

Standard Test Administration and Testing Ethics Training

2022-2023

Introduction: Documents needed

The following documents will assist you in completing the Standard Test Administration and Testing Ethics Training.

Please have them accessible in digital or hard copy format.

- [Standard Test Administration and Testing Ethics Policy](#)
- [Board Rule R277-404](#)
- Utah Code 53E-4-[301.5](#), [303](#), [304](#), [305](#), [307](#), [307.5](#)

Introduction: Training is Required

This training is provided as an option for Local Education Agencies (LEAs) to meet the requirements of Utah Board Rule [R277-404-5\(6\)](#)

*“LEA assessment staff or third-party proctor staff **shall** use the Standard Test Administration and Testing Ethics Policy in providing training for all assessment administrators and proctors.”*

Introduction: What Will I Learn?

Learning Intentions

- Fulfill the USBE requirement for completing standard test administration and testing ethics training
- Review and apply the [Standard Test Administration and Testing Ethics Policy](#)

Success Criteria

- Know how to implement and apply ethical testing practices during test administration and proctoring of Utah statewide assessments

Statewide Assessments

Statewide Assessments

Statewide assessments require that educators adhere to all ethical practices and procedures as outlined in the *Standard Test Administration and Testing Ethics Policy*.

- **What are the statewide assessments?**
- **Which ones are applicable to me?**
- Check your answer using this [link](#) to the Assessment & Accountability website. Each statewide assessment has a separate tab for review.

Purpose of Statewide Assessments

For the next 3-5 minutes, please review Utah Code 53E-4-301.5, then discuss the following questions:

- Based on [Utah Code 53E-4-301.5](#), what are the purposes for the administration of statewide assessments?
- How do you use the data provided from statewide assessments to guide, measure, and improve student learning in your school?

Formative Assessment Tools

Formative Assessment Tools and Process

“Formative Assessment Tools provided by the Utah State Board of Education (USBE) are **productivity tools** for Utah teachers and students.”

“They are designed to give teachers and students an opportunity to identify strengths and weaknesses with specific knowledge, skills, and abilities outlined in the Utah Core Standards.”

Your Turn to Identify Formative Assessment Tools

- Identify the Formative Assessment tools provided by the Utah State Board of Education by reviewing the [Standard Test Administration and Testing Ethics Policy](#).
- Share the formative assessment tools you've used as part of your instruction to improve student learning.

Formative Assessment Tools

- **The purposes of these tools are different than the summative assessments and have different administration processes**
- **Read the test administration manual or website for the specific formative assessment tool**
- **Review and use the training materials, guidance for using formative tools, and recorded trainings on the Formative Assessment tab here:**

[Assessment and Accountability > Resources](#)

Your Turn to Review

- Review the definition of formative assessment
[Assessment and Accountability > Resources](#)
- What are the differences between the formative assessment process and summative assessment?
- How do the purposes of the formative assessment process differ from summative assessment?

Your Turn to Reflect

- Please share examples of the variety of assessment opportunities and experiences in your classroom.
- How do you use the data from these assessment opportunities and experiences to influence your instructional planning?
- How do your students use the feedback from these opportunities and experiences to set their personal learning goals?

Standard Test Administration Guidelines

Before Testing

Standard Test Administration: Before Testing

1. Read and review the test administration manual for the assessment you will administer. Pay particular attention to materials needed for testing, how students access the test, and the scripting required for standardized testing.
2. Create a positive testing environment for students.
3. Provide training test practice with students for any content area test you will administer.
4. Check all student accommodations to ensure they have been provided within the testing platform.
5. Familiarize yourself with the testing platform and administration instructions.

Standard Test Administration Guidelines

During Testing

Standard Test Administration: During Testing

1. Ensure students have required testing materials for every testing session.
2. Follow school procedures for ensuring electronic devices are not accessible to students during testing (only exception is for health and safety).
3. Review and read the test administration manual scripts to provide the correct standardized scripting for each testing session.
4. Know how to pause tests or the procedures needed if a student needs to leave the test for any reason.
5. Provide guidance to students who complete tests before the end of the scheduled session.
6. Actively proctor the session.

