



**State Requirements for
Test Administrators,
Proctors, and
Accommodations
Providers Who Administer
Tests to Students with
Disabilities, English
Learners, and English
Learners with Disabilities**

NCEO Report 437



NCEO
National Center on
Educational Outcome:

**State Requirements for Test Administrators,
Proctors, and Accommodations Providers
Who Administer Tests to Students with
Disabilities, English Learners, and English
Learners with Disabilities**

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November 2022

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Executive Summary

To help ensure that assessments are properly administered, states have developed policies about who can administer or proctor assessments and the training they must have. The individuals who administer or proctor assessments, as well as those who provide accommodations (e.g., scribes, test readers, sign language interpreters, translators), need to be qualified and knowledgeable about how to appropriately administer assessments and how to provide accommodations. This report presents the findings of our analysis of states' 2021 policies on the qualifications and requirements for test administrators, proctors, and accommodations providers for general state summative content assessments (e.g., math, language arts, science), specifically as they relate to students with disabilities, English learners, and English learners with disabilities.

Most states (N = 43) had policies about the qualifications of individuals who can serve as test administrators, though less than half of the states included training requirements for test administrators, and even fewer states required that the training specifically address accessibility and accommodations. The policies of 23 states noted that test administrators should be school or district employees, while the policies of two states explicitly allowed non-school employees or volunteers to be test administrators.

Eighteen states had policies for test proctors, and 13 states required proctors to complete training that in some cases included training on accessibility and accommodations. The policies of six states stated that proctors should be school or district employees, while the policies of three states explicitly allowed non-school employees or volunteers to serve in that role. Eight states allowed student teachers to be proctors. Five states indicated that family members could not serve as proctors.

Many states' policies addressed the qualifications of individuals who provide accommodations that require a human to administer. Forty states had policies for scribes, 26 states had policies for test readers, 10 had policies for interpreters, and five had policies for translators. Policies in some states required accommodations providers to be familiar with the students and to have completed training. A few states required accommodations providers to be school or district employees, and several prohibited family members from serving as accommodations providers. Some states had policies that were specific to the type of accommodation that the individual would provide. For example, three states required interpreters to be proficient in the students' preferred sign system (e.g., American Sign Language, signed English).

We provide several recommendations for state education agencies (SEAs) based on the findings of our policy analysis:

- Review SEA policies to ensure that they include appropriate information about the required qualifications and training for test administrators, proctors, and accommodations providers, and revise them if needed.

- Ensure that all test administrators, proctors, and accommodations providers receive training on accommodations and how to appropriately administer tests to students with disabilities, English learners, and English learners with disabilities.
- Consider the risks of allowing non-school employees or volunteers to serve as test administrators, proctors, or accommodations providers.

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Overview

Many students with disabilities, English learners, and English learners with disabilities use accessibility features and accommodations to access state summative assessments that are used for accountability purposes. Test administrators, proctors, and accommodations providers (see Table 1 for definitions) need to know which accessibility supports and accommodations each student will be using and how to address any issues that may arise on test day. This includes understanding state accessibility policies and what to do if there are logistical issues or if selected supports do not work as intended on test day. They also need to know how to maintain test security while ensuring that the student has the accommodations identified on their individualized education program (IEP), 504 plan, or English learner plan. The individuals who administer or proctor assessments, as well as those who provide accommodations (e.g., scribes, test readers, sign language interpreters, translators), need to be qualified and knowledgeable about how to appropriately administer assessments and provide accommodations (Lazarus et al., 2021; Olson, et al., 2021; Thurlow et al., 2020).

Table 1. Definitions: Test Administration Roles

<p>Test Administrator: An individual who is responsible for administering a test.</p> <p>Proctor: An individual who assists a test administrator with the administration of a test.</p> <p>Accommodations Provider: An individual who provides accommodations that require a human to administer (e.g., scribes, test readers, sign language interpreters, translators, etc.).</p>

Although test administrators and proctors are sometimes the same individuals who provide accommodations to students with disabilities, this is not always the case. In addition to test administrators and proctors, accommodations providers (scribes, test readers, sign language interpreters, translators) are involved in the test administration process and therefore need to be knowledgeable about how to appropriately administer accommodations in ways that do not invalidate test results.

Assessments need to be designed and administered according to their original intentions and to produce results that are valid and that support appropriate interpretations and uses of the results. According to the *Standards for Educational and Psychological Testing* (AERA/APA/NCME, 2014), “Test takers should receive comparable treatment during the test administration and scoring process” (p. 65). This requires that test administration follows standard protocols

to avoid outside influences on test scores that would not reflect the constructs being assessed by the assessment. The *Standards* further state:

Test administrators and users should also provide those who have a role in determining and administering accommodations with sufficient information and expertise to appropriately use accommodations that may be applied to the assessment. (p. 68)

Although the *Standards* do not specifically address what the qualifications for individuals involved in test administration should be, the *Standards* do indicate that:

Those responsible for educational testing programs should provide appropriate training, documentation, and oversight so that the individuals who administer and score the test(s) are proficient in the appropriate test administration and scoring procedures and understand the importance of adhering to the directions provided by the test developer. (p. 201)

Summative assessments used for federal accountability are required to be technically sound and meet statutory and regulatory requirements. The U.S. Department of Education’s Office of Elementary and Secondary Education (OESE) conducts peer reviews of states’ assessments to ensure that they meet minimum requirements (U.S. Department of Education, 2018). Peer review Critical Element 2.3 addresses test administration training, including training about how to administer alternate assessments and accommodations. It states:

The State implements policies and procedures for standardized test administration; specifically, the State:

- Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations;
- Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of [English learners], specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities (U.S. Department of Education, 2018, pp. 40-41).

Purpose

Accommodated tests are often administered in small group or individual settings, which requires schools to identify test administrators or proctors for each of these administrations. Schools often scramble to find enough test administrators and proctors for all administrations, and in some cases, it is possible that under-qualified individuals may administer these assessments. To help ensure that assessments are properly administered, states have developed policies about who can administer or proctor assessments and the training they must have. Similarly, states have policies regarding who can provide accommodations to help ensure that the accommodations are provided appropriately. Little is known about these policies.

To explore test administration policies, specifically as they relate to students with disabilities, English learners, and English learners with disabilities, we conducted an analysis of state policies to see how they addressed the qualifications and requirements for test administrators, proctors, and accommodations providers (i.e., scribes, test readers, sign language interpreters, translators) who administer accommodated general content assessments (e.g., math, language arts, science) to students with disabilities, English learners, or English learners with disabilities. This report presents the findings of our analysis.

Analysis Procedures

We gathered data by examining and analyzing publicly available documents on state department of education (SEA) websites for the 50 states and the District of Columbia. These documents included test administration and procedures manuals, accessibility and accommodations manuals, test security manuals, and other documents that addressed the qualifications of test administrators and providers of accommodations. The number of publicly available documents that included information about required qualifications of test administrators and of providers of accommodations ranged across states from one to five documents. The titles and locations of all state documents referenced in this report are provided in Appendix A.

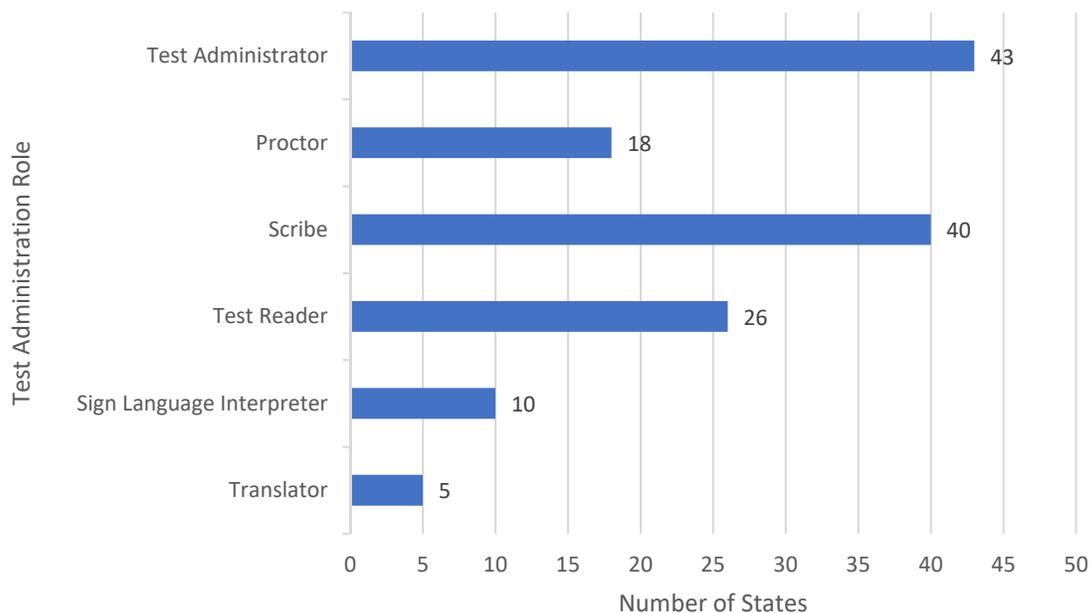
Information that pertained to required qualifications of test administrators and providers of accommodations was compiled during May and June of 2021 and then was coded into categories by one of the authors. Compiled data were then reviewed and spot checked by the other two authors. To generate the coding categories, the policies of all states were reviewed, and based on the information found in those policies, themes were identified, and codes were developed. When the need for more coding categories was identified, codes were added. Previously coded states were then reviewed again to determine whether the added coding categories should be applied to those states. The coding categories are listed in Appendix B, Table B1.

Some states provided lists of roles test administrators and providers of accommodations must be chosen from (e.g., teachers, paraprofessionals, other administrators), while others outlined the exact requirements that an individual must meet. In either of these situations, when coding, the qualifications were considered “required” unless a qualification was clearly labeled as “preferable.”

Results

There was wide variation across states in which roles were included in test administration documents and the required qualifications and training of test administrators, proctors, and providers of accommodations. Some states gave extensive detailed information about required qualifications, while other states provided brief, broad statements. Figure 1 shows roles addressed in state policies. The policies of 43 states included information about the requirements for test administrators, while the policies of 18 states had similar information for proctors. Many states also contained information about requirements and training for accommodations providers, with 40 states providing information about scribes, 26 about test readers, 10 about sign language interpreters, and five about translators. States varied in the language that they used to describe the qualifications. See Appendix B for additional details about test administrators (Table B2), proctors (Table B3), scribes (Table B4), test readers (Table B5), sign language interpreters (Table B6), and translators (Table B7). Specifications for all of these groups are provided in Table B8.

Figure 1. Test Administration Roles Addressed in State Policies



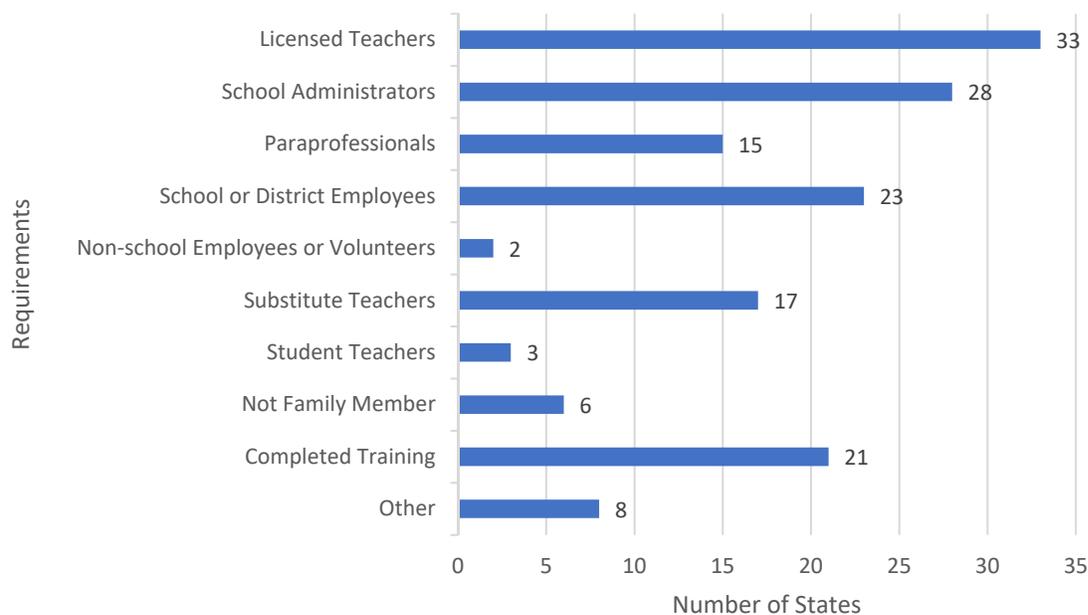
N = 51

Note: Three states did not have a policy for any of the test administration roles.

Test Administration Qualifications

As indicated in Figure 2, states' policies showed wide variation in the required qualifications for test administrators. Some states addressed both the roles of individuals who are allowed to be test administrators (e.g., must be: teacher, paraprofessional, or school administrator) as well as the training they are required to complete, while other states addressed only the roles or the training requirements. The terminology varied across states with regard to "test administrator," as some states used the term "test administrator" and others used "test examiner." One state (Florida) used the term "proctor" to refer to someone who has the responsibilities and qualifications required by other states for "test administrators," and thus was coded as a test administrator. For details and specifications, see Tables B2 and B8 in Appendix B.

Figure 2. Qualifications for Test Administrators



N = 43

Note: The number of states includes all states that had policies that addressed either required or recommended qualifications for each of the roles.

