

Professional Assessment and Accountability Practices for Educators

Developed by the
Michigan Department of Education
Office of Educational Assessment and Accountability

Revised August 2007



www.michigan.gov/oeaa

Programs administered by the Michigan Department of Education (MDE),
Office of Educational Assessment & Accountability (OEAA)
to which this document applies include but are not limited to:

- Education YES!
- English Language Proficiency Assessment (ELPA)
- MI-Access
- Michigan Educational Assessment Program (MEAP)
- Michigan Merit Examination (MME)
- No Child Left Behind (NCLB)

To report a suspected prohibited behavior,
or if you have a question about prohibited behavior
involving any statewide assessment in Michigan, contact:

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About This Revision

This document replaces *Professional Assessment and Accountability Practices for Educators* in its entirety, originally released in August 2005. This revised document was approved by the OEAA Advisory Board on August 1, 2007. Major changes include:

- **Emergency Form** - The OEAA now authorizes an Emergency Form be administered in certain circumstances when an adult has erred in the administration of an assessment (see page 33).
- **Self-Report** - A Self-Report, the paper document (email, letter, memorandum, etc.) by which a school reports to the OEAA its own findings about an alleged prohibited behavior, is now defined in the Glossary (see page 34).
- **Undue stress** - The OEAA now prohibits teachers and other assessment administrators from placing undue stress on a student before, during and after an assessment (see page 21).
- **Unethical** - All references to “unethical” behavior have been changed to “prohibited” behavior. This change reflects a desire by the OEAA to focus on a person’s behavior, not on their moral character or intent to violate any provision of this document. Accordingly, the student “Unethical Practice” bubble on student answer documents will soon to be relabeled “Prohibited Behavior.”

Introduction

The purpose of the assessment tests and procedures developed by the Office of Educational Assessment and Accountability (OEAA) is to accurately measure and report student achievement of the Michigan content standards – the MDE Benchmarks and Grade Level Content Expectations (GLCE). The procedures must be standardized in order to create a fair and equitable measure for all students. All who assist in conducting the assessments play a crucial role in helping to achieve fair and accurate student results by closely adhering to the following guidelines. Failure to follow these guidelines could result in prohibited practices with serious consequences for the students, school district, and staff.

The OEAA is a division within the Michigan Department of Education (MDE). A primary function of the OEAA is to establish, develop, and conduct a state assessment system that fairly and accurately reflects the State’s content standards. These assessments include Michigan Educational Assessment Program (MEAP), MI-Access, English Language Proficiency Assessment (ELPA), and in future years the

Michigan Merit Examination (MME). OEAA also coordinates information for Education YES! Accreditation, Adequate Yearly Progress (AYP) determination, and the National Assessment of Educational Progress (NAEP).

This document represents the expected conduct of educators who administer assessments from the OEAA on behalf of the MDE with the approval of the State Board of Education (SBE). It is intended to be used by districts and schools in the fair and appropriate administration of the State assessments. State assessments are an important and required tool used to monitor state, district, school, and student achievement. For assessments to yield fair and accurate results, they must be given under the same standardized conditions to all students.

The OEAA develops assessments and establishes practice standards based upon these professional guidelines:

- *Standards for Educational and Psychological Testing*. (1999). Joint publication of the American Educational Research Association (AERA), American Psychological Association (APA) and National Council on Measurement in Education (NCME).
- *Code of Fair Testing Practices in Education*. (2004). Joint Committee on Testing Practices, AERA, APA and NCME.
- *Code of Professional Responsibilities in Educational Measurement*. (1995). National Council on Measurement in Education.
- *Standards for Teacher Competence in Educational Assessment of Students*. (1990). American Federation of Teachers (AFT), NCME, and National Education Association (NEA).
- *Family Education and Privacy Rights Act (FERPA)*. (1997). Code of Federal Regulations – Title 34, Volume 1, Parts 1 to 299
- *Michigan's Freedom of Information Act (FOIA)*. (1996). Public Act 553 of 1996.

Appropriate assessment preparation activities promote quality, long-term learning. Good assessment-taking skills and appropriate content learning help ensure the validity of student assessment scores.

The best way to promote appropriate assessment practices is to help teachers and administrators become aware of what is and is not acceptable practice.

Our thanks to OEAA staff members Paul Bielawski, Dr. Vince Dean, Marilyn Roberts, and Dr. Paul Stemmer who assisted the Professional Practices Committee in the development of the original document.

Professional Practices Committee

We gratefully acknowledge the members of the Professional Practices Committee for their selfless time and invaluable expertise in the development of the original document.

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Section 1. Roles and Responsibilities

District and school professional staff members play a key role in the fair and equitable administration of successful state assessments. Included in this section are designated roles that may be adjusted depending on district size and needs.

These designated roles and responsibilities include:

- District Assessment Coordinator (Page 5)
- Building Assessment Coordinator (Page 8)
- Assessment Administrator (Page 11)
- Assessment Proctor (Page 14)

Handouts suitable for reproduction and distribution may be found on page 36.

District Assessment Coordinator

Each district, public school academy and nonpublic school must designate a District Assessment Coordinator. The District Assessment Coordinator sets the tone of high performance with integrity for the entire district and holds specific responsibilities. The District Assessment Coordinator shall:

Before assessment administration

1. Serve as the designated person for the district or ISD/RESA in all communications with OEAA and/or Scoring Services.
2. Be aware of appropriate assessment activities and prohibited practices at all levels.
3. Inform District Superintendent and local Board of Education of state assessment practices document.
4. Be aware of assessment preparation guidelines.
5. Attend statewide assessment program meetings and apply training to assessments.
6. Coordinate the pre-identification, ordering, distribution and security of assessment materials.
7. Be a resource to the Building Assessment Administrator in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.

8. Review identification and demographic information for accuracy and consistency with other school records.
9. Approve Assessment Administrator qualifications.
10. Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers and counselors), and to students and parents where appropriate.
11. Read and become familiar with the information in the Coordinator and Assessment Administrator Manuals.
12. Train Building Assessment Coordinators in appropriate administration practices specific to MEAP, Mi-Access and ELPA.
13. Oversee inventory of all assessment materials.
14. Store assessment materials in a secure location.
15. Organize assessment materials for individual schools in the district.
16. Be sure that assessment materials arrive at schools before the assessment period.
17. Direct the accurate completion of student identification information and "School Use Only" sections of answer documents.
18. Ensure that Building Assessment Coordinators know the procedures for the return of materials after assessments are completed.

