learner's performance with others.

ND

Transcription & scribing: A scribe is an adult who writes down or inputs to the computer what a learner dictates via speech or an assistive communication device.

Preparation Procedures

- Scribes are expected to familiarize themselves with test format (using a practice test), as well as test environment, in advance of the testing session if administering the scribe accommodation during operational testing.
 - Scribes must be familiar with the Individualized Education Program (IEP) or 504 Plan if the learner for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
 - Scribes must be aware if the learner requires additional accessibility features or accommodations that have been approved for use during the test.
 - Scribes should meet with the learner in advance and practice scribing with the learner prior to the assessment.
- Guidelines for Scribing
- Scribing must be provided in a separate setting so as not to interfere with the instruction or assessment of other learners.
 - For computer-based administrations, scribes must enter learner responses directly into the test interface, making use of the embedded and non-embedded accessibility supports available for a given item and learner.
 - Scribes should comply with learner requests regarding use of all available features within the test environment.
 - Scribes must avoid conversing with the learner about test items and record the learner's responses verbatim, even if they contain errors.
 - Scribes may respond to procedural questions asked by the learner (e.g., test directions, navigation within the test environment).
 - Scribes may not respond to learner questions about test items if their responses compromise validity of the test. The learner must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
 - Scribes may ask the learner to restate words or parts of a sentence as needed. Such requests must not be communicated in a manner suggesting that the learner should make a change or correction.
 - Scribes may not question or correct learner choices, alert learners to errors, prompt, or influence learners in any way that might compromise the integrity of learner responses.
 - Scribes may not edit or alter learner work in any way and must record exactly what the learner has dictated.
 - The learner must be allowed to review and edit what the scribe has written.
- Post-Administration
- The scribe must not discuss any portion of the test, or the learner's performance, with others.
- Guidelines for Transcription
- Responses must be transcribed verbatim onscreen or in the paper test booklet by the test administrator as soon as possible after the test is administered.
 - Any stored test content on the word processing device must be deleted after the transcription is complete. While awaiting transcription, the device with recorded answers must be stored in a secure, locked location. (*Accessibility Manual*)

Braille: AA-AAAS: *Braille Test Administrators will administer the Braille test by using the settings described in the Braille Quick Guide: Student Settings and Test Administration found on the NDSA Portal. The administrator will open a test session on one device and sign in to the secure browser on a second device as the Braille student. The TA will enter student responses directly into the online testing system's student interface as the student proceeds through the paper Braille test booklet. (DLM Test Administration Manual)*

The student will proceed through the tests using printed Braille test booklets and will tell the TA their response to each test question. The TA will record the student's responses verbatim into the online versions of the Braille tests, logged into the secure browser as the student. The Test Administrator must not read or interpret any test questions for the student. (*Test Administration Manual*)

OH

Human reader: For all tests, the test administrator reads aloud the entire test including the test directions, questions and answer choices. In addition, for the ELA tests, the test administrator must also read the passages. Anything read can be repeated for the student as often as necessary, if the student requests the repeat. The test administrator may not answer student questions regarding the content of test questions. The best response is, "I can't answer that; just do your best." (*Ohio's State Tests Fall 2021 Test Administration Manual, Appendix B*)

Calculator: Specific specialized external calculators (for example large key and talking) are allowed for students who need them for accessibility, provided that accommodation is specified in the students' approved Individualized Education Programs (IEP) or Section 504 Plans. (*Ohio's State Tests Fall 2021 Test Administration Manual, Appendix C*)