Licensed Teachers. Thirty-three states allowed licensed teachers to act as test administrators (TAs). For example, the Alabama policy stated that "TAs may be part-time or full-time but must hold a valid Alabama teaching certificate."

Another example is the Iowa policy, which indicated that "Test administrators/proctors must be certified teachers/educators to administer federally mandated tests."

School Administrators. Twenty-eight states also allowed school administrators (e.g., principals, counselors, special education directors, etc.) to act as test administrators. For example,

the Maryland policy indicated that “LEA and school-level administrators” could serve as a test administrator.

Paraprofessionals. Fifteen states allowed paraprofessionals to act as test administrators. Paraprofessionals, sometimes called paraeducators, are individuals who typically aid teachers in the classroom during instruction. For example, the Colorado policy allowed “instructional support paraprofessionals” to administer assessments.

State policies often indicated that the paraprofessional must receive training. The Vermont state policy indicated that:

TEs [test examiners] 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.

A few state policies required that paraprofessionals acting as test administrators must be supervised by licensed staff. For example, the Idaho policy stated that test administrators can be:

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.

Additionally, several states specifically noted that only paraprofessionals who were licensed educators could administer assessments. For example, the New Jersey policy stated:

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.

One state (Iowa) prohibited the use of paraprofessionals as test administrators.

School or District Employees. Twenty-three states required that test administrators be employed by the school or district. School or district employees included teachers, paraprofessionals, and school administrators but could also be other staff that worked at schools or in the district office. For example, the Michigan policy indicated that test administrators 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 who are employed by the district for the purpose of administering the test

Another example is the Colorado policy:

Test Administrators must:

- Be employed by the school/district
- Actively supervise the test administration at all times

Preferably, Test Administrators are licensed teachers, licensed administrators, instructional support paraprofessionals, substitute teachers who hold a teaching certificate, school psychologists, school social workers, school librarians, school counselors, or speech pathologists.

Ohio’s policy generally required test administrators to be employees of the district, though allowed “de facto” employees to administer assessments to some district students whose instruction occurred outside of the district:

In situations where a local education agency, such as a Developmental Disabilities (DD) facility or Educational Services Center (ESC), is providing services for a district, employees at those locations may be considered “de facto” employees of the district and administer tests as long as they also hold a license, certificate or permit issued by the Ohio Department of Education.

Non-school Employees or Volunteers. Two states allowed non-school employees or volunteers, including parents, to act as test administrators. For example, the Oregon policy stated:

Substitutes and volunteers are not prohibited from the TA role; however, districts using substitutes or volunteers to administer a statewide assessment must ensure that they first receive training as described in Section 1.5 Training Requirements of this manual.

One state (Minnesota) prohibited non-school employees or volunteers from serving as test administrators.

Substitute Teachers. Seventeen states allowed substitute teachers to act as test administrators. Some policies noted that substitute teachers must be long-term substitutes or hold a license in order to be involved in test administration while others allowed substitutes to be hired specifically to administer the assessment.

Idaho is an example of a state that allowed long-term substitute teachers to be test administrators. The state’s policy indicated that a “long-term substitute who is a certified and licensed educator and has completed the required TA Certification Course” could be a test administrator.

New Jersey is an example of a state that had very detailed requirements regarding the use of long-term substitute teachers as test administrators:

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.

Michigan is an example of a state that allowed substitutes to be hired specifically to administer the assessment. Its policy stated, “Licensed substitute teachers who are employed by the district for the purpose of administering the test.”

One state (Washington) prohibited substitute teachers from serving as test administrators.

Student Teachers. Three states allowed student teachers to serve as test administrators. For example, Delaware allowed student teachers to act as test administrators, but only if there were staff shortages:

If there is a severe shortage of staff, a test may be administered by the following:

- Student teachers acting as TAs, if closely supervised by a Delaware certified educator

Four states prohibited student teachers from acting as test administrators. For example, the Colorado state policy noted, “Student teachers may not be Test Administrators but may serve as proctors in the test environment.”

Cannot Be Family Member. Six states indicated in their policies that test administrators must not be family members of students taking the assessments. For example, the Minnesota state policy said:

A parent/guardian or relative cannot be involved with their student’s test administration or be in the same room during testing. Relatives are defined as children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under guardianship.

The Wisconsin policy was another example:

Parent volunteers are not allowed to proctor the examination. School personnel who are parents or guardians are not allowed to proctor their own children.

Must Complete Training. The policies of 21 states indicated that individuals must complete training before acting as test administrators. For example, the North Dakota policy stated:

Test Administrators must complete the Test Administrator Certification Course before administering NDSA.

The Colorado policy addressed the requirements of including training on accommodations specifically. Its policy stated, “Training on specific accommodations is required for Test Administrators who are administering assessments for which students require accommodations.”

Other. Eight states included other requirements or qualifications in their policies that were unique to that state. These included requirements such as passing a background check, being proficient in English, or not having been sanctioned for test integrity violations in the past. A few states also identified additional groups who could serve as test administrators (e.g., retired teachers).

Proctor Qualifications

Proctors are individuals who assist test administrators with the administration of state assessments. The policies of 18 states addressed the required and preferred qualifications of proctors for state assessments. As illustrated in Figure 3, states’ policies showed wide variation in their qualifications of proctors. Some states addressed both the roles of individuals who are allowed to act as proctors and the training they are required to complete. Other states addressed only the roles of individuals who are allowed to serve as proctors (e.g., must be: teacher, paraprofessional, or school administrator) or the training that they are required to complete. These requirements included who was allowed to act as a proctor and specific qualifications they needed to meet. For details and specifications, see Tables B3 and B8 in Appendix B.

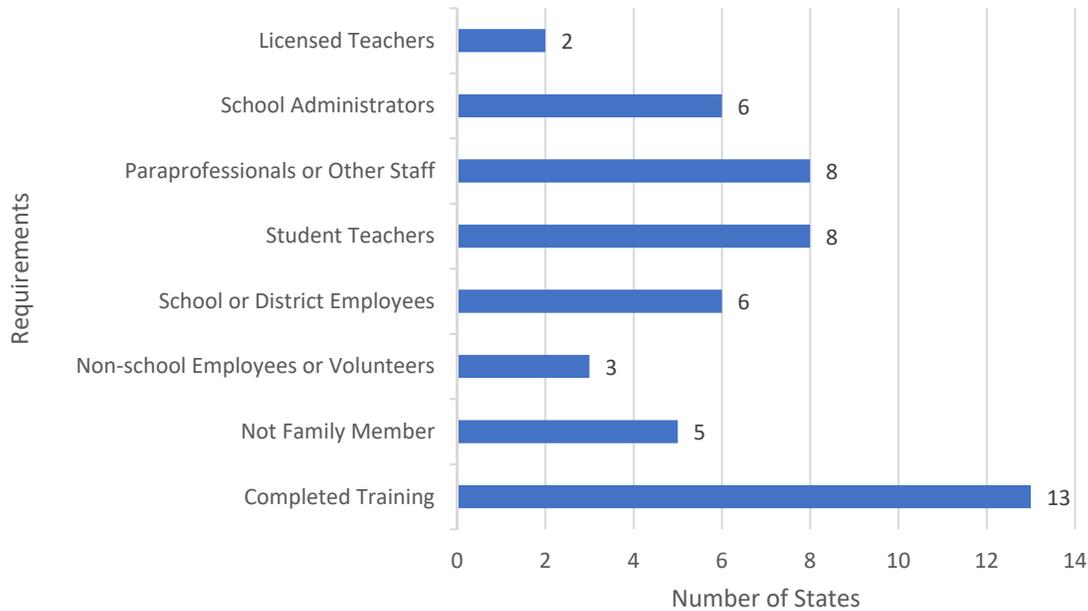
Licensed Teachers. Only two states had policies that specifically listed licensed teachers as a group that could serve as proctors. For example, the Michigan state policy included a list of individuals who could serve as proctors, with “Licensed teachers or licensed educational administrators employed by the school district” as the first group of individuals allowed.

The Nebraska state policy stated that:

Any teachers, counselors, administrators, or other qualified education personnel may act as Proctors.

School Administrators. Six states allowed school administrators to assist with test administration as proctors. School administrators were not always explicitly mentioned in policies, but they fell under broader categories that some states allowed. However, some state policies explicitly allowed school administrators to serve as proctors. For example, the Michigan policy included

Figure 3. Qualifications for Proctors



N = 18

“licensed teachers or licensed educational administrators employed by the school district” in the list of individuals allowed to act as proctors.

Paraprofessionals or Other Staff. Eight states allowed paraprofessionals or other school staff to serve as proctors. These policies were sometimes broad and only offered a few examples of which staff were allowed to be proctors, and there was great variation across states in which roles were acceptable. For example, the Indiana state policy said:

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.

New Mexico is another example of a state with a very broad policy. It stated:

Proctors are generally Educational Assistants (EAs), but can be anyone who does not hold one of the approved PED licenses.

Student Teachers. Eight states indicated in their policies that student teachers were allowed to act as proctors. For example, the Rhode Island state policy stated that:

Student teachers may not administer any test, but they may serve as proctors.

In some cases, student teachers were allowed to serve as proctors only in specific circumstances. For example, Delaware allowed student teachers to act as proctors, but only if there are staff shortages.

School or District Employees. Six states indicated that school or district employees were allowed to assist with the administration of tests as proctors. The roles of these employees were not always explicitly noted. For example, the Arizona state policy stated that:

TAs, Proctors, and any adult who will have access to AzM2 tests must be employees of the school/district/charter.

The Rhode Island state policy included that:

Anyone serving as a proctor must be a school employee.

Non-school Employees or Volunteers. Three states stated in their policies that individuals who were volunteers or were not employed by the school or district could act as proctors. For example, the District of Columbia policy said that:

Test proctors need not be professional employees of the LEA or school, and may be volunteers, contractors, or aides.

Another example is Tennessee. Its policy said:

Proctors may also be volunteers who receive the same training as proctors employed by the school district.

Cannot Be Family Member. Five states indicated in their policies that individuals were not allowed to act as proctors for family members. For example, the New Mexico state policy stated:

No proctor should assist with a group that has a child who is a close relative (child, grandchild, niece/nephew, etc.).

The District of Columbia policy specifically addressed parents and indicated that:

Parent volunteers serving as proctors may not proctor the assessment of their own child.

Must Complete Training. Thirteen states that included qualifications for proctors in their policies indicated that individuals must complete training to qualify as proctors. Sometimes these policies included information about what the training should cover or agreements (e.g., test security affirmation form, confidentiality agreement) that must be signed following completion of training. For example, the Arizona state policy stated that:

AzM2 TAs, Proctors, and any adult who will have access to AzM2 tests must be trained in proper test security and test administration procedures, must sign an Achievement Test Security Agreement, must be thoroughly familiar with this document, and must follow the test administration procedures in this document, including the following scripted directions.

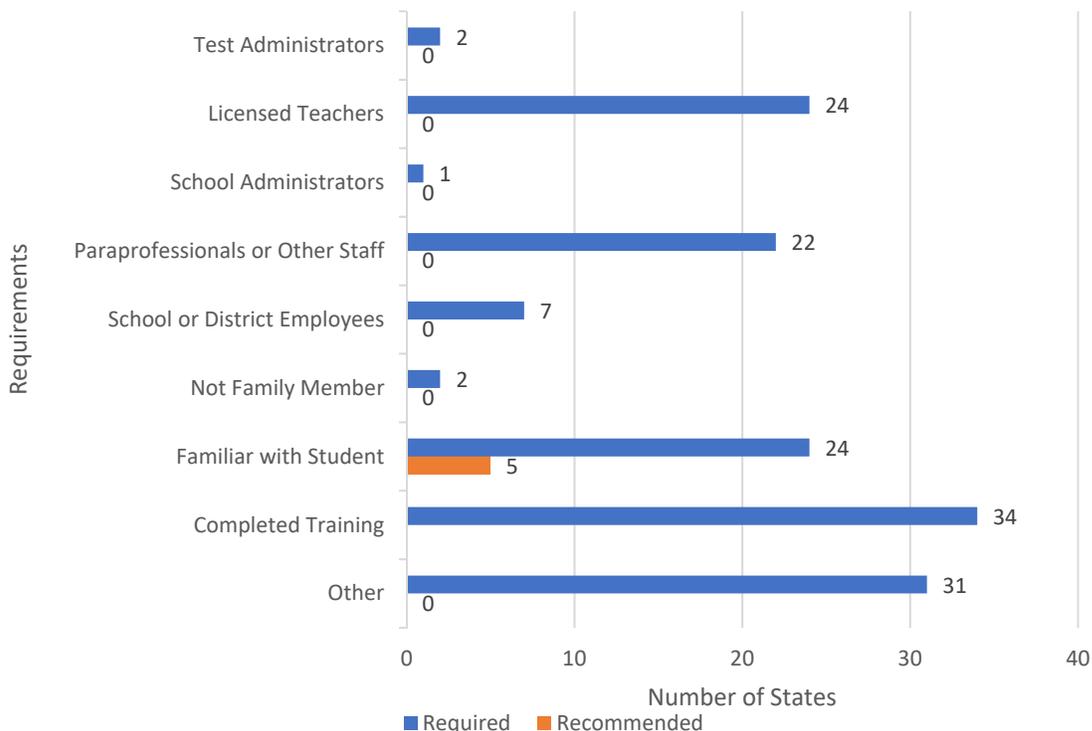
Other policies were less detailed with regard to what the training should include. The North Carolina policy indicated that:

Proctors must attend a proctor training session before the test administration and understand and agree to carry out the duties described.

