

## Examples of Testing Improprieties and Appropriate Practices

<b>Testing Impropriety</b>		<b>Violation</b>	<b>Example of Appropriate Practice</b>
1	Test Administrator (TA) answered a student's question about a test item during test administration.	Inappropriate Coaching (Section 3.1 of the Test Administration Manual)	<b>Questions about test administration should be covered in the classroom before testing begins and at the start of the test before students log-in. Once a test has begun, TAs may offer to re-read the test <i>directions</i>, but that is all.</b> TAs must not answer questions about any test items or provide students with any other information during the test.
2	During testing the TA asked each student to raise his/her hand when they finished each test item. Each time one of the students raised his/her hand, the TA checked that the student had worked the problem on scratch paper. Sometimes the student was asked to "prove" that their answer was right.	Inappropriate Coaching and Leading Students through Instructional Strategies (Section 3.1)	<b>TAs may make scratch paper available to students consistent with the Oregon Accessibility Manual, but TAs must not require students to show their work.</b> TAs must not prompt students or give verbal or non-verbal cues of any sort.
3	Upon repeated requests from the student, a classroom teacher defined two words on the test and summarized the meaning of one test question.	Inappropriate Coaching (Section 3.1)	<b>Once a test has begun, TAs may offer to re-read the test <i>directions</i>, but that is all.</b> TAs must not answer questions about any test items or provide students with any other information during the test.
4	During a Performance Task, the teacher collected and reviewed students' drafts. The next day she returned several students tests with comments and suggested edits for revision.	Review of Test Items and Inappropriate Coaching (Section 3.1)	<b>TAs must keep all test materials securely stored before administration, during breaks in administration, and after administration.</b> TAs must not review test items, including prompts, or provide students with feedback on their progress or test performance.
5	Principal entered classroom during testing. Even though the principal knew that testing was in progress, she sat with two of the students and asked them to show her their current test items and explain how they determined the answer. After several minutes the TA realized that the principal was being inappropriate, the TA asked the principal to leave the lab.	Inappropriate Coaching and Administration by Untrained Personnel (Section 3.1)	<b>TAs may hang a sign on the door reading, "Testing in Progress. Do not disturb." Alternatively, TAs may use a sign-in sheet for all staff who need to enter the testing environment, making sure that no one enters who has not read and signed an assurance of test security form.</b> TAs or other staff must not answer questions about any test items or provide students with any other information during the test. In addition, un-trained personnel or those who have not signed an assurance of test security form for the current school year should not be allowed in the test session.
6	A high school student acting as a teacher's aide read test aloud to students.	Administration by Untrained Personnel (Section 3.1)	<b>TAs should plan to have the appropriate number of trained and authorized staff on hand to assist with test administration prior to beginning a test session.</b> Students SHOULD NOT be in a position to EVER access test items or materials, other than when they are taking the test themselves.

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7	The TA had to leave the testing lab; she directed her most responsible 4 <sup>th</sup> grade student to proctor the test while she was out of the room.	Unauthorized Personnel (Section 3.1)	<b>TAs should plan to have the appropriate number of trained and authorized staff on hand (at least 2) to assist with test administration prior to beginning a test session. If a second TA is absolutely unavailable, students should be logged out of the test BEFORE the TA leaves the room.</b> Trained TAs should be available to cover for each other, if circumstances require that the TA leave the test session.
8	The TA allowed a reporter and photographer into the secure test environment to observe while testing was in progress.	Unauthorized Personnel (Section 2.2)	<b>Only students who are testing can view items. Students who are not being tested or unauthorized staff or other adults, including media, must NOT be in the room where a test is being administered.</b>
9	A student logged in with another student's SSID.	Student Given Wrong SSID (Section 3.1)	<b>TAs should ensure that the SSID used by each student matches that student's record in the Student Look-up based on the student's full name and birth date (not just one or the other).</b>  <b>TAs must keep student SSIDs secure and should immediately report any SSIDs that may be compromised to the DTC.</b> Active supervision and frequent observation during the log-in process is essential.
10	TA inadvertently administered the Extended Assessment to a student without an IEP; in an effort to correct, the TA sent an e-mail message to the Regional ESD Partner that included both the student's name and SSID.	Administering Assessment Inconsistent with IEP (Section 3.1)  Unsecure transmission of confidential student information (Section 2.5)	<b>TAs should review whether a student has an IEP or 504 plan and be familiar with the student's IEP or 504 plan and all of the pertinent parts of the Test Administration Manual prior to testing to be sure the correct assessment is used.</b>  <b>To ensure student confidentiality, e-mail should include ONLY the SSID.</b> Electronic communication should never include the student's name and SSID.
11	District Test Coordinator logged into the Test Delivery System to experience the test environment.	Review of test items, unauthorized use of student's SSID (Section 2.2)	<b>TAs, DTCs, and other authorized personnel may access the test environment and sample items using the training site on the OAKS Web site.</b> No one except the student being tested should have access to the live test environment or items.
12	Faculty members were concerned about the difficulty	Unauthorized	<b>If <i>students</i> have comments or concerns about a particular</b>