Other – Oral translations: Test coordinators and test administrators must be mindful of the policies that govern oral translations, including the following: • Test coordinators, test administrators and translators must maintain test security at all times.... The test administrator may not leave the translator and the student in the room alone. The test administrator is responsible for ensuring that the translator and the student adhere to test security policies. (*Ohio's State Tests Fall 2021 Test Administration Manual, Appendix B*)
The test administrator is responsible for bringing the necessary test materials to the testing session and ensuring their security. Test security and validity are of the utmost importance. Prior to starting the test, the test administrator must ask the translator to sign and date a copy of the Non-Disclosure Agreement located in Appendix G of this manual (copies of this form can be made, as needed). The district/school must maintain the Non-Disclosure Agreement and provide it to the Department if requested. It should not be returned with other test materials. After the Non-Disclosure Agreement is signed, the test administrator will review the procedures for language translations with the student and the translator, as described below. The test administrator will monitor the entire testing session. (*Ohio's State Tests Fall 2021 Test Administration Manual, Appendix B*)

Other – Music & white noise: A student or group of students listens to background music during testing. The test administrator may play music to a student or group of students, or a student may use a teacher-provided device and earbuds. Music selections should be free of any test content-specific lyrics. Test security must be maintained. Students may not use a personal device (e.g. cell phone, MP3 player). (*Ohio's Accessibility Manual, 2019*)

Other – Dual monitors: Students should not typically take online tests on computers connected to more than one monitor. Systems that use a dual monitor setup often display an application on one screen while another application is accessible on the other screen. However, dual monitors are allowable as an accommodation to facilitate human read-aloud and oral translation. Instead of the reader, interpreter or translator reading "over the shoulder" of the student testing, the reader, interpreter or translator can face the student while looking at a second screen that mirrors the student's testing screen. Test security must be maintained at all times due to the dual screens and access to other programs. (*Ohio's Accessibility Manual, 2019*)

OK

Human reader: Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed. (*Oklahoma Accommodations Guide*)

All accommodations require adherence to test security protocols, including the presence of both a Test Administrator and a Test Proctor during periods requiring access to secure testing materials (e.g., human read aloud).
Accommodations may not: 1) Alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option; 2) Provide verbal or other clues or suggestions that hint at or give away the correct response to the student; 3) Contradict test administration requirements or result in the violation of test security. (*OSTP Accommodations for Students with an IEP or Section 504 Plan*)

Transcription & scribing: Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed. (*Oklahoma Accommodations Guide*)

Large print: Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed. (*Oklahoma Accommodations Guide*)

Braille: Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed. (*Oklahoma Accommodations Guide*)

OR

Magnification: A student may use any visual magnification device that does not compromise the security of the Statewide Assessment. Use of projection devices - This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment. (*Accessibility Manual*)

Braille: All embossed braille materials must be collected and securely destroyed at the end of each assessment session to maintain test security. (*Accessibility Manual*)
Prior to administering the assessment through the Braille Interface, test administrators must receive both the general test administration and security training provided locally through the school district, as well as specific training on administering the Science assessment through the Braille Interface and its supporting Braille technologies. (*Accessibility Manual*)

Calculator: Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. (*Accessibility Manual*)
Security requirements: Calculators with keyboards and/or communication functionality are NOT allowed.

- Calculators cannot be shared between students during testing. Each student will need to use either their own calculator or the online calculator available through the student interface.
- Calculators used during testing should be those used during instruction so they are familiar to the students.
- Talking calculators may be used by students who need them, so long as the following conditions are satisfied:
 - o The TA must prevent distractions for other students through tactics such as using the calculator with earphones or testing the student in a separate test environment.
 - o Prior to testing, the TA must ensure that the calculator settings comply with the accessibility guidelines for reading math symbols and numerals aloud posted on the accessibility web page. (*Accessibility Manual*)