Standard Test Administration Guidelines

After Testing

Standard Test Administration: After Testing

1. Review the test completion report to ensure all students have completed all assigned assessments.
2. Follow the test administration manual guidance for securely disposing testing materials.
3. Review the reporting guide for the assessment to learn how to interpret the results.
4. Share the student score reports.

Frequently Asked Questions

Standard Test Administration and Testing Ethics Policy
Review and Discussion

Frequently Asked Questions Discussion

- You will use the [Standard Test Administration and Testing Ethics Policy](#) as you review and discuss the following questions and testing ethics scenarios.
- Page numbers provided on the slides reference the policy.
- *Please note:* The supplementary information provided on FAQ slides should be reviewed and discussed in conjunction with the [Standard Test Administration and Testing Ethics Policy](#).

Who is my LEA assessment director?

- The LEA Assessment Director leads the work related to statewide assessment administration within the LEA (district or charter school).
- It is important to know who this person is and their contact information within your charter school or district.
- The assessment director should be able to provide the answers to most assessment-related questions for your LEA.
- If USBE is contacted, they include this person in all communications between USBE and you.

Where can you find your local LEA and/or school testing ethics policies and procedures?

Please locate and review your local LEA and/or school policy.

- It's important to know where you can locate the LEA and school testing ethics policies and procedures.
- Asking the LEA assessment director and your administration is a good first step.

Am I required to remove or cover the posters hanging on my classroom walls?

Answer: See page 3.

- If the information provided on the posters provides hints to answers or guidance on answering questions, the information should be covered up or removed during testing.
- The amount of time the information has been available to students does not matter.

Who is allowed to be in the room where and when testing is occurring?

Answer: See pages 2 and 4

How many proctors are required in each testing session?

Answer: See page 2.

- Please note there are specific proctoring requirements when administering remote assessments for assessments that provide remote administration.
- Consult the test administration manual for the assessment for these specific rules.

Am I required to read the scripts provided in the test administration manual *word-for-word* in *every* testing session?

Answer: See pages 2 and 3.

- The scripts provide standardized instructions and details to all students.
- Paraphrasing, changing, or not reading the scripts in every testing session removes the standardization from the assessment and could violate the construct of the test.

Can students have access to their cell phones, smart watches, or other electronic devices during testing?

Answer: See page 3.

- Unless the device is required for the student's health and safety, no student should have an electronic, internet-capable device during testing.
- It is recommended that schools adopt a consistent procedure for ensuring students do not have access to an electronic device during testing.

Can I play music for my class while they are testing? Can students listen to music with their headphones while testing?

Answer: See page 2 and 3.

- Ear buds/Bluetooth headphones will prevent RISE and Utah Aspire Plus secure browser from opening.
- Students with a “listen to music during testing” accommodation will need to test in a separate location with proctor-provided music on a separate device.
- No headphones can be used to listen to music due to provided text-to-speech embedded in the different assessments.

Are headphones required for students to use when testing?

Answer: It depends on the assessment.

- For RISE and Utah Aspire Plus, the answer is yes. Text-to-speech is embedded and provided for these assessments.
- For other assessments, please refer to the test administration manual for the assessment you will be administering.

Can I provide students with scratch/graph paper that has something on it (e.g. coordinate grid lines, a blank table, or teacher-created graph paper)

Answer: No. See page 3.

- The test administration manual for the assessment provides guidance about scratch/graph paper.
- Consider the requirement of securing collecting, storing, and disposing of used scratch/graph paper.
- Consider the level of distraction that could be caused by using whiteboards, sticky notes, or other alternative forms of scratch/graph paper.

Can students create their own graphic organizer prior to testing and bring it to the testing session?

Answer: No. See page 3.

- Students can create their own graphic organizer during the testing session, using the blank scratch/graph paper.
- The test administration manual provides guidance about scratch/graph paper.
- All scratch/graph paper must be collected, stored, and disposed of securely once students have completed their assessment.

Does the scratch/graph paper have to be a certain color, a specific size, or does it have to be paper?

Answer: See page 3 and the test administration manual for the assessment.