Scribe Qualifications

The policies of 40 states addressed the required and recommended qualifications of scribes for state assessments. Scribes are individuals who write down what students dictate to them. As seen in Figure 4, states' policies showed wide variation in their requirements for scribes. These requirements included who was allowed to act as a scribe and specific qualifications they needed to meet. Sometimes the policies also included qualifications or roles that were recommended for scribes but not required. For details and specifications, see Tables B4 and B8 in Appendix B.

Figure 4. Qualifications for Scribes



N = 40

Test Administrators. Two states' policies indicated that test administrators were one group that qualified to be accommodations providers. For example, the Oklahoma policy stated:

A scribe must be a currently employed educator/paraprofessional, must be familiar with scribing, must have been trained as a Test Administrator or Proctor, and must have on file a signed Test Administrator/Proctor Security Form (See Test Preparation Manual).

In addressing the transcription of braille, the Louisiana state policy indicated that individuals who did braille transcription could be a test administrator who was also certified to teach students with visual impairment:

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 a student's responses onto the paper or online form of the LEAP 2025 assessments.

Licensed Teachers. Twenty-four states indicated in their policies that licensed teachers may provide the scribe accommodation during state assessments. For example, the Idaho state policy stated that:

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.

School Administrators. One state included school administrators in the list of individuals who can act as scribes. The Pennsylvania state policy noted:

Qualified teachers, counselors, administrators, and paraprofessionals employed by the LEA may act as scribes.

Paraprofessionals or Other Noncertified Staff. Twenty-two states indicated in their policies that paraprofessionals or other school staff could act as scribes during state assessments. Commonly, the terms "teaching aide" or "teaching assistant" were used in policies. Sometimes general terms such as "school personnel" were used, which did not specify which roles in the school were acceptable for scribes to be chosen from. For example, the New York state policy said:

Scribes may be teachers, teacher aides, teacher assistants, or other school personnel who are appropriately prepared to provide this accommodation.

In other states, the policies were more explicit in naming the individuals who could act as scribes. The Maryland state policy indicated that:

It is preferable for the scribe to be a familiar person such as the teacher or paraprofessional who is typically responsible for scribing during regular instruction.

School or District Employees. Seven states indicated that individuals who served as scribes should be employed by the school or district. In some policies, there was little additional guidance about which roles within the district were qualified to act as scribes. For example, the Minnesota state policy stated that:

The scribe should be a district staff member who is familiar with the student, and who is typically responsible for providing this accommodation in the classroom.

The Wyoming state policy indicated that:

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.

Cannot Be Family Member. Two states stated in their policies that individuals who act as scribes must not be related to individuals taking the assessment. The Colorado state policy indicated that:

The transcriber/translator must NOT be related to the student.

The Missouri state policy stated that:

Parents, school volunteers, peer tutors, and other students may NOT act as scribes on Missouri's statewide assessments.

Familiar with Student. Twenty-nine states required or recommended that individuals who served as scribes be familiar with the student before providing the accommodation. Twenty-four policies noted that this was a requirement, while five indicated that it was recommended. For example, the Iowa state policy stated:

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.

Utah is an example of a state that recommended that scribes be familiar with the student:

It is preferable for the scribe to be a person familiar to the student, such as the teacher or paraprofessional, who is typically responsible for scribing during regular instruction.

Must Complete Training. Thirty-four states indicated that individuals must complete training before serving as scribes. For example, the New Hampshire state policy said:

The scribe must be trained and qualified, and must follow the administration guidelines provided in the New Hampshire Statewide Assessment System Test Administration Manual.

Another example is the Delaware policy, which provided details about exactly what should be covered in training prior to acting as scribes:

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.

Other. Thirty-one states included at least one other requirement for individuals who served as scribes. Examples of these requirements included proficiency in the student’s preferred communication method (e.g., American Sign Language or signed English); knowledge and experience in the subject for which they would be scribing; and being impartial and experienced in transcription. See Tables B4 and B8 in Appendix B for specific details.

Test Reader Qualifications

The policies of 26 states addressed the required and recommended qualifications of test readers for state assessments. As shown in Figure 5, there was wide variation across states in the requirements for test readers. These requirements included who was allowed to act as a test reader and specific qualifications they needed to meet. Test readers, sometimes called human readers, are individuals who read aloud directions, passages, questions, or answer options to students. Some states also included specific qualifications for test readers who provided oral delivery in a language other than English. For details and specifications, see Tables B5 and B8 in Appendix B.

Test Administrator. One state policy indicated that test administrators can serve as test readers. The Alabama state policy stated that:

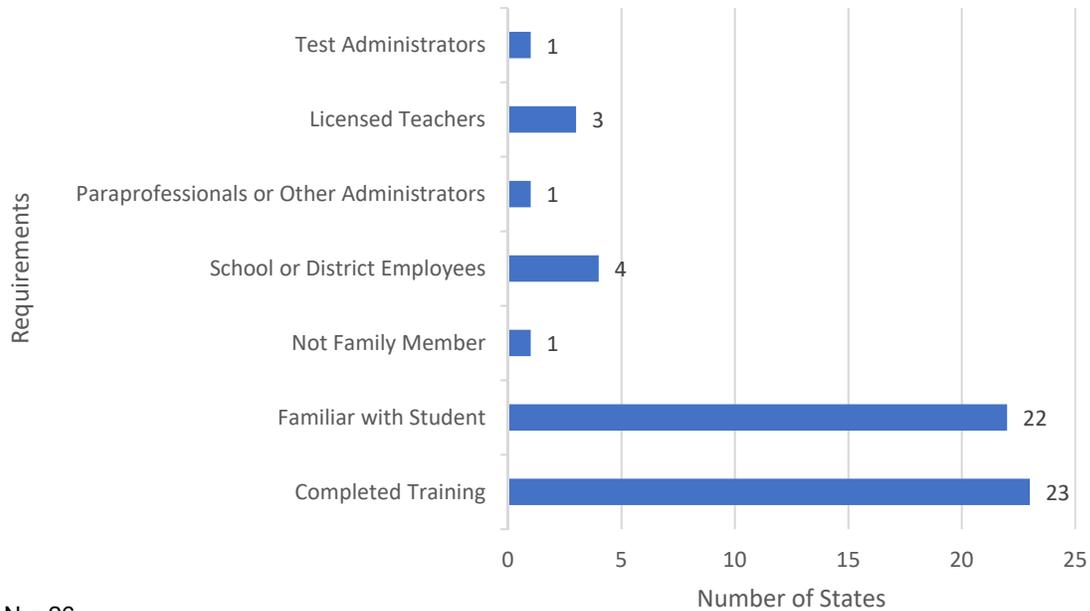
The Reader usually serves as the Test Administrator.

Licensed Teachers. Three states indicated that the test reader accommodation could be provided by licensed teachers. Two of the states required the test readers be licensed teachers (Alabama, Oklahoma), while the third state (Wisconsin) included teachers in a list of groups that may serve as test readers. Oklahoma policy defined a human reader as:

A state-certified educator who reads orally to a student.

The Alabama policy stated:

Figure 5. Qualifications for Test Readers



Readers must hold a valid teaching certificate (preferably an Alabama certificate) and may be full-time or part-time employees contracted through an outside agency.

School Administrators, Paraprofessionals, or Other Staff. Only one state indicated in its policy that school administrators, paraprofessionals, or other school staff could act as test readers. The Wisconsin state policy said:

The test reader should be an employed district staff member (including administrators, teachers, and paraprofessionals) who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.

School or District Employees. Four states indicated in their policies that test readers should be school or district employees. For example, the state policy of Wyoming stated that:

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 manuals, guidelines, and related documentation.

Another example is Minnesota. Its policy indicated that:

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.

Familiar with Student. Twenty-two states had requirements for test readers which indicated that they should be individuals who were familiar with the students to whom they were providing the accommodation. For example, the California state policy stated:

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.

A few states' policies addressed test readers for Spanish versions of math and science content assessments. West Virginia's policy indicated that:

The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a Read Aloud accommodation in Spanish during educational instruction and assessments.

Must Complete Training. Twenty-three states indicated that individuals must complete training prior to acting as test readers. The level of specificity in policies with regard to training requirements varied, with some states including detailed instructions for training and others giving little guidance. For example, the Montana state policy stated that:

Test readers must be trained on the administration of the assessment in accordance with the 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.

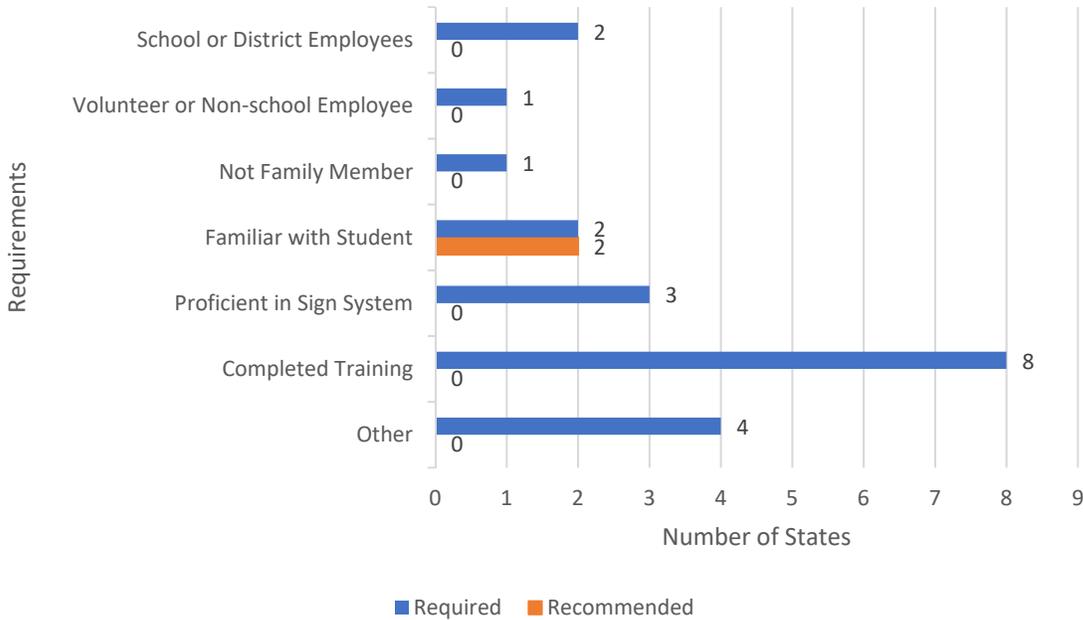
Another example is the Maryland policy which stated:

Readers must be trained locally to administer each assessment, as indicated in the Test Administrator Manual (TAM).

Sign Language Interpreter Qualifications

Sign language interpreters are individuals who interpret test content between spoken and sign language (e.g., American sign language – ASL). The policies of 10 states addressed the required and recommended qualifications for sign language interpreters on state assessments. As shown in Figure 6, states' policies showed wide variation in their requirements for interpreters. These requirements included who was allowed to act as an interpreter as well as the specific qualifications they needed to meet. For additional details and specifications, see Tables B6 and B8 in Appendix B.

Figure 6. Qualifications for Sign Language Interpreters



N = 10

School or District Employees. Two states included in their policies that sign language interpreters must be employees of the school or district that they are serving. For example, the Arkansas policy stated:

The interpreter must:

- be employed by the school district where the examinee attends school.

Another example is the Indiana policy, which indicated that:

Interpreters must be school employed and certified.

Non-school Employees or Volunteers. One state explicitly allowed non-school employees to act as sign language interpreters for state assessments. The Alabama state policy noted:

Sign Language Interpreters do not have to be full-time certificated employees of the system and may be contracted through an outside agency.

Cannot Be Family Member. One state indicated that individuals who act as sign language interpreters cannot be related to the individuals to whom they provide the support. The Arkansas policy stated:

Additionally, the interpreter must:

- not be a relative or guardian of the examinee

Familiar with Student. Four states included either a requirement or a recommendation that individuals acting as sign language interpreters be familiar with the student for whom they are providing the support. For example, the South Carolina state policy stated:

Human signer should be an education professional who is familiar with the student, and who is typically responsible for providing this accommodation in the classroom.

New York’s policy is an example of a state where it was preferred that interpreters be familiar with the student:

Whenever possible, the “assigned interpreter” should be one with whom the student is familiar and who is familiar with the student.

Proficient in Sign System. Three states required interpreters to be proficient in the student’s preferred sign system, such as American Sign Language or signed English. For example, the Arkansas state policy stated:

Individuals who serve as an interpreter must possess the following qualifications:

- Proficiency in English and, if applicable, American Sign Language (ASL), Signing Exact English (SEE), or Cued Speech.

Another example is the North Carolina policy, which said:

The interpreter or transliterator must be proficient in sign language or the student’s individual communication modality.

Completed Training. Eight states noted in their policies that individuals must complete training before they can act as a sign language interpreter on a state assessment. As with the policies about other accommodations providers, these policies varied in the level of detail provided about the required training. For example, the Nebraska state policy did not provide much detail and merely indicated that:

Interpreters must be trained on test administration policies by local test coordinators.