OR	<p>Other – Auditory amplification devices, hearing aids: If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. (<i>Accessibility Manual</i>)</p> <p>Other – Scratch paper: All scratch paper must be collected and securely destroyed at the end of each assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session. Security Requirement: to maintain the security of scratch paper used for notes on the ELA or Mathematics PTs, TAs must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. (<i>Accessibility Manual</i>)</p> <p>To maintain security, the scratch paper must be collected, inventoried, and either securely stored (Science) or destroyed at the end of each test session. (<i>Accessibility Manual</i>)</p> <p>Other – Print on demand: To maintain security, all printed test materials (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events. (<i>Accessibility Manual</i>)</p> <p>Other – Medical support: Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications or the test administrator must closely monitor the use of the medical support to maintain test security. The use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security. (<i>Accessibility Manual</i>)</p> <p>Other – Word prediction: Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (<i>Accessibility Manual</i>)</p>
PA	<p>Transcription & scribing: Student responses transcribed as an accommodation that are marked or written in anything other than the answer booklet will not be scored; only responses in the regular answer booklet will be scored. Student responses that are marked or written in anything other than the answer booklet must be transcribed verbatim into an answer booklet of the correct form designation. It is recommended the transcription take place in the presence of a professional staff member who will sign the appropriate Test Security Certification form. (<i>Test Administration Manual</i>)</p> <p>Sign language: A separate TA is required for test settings where an educational sign language interpreter has been assigned to interpret allowable Keystone and PSSA test material for a student(s). The SAC must ensure that an educational sign language interpreter receives assessment training and completes the PSTAT. The interpreter must sign the Confidentiality Agreement for Educational Sign Language Interpreter. (<i>Test Administration Manual</i>)</p> <p>Interpreters/translators may only access the test in a secure setting; the assessment may not leave the building (any notes necessary for administering the test must not leave the building. (<i>Accessibility Manual</i>)</p> <p>If an interpreter familiar with the student receives a copy of the test to use for preparation, special precautions may need to be taken to ensure the security of the test is not compromised. Some states require the interpreter live in another locale to ensure test security. However, this presents a new challenge as the interpreter is unlikely to be familiar with the signs used locally. (<i>Accessibility Manual</i>)</p> <p>The interpreter needs to know and/or understand the content being tested in order to translate and present the material appropriately. This doesn't mean the interpreter always needs to know the correct answer though sometimes it is useful to know why the incorrect answers are right/wrong to avoid accidental cueing. (<i>Accessibility Manual</i>)</p>

<p>Human reader: Avoid gesturing, head movements, and verbal or non-verbal emphasis on words not otherwise emphasized in text. Do not discuss the test questions with the student. This is a violation of test security; respond to the student's questions by repeating the item, words, or instructions verbatim as needed. Do not paraphrase, interpret, define, or translate any items or words. This is a violation of test security. EL students requiring translations of items or words may use a word-to-word dictionary or glossary. (<i>Accessibility Manual</i>)</p> <p>Transcription & scribing: The scribe should be familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments. Scribes must have completed all training for administering the test, including security policies and procedures outlined in the selected test's test administrator manual. (<i>Accessibility Manual</i>)</p> <p>Sign language: Signers must be trained on test administration policies as indicated in this document and as provided during online or in-person training opportunities provided by the district or school. Individuals providing the sign language accommodation must sign the security agreement. (<i>Accessibility Manual</i>)</p> <p>Other – Familiar test administrator: Someone familiar to the student who is not the classroom teacher, may administer the test. This could include a speech pathologist, TVI, etc. Anyone involved in test administration must meet all criteria to become a test administrator, sign all necessary confidentiality and security documents, and participate in all required training. (<i>Accessibility Manual</i>)</p>	<p>RI</p>
<p>Human reader: If non-embedded accessibility supports are used, assessment security can become an issue when other test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). (<i>2018 South Carolina Accessibility Manual</i>)</p> <p>Transcription & scribing: If non-embedded accessibility supports are used, assessment security can become an issue when other test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). (<i>2018 South Carolina Accessibility Manual</i>)</p> <p>Large print: If non-embedded accessibility supports are used, assessment security can become an issue when other test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). (<i>2018 South Carolina Accessibility Manual</i>)</p> <p>Braille: If non-embedded accessibility supports are used, assessment security can become an issue when other test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). (<i>2018 South Carolina Accessibility Manual</i>)</p> <p>Calculator: Procedures for Using Hand-held Calculators. To avoid test security violations and to ensure validity of the test scores, hand-held calculators must have the most up-to-date operating systems and must be cleared. (<i>2018 South Carolina Accessibility Manual</i>)</p> <p>AA-AAAS: Calculators. Students may use a basic four-function calculator, including a talking calculator, with the mathematics test. The calculator should be the same type used during routine instruction and assessments. To maintain test security, the memory of the calculator used during testing must be reset before and after testing to clear all applications. Please note that an online four-function Desmos calculator is available in the Student Interface for all mathematics tests. (SC Alternate TAM)</p>	<p>SC</p>