During assessment administration

1. Monitor at least a sample of assessment administrations.
2. Answer questions from the Building Assessment Coordinators and Assessment Administrators that might arise during the assessment administration.
3. Report any assessment irregularities and administration procedural errors to the OEAA (see inside front cover). Immediately contact the OEAA at the number provided in the Administration Manuals with detailed information and steps taken.

After assessment administration

1. Assist Building Assessment Coordinators with any assessment administration issues such as invalidation of assessments and special codes/accommodations.
2. Ensure that answer documents have been completed and filled in correctly.

3. Consolidate and assemble all assessment materials after assessment administration according to procedures specified.
4. Arrange for assessment materials to be returned to the appropriate scoring service by the required deadlines.
5. Complete Assessment Security Compliance Form as provided and return to the appropriate scoring service with used answer documents.

Building Assessment Coordinator

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator shall:

Before assessment administration

1. Serve as the building contact person between the school and the District Assessment Coordinator.
2. Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
3. Read and adhere to the information in the Assessment and Administrator Manuals.
4. Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations provided; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
5. Train the Assessment Administrators and Proctors on administrative procedures and approved practices.
6. Provide information regarding approved and prohibited assessment practices information to students, assessment administrators, proctors, teachers, and parents.
7. Conduct an inventory of assessment materials received from the District Assessment Coordinator.
8. Ensure assessment materials are kept in a secure location.
9. In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
10. Assemble and distribute assessment materials to Assessment Administrators.
11. Ensure that assessment materials that are allowed by the state assessments are made available to students.

12. Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English Language Learners.
13. Have a plan for students who finish early or who require extra time.
14. Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e., pagers, cell phones, PDAs).

During assessment administration

1. Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times.
2. Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator.
3. Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that standardized assessment procedures are being followed.
4. Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After assessment administration

1. Collect and conduct an inventory of assessment materials after the assessment.
2. Notify the District Assessment Coordinator of any missing materials and follow instructions for recovering them.
3. Ensure that answer documents have been completed and filled in correctly.
4. Ensure that any cover or return form has been completed correctly.
5. Prepare all assessment materials for return to the District Assessment Coordinator.
6. Return assessment materials to the District Assessment Coordinator consistent with required timelines.

7. Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.
8. Complete Assessment Security Compliance Forms found in the Assessment Administrator Manual and submit all signed forms from any Assessment Administrators, Assessment Proctors, or Accommodation Providers to the District Assessment Coordinator.

Assessment Administrator

Assessment Administrators must be at least one of the following:

1. An employee of the district who is a certified or licensed educational professional;
2. A substitute teacher who is certified and employed by the district on an as needed basis;
3. Someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement or change of career and has been approved by the District Assessment Coordinator as a qualified assessment administrator;
4. If paraeducational staff (such as teacher assistant or other non-certified persons) assist in the assessment procedures, they must be directly supervised at all times by a certified or licensed educational professional.

The Assessment Administrator sets the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Administrator's shall:

Before assessment administration

1. Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator specific to MEAP, MI-Access, or ELPA.
2. Read the Assessment Administrator Manual prior to assessments.
3. In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
4. Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, dictionaries, thesaurus, etc.).
5. Know assessment security procedures and be prepared to follow them before, during, and after each assessment session.
6. Have a plan for students who finish assessments early or who require extra time.
7. Have an implementation plan for students in need of accommodations as prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English Language Learners.

During assessment administration

1. Distribute all materials to students. Check for appropriate assessment booklets and answer documents.
2. Remind students to turn off all electronic communication devices (i.e., pagers, cell phones, PDAs) and store out of sight.
3. Administer the assessments according to the Assessment Administration Manual.
4. Read directions **exactly as they appear** in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.
5. When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
6. Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
7. Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
8. Ensure that the assessment room is quiet during the entire assessment administration.
9. Remain in the assessment room at all times unless replaced by another trained staff member.
10. Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
11. Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.
12. Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.

After assessment administration

1. Collect assessment materials and account for **all** assessment materials regardless of perceived student effort.
2. Ensure that answer documents have correct student identification completed and filled in correctly.
3. Do not erase or darken any marks in the student answer section of any document.
4. Deliver assessment materials in person to the Building Assessment Coordinator at the end of each assessment administration.
5. Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
6. Complete Assessment Security Compliance Form found in the Assessment Administration Manual and submit to the Building Assessment Coordinator. Security forms can be found in the back of the administration manuals.

Assessment Proctor

As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher's aide, paraeducational staff, or other paid district or school personnel. If volunteers must be used, they must be trained with appropriate testing procedures; family members of students being assessed should not be used as proctors.

Assessment proctors who are assessment accommodation providers must be thoroughly trained in how to provide the accommodations prior to the assessment.

The Assessment Proctor assists in setting the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Proctor's responsibilities include:

Before assessment administration

1. Participate in assessment administration training.
2. In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

During assessment administration

1. Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (i.e., pagers, cell phones, PDAs).
2. Assist the Assessment Administrator in distributing assessment materials.
3. Observe students and monitor those who have been given permission to temporarily leave the assessment room.
4. Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.

5. Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
6. Remain in the assessment room at all times unless replaced by another trained staff member.
7. Ensure the assessment room is quiet during the entire assessment administration.
8. Report any questionable or unusual activity to the Assessment Administrator immediately.
9. Accompany students who are being directed to an alternate assessment room to complete assessments.
10. Provide accommodations as prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English Language Learners.

After assessment administration

1. Assist the Assessment Administrator in collecting and accounting for all assessment materials.
2. Ensure that answer documents have correct student identification completed and filled in correctly.
3. Complete Assessment Security Compliance Form found in the manual and submit form to the Building Assessment Coordinator.

Section 2. Assessment Security

The purpose of the OEAA assessments is to accurately measure student achievement in a standardized environment. To accomplish this purpose, school personnel administering the assessments play a crucial role. All who assist in conducting the assessments can minimize problems that interfere with assessing students fairly by addressing the following guidelines.

Appropriate Assessment Security Practices

School personnel **will**:

- Keep assessment materials in a locked and secure location before, during and after assessments. Restrict access to this area and keep track of who accesses these materials.
- Inform all personnel involved in assessment administration of the importance of maintaining strict assessment security and the potential implications of assessment security breaches.
- Limit access to assessment materials to those directly involved in each of the assessments.
- Account for all assessment materials before, during, and after each assessment session.
- Return answer documents, assessment booklets, and other secure assessment materials within the designated timelines.
- Contact the OEAA with assessment security concerns immediately.
- Report assessment security breaches to the OEAA immediately.
- Refrain from examining actual assessment items or discussing the assessment items with colleagues.
- Provide accommodation as prescribed for students with Individualized Education Programs, 504 plans, or English Language Learners.