Indiana’s policy is an example of policies that included more guidance on what constitutes training:

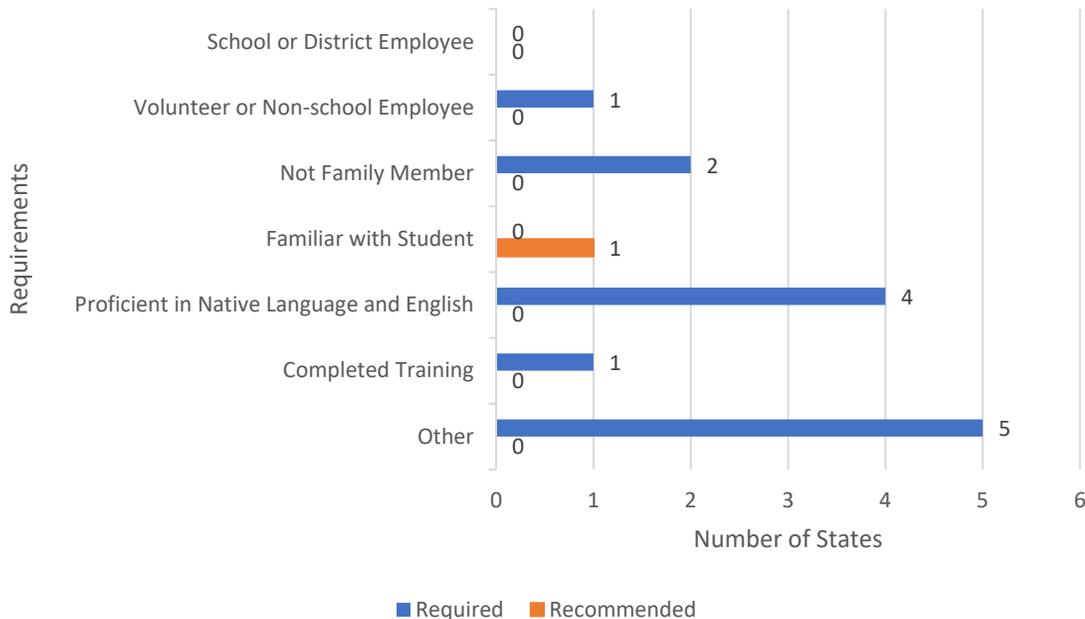
The interpreter must complete Test Security Training and read and sign the Testing Security and Integrity Agreement prior to test administration which is located in the Indiana Assessments Policy Manual.

Other. Four states included additional requirements for sign language interpreters. These included qualifications such as having prior experience providing signing services, completing a training and proficiency assessment, being comfortable with the process of providing this accommodation during test administration, staying in the room during test administration, and not being a private consultant or individual tutor who is paid by the student’s family. See Tables B6 and B8 in Appendix B for specific details.

Translator Qualifications

Translators are individuals who translate test content for students in the students’ native language. The policies of five states addressed the required and recommended qualifications of translators for state content assessments. As illustrated in Figure 7, states’ policies showed wide variation in their requirements for translators. These requirements included specifications regarding who was allowed to act as a translator as well as specific qualifications they needed to meet. For additional details and specifications, see Tables B7 and B8 in Appendix B.

Figure 7. Qualifications for Translators



N = 5

Non-school Employees or Volunteers. One state allowed individuals who were not school employees to act as translators. The Alabama state policy noted:

Native Language Interpreters do not have to be full-time certificated employees of the system and may be contracted through an outside agency.

Cannot Be Family Member. Two states prohibited family members or relatives of the student from acting as their translator for state assessments. The Colorado state policy started with:

The transcriber/translator must NOT be related to the student.

The Alabama state policy indicated that:

No relative of a student who is taking the test may serve as a Native Language Interpreter for that student.

Familiar with Student. One state indicated a preference that the translator be familiar with the student through involvement in the classroom. The Alabama state policy stated:

It is preferred that Native Language Interpreters be directly involved in the education of students.

Proficient in Native Language and English. Four states required that translators be proficient and fluent in both the native language of the student and English. For example, the Delaware policy required that a translator:

Is proficient in student's native language and English.

Another example is the Wisconsin policy which addressed several aspects of language proficiency:

Translators and interpreters should have the following qualifications:

- Mastery of the target language and dialect
- Extensive general and academic vocabulary in both languages
- Ability to express thoughts clearly and concisely in both languages.

Completed Training. Only one state explicitly required that translators complete training prior to test administration. The Michigan policy noted that:

Interpreters should have the following qualifications:

- Attendance at school/district/statewide trainings regarding how to administer the assessments.

Other. Five states indicated additional requirements for translators. These included:

- being proficient in keyboarding;

- writing legibly;
- being familiar with the content area in English and the student’s native language;
- including both the native language interpreter and a test administrator in administration;
- having previous experience with interpretation;
- having at least a high school diploma, being knowledgeable of both American culture and the student’s native culture;
- being familiar with the state’s education system; and
- preferably holding a bachelor’s degree in the student’s native language or holding a formal certification in translation or interpretation.

See Tables B7 and B8 in Appendix B for specific details.

Discussion

Most states had policies regarding the qualifications or requirements for individuals who could be involved in the test administration process, as test administrators, proctors, or accommodations providers. These policies had significant variation in who could serve in these different roles and in the level of detail included.

Major Findings

Test Administrators and Proctors. Almost all states had policies that addressed the required qualifications or roles of individuals who could act as test administrators, but fewer had policies about the required qualifications or roles of individuals who could act as proctors. Some policies contained detailed information about the requirements or roles for these various positions involved in test administration of state assessments, whereas other states provided little or no information in their policies. Frequently, the information about test administrator and proctor qualifications and requirements was presented in two or more different state documents (for example, in the test administrator manual and in the accommodations and accessibility features manual).

Forty-three states had policies about who could act as test administrators on state assessments and the required or preferred qualifications for these individuals. The most common required qualification or role of individuals who could act as test administrators was a licensed teacher, with 33 states including this in their policies, while 28 states allowed school administrators to

act as test administrators. Less than half of states had policies about the required training for individuals who served as test administrators. Only 18 states included policies about proctor qualifications or individuals who could serve as proctors, and the most common requirement was that individuals complete training prior to serving as a proctor. Three states' policies indicated that non-school employees or volunteers could act as proctors for state summative assessments, which could be a concern in regards to test security and the validity of the assessment.

Accommodations Providers. In addition to policies about test administrators and proctors, many states included policies about who could serve as accommodations providers. These policies sometimes overlapped with the requirements for test administrators and proctors. Forty states had policies that addressed scribes, 26 states had policies for test readers, 10 had policies for sign language interpreters, and five had policies for translators. Common qualifications or roles of individuals who could act as providers of various accommodations included being a licensed teacher, being a paraprofessional or school administrator, being a school or district employee, and being familiar with the student. Several states also required accommodations providers to complete training prior to test administration. Several states permitted non-school employees to serve as accommodations providers.

Limitations

For this study, many state documents (see Appendix A for list) that addressed the qualifications and roles of individuals who could serve as test administrators, proctors, and accommodations providers were compiled and analyzed, but there were likely additional state documents. This analysis included only documents that were publicly available on states' websites. Other documents may be available on secure portals that require a user to log-in or may be included as hard copies in the packages of materials that are sent to districts and schools.

Only data from state policies that pertained to the administration of state general summative content assessments (e.g., reading/language arts, math, science) were compiled, coded, and analyzed; it does not include data for alternate assessments based on alternate academic achievement standards (AA-AAAS) which are taken by some students with the most significant cognitive disabilities. Therefore, the findings are not inclusive of the requirements for AA-AAAS test administrators, proctors, and accommodations providers.

Recommendations

The ability to make valid inferences and to ensure the fairness of test taking is compromised when unqualified individuals act as test administrators, proctors, or provide accommodations to students with disabilities, English learners, and English learners with disabilities. Policies,

processes, and procedures are needed that will support the valid measurement of what students know and can do while maintaining the integrity of the test.

States may want to consider several suggestions when developing or updating policies that address the qualifications and requirements of individuals who administer, proctor, or provide accommodations to students who take accommodated state general summative content assessments. Recommendations for state education agencies (SEAs) based on the findings of the policy analysis are:

- **Review SEA policies to ensure that they include appropriate information about the required qualifications and training for test administrators, proctors, and accommodations providers (e.g., scribes, test readers, sign language interpreters, translators); revise if needed.** In order to ensure that test results are valid, it is vital that all students, including students with disabilities, English learners, and English learners with disabilities, who take accommodated tests have tests that are administered by test administrators and proctors who know how to appropriately provide accommodated tests, and that accommodations that require provision by a human are provided by a skilled accommodations provider who understands appropriate policies and procedures.
- **Ensure that all test administrators, proctors, and accommodations providers receive training on accommodations and how to appropriately administer tests to students with disabilities, English learners, and English learners with disabilities.** Most states require training for test administrators and proctors, however, in some states, the training may not include information on how to appropriately administer accommodated tests and provide accommodations. Additionally, accommodations providers may not always receive training. In order to help ensure that assessments are administered in valid and secure ways to students with disabilities, English learners, and English learners with disabilities, it is important that test administrators, proctors, and accommodations providers receive appropriate training that addresses the administration of accommodated tests.
- **Consider the risks of allowing non-school employees or volunteers to serve as test administrators, proctors, or accommodations providers.** It can be challenging to find enough school staff to cover all small group and individual test administrations that may be required for accommodated tests. Similarly, it can be challenging to find a sufficient number of qualified accommodations providers. The use of non-school employees or volunteers may seem like a solution; however, there can be dire consequences if confidentiality or test security is not maintained. If an assessment is not administered appropriately when a school employee was used as test administrator, proctor, or accommodations provider, the staff member can be disciplined, whereas schools and districts have little recourse if non-school employees or volunteers are used in these roles and there are problems.

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Thurlow, M. L., Warren, S. H., & Chia, M. (2020). *Guidebook to including students with disabilities and English learners in assessments*. National Center on Educational Outcomes.

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Appendix A

State Documents Used in Analysis of Test Administrators, Proctors, and Accommodations Providers Qualifications Policies

All state documents used in this analysis were publicly available on state department of education websites.

Alabama	(2018, July). 2018-2019 Integrity Handbook for Test Administration. https://www.bhamcityschools.org/cms/lib/AL01001646/Centricity/Domain/136/Integrity_Handbook_for_Test_Administration_2018-19_%207.31.2018.pdf
Alaska	(2020). Paper-Based Test Administration Directions. https://education.alaska.gov/tls/Assessments/peaks/PB-TAD-Spring2020.pdf (2021). Computer-Based Test Administration Directions. https://education.alaska.gov/tls/Assessments/Peaks/Spring2021_PEAKS_CBA_TAD.pdf
Arizona	(2021). Spring 2021 Grades 3-8 Test Directions. https://azm2portal.org/core/fileparse.php/1972/urlt/_SP21_AZ_Gr3-8_Test_Directions.pdf
Arkansas	(n.d). ACT Aspire Test Coordinator Manual – Summative Testing – Arkansas. https://content.act.org/arkansas/r/ACT_Aspire_Test_Coordinator_Manual (n.d.). ACT Aspire Room Supervisor Manual for Summative Testing – Online – Arkansas. https://content.act.org/arkansas/r/ACT_Aspire_Room_Supervisor_Manual_Online
California	(2021, July). Read Aloud Guidelines. https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf (2021, July). Read Aloud Guidelines in Spanish. https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf (2021, July). Scribing Protocol for Smarter Balanced Assessments. https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf
Colorado	(2021). CMAS and CoAlt Procedures Manual Spring 2021. http://www.cde.state.co.us/assessment/cmas_coalt_proceduresmanual_sp21
Connecticut	(2021, July). Read Aloud Guidelines. https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf (2021, July). Read Aloud Guidelines in Spanish. https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf (2021, July). Scribing Protocol for Smarter Balanced Assessments. https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf (2021). Test Coordinator Manual. https://ct.portal.cambiumast.com/core/fileparse.php/51/urlt/Test-Coordinator-Manual-TCM.pdf

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Florida	<p>(2021). Spring 2021 Paper-Based Testing Test Administration Manual. https://fsassessments.org/core/fileparse.php/3031/urllt/Spring-2021_TA_PBT_TAM_Final_031521.pdf</p>
Georgia	<p>(2020, September). 2020-2021 Student Assessment Handbook. https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/For%20Educators/2020_2021_Student_Assessment_Handbook_Rev_September_2020.pdf</p>
Hawaii	<p>(2020). Usability, Accessibility, and Accommodations Guidelines. https://smarterbalanced.alohasap.org/core/fileparse.php/3410/urllt/2020_Usability-Accessibility-And-Accommodations-Guidelines.pdf</p> <p>(2021, April). Smarter Balanced English Language Arts/Literary and Mathematics Assessments: Online, Summative, Test Administration Manual. https://smarterbalanced.alohasap.org/-/media/project/client-portals/hawaii-smarter-balanced/pdf/2021q2/smarter-balanced-summative-tam_2020-2021.pdf</p>
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Indiana	<p>(2021). 2020-2021 Indiana Assessments Policy Manual. https://www.doe.in.gov/sites/default/files/assessment/2020-2021-accessibility-and-accommodations-guidance.pdf</p>
Iowa	<p>(2021). Accessibility and Accommodations Manual. https://iowa.pearsonaccess.com/resources/manuals/IA1128644_Admin_Sp20_Accom.pdf</p> <p>(2020). 2020-2021 State of Iowa Test Security Manual. https://educateiowa.gov/sites/files/ed/documents/2020-2021TestSecurity-Manual.pdf</p>
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Louisiana	<p>(2021). LEAP 2025 Accommodations and Accessibility Features User Guide. https://www.louisianabelieves.com/docs/default-source/assessment/leap-2025-accommodations-and-accessibility-features-user-guide.pdf?sfvrsn=edcf8d1f_16</p>
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Tennessee	(2019). Tennessee Test Security Manual 2019-2020. https://accountability.cmcss.net/wp-content/uploads/sites/92/2019/09/Tennessee-Test-Security-Manual-FINAL_20190820.pdf
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Utah	(2021). Scribe Accommodation Guidelines. https://www.schools.utah.gov/file/7f01748c-2b27-4fb4-b379-c47d5e78067e
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Virginia	
Washington	(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 (2021). Test Administration Manual. https://wa.portal.cambiumast.com/core/fileparse.php/2317/urlt/TAM-Spring-2021.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
West Virginia	(2020, September). Guidelines for Participation in West Virginia State Assessments. https://wvde.us/wp-content/uploads/2020/09/2020-2021-Participation-Guidelines.pdf
Wisconsin	(2021, January). Test Administration Manual. https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/TAM_2020-21.pdf (n.d.). Qualifications and Guidelines for Translators and Interpreters. https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Qualifications_and_Guidelines_for_translation.pdf (n.d.). Wisconsin Forward Exam Guidelines for Read Aloud. https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/forward_read_aloud_guidelines.pdf (n.d.). Wisconsin Forward Exam Scribing Guidelines. https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Foward_Scribing_Guidelines.pdf