SD

Human reader: Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Test Administration Manual and Read Aloud Protocol (see Appendix D). Allowable portions of the content may be read aloud. Readers should be provided to students on an individual basis – not to a group of students. (*Tools, Supports, and Accommodations Guidelines*)

TTS: Students who use text-to-speech will need headphones unless tested individually in a separate setting. (*Tools, Supports, and Accommodations Guidelines*)

SST: Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Students will need to be familiar with the software and have had many opportunities to use it prior to testing. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (*Tools, Supports, and Accommodations Guidelines*)

Transcription & scribing: A scribe is a certified adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language [ASL], braille, an assistive communication device, etc.). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content. Scribes should read and sign a test security/confidentiality agreement prior to test administration. Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment. Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations. Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on the state assessments. Scribes should review the Scribing Protocol with the student at least one to two days prior to the test event. Scribes should practice the scribing process with the student at least once prior to the scribing session. (*Tools, Supports, and Accommodations Guidelines*)

Multiple days: If the PR intends to administer the test over the course of multiple days for a student or group of students, PRs may ask students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the PR should give the students clear directions on when to pause. For example, PRs may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be written on a dry erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the section. When testing is resumed on a subsequent day, the PR will need to start a new test session and provide a new session ID. When instructing the students to log in, PRs may read only the un-italicized sections of the general script (SAY boxes) to the students from the beginning in section 10.0 Day of Test Administration. (*Test Administration Manual*).

Calculator: Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. (*Tools, Supports, and Accommodations*)

Individual Administration: Readers should be provided to students on an individual basis – not to a group of students. (*Tools, Supports, and Accommodations Guidelines*)