Inappropriate and Prohibited Assessment Security Practices

School personnel will **not**:

- Give students access to assessment questions or prompts prior to assessments.
- Review actual assessment items before, during or after the assessment administration unless this is required as part of administration by an approved accommodation for students with disabilities or English Language Learners and only if it is consistent with the assessment administration manual.
- Leave an assessment room unsupervised at any time.
- Leave secure assessment materials unattended at any time they are not in locked storage.
- Permit the use of any supplemental or reference materials that are not specifically allowed.
- Copy, reproduce, or use in any manner inconsistent with assessment security measures all or any portion of secure assessment booklets or answer documents.
- Make assessment answers available to students.
- Fail to follow guidelines for distribution and return of secure materials as directed, or fail to account for all secure assessment materials before, during, and after assessments.
- Use or handle the secure assessment booklets and answer documents for any purpose other than assessments.
- Read student responses after assessments or attempt to hand-score student responses to any subtest.
- Participate in, direct, aid, counsel, assist, encourage, ignore, or fail to report prohibited student acts.
- Fail to follow administration directions for the assessment precisely.
- Disclose the contents of any portion of secure materials or discuss the contents of secure assessments with students, parents, teachers, other educators, or community members before, during, or after assessments except to report potential problems to the MEAP Building Assessment Administrator.

- Indicate or assist a student in identifying correct or incorrect answers on any test.
- Erase or change student answers in any way.

The OEAA may observe assessment administration activities without prior notice.

Section 3. Assessment Preparation

Assessment preparation activities for students should have two goals:

1. Ensure that all students have the opportunity to learn in accordance with the teaching and learning standards and the content domains of the Benchmarks and GLCE in a manner that promotes long-term learning growth and retention of the materials and concepts covered, and
2. Give all students the opportunity to become familiar with the types of formats used on the assessments (writing prompts, multiple-choice questions, rubrics, and extended-response questions).

All local assessment practices should be targeted at obtaining instructional diagnostic information. The use of testing to coach or practice for the purpose of improving test scores without a relationship to some instructional content goal is not appropriate.

The OEAA does not encourage school staff to buy, develop, or promote the use of extensive assessment practice materials that closely parallel the state assessments.

Appropriate Assessment Preparation

School personnel **should**:

- Use the Benchmarks and GLCE as a resource for curriculum development, instruction, and classroom assessment.
- Incorporate all subject area objectives in the local curriculum throughout the year including, but not limited to, the objectives of the state assessments.
- Communicate to students, parents, and the public what the state assessments do and don't do, when and how the assessments will be administered, and how the results will be appropriately used.
- Integrate and teach assessment-taking skills in regular classroom instruction and assessment, and create a positive assessment-taking environment.
- Read and discuss the Assessment Administration Manual with colleagues.
- After a brief review of the previous grade's curriculum (e.g. first two weeks), move on to advance students' learning by teaching the curriculum of the current grade level. Remediation of individual students who have not mastered previous content may also need to continue simultaneously.

School personnel **may**:

- Review skills, strategies, and concepts previously taught.
- Use any released documents and materials prepared by the Michigan Department of Education and its Office of Educational Assessment and Accountability (OEAA).
- Continue to use independent, external tests (such as North West Evaluation Association (NWEA), Iowa Test of Basic Skills (ITBS), Terra Nova, etc. that are already in place in the school for pre- and post-testing, placement, North Central benchmark data or a similar purpose.

Inappropriate and Prohibited Assessment Preparation

School personnel **will not**:

- Use secure or unreleased assessment questions or questions that are similar or altered versions of secure or unreleased assessment questions for the purpose of practice or instruction.
- Reveal, copy or reproduce state assessments, assessment questions, or student responses.
- Intentionally give students reading or writing assignments that very closely or identically match the specific topics and wording that are used for the state assessments. (General coverage of topics that would normally be covered by the MDE Benchmarks and Content Grade Level Expectations are expected to be covered).
- Sacrifice significant instructional time by devoting large amounts of instructional time to commercially or locally prepared programs or drill-type assessment preparations.
- Use assessments of the same content that very closely or identically matches topics and wording that are used for the state assessments ten school days prior to the beginning of the state assessment window.

EXAMPLE - If a school uses released items (previously used items from actual MEAP assessments made available to the public), the school must cease using such released items at least ten school days prior to the first day of the MEAP assessment window.

- Place undue stress on a student before, during or after the administration of an assessment.

EXAMPLE - While "undue stress" is not easily quantified, suggesting to a student that performing poorly on an assessment might reflect negatively on the student, his/her family or the school would be one example of "undue stress." Encouraging a student to prepare for an upcoming assessment well into the evening hours or beyond reasonable effort would be another.

Section 4. Assessment Administration

For all students to be assessed in a fair and consistent manner, the assessments must be administered uniformly.

Appropriate Assessment Administration

School personnel **will**:

- Provide training for staff in appropriate assessment preparation and assessment administration procedures.
- Provide staff training in correct use of assessment accommodations.
- Closely supervise assessment materials.
- Become familiar with appropriate assessment administration manual for your designated role prior to assessments.
- Without comment or conversation regarding the contents of the assessments, begin standardized assessment administration procedures immediately upon opening the package of assessments.
- Read oral instructions to the students in the Assessment Administration Manual verbatim.
- Monitor student behavior closely for adherence to proper test-taking practices.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.
- Return all assessment booklets.
- Return the answer document for each student who took the assessment regardless of the student's perceived efforts.
- Follow directions provided by each OEAA assessment program for handling unused answer documents and other testing materials.