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Appendix B

Test Administrator, Proctor, and Accommodation Provider Requirements by State

Table B1. Final Coding Categories

Licensed Teachers
School Administrators
Paraprofessionals or Other Staff
School or District Employees
Non-school Employees or Volunteers
Substitute Teachers
Student Teachers
Cannot Be Family Member
Must Complete Training
Test Administrator
Familiar with Student
Proficient in Sign System Utilized
Proficient in Student's Native Language and English
Other

Table B2. Qualifications for Test Administrators

X = Required, P = Prohibited

State	Licensed Teachers	School Administrators	Paraprofessionals	School or District Employees	Non-school Employees or Volunteers	Substitute Teachers	Student Teachers	Cannot Be Family Member	Must Complete Training	Other
Alabama	X						P	X	X	
Alaska				X					X	
Arizona				X					X	
Arkansas	X			X		X			X	X
California	X			X						
Colorado	X	X	X	X		X	P	X	X	
Connecticut	X	X	X	X		X			X	
Delaware	X	X	X			X	X			
District of Columbia		X		X						X
Florida				X	X				X	
Georgia	X	X	X						X	
Hawaii	X	X				X				
Idaho	X	X	X			X			X	
Illinois	X	X	X	X		X	P	X		
Indiana	X	X							X	X
Iowa	X		P							
Kansas										
Kentucky									X	
Louisiana										
Maine	X	X				X			X	
Maryland	X	X		X						
Massachusetts									X	
Michigan	X	X	X	X					X	

State	Licensed Teachers	School Administrators	Paraprofessionals	School or District Employees	Non-school Employees or Volunteers	Substitute Teachers	Student Teachers	Cannot Be Family Member	Must Complete Training	Other
Minnesota	X	X	X	X	P	X	P	X	X	
Mississippi	X									
Missouri	X	X	X	X					X	
Montana	X	X								
Nebraska										
Nevada										
New Hampshire									X	
New Jersey	X	X		X		X		X		X
New Mexico	X	X				X				
New York										
North Carolina	X	X		X						X
North Dakota									X	
Ohio	X	X		X		X				
Oklahoma										
Oregon	X	X	X	X	X	X				
Pennsylvania				X					X	X
Rhode Island	X	X		X		X				
South Carolina	X	X		X		X				X
South Dakota	X	X							X	
Tennessee	X	X	X	X		X				
Texas	X	X	X							
Utah										
Vermont	X	X	X			X				
Virginia										
Washington	X	X	X	X		P	X			

State	Licensed Teachers	School Administrators	Paraprofessionals	School or District Employees	Non-school Employees or Volunteers	Substitute Teachers	Student Teachers	Cannot Be Family Member	Must Complete Training	Other
West Virginia										
Wisconsin	X	X	X	X			X	X		X
Wyoming	X								X	
Total										
Allowed	33	28	15	23	2	17	3	6	21	8
Prohibited	0	0	1	0	1	1	4	0	0	0

Note: See Table B8 for specifications and descriptions.

Table B3. Qualifications for Proctors

X = Required

State	Licensed Teachers	School Administrators	Paraprofessionals or Other Staff	Student Teachers	School or District Employees	Non-school Employees or Volunteers	Cannot Be Family Member	Must Complete Training
Alabama							X	X
Alaska								
Arizona					X			X
Arkansas					X			X
California								
Colorado				X				
Connecticut								
Delaware			X	X				
District of Columbia				X		X	X	X
Florida								
Georgia								X
Hawaii								
Idaho								
Illinois				X				
Indiana		X	X				X	X
Iowa								
Kansas								
Kentucky								X
Louisiana								
Maine								
Maryland								
Massachusetts								
Michigan	X	X	X		X			
Minnesota				X				
Mississippi								
Missouri								
Montana								X
Nebraska	X	X	X					X
Nevada								
New Hampshire								

State	Licensed Teachers	School Administrators	Paraprofessionals or Other Staff	Student Teachers	School or District Employees	Non-school Employees or Volunteers	Cannot Be Family Member	Must Complete Training
New Jersey		X	X	X				
New Mexico		X	X				X	X
New York								
North Carolina			X		X	X		X
North Dakota								
Ohio								
Oklahoma								
Oregon								
Pennsylvania					X			X
Rhode Island				X	X			
South Carolina								
South Dakota								
Tennessee		X	X			X	X	X
Texas								
Utah								
Vermont								
Virginia								
Washington				X				
West Virginia								
Wisconsin								
Wyoming								
Total (Required)	2	6	8	8	6	3	5	13

Note: See Table B8 for specifications and descriptions.

Table B4. Qualifications for Scribes

X = Required, R = Recommended

State	Test Administrators	Licensed Teachers	School Administrators	Paraprofessionals or Other Staff	School or District Employees	Cannot Be Family Member	Familiar with Student	Must Complete Training	Other
Alabama		X							X
Alaska									
Arizona									
Arkansas									
California		X		X			X	X	X
Colorado						X			X
Connecticut		X		X			X	X	X
Delaware		X		X			X	X	X
District of Columbia							R	X	X
Florida								X	
Georgia							X	X	X
Hawaii		X		X	X		X	X	X
Idaho		X		X			X	X	X
Illinois							R	X	X
Indiana								X	X
Iowa		X		X			X	X	X
Kansas									
Kentucky									
Louisiana	X							X	X
Maine					X		X	X	
Maryland		X		X			R		X
Massachusetts									
Michigan		X		X			X	X	X

State	Test Administrators	Licensed Teachers	School Administrators	Paraprofessionals or Other Staff	School or District Employees	Cannot Be Family Member	Familiar with Student	Must Complete Training	Other
Minnesota					X		X		X
Mississippi									
Missouri		X		X	X	X		X	
Montana		X		X			X	X	X
Nebraska		X		X			X	X	X
Nevada		X		X			X	X	X
New Hampshire								X	
New Jersey								X	X
New Mexico									
New York		X		X				X	X
North Carolina							X	X	
North Dakota							X	X	
Ohio									
Oklahoma	X	X		X			R	X	X
Oregon		X		X			X	X	X
Pennsylvania		X	X	X	X			X	
Rhode Island		X		X			X	X	
South Carolina							X	X	X
South Dakota		X					X	X	X
Tennessee									
Texas									
Utah		X		X			R		X
Vermont		X		X			X	X	X

State	Test Administrators	Licensed Teachers	School Administrators	Paraprofessionals or Other Staff	School or District Employees	Cannot Be Family Member	Familiar with Student	Must Complete Training	Other
Virginia									
Washington		X		X			X	X	X
West Virginia		X		X	X		X	X	X
Wisconsin		X		X			X	X	X
Wyoming					X		X	X	X
Total (Required)	2	24	1	22	7	2	24	34	31
Total (Recommended)	0	0	0	0	0	0	5	0	0

Note: See Table B8 for specifications and descriptions.

Table B5. Qualifications for Test Readers

X = Required

State	Test Administrator	Licensed Teachers	School Administrators	Paraprofessionals or Other Administrators	Must Be School or District Employee	Familiar with Student	Must Complete Training	Other
Alabama	X	X						
Alaska								
Arizona								
Arkansas								
California						X	X	
Colorado								
Connecticut						X	X	
Delaware						X	X	
District of Columbia								
Florida								
Georgia								
Hawaii						X	X	
Idaho						X	X	
Illinois								
Indiana								
Iowa						X	X	
Kansas								
Kentucky								
Louisiana							X	
Maine								
Maryland							X	
Massachusetts								
Michigan						X	X	
Minnesota					X	X		
Mississippi								
Missouri								
Montana						X	X	
Nebraska						X	X	
Nevada						X	X	
New Hampshire						X		

State	Test Administrator	Licensed Teachers	School Administrators	Paraprofessionals or Other Administrators	Must Be School or District Employee	Familiar with Student	Must Complete Training	Other
New Jersey								
New Mexico								
New York								
North Carolina								
North Dakota						X	X	
Ohio								
Oklahoma		X			X		X	
Oregon						X	X	
Pennsylvania								
Rhode Island						X	X	
South Carolina						X	X	
South Dakota						X	X	
Tennessee								
Texas								
Utah								
Vermont						X	X	
Virginia								
Washington						X	X	
West Virginia						X	X	
Wisconsin		X		X	X	X	X	
Wyoming					X	X	X	
Total (Required)	1	3	0	1	4	22	23	0

Note: See Table B8 for specifications and descriptions.

Table B6. Qualifications for Sign Language Interpreters

X = Required, R = Recommended

State	Must Be School or District Employee	Volunteer or Non-school Employee	Cannot Be Family Member	Familiar with Student	Proficient in Sign System Utilized	Must Complete Training	Other
Alabama		X					
Alaska							
Arizona							
Arkansas	X		X		X	X	X
California							
Colorado							
Connecticut							
Delaware							
District of Columbia							
Florida							
Georgia							
Hawaii							
Idaho							
Illinois							
Indiana	X				X	X	
Iowa							
Kansas							
Kentucky							
Louisiana							
Maine							
Maryland							
Massachusetts							
Michigan							
Minnesota				R			X
Mississippi							
Missouri							
Montana							
Nebraska						X	
Nevada							
New Hampshire							
New Jersey							

State	Must Be School or District Employee	Volunteer or Non-school Employee	Cannot Be Family Member	Familiar with Student	Proficient in Sign System Utilized	Must Complete Training	Other
New Mexico							
New York				R		X	
North Carolina				X	X	X	
North Dakota						X	
Ohio							
Oklahoma							
Oregon						X	X
Pennsylvania							
Rhode Island							
South Carolina				X		X	X
South Dakota							
Tennessee							
Texas							
Utah							
Vermont							
Virginia							
Washington							
West Virginia							
Wisconsin							
Wyoming							
Total (Required)	2	1	1	2	3	8	4
Total (Recommended)	0	0	0	2	0	0	0

Note: See Table B8 for specifications and descriptions.

Table B7. Qualifications for Translators

X = Required, R = Recommended

State	Must Be School or District Employee	Volunteer or Non-school Employee	Cannot Be Family Member	Familiar with Student	Proficient in Student's Native Language and English	Must Complete Training	Other
Alabama		X	X	R			X
Alaska							
Arizona							
Arkansas							
California							
Colorado			X		X		X
Connecticut							
Delaware					X		X
District of Columbia							
Florida							
Georgia							
Hawaii							
Idaho							
Illinois							
Indiana							
Iowa							
Kansas							
Kentucky							
Louisiana							
Maine							
Maryland							
Massachusetts							
Michigan					X	X	X
Minnesota							
Mississippi							
Missouri							
Montana							
Nebraska							
Nevada							
New Hampshire							
New Jersey							

State	Must Be School or District Employee	Volunteer or Non-school Employee	Cannot Be Family Member	Familiar with Student	Proficient in Student's Native Language and English	Must Complete Training	Other
New Mexico							
New York							
North Carolina							
North Dakota							
Ohio							
Oklahoma							
Oregon							
Pennsylvania							
Rhode Island							
South Carolina							
South Dakota							
Tennessee							
Texas							
Utah							
Vermont							
Virginia							
Washington							
West Virginia							
Wisconsin					X		X
Wyoming							
Total (Required)	0	1	2	0	4	1	5
Total (Recommended)	0	0	0	1	0	0	0

Note: See Table B8 for specifications and descriptions.