- The scratch/graph paper needs to be blank (lined notebook paper or commercially-printed graph paper without coordinate lines is allowed).
- There is no limitation on the color or size of the scratch/graph paper.
- Consider the requirement for collection and secure disposal for used scratch/graph paper.

What should I do with the student materials, such as print-on-request forms, embossed forms, or files downloaded to the computer?

Answer: See page 3.

- The test administration manual for the assessment will provide guidance on what to do with these accommodated materials.

Can I provide a treat or snack to students since we're testing?

Answer: See page 3.

- If all students receive the snack, this is not considered a non-academic reward.
- The timing of the snack should be considered since passing out a treat during testing could be considered a distraction.
- The type of snack should be considered and the the impact on the electronic equipment if the snack could be spilled or is sticky, noisy, or messy.

Can students who have a parental exclusion stay in the room during testing?

Answer: See page 2.

- Test security and preventing student distractions for those students who are testing should be considered when providing a place for students who will not be completing the assessment.

Can I have a class party or other activity to celebrate the completion of testing?

Answer: See page 3.

- No student should be excluded from the class party or other activity based on their participation in statewide tests or their scores earned on the test.

Can I use a student's test scores as a prerequisite for course entry?

Answer: See page 3.

Can I use statewide assessment scores as an academic incentive to improve a student's grade or to demonstrate competency?

Answer: See page 3.

- The score cannot lower a student's grade

Where can I find my students' score reports? How soon do I need to share the score reports with my students?

Answer: It depends on the assessment. See page 3.

- Locate one of the student score reports for one of the statewide assessments applicable to you.

Unethical Practices

Sharing Secure Test Information

Often with good intentions, the USBE Assessment & Accountability section is contacted about a test question that is of concern to students and/or test administrators (e.g., seemingly no correct answer or test question functionality).

1. If you follow the testing ethics policy, how could you share this concern without being unethical and sharing a secure test question?
2. How do you share a secure test question?

Sharing Secure Test Information (Answer)

1. The school test coordinator or LEA assessment director should be contacted to communicate the concern with USBE and/or the assessment help desk.
2. DO NOT take a photograph or email the content of a question to USBE or to the help desk that supports the specific assessment.
3. Call the USBE Assessment content specialist and/or the specific assessment help desk with the specifics about the question.

Sharing Student Personally-Identifiable Information (PII)