TN	<p>Human reader: Oral presentation is an accommodation available to students with an IEP, 504 plan, or ILP, if the IEP, 504 or ILP team determines that oral presentation is required for the student to access the assessment. Test administrator ensures only students who receive this accommodation are included in the oral presentation group and adheres to the directions for test administration. For computer based testing, it must be set before student begins testing. (<i>Tennessee Comprehensive Accessibility and Accommodations Manual</i>)</p> <p>Transcription & scribing: Adult transcription: Two adults are secured for the testing session. The test administrator who is transcribing must be a licensed employee of the school district. An adult marks selected response items on the paper- based answer document based on student answers provided orally, using gestures, or an adult transfers student responses produced using Assistive Technology onto the paper-based answer document. All student responses must be transcribed verbatim. Two adults must be present during the transcription. A student reads each item from the screen or test booklet and dictates the response to an adult. Dictation can be given orally, on paper, or with assistive technology. The adult then marks the student's answer directly on the test. The adult may assume appropriate spelling for written responses, but the student must indicate correct capitalization, grammar and punctuation. Students should be given the opportunity to review and edit any responses entered by adult transcription. Once the transcription is complete, any copies must be shredded or deleted. (<i>Tennessee Comprehensive Accessibility and Accommodations Manual</i>)</p> <p>Calculator: It is the responsibility of the test administrator to ensure the regulations outlined in this manual pertaining to calculator use are followed. All memory and user-entered programs and documents must be cleared or removed before and after the test. A student may use any grade band-specific, permitted calculator on the calculator-permitted subparts. Students should have access to no more than one handheld calculator device for calculator-permitted subparts. Students may not use a cell phone or tablet as a handheld calculator. (<i>Test Administration Manual</i>)</p>
TX	<p>Human reader: Oral administration is a designated support in which test questions and answer choices on certain tests may be read aloud, signed, or provided online through text-to-speech to eligible students. Test administrators responsible for reading aloud or signing test content should read the STAAR Oral and Signed Administrations Educator Guide found on the Accommodation Resources webpage and complete the appropriate section of the Oath of Test Security and Confidentiality. (<i>TAM for STARR EOC TESTS</i>)</p> <p>TTS: Oral administration is a designated support in which test questions and answer choices on certain tests may be read aloud, signed, or provided online through text-to-speech to eligible students. Test administrators responsible for reading aloud or signing test content should read the STAAR Oral and Signed Administrations Educator Guide found on the Accommodation Resources webpage and complete the appropriate section of the Oath of Test Security and Confidentiality. (<i>TAM for STARR EOC TESTS</i>)</p> <p>Sign language: Oral administration is a designated support in which test questions and answer choices on certain tests may be read aloud, signed, or provided online through text-to-speech to eligible students. Test administrators responsible for reading aloud or signing test content should read the STAAR Oral and Signed Administrations Educator Guide found on the Accommodation Resources webpage and complete the appropriate section of the Oath of Test Security and Confidentiality. (<i>TAM for STARR EOC TESTS</i>)</p> <p>Extended time: The district must maintain test security and confidentiality when providing extra time to complete testing. All standard test security and confidentiality requirements must be followed. Refer to the Security section in these District and Campus Coordinator Resources for more information. (<i>2020–2021 Accessibility Features</i>)</p>

UT

Human reader: If allowed, readers should use even inflection so that the student does not receive any cue from the way the information is read. Human readers may not describe graphics and other symbols, or clarify, elaborate, or provide assistance to students. Familiarity with terminology and symbols specific to the content, especially high school mathematics and science, is necessary for human readers. (*Utah Participation and Accommodations Policy*)

TTS: Computer-based assessments may have embedded text-to-speech that standardizes the way text and graphics are presented. Descriptions of symbols, nomenclature, and other graphics can be provided with text-to-speech. Text-to-speech technology may be provided for an assessment for items where the construct of the item is not violated. For example, text-to-speech would not be available on a reading test for reading items because it would violate the construct of the test item. (*Utah Participation and Accommodations Policy*)

Transcription & scribing: A scribe is a skilled person who has been trained to write/input what a student dictates by an assistive communication device, speech, pointing, or sign language. A scribe may not edit or alter student work in any way and must record word for word exactly what the student has dictated. The student must be able to edit what the scribe has written. Individuals who serve as scribes need to carefully prepare to ensure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write only what is dictated, no more and no less. Scribes must have experience and understanding of how to effectively scribe for a student. Some students may need human assistance to enter scores, which is allowed for students with this accommodation. (*Utah Participation and Accommodations Policy*)

Sign language: The interpreter should have a valid certification and be in good standing with the Utah Interpreting Program (UIP). Utah Code R933-300-303 outlines all required qualifications. It is preferred that the interpreter is a person familiar with the student and content area, but may not be a relative, guardian or friend of the student. The interpreter must be trained on, understand and agree to their obligation as part of the test administration team. The interpreter must sign the Standard Test Administration and Testing Ethics Policy, found on the USBE website: Ethics Policy and Signature Form. The interpreter should access and adhere to all test administration policies and procedures outlined in the Test Administration Manual (TAM) for the given assessment. Test related materials of any kind (including preparation notes) may not be removed from the secure area within the test site prior to testing. Any testing materials (including preparation materials) must be securely handled and turned in to the test administrator. Interpreters may only interpret items that are able to be read aloud or have the text-to-speech option available as outlined for individual assessments. The interpreter should listen to and interpret only the audio portions. (*Interpreter Guidance for State Standardized Assessments*)