Table B8. Details and Specifications

State	Details and Specifications
Alabama	<p>Test Administrator: TAs may be part-time or full-time but must hold a valid Alabama teaching certificate. No relative of a student who is taking the test may serve as Test Administrator for that student. No student intern may serve as a Test Administrator.</p> <p>Only those school personnel who have been trained in a specific assessment may administer that assessment.</p> <p>Proctor: The Proctor does not have to be certified or work full-time and may be an individual contracted through an outside agency. Proctors must be directly involved with the education of students. No student intern may serve as a Proctor. No relative of a student taking a test may be a Proctor. Proctors must participate in a training session for the specific assessment in which they will proctor, before participating in the administration of that standardized assessment.</p> <p>Scribe: Scribes must hold a valid teaching certificate (preferably an Alabama certificate) and may be full-time or part-time employees contracted through an outside agency.</p> <p>Test Reader (Human Reader): Readers must hold a valid teaching certificate (preferably an Alabama certificate) and may be full-time or part-time employees contracted through an outside agency. The Reader usually serves as the Test Administrator. A Proctor is required in a read-aloud administration.</p> <p>Sign Language Interpreter: Sign Language Interpreters do not have to be full-time certificated employees of the system and may be contracted through an outside agency. This administration must include the Interpreter and a Test Administrator.</p> <p>Translator: Native language interpreter: Native Language Interpreters do not have to be full-time certificated employees of the system and may be contracted through an outside agency. It is preferred that Native Language Interpreters be directly involved in the education of students. No relative of a student who is taking the test may serve as a Native Language Interpreter for that student. No student intern may serve as a Native Language Interpreter. This administration must include the Interpreter and a Test Administrator.</p>
Alaska	<p>Test Administrator: Test Administrators are trained district employees who administer the PEAKS and Alaska Science assessments to students. Test Administrator training must be provided using either local materials or the training materials available via the DRC INSIGHT Portal or from DEED. Adequate time must be provided for Test Administrators to ask questions and receive further clarification. Test Administrators do not need a teaching certificate to administer the assessment. Test Administrators, like all testing personnel, must read and sign a Test Security Agreement to indicate their understanding and agreement.</p>

State	Details and Specifications
Arizona	<p>Test Administrator/Proctor: TAs, Proctors, and any adult who will have access to AzM2 tests must be employees of the school/district/charter. Proctors may be assigned to assist TAs. AzM2 TAs, Proctors, and any adult who will have access to AzM2 tests must be trained in proper test security and test administration procedures, must sign an Achievement Test Security Agreement, must be thoroughly familiar with this document, and must follow the test administration procedures in this document, including following the scripted directions.</p>
Arkansas	<p>Test Administrator: The test coordinator should confirm that the room supervisor(s) meet all of the following criteria. Each room supervisor should be:</p> <ul style="list-style-type: none"> • Proficient in English. • Experienced in testing and classroom management. • A staff member of the school or district where the test administration will take place. • Arkansas Summative Testing Policy: Currently licensed by the ADE: DESE as a teacher or administrator, a long-term substitute who holds a license from the ADE: DESE, or be employed under a waiver from licensure as a teacher of record or administrator. <p>To protect both examinees and the room supervisor from questions of possible conflict of interest, relatives or guardians of examinees taking ACT Aspire should not serve in the role of room supervisor in the same test room as the examinee relative. It is permissible for relatives or guardians of testing examinees to serve as a room supervisor in the same school/district as a related examinee, provided that examinee tests in a different room. In such circumstances, the district/school should monitor the testing process so that room supervisors who have a relative testing do not handle the test materials of the relative without another responsible individual present. Private consultants or individual tutors whose fees are paid by an examinee or examinee's family should not serve as a room supervisor.</p> <p>Proctor: Arkansas Periodic Testing Policy: Every district employee who is involved in the administration of the ACT Aspire Periodic assessments (Interim or Classroom) must read the list of prohibited activities and sign the security agreement indicating that they understand the actions and their consequences prior to setting up for and/or administering the test. The district shall verify each person is an employee of the school or district, has been trained and has signed the agreement prior to administering the periodic assessments.</p> <p>Sign Language Interpreter: Individuals who serve as an interpreter must possess the following qualifications:</p> <ul style="list-style-type: none"> • Proficiency in English and, if applicable, American Sign Language (ASL), Signing Exact English (SEE), or Cued Speech. • Experience administering standardized or other "high-stakes" tests. <p>Additionally, the interpreter must:</p> <ul style="list-style-type: none"> • be employed by the school district where the examinee attends school. • agree to administer the tests in compliance with ACT policies and procedures. • stay in the room throughout the administration. • read and sign the Interpreter's Agreement for their administration. • not be a relative or guardian of the examinee. • not be a private consultant or individual tutor whose fees are paid by the examinee or examinee's family.

State	Details and Specifications
California	<p>Test Administrator: Must be a credentialed or licensed employee at the LEA.</p> <p>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 and security policies and procedures as articulated in Consortium and member test administration manuals, guidelines, and related documentation.</p> <p>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 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 and security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.</p> <p>Test Readers – Spanish: The test reader should be a biliterate 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 and security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.</p>

State	Details and Specifications
Colorado	<p>Test Administrator: Test Administrators must:</p> <ul style="list-style-type: none"> • Be employed by the school/district. • Actively supervise the test administration at all times. <p>Preferably, Test Administrators are licensed teachers, licensed administrators, instructional support paraprofessionals, substitute teachers who hold a teaching certificate, school psychologists, school social workers, school librarians, school counselors, or speech pathologists. Training on current administration procedures is required each year for all Test Administrators before administering or monitoring a physical testing group in a testing environment. Test Administrators must read the instructions in the CMAS Test Administrator Manual and familiarize themselves with test administration procedures prior to administering the test to students. Training on specific accommodations is required for Test Administrators who are administering assessments for which students require accommodations.</p> <p>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.</p> <ul style="list-style-type: none"> • This requirement includes sons, daughters, stepchildren, nieces, nephews, brothers, and sisters of Test Administrators. <p>Proctor: Student teachers may not be Test Administrators but may serve as proctors in the test environment.</p> <p>Scribe: Transcriber: The transcriber/translator must NOT be related to the student.</p> <ul style="list-style-type: none"> • The transcriber/translator must write legibly. • The transcriber/translator must be proficient in reading and writing in the student's language and English. NOTE: Do not translate and transcribe responses written in Spanish as they are scored by Pearson. • The transcriber/translator should be familiar with the content area in both English and the student's language. • With CBT, the transcriber must be proficient in keyboarding. <p>Scribe for ELA Constructed Response: Scribes and transcribers must be proficient in reading and writing in the student's spoken language (English for ELA or Spanish for CSLA).</p> <p>Translator: The transcriber/translator must NOT be related to the student. The transcriber/translator must write legibly. The transcriber/translator must be proficient in reading and writing in the student's language and English. NOTE: Do not translate and transcribe responses written in Spanish as they are scored by Pearson. The transcriber/translator should be familiar with the content area in both English and the student's language. With CBT [computer-based tests], the transcriber must be proficient in keyboarding.</p>

State	Details and Specifications
Connecticut	<p>Test Administrator: Test Administrators 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. To ensure that test administration and test security procedures are followed, a certified teacher should monitor paraprofessionals. The principal or another building administrator should monitor substitute teachers to ensure that test administration and security procedures are followed.</p> <p>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 and security policies and procedures as articulated in Consortium and member test administration manuals, guidelines, and related documentation.</p> <p>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 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 and security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.</p> <p>Test Readers – Spanish: The test reader should be a biliterate 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 and security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.</p>
Delaware	<p>Test Administrator: Test administrators must be:</p> <ul style="list-style-type: none"> • Delaware-certified educators (teachers, administrators, or guidance counselors) • Paraprofessionals, if closely supervised by a Delaware-certified educator • Translators (if they are not Delaware-certified educators, they must be closely supervised by a Delaware-certified educator) • Substitute teachers (if they are not Delaware-certified educators, they must be closely supervised by a Delaware-certified educator) <p>If there is a severe shortage of staff, a test may be administered by the following:</p> <ul style="list-style-type: none"> • Student teachers acting as TAs, if closely supervised by a Delaware certified educator • Student teachers and school support staff acting as proctors.

State	Details and Specifications
Delaware (continued)	<p>Proctor: If there is a severe shortage of staff, a test may be administered by the following:</p> <ul style="list-style-type: none"> • Student teachers acting as TAs, if closely supervised by a Delaware certified educator • Student teachers and school support staff acting as proctors. <p>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 DeSSA and state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.</p> <p>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 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.</p> <p>Test Readers – Spanish: The test reader should be a bi-literate adult who is familiar with the student, and who is typically responsible for providing a Read Aloud support in Spanish 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 assessment administration and security policies and procedures as articulated in Consortium and state test administration manuals, guidelines, and related documentation.</p> <p>Translator: Native language/visual communication translator:</p> <ul style="list-style-type: none"> • 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.

State	Details and Specifications
District of Columbia	<p>Test Administrator: The following individuals may serve as a Test Administrator:</p> <ul style="list-style-type: none"> • Individuals employed by the LEA as teachers • LEA- and school-level administrators • Other school-level or LEA-level employees <p>Test Administrators must NOT have been sanctioned for test integrity violations in the previous year. In addition, student teachers may NOT serve as a Test Administrator in charge of administering the PARCC assessment.</p> <p>Proctor: 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. 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.</p> <p>Scribe: Individuals who provide the scribe accommodation to a student must:</p> <ol style="list-style-type: none"> 1. be trained by the school or district, as indicated in the PARCC Test Administrator Manuals; 2. sign a PARCC Security Agreement Form; and 3. 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. <p>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.</p>
Florida	<p>Test Administrator: School personnel and non-school personnel may be trained as proctors. Prior to testing, proctors must be informed of their duties and of the appropriate test security policies and procedures. School personnel proctor duties may include preparing and distributing secure materials and providing accommodations. Non-school personnel may assist test administrators during test administration; however, non-school personnel may not participate in any of the test administration procedures (e.g., distributing and collecting secure materials, providing accommodations).</p> <p>Proctor: Volunteers (e.g., parents, retired teachers) may be trained as proctors and may perform non-school personnel duties.</p>

State	Details and Specifications
Georgia	<p>Test Administrator: Test Examiners must hold GaPSC certification and comply with all training for all state assessments per the SchTC and STC. Examiners are expected to review and prepare for test administration through participation in trainings, review of Test Examiner manuals, follow all test security protocols and policies, and apply and enforce prescribed calculator, cell phone, and electronic device guidelines and policies. Test Examiners must be familiar with the Student Assessment Handbook and the GaPSC Code of Ethics (See Appendix A), particularly in the area of test security.</p> <p>A Test Examiner:</p> <ul style="list-style-type: none"> • Must be GaPSC certified and adheres to the Georgia Code of Ethics for Educators. As required by State Board Rule 160-3-1-.07, certified educators (teachers, interpreters, counselors, administrators, and paraprofessionals) must administer all state-mandated assessments. The term Certified Educator in this statement is defined as those educators directly involved with the instruction of students, and who must hold a clearance certificate as defined by the GaPSC. Educators without Georgia certification from the GaPSC must not administer state assessments. Local systems must be mindful of certificate expiration dates and ensure that all examiners possess a valid/unexpired certificate at the time of test administration. The term Examiner refers to the person administering the assessment. • At least annually, and more frequently where required, participates in and complete all training related to test administration, test security, and ethical behavior. • Reviews and follows all procedures in handling all administration materials. <p>Proctor: Proctors must comply with all training for all state assessments in which the proctor will participate. The Proctor must review all test security protocols and assist the Test Examiner in maintaining strict test security. In addition, proctors are expected to monitor online test administrations and communicate with the Test Examiner when test administration, technology, and/or student issues arise. Proctors must be familiar with the Student Assessment Handbook roles and responsibilities assigned to proctors and adhere to protocols and policies related to test security.</p> <p>Scribe: Scribes must be aware that students receiving this accommodation usually require extended-time and frequent breaks during test administration. These considerations may be included in the student's IEP, EL/TPC, or 504. Scribes must be familiar with the content area for which they are scribing, so that they understand the terms and academic language of the content area. Scribes must read and sign the Examiner's Certification of Prescribed Administration Procedures found in this Handbook. Scribes must be familiar with the student's IEP, EL/TPC or 504 Plan. The scribe and the student should have at least one practice session together prior to the assessment to allow both to become familiar with the procedure. Note that students should be familiar with scribing procedures given their use of this accommodation during routine classroom instruction.</p>

State	Details and Specifications
Hawaii	<p>Test Administrator: Test administrators can be:</p> <ul style="list-style-type: none"> • General education teacher (full or part time): Must have a Hawai'i teacher license or credential • Special education teacher, including those hired (full or part time) by a private recruiting agency: Must have a teacher license or credential for Hawai'i or another state • 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 Hawai'i licensed or credentialed teachers • Long-term substitute teachers: Not required to have a Hawai'i teacher license or credential if they are teaching a class independently • Identified public charter school employees: Qualified teaching staff members • Test Coordinator: Must meet any one of the above requirements <p>Scribe: 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. 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 Hawai'i Statewide Assessment Program (HSAP) test administration and security policies and procedures as articulated in the administration manuals, guidelines, and related documentation for each assessment and exam.</p> <p>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 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. Hawai'i Read Aloud Test Readers must view the Read Aloud Training Module (Smarter Balanced Assessments only) that is posted in the Training and Webinars folder on the Resources page at http://alohahsap.org. 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.</p> <p>Test Readers – Spanish: The test reader should be a biliterate 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 and security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.</p>

State	Details and Specifications
Idaho	<p>Test Administrator: Test administrators can be:</p> <ul style="list-style-type: none"> • A certified and licensed educator familiar with the student, typically the student's TE, who has completed the required Test Administrator (TA) Certification Course can administer the test. • A long-term substitute who is a certified and licensed educator and has completed the required TA Certification Course. • 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. <p>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.</p> <p>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 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 and security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.</p>