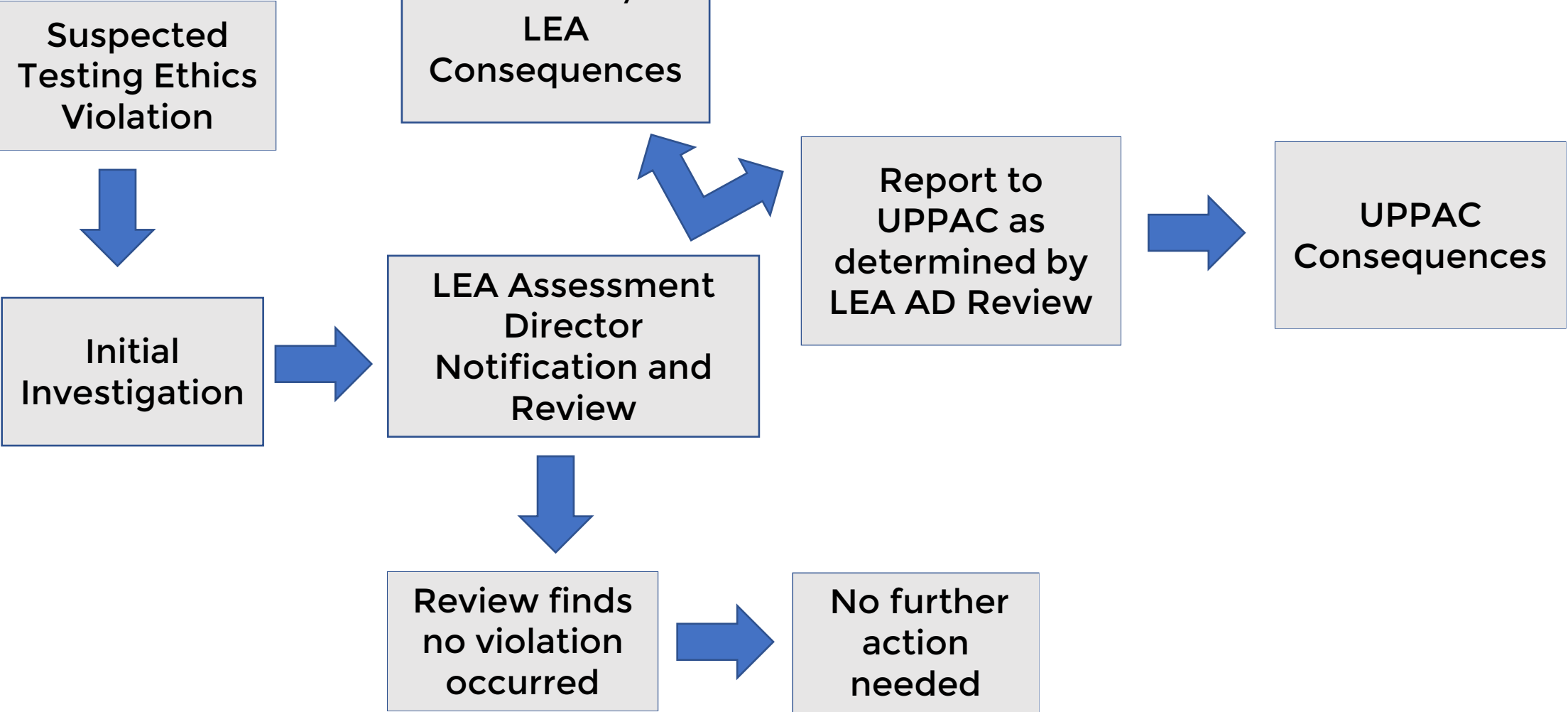
1. If you have a question about a specific student, how do you share information about the student without violating student data privacy?
2. If you have questions about multiple students, how do you share information about the students without violation student data privacy?

Sharing Student Personally-Identifiable Information (PII) Answer

- Do not email student names.
- All staff should be trained to provide **ONLY** the SSID number in all communication with USBE or the assessment help desk.
- Send the information via an encrypted, secure method.

Testing Ethics Violations

Testing Ethics Violation Protocol



If there is a suspected violation

You can contact whomever you feel most comfortable

1. School Administration
2. LEA Administration
 - Your LEA assessment director
3. Utah State Board of Education (USBE)
 - USBE Public Education Hotline [Internal Audit webpage](#)
 - Darin Nielsen darin.nielsen@schools.utah.gov
 - Kim Rathke kim.rathke@schools.utah.gov
4. Utah Professional Practices Advisory Commission (UPPAC)

Testing Ethics Violations Scenarios

Review the following scenarios and discuss the following three questions:

1. Why would these be considered testing ethics violations?
2. What evidence is shared in the policy that explains why these would be violations?
3. What is the appropriate testing ethics procedure for each scenario?

Scenario 1

A school administrator sends out a mass communication directing families to click on a link on the school's website and complete the parental exclusion form if they'd like to exclude their child out of state testing.

Scenario 2

A test administrator or proctor doesn't set a student's required accommodations within the testing system. The student completes the test without the accommodations.

Scenario 3

A school has a party for students who scored at or above the assessment's proficiency level. Only students who earned these scores are invited to participate.

Scenario 4

A proctor hands out a testing ticket to the wrong student. The student logs in and takes the test, using the information from that test ticket.

Scenario 5

A school administrator asks teachers to create review tests using questions copied from the statewide assessment.

Resources

Resources

- [Utah State Board of Education](#)
- [Assessment, Utah State Board of Education](#)
- [Utah State Law - Chapter 53E](#)
- [Utah State Law - Chapter 53G](#)
- [Utah State Board of Education Administrative Rules](#)
- [Board Rule R277-217](#)
- [Utah Professional Practices Advisory Commission \(UPPAC\)](#)