Human reader: Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual and Read Aloud Protocol (see Appendix D). All or portions of the content may be read aloud. Readers should be provided to students on an individual basis—not to a group of students. (*Usability, Accessibility, and Accommodations Guidelines*)

TTS: Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting. (*Usability, Accessibility, and Accommodations Guidelines*)

SST: Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Students may use their own assistive technology devices... if students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (*Usability, Accessibility, and Accommodations Guidelines*)

Transcription & scribing: The scribe must be trained and qualified and must follow the administration guidelines provided in the Smarter Balanced Test Administration Manual. The use of this support may result in the student needing additional overall time to complete the assessment. (*Usability, Accessibility, and Accommodations Guidelines*)

Calculator: Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. (*Usability, Accessibility, and Accommodations Guidelines*)

Small group/Individual: Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. A specific adult, trained in a manner consistent with the Test Administration Manual (TAM), can act as test proctor (test administrator) when student requires it. (*Usability, Accessibility, and Accommodations Guidelines*)
Readers should be provided to students on an individual basis—not to a group of students. (*Usability, Accessibility, and Accommodations Guidelines*)

VA

Human reader: The Test Examiner must read the student's response back verbatim without providing any assistance. Examples of prohibited help include, but are not limited to: correcting or providing clues to spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/ or giving verbal indications or non-verbal clues about the correctness of the student's response. The Test Examiner must read only the student's response, not the writing prompt. If the student uses interpreter services, the Interpreter must sign the Test Examiner's oral reading of the student's short paper. (*Test Implementation Manual*)

SST: If the speech-to-text capability of a word processor (software or a device) is used, the student must be assessed individually to ensure that other test takers are not distracted. Sessions involving speech-to-text must be recorded or proctored. Any automatic correction, thesaurus, or grammar check features of the word processor must be disabled. The student may enter his/her own short-paper response from the word processor (software or a device) to the regular answer document or into the online test's response area in TestNav. If appropriate, the student's short paper may be transcribed by testing staff from the word processor to the regular answer document or into the online test's response area in TestNav. If transcribed, the student's response must be verified by a second school official to ensure that no errors in the transcription occurred. The student's short paper must be deleted from the device used to compose the short paper; however, a paper or an electronic copy of the short paper must be securely stored (on a flash drive, CD, etc.) until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration. The paper or electronic copy must then be securely destroyed. A document stating that the response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration. (*Test Implementation Manual*)

Transcription & scribing: The student will dictate in English (or use an augmentative communication device with auditory output) his/her response to the prompt for the short-paper component of the Writing assessment to a school official (scribe), who will transcribe it. The scribe, who should have experience working with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. Care must be taken by the scribe not to provide help on test items. Examples of prohibited help include, but are not limited to: discussing test items, providing hints or clues, giving reminders, giving verbal indications or nonverbal cues about the correctness of a student's answer. (*Test Implementation Manual*)

Magnification: For test security, testing staff must ensure that assessment items are not visible to others. This may require windows to be covered and/or individualized testing. Physical magnification devices, such as a magnifying glass or screen magnifier, which are placed over the display for visually impaired students may be used. Electronic magnification devices, such as a closed-circuit television (CCTV), a large monitor, an interactive or electronic whiteboard, or a LCD projector which projects the assessment onto a large screen or board may be used by visually impaired students for magnification purposes only. These magnification devices must not save or capture any portion of the test or use software running concurrently with TestNav. (*Test Implementation Manual*)

Braille: Examiners/Proctors responsible for monitoring students using braille tests should be familiar with the Braille Notes and Transcriber's Notes included in the Examiner's copy of the braille test. The Braille Notes list the differences between the braille test form and the corresponding Examiner's copy and are intended to help the Examiner answer any questions that a student may have regarding reading and interpreting items in the braille form. Transcriber's Notes provide information to the (braille) reader that is not readily apparent by reading the test item's text alone. If a student has a question pertaining to the Transcriber's Notes on his/her test, the Examiner can consult the Examiner's copy for assistance. Refer to Appendix B in this manual for the braille formats available for each test content area.