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	of the reading items. One teacher volunteered to use the SSID of a student who had already passed the test, and copy items. The faculty then analyzed the items and sent them through US Mail with rationale to the State Superintendent.	use of student's SSID, review and discussion of test items (Section 3.1)	<b>test item, <i>students</i> may submit their comments to ODE. If TAs or other educators would like to be involved in item review, they may serve as an item writer or as a member of a content or sensitivity review panel during item development.</b> No one except the student being tested should have access to the live test environment or items. In addition, test personnel must not copy, review, or discuss test items, reading passages, or writing prompts.
13	Three teachers were concerned about the difficulty of the test items. After conferring that all of their students struggled, they each covertly copied three items that seemed inappropriately difficult. They discussed each item and then reported the issue to the principal.	Review and discussion of test items (Section 3.1)	<b>If <i>students</i> have comments or concerns about a particular test item, <i>students</i> may submit their comments to ODE. If TAs or other educators would like to be involved in item review, they may serve as an item writer or as a member of a content or sensitivity review panel during item development.</b> TAs or other staff must not copy, review, or discuss test items, reading passages, or writing prompts.
14	Student took a rough draft home. The student's parent works at the school and noticed the folder. It was returned to the TA the next morning.	Student Cheating (Section 3.2)	<b>Test materials must be counted by at least two authorized staff before distribution and at the conclusion of a test session to make sure that all test materials are accounted for. TAs must report any discrepancies to the DTC immediately.</b> TAs must keep all printed test materials securely stored before administration, during breaks in administration, and after administration.
15	Student brought math textbook into the testing lab. She initially kept the book hidden. Then the TA noticed the book and took it away.	Student Cheating (Section 3.2)	<b>TAs should carefully check as students enter the testing environment to ensure that students are not bringing in any resources not identified in the Oregon Accessibility Manual. TAs may either prevent students from bringing them in to the testing environment or require students to leave items with the TA in an area of the room where students may not access them.</b> Students may not have access to any supports beyond those specifically identified in the Oregon Accessibility Manual during a testing event.
16	Test Administrator saw that a student was using a cell phone while testing. The student was told to put the telephone away. The student persisted in sending text messages.	Student Cheating (Section 3.2)	<b>Students may not have access to cell phones or other electronic devices during testing.</b> TAs should carefully check as students enter the test environment to ensure that students are not bringing in any such devices. TAs may either prevent students from bringing them in or require students to leave prohibited devices in an area of the room where students may not access them. To prevent students sneaking phones in, some schools have adopted policies prohibiting students from wearing baggy clothing in the test environment.

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17	With TA in the computer lab, one student helped several others answer test items. The students discretely passed notes to the “helper.” The helper then indicated the answers by the number of fingers he extended beneath his table.	Student Cheating (Section 3.2)	<b>TAs should plan to have the appropriate number of trained and authorized staff on hand to ensure sufficient monitoring of the testing event.</b> Students should be closely monitored during test administration to prevent the opportunity for cheating.
18	Within 10 feet of the TA, one student exclaimed that he couldn't get the problem. Another student told him what to do. The TA asked the students to be quiet, they persisted and were escorted out of the testing lab.	Student Cheating (Section 3.2)	<b>TAs should plan to have the appropriate number of trained and authorized staff on hand to ensure sufficient monitoring of the testing event. When in this example the students persisted, the TA responded properly by having the students escorted from the testing environment.</b> Students should be closely monitored during test administration to prevent the opportunity for cheating.
19	TA directed three classes of students to test using instructional resources, Everyday Math.	Non-allowable Resources (Section 3.1)	<b>Before administering a test, TAs should review the Oregon Accessibility Manual.</b> TAs may only provide subject-specific accessibility supports identified in the Oregon Accessibility Manual.
20	TA gave detailed review packets to students during instruction. Upon testing, the TA required that the students have the packets on their desk and directed that students use the packet during testing. In those situations where the students were not using the packet, the TA approached and again directed the students to use the packet.	Non-allowable Resources and Inappropriate Coaching (Section 3.1)	<b>Before administering a test, TAs should review the Oregon Accessibility Manual.</b> TAs must not prompt students or give verbal or non-verbal cues of any sort. In addition, TAs may only provide subject-specific accessibility supports identified in the Oregon Accessibility Manual.
21	TA gave all students a formula sheet.	Non-allowable Resources (Section 3.1)	<b>Before administering a test, TAs should review the Oregon Accessibility Manual. For supports that specify “ODE-provided,” TAs may only provide students with the version of the resource provided by ODE, located online at <a href="http://www.ode.state.or.us/go/tam">http://www.ode.state.or.us/go/tam</a>.</b> TAs may only provide subject-specific accessibility supports identified in the Oregon Accessibility Manual.