Inappropriate and Prohibited Assessment Administration

School personnel **will not**:

- Coach students, edit their work, respond to their questions or give them clues in any way during assessments that would guide a student to a correct answer or aid a student in responding to any question. Assessment Administrators and Assessment Proctors should simply encourage students to do their best.
- Coach students during the assessment, or alter or interfere with students' responses, such as making statement to students regarding the accuracy of responses, defining words, giving students hints, clues, or altering or editing student responses.
- Alter a student response including but not limited to: darkening, rewriting, correcting, editing, or erasing, including erasure of one or more multiple responses a student has given to a multiple-choice question.
- Transfer student answers to the individual student answer document unless prescribed in an IEP or 504 Plan and in accordance with established state accommodation and assessment administration guidelines.
- Exclude eligible students from taking the assessment.
- Schedule a break from the assessment during administration of any individual session of the assessment. Breaks are to occur at the conclusion of an individual assessment session.
- Suggest or engage in a practice that allows a student to retrieve an answer document after completing an assessment, or allows a student to complete, revise, delete, correct, or alter a response to previously completed sections of a state assessment.
- Allow scrap or extra paper of any kind during assessments unless specified in the assessment administration manual.
- Allow the use of any district, teacher, or publisher's graphic organizers, outlines, word lists, or any other material that is not expressly permitted by the assessment administration manual during the testing period.
- Allow the use of prohibited electronic communication devices or calculators. Please refer to the Assessment Administration Manual for list of prohibited materials. You may also refer to specific allowable accommodations also described in the Assessment Administrators Manual.

Section 5. Student Prohibited Practices

The student “Unethical Practice” bubble on student answer documents (soon to be relabeled “Prohibited Behavior”) is to be used to identify students who engage in a prohibited practice. School personnel should review this section prior to administering the assessments. Students should be informed of appropriate assessment practices. Students should also be made aware of prohibited assessment practices and the potential consequences. Use of the handout for student responsibilities in Section 10 of this guidebook is encouraged.

Inappropriate and Prohibited student assessment practices include:

- Communicate or collaborate in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication.
- Copy another student’s answers, or request or accept any help from another person.
- Use any material or equipment that is not expressly permitted by the assessment administration manual.
- Answer an assessment question or any part of an assessment for another student, or provide assistance to another student before or while that student is taking a state assessment.
- Return to previously administered sections of the assessment after an assessment session is complete.
- Use an unauthorized calculator, communication or information storage device (i.e., pagers, cell phones, PDAs).
- Engage in any other practice that has the intent of artificially affecting the student’s score or the score of another student.

All reasonable attempts should be made to redirect students with questionable activity. If the Assessment Administrator (or Assessment Proctor) observes a student who appears to be engaged in one or more of the prohibited practices, the Assessment Administrator should allow the suspected student(s) to finish the assessment and code the student’s answer document by filling in the “Unethical Practice” bubble (soon to be relabeled “Prohibited Behavior”). The Assessment Administrator is to immediately notify the Building Assessment Coordinator of the suspected prohibited practice. The building principal is to then be notified of the suspected prohibited practice. An immediate preliminary investigation with appropriate documentation is to be conducted to determine if a prohibited practice occurred. The District Assessment Coordinator can be a valuable resource in the preliminary investigation and should be notified about any prohibited practice(s).

The principal is to notify the student and his or her parent or guardian of the alleged prohibited practice and provide them with a chance to respond.

If the principal determines that the student has not engaged in a prohibited practice, as reported, and notifies the OEAA in writing within 20 school days of the last day of the assessment cycle the assessment score(s) will not be invalidated, the OEAA will restore the affected score(s). **If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated and the results will not be used for Adequate Yearly Progress (AYP). This may also adversely affect a student's eligibility to earn a Michigan Promise scholarship as administered by the Michigan Department of Treasury.** A student without a valid assessment score will be considered "not tested" for AYP purposes.

Note: The "Unethical Practices" bubble (soon to be relabeled "Prohibited Behavior") is NOT meant to be used for students who do not appear to be working hard on the test or otherwise not taking the test seriously. It is only intended for students engaging in practices deemed prohibited.

Section 6. Determining Irregularities and Prohibited Practices

Timely reporting - Districts that discover irregularities in testing practices should report them to the OEAA *as soon as possible*. If reported in time, the district may be permitted to use an Emergency Form of the test and avoid a significant number of student test results being invalidated which could adversely affect Adequate Yearly Progress (AYP) determination and a student's eligibility to earn a Michigan Promise scholarship.

Identifying and investigating potential assessment irregularities and/or alleged prohibited behavior involves a variety of data sources. These include self-reports of assessment irregularities, allegations/complaints related to possible irregularities, and results of analyses and reports designed to identify irregularities including scoring alerts.

It is the district and school's responsibility to monitor assessment practices and enforce the policies and guidelines in this booklet to promote fair and approved practices. Resolving irregularities is a good faith partnership between the schools and OEAA. OEAA prefers that a district monitor its own performance and report and take corrective actions to resolve any problems.

The flowchart within this section illustrates the sources of data and the procedure used in notifying districts of possible assessment irregularities in determining whether each assessment irregularity is verified and the problems resolved.

The procedures for handling assessment irregularities are the same for all students and assessment cycles. The OEAA will notify the school district in writing when a possible assessment irregularity has been identified or an investigation is launched. Within a specified timeframe following a reported potential irregularity, the district will submit a written report to the OEAA.

There are three phases to handling an irregularity: 1) Identifying the source and determining the irregularity, 2) analysis by OEAA, 3) resolving the irregularity. In the analysis phase, OEAA will determine if there is merit to an irregularity and the degree or severity of the problem. In the resolution phase OEAA will determine what appropriate corrective actions are required.

There are three sources for identifying irregularities: Allegations/Complaints, District Self-Reporting, and OEAA Scoring and Data Irregularity Analysis Reports. OEAA prefers that districts self-report irregularities. If a potential irregularity is found through OEAA scoring and data irregularity analysis, then the district will be notified of the analysis results and asked to submit a self-report. Allegations or complaints made to OEAA are evaluated to determine if there is need for the district