Blind and vision impaired students may use a braille writer as scratch paper to take notes or complete calculations, to respond to the writing prompt of the short-paper component of the Writing test, or to record responses to multiple-choice questions on the tests. The braille writing device must not be connected to the Internet or the device's Internet access must be disabled during the test session. Some braille writing devices have features or capabilities beyond those which allow the student to produce written material in braille. Those additional features must be disabled during the test session. If the student requires the use of one of those features, and that feature is not equivalent to a tool that is allowed for all students (e.g. scratch paper), or does not meet the conditions of a specific accommodation provided in this section (e.g. graphic organizer), a Special Assessment Accommodation Request must be submitted to VDOE. For calculator software or a calculator app, a Calculator Accommodation Criteria Form must be completed and submitted with a Special Assessment Accommodation Request to VDOE. (*Test Implementation Manual*)

Sign language: Interpreters/Translators may be used for students who are deaf or have a hearing impairment and who have interpretation documented as an accommodation in their IEP or 504 Plan. The Interpreter/Translator may interpret/transliterate test directions, sample items, questions regarding the mechanics of testing directed to and answered by the Examiner, and test items. The student's IEP Team or 504 Committee should determine the best method to provide the student with hearing impairments or deafness access to assessment items. Interpreters/Translators for all tests:

- must participate in Examiner/Proctor training offered at the division or school;
- must read, understand, and agree to adhere to the School Division Personnel Test Security Agreement;
- may help prepare students for testing by interpreting practice items, released tests, or other materials designed for test preparation;
- may have access to the tests for review purposes 24 hours prior to the test administration as authorized by the DDOT. If the Interpreter/Translator requires access to an online test for review purposes, the DDOT must contact testing staff at the Virginia Department of Education for assistance. The pre-testing review must be conducted under supervision. NOTE: A Computer Adaptive Test cannot be reviewed prior to the test administration. (*Test Implementation Manual*)

Calculator: In order to use a calculator or arithmetic tool, students with disabilities must be found eligible by their IEP Team or 504 Committee using the Calculator Accommodation Criteria Form. If the student is determined eligible, the IEP Team or 504 Committee must document the decision on the student's IEP or 504 Plan and must complete and sign the Calculator Accommodation Criteria Form and maintain a copy in the student's educational record. (*Test Implementation Manual*)

WA

Human reader: The test reader must be trained and qualified and must follow the Read Aloud Guideline for Washington State Assessments presented here. (*Read Aloud Guidelines*)

TTS: Students who use text-to-speech will need headphones unless tested individually in a separate setting. (*Guidelines on Tools, Supports, and Accommodations*)

SST: Students who use speech-to-text will need headphones unless tested individually in a separate setting. (*Guidelines on Tools, Supports, and Accommodations*)

Transcription & scribing: Scribes should read and sign a test security/confidentiality agreement prior to test administration. Scribes are expected to familiarize themselves with the test format in advance of the scribing session. The online Training Test or Practice Test is one tool that can help the reader gain this familiarity. Having a working familiarity with the Test Delivery System (TDS) will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment. Scribes should know about any additional designated supports and/or accommodations the student will need to use during the test. This will ensure there are plans in place for providing all needed designated supports and accommodations. Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on state assessments. Scribes should review this Scribing Protocol for Washington State Assessments with the student at least one to two days prior to the test event. Scribes should practice the scribing process with the student at least once prior to the scribing session. (*Scribing Protocol*)

Extended time: When students need extended testing time, they must be monitored by a trained TA. If a student needs to move to a new location with a different TA, the student exits the test session they are currently working in and join the test session of the new TA. (*Test Coordinator Manual*)