State	Details and Specifications
Illinois	<p>Test Administrator: Test administrators can be:</p> <ul style="list-style-type: none"> • Individuals employed by the district as teachers • District- and school-level administrators • Other certified educational professionals • *Refer to your School Test Coordinator for qualifications* • Parents or legal guardians may NOT serve as a Test Administrator for their own child, unless otherwise specified by ISBE. In addition, student teachers may NOT serve as a Test Administrator in charge of administering the IAR assessment. • In general, educators holding an active Professional Educator License with stipulations endorsed as a provisional educator may administer IAR. Below are three specific circumstances that deviate slightly from the general rule. For a detailed explanation of school staff who may administer the IAR assessments, please see the document posted at the ISBE web site. <ol style="list-style-type: none"> 1. Paraprofessionals who hold an Educator License with Stipulations endorsed as a Paraprofessional Educator who are under the constant line-of-sight supervision of a licensed educator may administer IAR. A licensed educator hired as a paraprofessional also has to be under constant line-of-sight supervision. 2. Substitute teachers who hold a Substitute Teaching License and hired as a substitute teacher may administer IAR. 3. Parents are not allowed to be present in the classroom with their children during testing. There are two exceptions to this rule: <ul style="list-style-type: none"> ▪ a. The parent’s presence is required as part of the student’s IEP or Section 504 Plan. ▪ b. The parent is employed by the district and his or her duties require him or her to be present in the child’s classroom. <p>Proctor: Student teachers may serve as Proctors who assist Test Administrators. Refer to your School Test Coordinator for more information about state policy.</p> <p>Scribe: Scribes must:</p> <ul style="list-style-type: none"> • be trained by the school or district, as indicated in the Test Administrator Manuals; • sign a 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. <p>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.</p>
Indiana	<p>Test Administrator: 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). NOTE: TAs must complete a brief certification process to initiate assessments in the Cambium Assessments, Inc. (CAI) platform.</p> <p>TAs should be thoroughly familiar with the administration procedures prior to the start of the administration of the test. This includes:</p>

State	Details and Specifications
Indiana (continued)	<ul style="list-style-type: none"> • Being fully aware of the local testing schedule and communicating any concerns to the STC ahead of testing; • Studying the TAM (paying specific attention to the icons representing reading comprehension and calculator usage); • Reviewing the Code of Ethical Practices and Procedures (in Appendix A of this manual); • Reading all applicable portions of the current Indiana Assessments Policy Manual (this document); • Reviewing accommodations needed by students in advance of the test administration; and • Completing all applicable test administration, test security, and test accommodations trainings. <p>All TAs should be trained to understand the testing procedures and their responsibilities as TAs. Only those who are certified TAs may administer the assessment. If uncertified or untrained staff administer an assessment, the impacted student assessments are at risk for invalidations following IDOE review.</p> <p>Proctor: 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. Parents, guardians, student teachers, and school volunteers are not permitted to serve as Scribes, TAs, or Proctors and cannot be present in testing rooms during testing. Scribes, TAs, and Proctors must be corporation/school employees or contractors. In addition, Scribes, TAs and Proctors are not permitted to administer assessments to their own child (i.e., when the Scribe, TA or Proctor is the parent/guardian of a child in a tested grade level) due to potential conflict of interest concerns. Proctors must be trained on test administration procedures and test security before assisting with testing.</p> <p>Scribe/Interpreter: The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system. The interpreter must complete Test Security Training and read and sign the Testing Security and Integrity Agreement prior to test administration which is located in the Indiana Assessments Policy Manual. Interpreters must be school employed and certified.</p> <p>Scribe/Braille: The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student.</p> <p>Sign Language Interpreter: Scribe/Interpreter: The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system. The interpreter must complete Test Security Training and read and sign the Testing Security and Integrity Agreement prior to test administration which is located in the Indiana Assessments Policy Manual. Interpreters must be school employed and certified.</p>

State	Details and Specifications
Iowa	<p>Test Administrator: Test Administrators/proctors must be certified teachers/educators to administer federally mandated tests. Paraeducators and other support staff may not administer federally mandated assessments (ISASP, ELPA21, DLM, and NAEP).</p> <p>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 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.</p> <p>Test 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 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.</p>
Kansas	
Kentucky	
Louisiana	<p>Scribe: Individuals who provide the scribe accommodation to a student must:</p> <ol style="list-style-type: none"> 1. be trained by the school or district, as indicated in the LEAP 2025 Test Administrator Manuals; 2. sign a LEAP 2025 Security Agreement Form; and 3. be fluent in receptive and expressive American Sign Language (ASL), signed English, or other sign systems, for students who are deaf or hard of hearing <p>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 or online form of the LEAP 2025 assessments.</p> <p>Test Reader: Readers must be trained locally to administer each assessment.</p>

State	Details and Specifications
Maine	<p>Test Administrator: Test administrators can be:</p> <ul style="list-style-type: none"> • 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. <p>Some MSAA states have additional policies regarding who can administer the Test and who can assist the TA. Please refer to State-Specific Policy Information (page 1) to learn about any additional policies in your state regarding who can be involved with administering the Test.</p> <p>Scribe: Scribes must:</p> <ul style="list-style-type: none"> • 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 <p>Scribe under the direction of a qualified, trained TA who is administering the Test</p>
Maryland	<p>Test Administrator: In general, the following individuals may serve as a Test Administrator:</p> <ul style="list-style-type: none"> • Individuals employed by the Local Education Agency (LEA) as teachers • LEA and school-level administrators • Other certified educational professionals <p>Scribe: The scribe must hold Maryland certification or be under the direction of a Test Administrator holding Maryland certification. It is preferable for the scribe to be a familiar person such as the teacher or paraprofessional who is typically responsible for scribing during regular instruction. If it is a new scribe 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 receptive and expressive American Sign Language (ASL) and/or signed English.</p> <p>Test Reader: Readers must be trained locally to administer each assessment, as indicated in the Test Administrator Manual (TAM).</p>

State	Details and Specifications
Massachusetts	<p>Test Administrator: Test administrators can be:</p> <ul style="list-style-type: none"> • Test administrators, test coordinators, and other school personnel authorized to have access to secure materials must attend the school training session. • Test administrators who will administer accommodations to students with disabilities or EL students should receive additional training at another time to ensure that accommodations are correctly provided. In addition, these test administrators must also understand the differences between instructional accommodations and testing accommodations especially in regard to the prohibition on coaching and assisting students during testing • Review the TAMs and all relevant test security requirements before administering test sessions. • Attend the training session led by the principal/designee before test administration. See www.doe.mass.edu/mcas/testadmin/forms for a sample form that principals may use to document participation in training and receipt of TAMs. • Understand and follow the protocols related to administering tests to students with disabilities and EL students.
Michigan	<p>Test Administrator: Test Administrators must:</p> <ul style="list-style-type: none"> • Complete the OEAA Assessment Security Compliance Form • Complete the Michigan Virtual online Assessment Security Training modules and/or read the Assessment Integrity Guide • Read the Test Administrator’s Directions and Manual for each grade level and test mode to be administered <p>Test Administrator/Proctor: Test Administrators (TAs)/Proctors/Room Supervisors should be selected from the following list:</p> <ul style="list-style-type: none"> • 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 who are employed by the district for the purpose of administering the test <p>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 Michigan’s administration and security policies and procedures, as articulated in Michigan’s test administration manuals, guidelines, and related documentation.</p>

State	Details and Specifications
Michigan (continued)	<p>Test Reader: Read Aloud Readers must be:</p> <ul style="list-style-type: none"> • 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 <p>Arabic Read Aloud: The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a read-aloud support in Arabic 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 Michigan’s state administration and security policies and procedures as articulated in Michigan’s test administration manuals, guidelines, and related documentation.</p> <p>Spanish Read Aloud: The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a read-aloud support in Spanish 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 Michigan’s state administration and security policies and procedures as articulated in Michigan’s test administration manuals, guidelines, and related documentation.</p> <p>Translator: Translators and Language Interpreter (non-American Sign Language): Preference should be given to individuals who have bachelor’s degrees in languages other than English or who hold a formal certification in either translation or interpretation. When this is not possible, interpreters should have the following qualifications:</p> <ol style="list-style-type: none"> 1. mastery of the target language and dialect 2. familiarity with both American culture and the culture of the target language 3. extensive general and academic vocabulary in both language 4. ability to express thoughts clearly and concisely in both languages 5. familiarity with the Michigan education system 6. attendance at school/district/statewide trainings regarding how to administer the assessments 7. a signed OEAA Assessment Security Compliance Form

State	Details and Specifications
Minnesota	<p>Test Administrator: Test Monitors should be selected from the highest possible ranking from this list. If a school has exhausted the availability of persons in category “1,” it should select staff in category “2,” and so on.</p> <ol style="list-style-type: none"> 1. Licensed teachers or administrators who work in the school 2. Licensed teachers or administrators who work in the district 3. Paraprofessionals who work in the school 4. School district personnel employed by the school district 5. Licensed substitute teachers <p>Only staff involved in testing are allowed in the room during testing. In addition to Test Administrators and Test Monitors, any individuals in the room during test administration, like paraprofessionals, must complete required trainings, including the Test Security Training, annually (see Chapter 3 for detailed information). If there are any non-school personnel involved with testing (e.g., volunteers assisting as hall monitors), there must be school personnel directly responsible for supervising them, and they must complete the Test Security Training. Note: Non-school personnel cannot be Test Administrators or Test Monitors. Since student teachers are involved in daily instruction of students, they are allowed to be in the testing room during test administration. However, student teachers cannot be the sole Test Administrator or Test Monitor and must complete required trainings for their role as outlined in Chapter 3. A parent/guardian or relative cannot be involved with their student’s test administration or be in the same room during testing. Relatives are defined as children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under guardianship.</p> <p>Scribe: The scribe should be a district staff member who is familiar with the student, and who is typically responsible for providing this 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.</p> <p>Test Reader: 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.</p> <p>Sign Language Interpreter: 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.</p>
Mississippi	<p>Test Administrator: Holds a current teaching license.</p>
Missouri	<p>Test Administrator: The examiner must be a district employee, under contract. At a minimum, they must meet the qualifications of a paraprofessional.</p> <p>Scribe: Scribes may be teachers, teacher aides, teacher assistants or other school personnel who are appropriately trained and qualified. Translators for EL students may also act as a scribe. Parents, school volunteers, peer tutors, and other students may NOT act as scribes on Missouri’s statewide assessments. When using a scribe, the student’s IEP/504 Team or a teacher working with the student should determine if the student has preferred mode of dictation.</p>

State	Details and Specifications
Montana	<p>Test Administrator: Test administrators can be:</p> <ul style="list-style-type: none"> • District or school personnel responsible for administering the Smarter Balanced and the Montana Science assessments in a secure manner in compliance with the policies and procedures outlined in the Online Summative Test Administration Manual. • All roles DA/DC, SC, and TE can administer tests. • The Smarter Balanced and the Montana Science assessments should be administered by individuals with an existing state/territory certification in education (e.g., teachers, school psychologists, principals, etc.). • The OPI expects all persons involved in handling test materials and test administration to complete the following: <ol style="list-style-type: none"> 1. Complete the MontCAS Test Security readings and tasks as described on the OPI Test Security webpage; 2. Complete the assessment-specific MontCAS Accessibility and Accommodation Guideline readings and tasks as described on the OPI Smarter Balanced Accessibility & Accommodations webpage; and 3. Complete the Test Administrator (TA) Certification Course 4. Complete the Test Security Agreement (TSA) located in TIDE under the General Resources dropdown menu in the upper right-hand. <p>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 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.</p> <p>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 be trained on the administration of the assessment in accordance 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.</p>

State	Details and Specifications
Nebraska	<p>Proctor: Any teachers, counselors, administrators, or other qualified education personnel may act as Proctors.</p> <p>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.</p> <p>Test 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.</p> <p>Sign Language Interpreter: Interpreters must be trained on test administration policies by local test coordinators.</p>
Nevada	<p>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.</p> <p>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 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.</p>
New Hampshire	<p>Test Administrator: TA Certification course MUST be completed before administering remote assessments.</p> <p>Scribe: The scribe must be trained and qualified and must follow the administration guidelines provided in the New Hampshire Statewide Assessment System Test Administration Manual.</p> <p>Test Reader: Test readers should be an adult who is familiar to the student and who is typically responsible for providing this support.</p>

State	Details and Specifications
New Jersey	<p>Test Administrator: In general, the following individuals may serve as a TA:</p> <ul style="list-style-type: none"> • Individuals employed by the district as teachers • District- and school-level administrators • Other certified educational professionals, such as child study team members. <p>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. Parents or legal guardians may not serve as a TA for their own child. In addition, a student teacher may not serve as a TA.</p> <p>Proctor: 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 [school test coordinator] at all times and they may not provide testing accommodations or handle secure materials at any time.</p> <p>Scribe: Individuals who provide the scribe accommodation to a student must:</p> <ul style="list-style-type: none"> • 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.