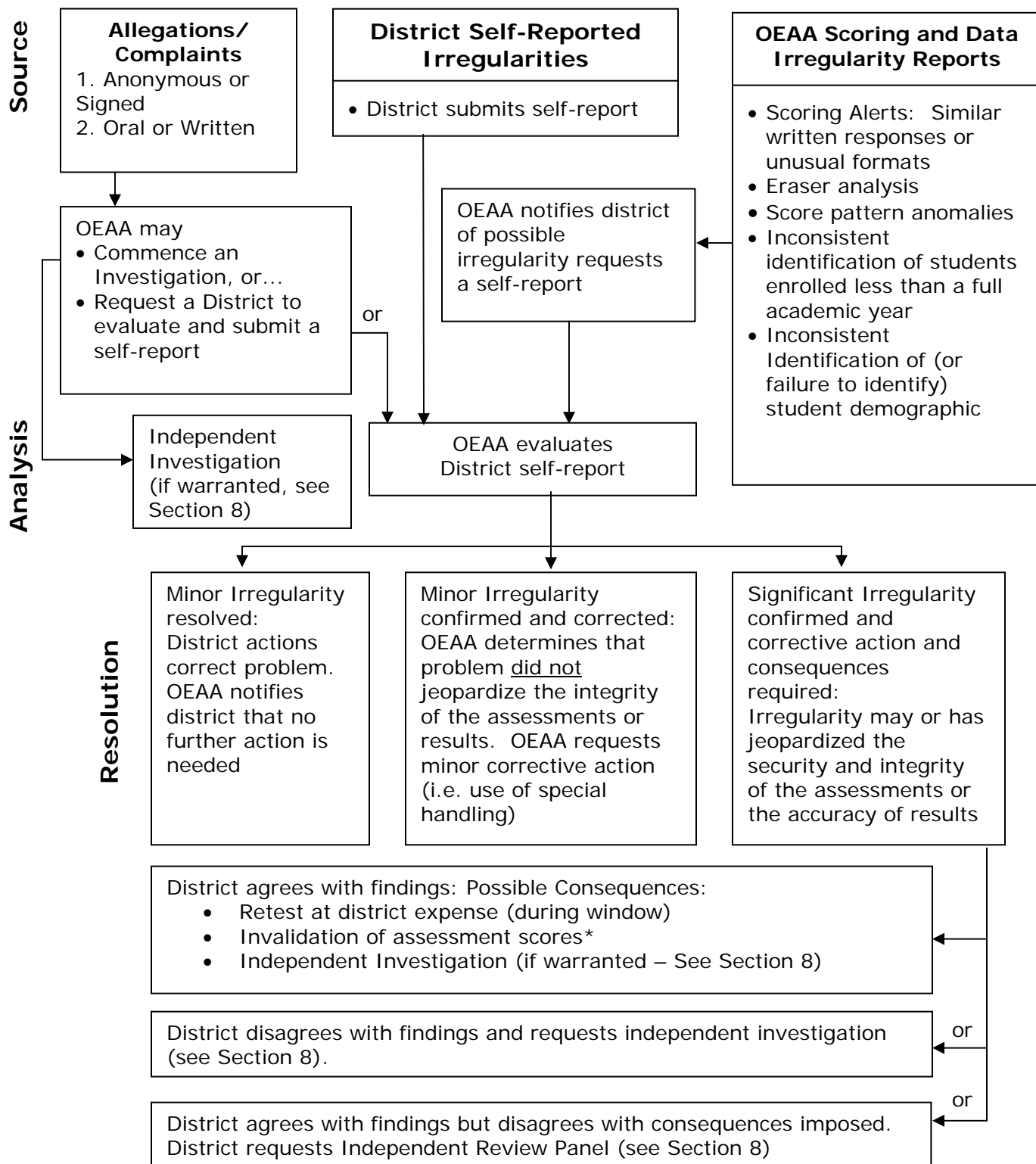
to do its own investigation or whether OEAA should conduct an independent investigation. OEAA will immediately conduct an investigation if:

1. It is necessary to protect the identity of teachers, parents, students, or other school staff, or
2. If the allegations are severe or extensive.

The OEAA will evaluate the district response to determine whether the possible assessment irregularity has been verified and if necessary resolved. If the assessment irregularity has been resolved, the OEAA will notify the district that no further action is required. If an assessment irregularity has been verified, the OEAA will notify the district of appropriate action and follow-up, including consequences or corrective action needs. If a determination cannot be made without additional data, the OEAA will notify the district of investigation and due process procedures.

During the course of an allegation or investigation, all communications among the school district, the OEAA and OEAA appointed representatives are confidential and shall not be disclosed except as provided by law. During reviews and investigation, the OEAA, the school district and appointed OEAA representatives shall conduct themselves in such a way as to ensure that the rights of students, school district officials and employees are protected, and that all procedures are conducted in a fair and objective manner.

Irregularities Flowchart



*Adequate Yearly Progress (AYP) requires the use of valid assessment scores. A student without a valid assessment score will be considered "not tested" for AYP purposes.

Section 7. Data Reporting Practices

When schools receive the results from state assessments, specific activities should be carried out in order to use the information appropriately and effectively.

Appropriate Data Reporting

School personnel **will**:

- Understand and comply with Michigan and United States laws that apply to the handling of student data including but not limited to the Family Rights and Privacy Act (1997) and the Michigan Freedom of Information Act (1996).
- Focus on student achievement for individual student and program improvement.
- Maintain student confidentiality at all times.
- Ensure that the information is reported to parents and teachers as soon as possible so they can use it for determining the student's strengths and weakness.
- Ensure that student information is accurate and is placed in the student's permanent records.
- Analyze score results in terms of student attainment of Grade Level Content Expectations and MDE Benchmarks.
- Analyze score results in the context of the school program as a whole, not in isolation.
- Remind your audiences that many factors affect test performance. Students come from a variety of cultural backgrounds, health conditions, and educational experiences that affect their academic performance.