Calculator: Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. TAs will ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. Administration directions will identify items open to calculator use. In those instances, TAs will make calculators available to students. (*Guidelines on Tools, Supports, and Accommodations*)

Other – Unique accommodations: OSPI may issue temporary approvals (e.g., one assessment administration), on an individual basis, for unique student accessibility need. OSPI will evaluate formal requests for accessibility need and determine whether or not the request conflicts with the measurement construct. The Guidelines on Tools, Supports, and Accommodations provides information on the allowable designated supports and accommodations for state assessments. These are intended to provide maximum access to the assessments, giving students eligible to receive special education or 504 services the opportunity to demonstrate their knowledge and skills on the Smarter Balanced, WCAS, and WIDA assessments. (*Guidelines on Tools, Supports, and Accommodations*)

<p>WV</p>	<p>Human reader: Assessment security can become an issue when other test formats are used (e.g., large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). (<i>West Virginia General Summative Assessment 2018–2019 Volume 5 Test Administration</i>)</p> <p>Transcription & scribing: Assessment security can become an issue when other test formats are used (e.g., large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). (<i>West Virginia General Summative Assessment 2018–2019 Volume 5 Test Administration</i>)</p> <p>Large print: Assessment security can become an issue when other test formats are used (e.g., large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). (<i>West Virginia General Summative Assessment 2018–2019 Volume 5 Test Administration</i>)</p> <p>Braille: Assessment security can become an issue when other test formats are used (e.g., large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). (<i>West Virginia General Summative Assessment 2018–2019 Volume 5 Test Administration</i>)</p> <p>Other – Print on demand: When testing a student with the Print-on-Demand accommodation, the TA must ensure the printer is on and is monitored by staff who have been trained on WVBE Policy 2340. When a student sends a print request to the TA by clicking on the print icon, the TA must approve the request. This request needs to be made for each individual item. (<i>Test Administration Manual</i>)</p>
<p>WI</p>	<p>Large print: All tests, including special versions, must be kept secure until the day of testing, serially numbered and tracked, and then returned to the scoring contractor. Special versions of the paper/pencil tests include Braille, large print, etc. (<i>Test Security Manual</i>)</p> <p>Magnification: The use of this designated support may result in the student needing additional overall time to complete the assessment or possibly the need for an administration in a separate setting if the support used creates a test security concern. (<i>Accessibility Manual</i>)</p> <p>Braille: All tests, including special versions, must be kept secure until the day of testing, serially numbered and tracked, and then returned to the scoring contractor. Special versions of the paper/pencil tests include Braille, large print, etc. (<i>Test Security Manual</i>)</p> <p>Other – Amplification: Students who are hard of hearing may use amplification assistive technology (e.g., FM System) to increase the volume provided in the assessment system. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. (<i>Accessibility Manual</i>)</p> <p>Other – Printout: Any printouts, including print on demand and listening scripts, test tickets, scratch paper, and graph paper must be collected, given to the DAC/SAC and then securely destroyed. (<i>Test Administration Manual</i>)</p>

WY	<p>SST: If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (<i>Accessibility Manual</i>)</p> <p>Braille: Any transcripts, descriptions, captions or content embossed during testing must be collected and securely destroyed in order to protect the security of the test content. (<i>Accessibility Manual</i>)</p> <p>Calculator: If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (<i>Accessibility Manual</i>)</p> <p>Other – Audio device: If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. (<i>Accessibility Manual</i>)</p> <p>Other – Scratch paper: All scratch paper must be collected and securely destroyed at the end of each assessment session to maintain test security. All notes on assistive technology devices must be thoroughly erased at the end of each session. All whiteboards must be thoroughly cleaned so no trace of student work remains. (<i>Accessibility Manual</i>)</p> <p>Other – Word prediction: If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. (<i>Accessibility Manual</i>)</p>
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¹If a state provided specific test security information for the AA-AAAS that differed from the overall state policy, it is included in italics in the table.

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