State	Details and Specifications
New Mexico	<p>Test Administrator: TAs must hold one of the following valid PED licenses from the State of New Mexico:</p> <ol style="list-style-type: none"> 1. school instructor 2. administrator 3. school counselor 4. student success advisor 5. instructional support providers (e.g., educational diagnostician, psychologist, social worker) <p>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. Before testing, the TA must attend trainings deemed mandatory by the DTC or STC. TAs should familiarize themselves with the assessment-specific administration manual. NOTE: In some cases where small group testing (less than five) or one-on-one accommodations are required, an EA may be permitted to act as a TA under the supervision of a licensed TA, provided the EA is able to fulfill the responsibilities as noted in 6.10.7.11 NMAC.</p> <p>Proctor: 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.). Before testing, proctors must attend trainings deemed mandatory by the DTC or STC and familiarize themselves with district and school test security policies prior to the first day of testing.</p>
New York	<p>Scribe: Scribes may be teachers, teacher aides, teacher assistants, or other school personnel who are appropriately prepared to provide this accommodation. Scribes must understand how to record responses using the procedures described and be familiar with the test, including knowledge of the vocabulary used in the test.</p> <p>Sign Language Interpreter: Interpreters must be appropriately qualified and trained. Whenever possible, the “assigned interpreter” should be one with whom the student is familiar and who is familiar with the student.</p>

State	Details and Specifications
North Carolina	<p>Test Administrator: Only persons who are employed by the school system, either permanently or contractually, and have professional training in education (preferably a North Carolina educator’s license) and the state testing program (SBE policy TEST-010) are permitted to administer secure state tests. If a school contracts with a third party for the provision of instructional services (e.g., special education teachers or tutors for blind or hearing-impaired students), the contracted employee can administer secure state tests only if the employee meets the following criteria:</p> <ol style="list-style-type: none"> 1. holds a valid North Carolina educator’s license; 2. passes a criminal history check, as defined in G.S. §115C-332(a)(1), that is performed at the school; 3. is trained on test administration in accordance with the North Carolina Testing Program; and 4. signs a test security agreement and understands the sanctions for testing violations. The signed test security agreement must be kept on file at the school. <p>Retired teachers, if employed by the school district as substitute teachers or members of the staff in any capacity, may administer North Carolina tests.</p> <p>Proctor: The principal should be responsible for selecting proctors who are school staff or responsible adult community volunteers (i.e., age 18 or older and not enrolled as a student in the K–12 public school system). Proctors must attend a proctor training session before the test administration and understand and agree to carry out the duties described.</p> <p>Scribe: The scribe should be familiar with and have experience scribing for the student. The test administrator and scribe must attend all test administrator training sessions provided before testing.</p> <p>Sign Language Interpreter: 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.</p>

State	Details and Specifications
North Dakota	<p>Test Administrator: Test Administrators must complete the Test Administrator Certification Course before administering NDSA. The course can be accessed from the North Dakota Assessment Portal at https://ndsa.portal.cambiumast.com/users/ndsa-assessment.stml.</p> <p>Scribe: 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.</p> <p>Test Reader: 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.</p> <p>Sign Language Interpreter: Signers must be trained on test administration policies by local test coordinators.</p>
Ohio	<p>Test Administrator: Any person administering a test must be an employee of the district and hold a license, certificate or permit issued by the Ohio Department of Education. In situations where a local education agency, such as a Developmental Disabilities (DD) facility or Educational Services Center (ESC), is providing services for a district, employees at those locations may be considered “de facto” employees of the district and administer tests as long as they also hold a license, certificate or permit issued by the Ohio Department of Education. It is district policy if they consider substitute teachers employees of the district. During every test administration, a test administrator who meets these criteria must be in the room at all times. This person must actively monitor students to ensure test security. If the test administrator must leave the room in which the test is being administered, another test administrator who meets the criteria must be called to be in the test room.</p>
Oklahoma	<p>Scribe: A scribe must be a currently employed educator/paraprofessional, must be familiar with scribing, must have been trained as a Test Administrator or Proctor, and must have on file a signed Test Administrator/Proctor Security Form (See Test Preparation Manual). Scribes must be impartial and experienced in transcription. It is preferable for the scribe to be a familiar person, such as the teacher who is typically responsible for scribing during regular instruction. Scribes will review the test security procedures and will sign all statements required of Test Administrators/Proctors.</p> <p>Test Reader: A state-certified educator who reads orally to a student. All Human Readers must receive Test Administrator training by the local district, and the district must retain documentation, which may be requested by the OSDE at any time. A test proctor who is employed by the school district is required. Small group (8-10 maximum) or individual testing required.</p>

State	Details and Specifications
Oregon	<p>Test Administrator: TAs are district or school personnel, substitute teachers, or volunteers responsible for administering the statewide summative assessments and/or the interim assessments in a manner that complies with the policies and procedures in the Test Administration Manual. TAs can set up test sessions for online tests and administer tests in their schools. Substitutes and volunteers are not prohibited from the TA role; however, districts using substitutes or volunteers to administer a statewide assessment must ensure that they first receive training as described in Section 1.5 Training Requirements of this manual. In addition, the district must establish policies and procedures to address test improprieties initiated by substitutes or volunteers. Due to changes under ESSA, it is now allowable for teachers fully funded by Title IA to administer state required assessments in some circumstances. If the school is operating under the Title IA School Wide Program model, a teacher fully funded by Title IA may administer state assessments. This is no longer considered supplanting, as the measurement for supplement not supplant is based in a district’s methodology of distribution of state and local funds. However, if the school is operating under a Title IA Targeted Assisted Plan, this teacher may not administer state assessments, as the design of this model is based on services for specific students. Districts must avoid having a TA administer a statewide assessment to a relative or other student with whom the TA shares a personal tie. In cases where the only available TA is related to or otherwise shares a personal tie with a student, the district must notify their Regional ESD Partner of the relationship before the TA administers the test to the student.</p> <p>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 and security policies and procedures as articulated in Consortium and member test administration manuals, guidelines, and related documentation.</p> <p>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 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 and security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.</p> <p>Human Reader – Spanish: The test reader should be a biliterate 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 and security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.</p>

State	Details and Specifications
Oregon (continued)	<p>Sign Language Interpreter: Signed test interpreter must:</p> <ul style="list-style-type: none"> • Meet OAR 581-015-2035 minimum standard (see below). • Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment on the BRT (UO) Online Training website. • Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual. • Read and understand the Test Administration Manual, as well as all appendices pertaining to those specific assessments which the interpreter will support. • Sign an Assurance of Test Security form for the current school year. Review and follow “Oregon Math Read-Aloud Guidelines and Examples” • Review Math and Science terminology (see “Resources” below). • Use the relevant ELA, Math, Science, Social Science, or ORExt sample questions to practice interpreting test items in the subject area they will be interpreting (see “Resources” below).
Pennsylvania	<p>Test Administrator: Test Administrators and Proctors must be:</p> <ol style="list-style-type: none"> a. Employed or contracted (either directly or indirectly via a provider) by the LEA b. Completed the annual Pennsylvania State Test Administration Training (PSTAT) c. Trained by the SACs [school assessment coordinators] annually d. Have not been prohibited from being a TA by PDE or LEA <p>Proctor: Test Administrators and Proctors must be:</p> <ol style="list-style-type: none"> a. Employed or contracted (either directly or indirectly via a provider) by the LEA b. Completed the annual Pennsylvania State Test Administration Training (PSTAT) c. Trained by the SACs annually d. Have not been prohibited from being a TA by PDE or LEA <p>Scribe: Qualified teachers, counselors, administrators, and paraprofessionals employed by the LEA may act as scribes. Any person who functions as a scribe for the PSSA or Keystone Exams must complete the PSSA and Keystone Exams Test Administration online training module found at: https://www.pstat-training.net/</p>

State	Details and Specifications
Rhode Island	<p>Test Administrator: Test administrators can be:</p> <ul style="list-style-type: none"> • Individuals employed by the LEA as teachers • LEA and school-level administrators (e.g., principals, assistant principals, directors, assistant superintendents, associate 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 <p>Proctor: Anyone serving as a proctor must be a school employee. Student teachers may not administer any test, but they may serve as proctors.</p> <p>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. Scribes must have completed all training for administering the test, including security policies and procedures outlined in the selected test's test administrator manual.</p> <p>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 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 RIDE security policies and procedures as articulated in the Test Coordinator Manual (TCM).</p>

State	Details and Specifications
South Carolina	<p>Test Administrator: Test Administrators must be:</p> <ul style="list-style-type: none"> • an employee of the district who is certified; • an employee of the district who is a critical-needs teacher and has a letter of eligibility, an interim certificate, or a critical-needs certificate; • a substitute teacher who is certified and employed by the district on an “as needed” basis; • someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified TA; or • someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified TA. <p>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.</p> <p>Test 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 located in the assessment specific Test Administration Manual (TAM). 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.</p> <p>Sign Language Interpreter: Human signer should be an education professional who is familiar with the student, and who is typically responsible for providing this accommodation in the classroom. The human signer 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. Human signer must have prior experience in providing signing or transliteration services and must be familiar and comfortable with the process before providing this accommodation to a student during operational test administration.</p>

State	Details and Specifications
South Dakota	<p>Test Administrator: The Smarter Balanced assessments should be administered by individuals with an existing state/territory certification in education (e.g., teachers, school psychologists, principals). District or school personnel are responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in the Online Summative Test Administration Manual. All roles can administer tests. Users with the TA role in TIDE will NOT be able to see score report data in the ORS.</p> <p>Scribe: 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.</p> <p>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 be trained on the administration of the assessment and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication. Test readers must be certified staff, trained on the administration of the assessment, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.</p>
Tennessee	<p>Test Administrator: Test administrators (TAs) should be selected from the following list:</p> <ul style="list-style-type: none"> • 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 <p>Proctor: Trained proctors may be assigned to assist TAs in administering the tests. 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. Proctors must be supervised directly by a TA and may not administer a test independently. A TA must be in charge of the test administration at all times. Proctors should not handle secure test materials. TAs and proctors must not have a conflict of interest or the appearance of a conflict of interest. TAs and proctors cannot serve as testing staff in rooms in which their children or students who reside in their household are testing.</p>
Texas	<p>Test Administrator: Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to the penalties above.</p>

State	Details and Specifications
Utah	<p>Scribe: It is preferable for the scribe to be a person familiar to the student, such as the teacher or paraprofessional, who is typically responsible for scribing during regular instruction. If the scribe is new to the student, the two should have time to work together during instruction prior to the assessment administration. For students who are deaf, the scribe must be fluent in American Sign Language (ASL) and/or signed English, depending on the student’s preferred communication method.</p>
Vermont	<p>Test Administrator: TEs 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.</p> <p>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. Scribes should have extensive practice and training in accordance with VTSA security policies and procedures as articulated in this TAM.</p> <p>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 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. Test readers must be trained in accordance with Vermont Agency of Education security policies and procedures as articulated in the Test Coordinator Manual (TCM).</p>
Virginia	

State	Details and Specifications
Washington	<p>Test Administrator: State assessments must be administered by trained staff members of a school district. It is recommended that assessments be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). However, non-certificated staff (such as paraeducators) may administer assessments with appropriate training and under the general supervision of a certificated school district employee. Certified staff are not required to be within the testing location with non-certified staff at all times, but at least one trained staff member must be in the testing room while students are testing. Student teachers, paraeducators, and interns have a contractual relationship with the school district—even though they are not paid employees—and may assist in the administration of the assessments, including proctoring. Volunteers may not administer or assist in the administration of any state assessments, and volunteers are not permitted to assist with the handling of secure test materials. Volunteers may assist in the supervision of students who need a break or have completed testing and left the testing site.</p> <p>Proctor: Student teachers, paraeducators, and interns have a contractual relationship with the school district—even though they are not paid employees—and may assist in the administration of the assessments, including proctoring.</p> <p>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 Washington state test administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.</p> <p>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 be trained in accordance with Washington State test administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.</p>

State	Details and Specifications
West Virginia	<p>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 state administration and security policies and procedures as articulated state test administration manuals, guidelines, and related documentation. Scribes must be a currently employed educator and/or approved employee of the state or district, or a currently employed educator of a nonpublic school. Scribes must hold a valid West Virginia teaching license or certification granted by the Office of Certification. Scribes must have been trained and must have on file a signed Examiner’s/Scribe’s Secure Materials and Test Procedures Agreement (See Appendix F) for the purpose of administering or assisting with the administration of an assessment included in the WV-MAP.</p> <p>Test Reader: The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this accommodation 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 state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.</p> <p>Test Readers – Spanish: The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a Read Aloud accommodation in Spanish 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 state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.</p>

State	Details and Specifications
Wisconsin	<p>Test Administrator: Test Administrators/Proctors (TAs) are trained staff (including administrators, teachers, and paraprofessionals) who are employed by the school or district. This may also include student teachers who normally have responsibility for supervising students. Parent volunteers are not allowed to proctor the examination. School personnel who are parents or guardians are not allowed to proctor their own children.</p> <p>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 the administration of the Forward Exam including accessibility policies, security policies and procedures as articulated in test administration manuals, guidelines, and related documentation.</p> <p>Test Reader: The test reader should be an employed district staff member (including administrators, teachers, and paraprofessionals) 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 DPI policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication. Test readers must be familiar with the allowable designated supports and accommodations for the Forward Exam available in the Accessibility Guide. Test readers must be trained in test security policies and procedures as articulated in test administration manuals, guidelines, and related documentation.</p> <p>Translator: Preference should be given to individuals with bachelor's degrees in Modern Languages or a certification in either translation or interpretation. When this is not possible, translators and interpreters should have the following qualifications:</p> <ol style="list-style-type: none"> 1. Mastery of the target language and dialect 2. Familiarity with both cultures 3. Extensive general and academic vocabulary in both languages 4. Ability to express thoughts clearly and concisely in both languages 5. Familiarity with the Wisconsin education system

State	Details and Specifications
Wyoming	<p>Test Administrator: A Test Administrator or a Test Proctor needs to hold Wyoming professional licensure. Test Administrators need to be in the same room as the students to whom the test is being administered. A paraprofessional may assist the student with access to the test per an Individualized Education Plan (IEP). Anyone who administers or proctors a test must complete the online Test Administrator Certification Course. Individuals involved in test administration must also complete the Test Security Agreement, this includes paraprofessionals who may be working as access assistants.</p> <p>Scribe: 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 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.</p> <p>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 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 manuals, guidelines, and related documentation.</p>

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