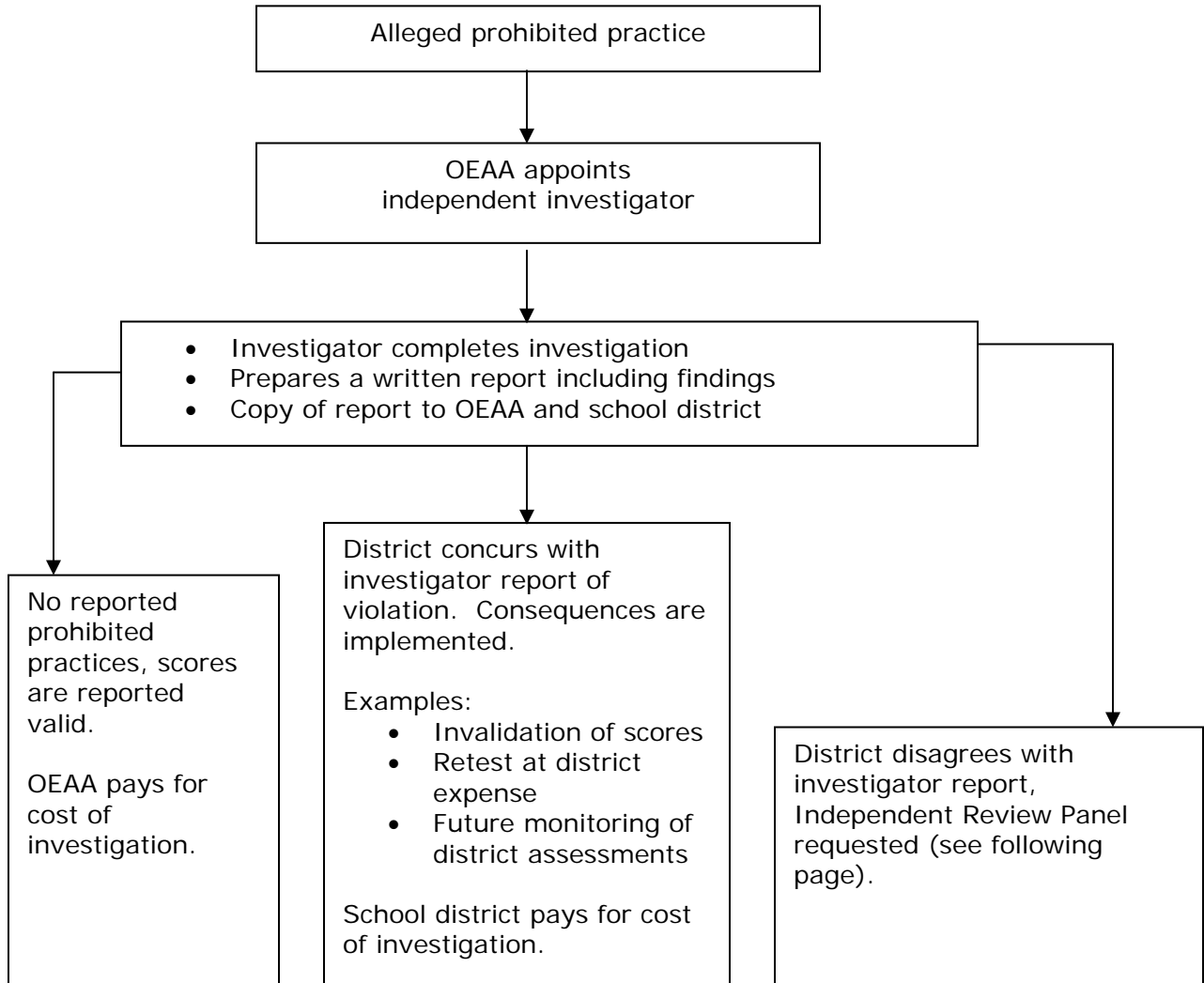
School personnel **will not**:

- Expose any personally identifiable information to anyone other than the student or parents or legal guardian. (Public law requires the protection of student information).
- Report on sub-groups of students that would lead to inadvertent identification of students. MEAP State results are reported for sub-group sizes of ten students per group or more. Smaller group sizes may inadvertently expose student identities.

- Use student ID numbers, names, birthdates, gender, and ethnicity or race which appears on any public information or reports unless reporting names only for the Michigan Promise scholarship or other recognitions for achievement.

Section 8. Independent Investigation and Review

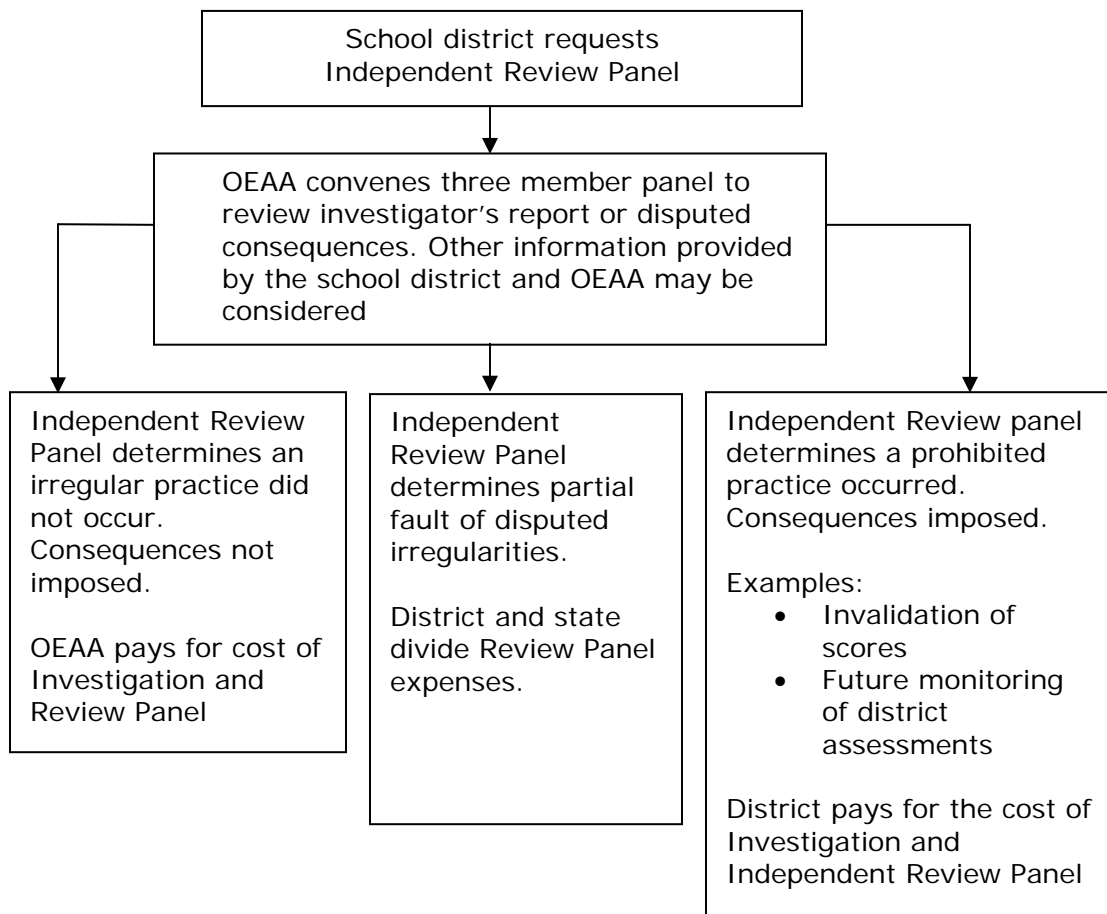
The integrity of the assessment results plays an important role in school accountability. On occasion it may be necessary for an independent investigation to be conducted in the event of a possible significant assessment irregularity, alleged prohibited behavior, a question of the school's response to the irregularity, or at the request of the OEAA or the District.



Independent Review Panel

In the event the school district does not agree with the independent investigator's findings, the OEAA will convene an Independent Review Panel to conduct a review to determine whether a prohibited practice occurred.

The panel shall consist of three members to be appointed by the OEAA. A panel member shall not be a current or former employee or board member of the school district. Panel members will be familiar with assessments and proper assessment practices. Panel members shall not be paid for their services, but may be reimbursed for their reasonable travel expenses.



Section 9. Glossary

Administrative procedural error – During the process of preparing for testing, administering a test, or handling and shipping answer documents, a person or organization failed to follow the directions supplied by OEAA.

Assessment Administrator – A person who is a certified or licensed employee of the district who ensures that assessment administration is adhered to and administers the tests to students.

Assessment Proctor – A person who is assigned to work under the direction of the assessment administrator to assist in assessment administration.

Assessment irregularity – Any deviation from standard practice. Standard practice is defined in this booklet and in the test administration manuals and instructions supplied by OEAA.

Assessment security breach – Any unauthorized person who sees, copies, distributes or has access to secure tests.

Building Assessment Coordinator – A person who serves as the contact to the District Assessment Coordinator and coordinates Assessment Administrators and Assessment Proctors in their assigned building or program. Each school building that is involved in administering assessments (including adult and alternative education programs) should appoint a Building Assessment Coordinator.

Copyright – Exclusive legal right retained by the State Board of Education to print or publish information or tests for the purpose of assessment and instruction. The State retains the right to protect secure items from copying or distribution. The State may also grant release of this protection after the testing cycle.

District Assessment Coordinator - The District Assessment Coordinator sets the tone of high performance with integrity for the entire district and oversees the entire assessment process for a school district or academy.

Emergency Form - In certain circumstances approved by the OEAA, a school may administer a different form of the assessment. Such Emergency Form is most commonly used when an adult has erred in the administration of an assessment. Rather than negate student score(s), the OEAA may allow the school to administer a different form. The cost of printing, administering and processing an Emergency Form is borne by the district. A school may not administer an Emergency Form without prior approval from the OEAA. *When an error in the administration of an assessment occurs, whether it involves one student or many, the school or district should notify the OEAA immediately.* Emergency Forms can often be shipped overnight. Re-testing with an Emergency Form needs to occur promptly as administration of the assessment outside of the established testing window is usually not permitted.

Erasure analysis – Computer- or hand-scored methods for detecting unusual patterns of erased answers that were not expected from a typical student or group of students' pattern of answers.

Field test – Test items that are piloted or given prior to the actual testing cycle and used to determine if the items are capable of measuring a specific knowledge, skill or ability and to the extent that item may or may not be biased for or against different groups of students.

Live items – Items used by OEAA in Field tests and on actual assessments.

Prohibited Behavior bubble - See "Unethical Practice bubble"

Protected items – Same as **Secure items**.

Released items – Items that have been used on a test or field test and will not be used on future tests. Schools are allowed to copy or use released items as part of an individual or classroom assessment program when used for diagnostic purposes or so students can understand how the test item is presented and scored. Regular use of released items for continuous drill is not a recommended practice.

Secure items – Items on field tests, tests, or in a secure database and are awaiting potential use on an OEAA test. These items must be kept secure to prevent copying of any kind.

Secure location – A storage location for tests under lock and key that does not allow unauthorized access.

Secure materials – Any materials (such as text, graphics, stories, scoring rubrics, or assessment instructions) used for field test or live items.

Secure assessment/test – An assessment instrument or test that must be kept in a secure location and cannot be seen or copied by anyone until the appropriate time and place described in the instructions.

Self-Report - The paper document (letter, memorandum, printout of email, etc.) that a district or school submits to the OEAA to initially report a suspected prohibited behavior, or report the findings of an internal investigation conducted by the district or school. A self-report need not follow any particular design or template.

Test administration – The act of administering an OEAA test under the directions in the test administration manual and following the guidelines in this booklet.

Test cycle – The designated assessment window when OEAA tests are administered and reported.

Trademark – A symbol or word legally representing OEAA products and services.

Unethical Practice bubble - Soon to be relabeled "Prohibited Behavior," this small ellipse on a student's answer document is used by the school to indicate to the OEAA that the student engaged in prohibited behavior. Filling in this bubble could result in the OEAA invalidating the student's scores, thus affecting the school's ability to meet Adequate Yearly Progress (AYP) and the provisions of the federal *No Child Left Behind Act*, and the student's eligibility for a Michigan Promise scholarship as administered by the Michigan Department of Treasury. Schools should exercise caution not to fill in this bubble inadvertently.

Section 10. Handouts

The following contain suggestions for the division of responsibilities of school district personnel involved in testing. Responsibilities should be tailored to match the size and organization of the district and the schools. Please duplicate and distribute the following as you desire.



Office of Educational Assessment and Accountability
District Assessment Coordinator Responsibilities

Each district, public school academy and nonpublic school must designate a District Assessment Coordinator. The District Assessment Coordinator sets the tone of high performance with integrity for the entire district and holds specific responsibilities. The District Assessment Coordinator shall:

Before Assessment Administration

- Serve as the designated person for the district or ISD/RESA in all communications with OEAA and/or Scoring Services.
- Be aware of appropriate assessment activities and approved practices at all levels.
- Inform District Superintendent and local Board of Education of state assessment practices document.
- Be aware of assessment preparation guidelines.
- Attend statewide assessment program meetings and apply training to assessments.
- Coordinate the pre-identification, ordering, distribution and security of assessment materials.
- Be a resource to the Building Assessment Administrator in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Review identification and demographic information for accuracy and consistency with other school records.
- Approve Assessment Administrator qualifications.
- Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers and counselors), and to students and parents where appropriate.
- Read and become familiar with the information in the Coordinator and Assessment Administrator Manuals.
- Train Building Assessment Coordinators in appropriate administration practices specific to MEAP, MI-Access and ELPA.
- Oversee inventory of all assessment materials.
- Store assessment materials in a secure location.
- Organize assessment materials for individual schools in the district.
- Be sure that assessment materials arrive at schools before the assessment period.

- ❑ Direct the accurate completion of student identification information and “School Use Only” sections of answer documents.
- ❑ Ensure that Building Assessment Coordinators know the procedure for the return of materials after assessments are completed.

During Assessment Administration

- ❑ Monitor at least a sample of assessment administrations.
- ❑ Answer questions from the Building Assessment Coordinators and Assessment Administrators that might arise during the assessment administration.
- ❑ Report any assessment irregularities and administration procedural errors to the OEAA. Immediately contact the OEAA office at the number provided in the Administration Manuals with detailed information and steps taken. You may wish to call the OEAA Director or Test Administration Coordinator directly (see inside cover).

After Assessment Administration

- ❑ Assist Building Assessment Coordinators with any assessment administration issues such as invalidation of assessments and special codes/accommodations.
- ❑ Ensure that answer documents have been completed and filled in correctly.
- ❑ Consolidate and assemble all assessment materials after assessment administration according to procedures specified.
- ❑ Arrange for assessment materials to be returned to the appropriate scoring service by the required deadlines.
- ❑ Complete Assessment Security Compliance Form as provided and return to the appropriate scoring service with used answer documents.

My District Assessment Coordinator

Phone

email



Office of Educational Assessment and Accountability

Building Assessment Coordinator Responsibilities

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator shall:

Before Assessment Administration

- Serve as the building contact person between the school and the District Assessment Coordinator.
- Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
- Read and adhere to the information in the Assessment and Administrator Manuals.
- Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Train the Assessment Administrators and Proctors on administrative procedures and approved practices.
- Provide information regarding approved and prohibited assessment practices information to students, assessment administrators, proctors, teachers, and parents.
- Conduct an inventory of assessment materials received from the District Assessment Coordinator.
- Ensure assessment materials are kept in a secure location.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Assemble and distribute assessment materials to Assessment Administrators.
- Ensure that assessment materials that are allowed by the state assessments are made available to students.

- ❑ Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English Language Learners.
- ❑ Have a plan for students who finish early or who require extra time.
- ❑ Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e. pagers, cell phones, PDAs).

During Assessment Administration

- ❑ Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times.
- ❑ Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator.
- ❑ Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that standardized assessment procedures are being followed.
- ❑ Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After Assessment Administration

- ❑ Collect and conduct an inventory of assessment materials after the assessment.
- ❑ Notify the District Assessment Coordinator of any missing materials and follow instructions for recovering them.
- ❑ Ensure that answer documents have been completed and filled in correctly.
- ❑ Ensure that any cover or return form has been completed correctly.
- ❑ Prepare all assessment materials for return to the District Assessment Coordinator.
- ❑ Return assessment materials to the District Assessment Coordinator consistent with required timelines.
- ❑ Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.
- ❑ Complete Assessment Security Compliance Forms found in the Assessment Administrator Manual and submit all signed forms from any Assessment Administrators, Assessment Proctors, or Accommodation Providers to the District Assessment Coordinator.

My Building Assessment Coordinator

Phone

email



Office of Educational Assessment and Accountability

Building Assessment Administrator Responsibilities

Assessment Administrators must be at least one of the following:

1. An employee of the district who is a certified or licensed educational professional;
2. A substitute teacher who is certified and employed by the district on an as needed basis;
3. Someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement or change of career and has been approved by the District Assessment Coordinator as a qualified assessment administrator.

The Assessment Administrator sets the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Administrator's shall:

Before Assessment Administration

- Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator specific to MEAP, MI-Access, or ELPA.
- Read the Assessment Administrator Manual prior to assessments.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, dictionaries, thesaurus, etc.).
- Know assessment security procedures and be prepared to follow them before, during, and after each assessment session.
- Have a plan for students who finish assessments early or who require extra time.
- Have an implementation plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), 504 Plans, and instructional practices for English Language Learners.

During Assessment Administration

- Distribute all materials to students. Check for appropriate assessment booklets and answer documents.

During Assessment Administration (continued)

- Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.
- Administer the assessments according to the Assessment Administration Manual.
- Read directions exactly as they appear in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.
- When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.

After Assessment Administration

- Collect assessment materials and account for all assessment materials regardless of perceived student effort.
- Ensure that answer documents have correct student identification completed and filled in correctly.
- Do not erase or darken any marks in the student answer section of any document.
- Deliver assessment materials in person to the Building Assessment Coordinator at the end of each assessment administration.
- Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
- Complete Assessment Security Compliance Form found in the Assessment Administration Manual and submit to the Building Assessment Coordinator. Security forms can be found in the back of the administration manuals.

My Assessment Administrator

Phone

email



Office of Educational Assessment and Accountability

Assessment Proctor Responsibilities

As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher's aide, paraprofessional, or other paid district or school personnel. If volunteers must be used, they should be trained with appropriate testing procedures; family of students in the assessment group should not be used as proctors.

Assessment proctors who are used in the capacity of providing assessment accommodations to students must be thoroughly trained in providing the accommodations prior to the assessment.

The Assessment Proctor assists in setting the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Proctor's responsibilities include:

Before Assessment Administration

- Participate in assessment administration training.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

During Assessment Administration

- ❑ Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (cell phones, pagers, PDAs, etc.).
- ❑ Assist the Assessment Administrator in distributing assessment materials.
- ❑ Observe students and monitor those who have been given permission to temporarily leave the assessment room.
- ❑ Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- ❑ Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- ❑ Remain in the assessment room at all times unless replaced by another trained staff member.
- ❑ Ensure the assessment room is quiet during the entire assessment administration.
- ❑ Report any questionable or unusual activity to the Assessment Administrator immediately.
- ❑ Accompany students who are being directed to an alternate assessment room to complete assessments.
- ❑ Provide accommodations as prescribed in Individualized Education Program (IEP), 504 Plans, and instructional practices for English Language Learners.

After Assessment Administration

- ❑ Assist the Assessment Administrator in collecting and accounting for all assessment materials.
- ❑ Ensure that answer documents have correct student identification completed and filled in correctly.
- ❑ Complete Assessment Security Compliance Form found in the manual and submit form to the Building Assessment Coordinator.



Office of Educational Assessment and Accountability

Testing Responsibilities for Students

Students are encouraged to do their best on the tests to demonstrate to themselves, the school, and their parents, their knowledge, skills, and abilities. In order for state assessments to accurately reflect what a student knows and can do, the student has the following responsibilities:

Expected Conduct:

- Do your best on the state assessments.
- Make sure you understand and follow the assessment directions.
- Respect other students during the assessment.

Inappropriate and Prohibited Conduct:

You must not:

- Communicate or collaborate in any way with another student. This includes written, electronic, verbal or gestured forms of communication.
- Copy another student's answers or request or accept any help from another person.
- Use any material or equipment that is not expressly permitted by the assessment administration manual.
- Answer an assessment question or any part of an assessment for another student or provide assistance to another student before or while that student is taking a state assessment.
- Return to previously administered sections of the assessment after an assessment session is complete.
- Use a prohibited calculator, communication or information storage device.
- Engage in any other practice that has the intent of artificially affecting your score or the score of another student.

