District of Columbia

Test Security Guidelines

2023-24 School Year

OSSE Statement Regarding Test Security Guidance

The Office of the State Superintendent of Education (OSSE) believes in the importance of high-quality statewide assessments and their role in supporting the advancement of academic outcomes for all students. Now, more than ever, it is critical for the District of Columbia to obtain student performance data that are accurate, actionable and valid for their intended interpretations. OSSE is also deeply committed to the continued health, safety and well-being of all students, families and staff during the administration of 2023-24 school year statewide assessments. To ensure the safety of all, OSSE advises schools to adhere to all public health and safety guidance when executing any directives in the Test Security Guidelines for the 2023-24 school year.

During the 2023-24 school year, it is expected that all students enrolled in courses with required assessments participate in person unless there is an approved medical exemption for testing.

Special Considerations

Throughout this document, any policy updates or assessment-specific considerations will be surrounded by a blue box.

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I. Introduction

The District of Columbia statewide assessment program, administered by OSSE, is of the utmost importance to the measurement and reporting of the achievement of students and schools in the District of Columbia. Pursuant to the District of Columbia Public Education Reform Act of 2007, effective June 12, 2007 (DC Law 17-9; DC Official Code § 38-1800 *et seq.),* OSSE serves as the state education agency (SEA) and performs the functions of an SEA for the District of Columbia under applicable federal law, including grant-making, oversight, and state functions for standards, assessments, and federal accountability requirements for elementary and secondary education. Statewide assessments are the only tools available in the District to comparably measure academic performance of students on the District's content standards across schools, local education agencies (LEAs), the state, and specific groups of students. In addition to aggregations of student performance, these assessments are also designed to be valid for measuring growth and for use in public accountability systems.

Per the requirements of the District of Columbia Testing Integrity Act of 2013 (amended in 2015), OSSE has developed Test Security Guidelines to set forth minimum requirements to ensure that LEAs and school personnel are aware of the state requirements for maintaining strict test security procedures. OSSE's goal is for schools and LEAs to deliver a uniform and equitable statewide assessment program. For assessments to yield fair and accurate results, the assessments must be administered, to the extent possible, in consistent and standardized conditions; and the best way to ensure that occurs is to provide all LEA and school staff with the information and training needed for them to understand and recognize acceptable and unacceptable assessment practices.

II. General Provisions of the District of Columbia Statewide Assessments

The District of Columbia administers multiple assessments annually in accordance with federal and District of Columbia law, including as set forth at DC Official Code § 38-1800.02(13) regarding statewide assessments[1]. These statewide assessments are an important source of data on students' progress and performance relative to DC's educational standards. They include, in spring 2024, the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) in English language arts/literacy (ELA), mathematics, and science, the Multi-State Alternate Assessment (MSAA) in ELA and mathematics, the Dynamic Learning Maps Science Alternate Assessment (DLM), and the ACCESS for English Language Learners (ACCESS for ELLs) and WIDA Alternate ACCESS assessments for English language proficiency. The National Assessment of Educational Progress (NAEP) will also be administered in selected schools in spring 2024.

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[1] This guidance uses the term "statewide assessment" as the equivalent of "districtwide assessment" which is defined in the DC Official Code § 38-1800.02(13) as a variety of assessment tools and strategies administered by OSSE to students enrolled in DCPS and DC public charter schools that: (1) are aligned with DC's content standards; (2) provide information about student performance on DC standards; (3) . . . are valid, reliable, unbiased and meet national technical standards; (4) involve multiple up-to-date measures of student performance; and in which all publicly funded students may appropriately participate, including students with disabilities and English learners."

The Every Student Succeeds Act (ESSA) (20 U.S.C. § 6301 *et seq*.) establishes the following federal requirements for the administration of annual statewide assessments:

- **Grades 3-8:** English language arts/literacy (ELA) and mathematics assessments yearly
- **Grades 5, 8:** Science assessments in each grade
- **High School:** Students are to take at least one ELA, mathematics, and science assessment in high school. See *"High School Required Assessments"* below for OSSE's policy on the requirement of two high school assessments in ELA and mathematics.
- **Grades K-12:** Annual measure of English language proficiency (ELP) for students identified as ELs
- **Grades 4, 8, 12:** NAEP assessments in reading and math, in accordance with NAEP calendar

2023-24 District of Columbia Statewide Assessments

In the 2023-24 school year, the District of Columbia's required statewide assessments are:

- **English Language Arts/Literacy (ELA) and Mathematics**
  - DC CAPE
    - DC ELA Assessment, grades 3-8 and high school
    - DC Math Assessment, grades 3-8 and high school
  - MSAA, grades 3-8 and 11
- **Science**
  - DC CAPE
    - DC Science Assessment, grades 5, 8 and high school biology
  - DLM Science Alternate Assessment, grades 5, 8 and high school biology
- **English Language Proficiency (ELP)**
  - ACCESS for ELLs, grades K-12
  - WIDA Alternate ACCESS, grades K-12
- **The Nation's Report Card**
  - NAEP, grades 4, 8 and 12

Specific details on required assessments, including exceptions for middle school students taking advanced mathematics courses, recently arrived English learners, and unique course pathways, are included in the 2023-24 Statewide Assessments Participation and Performance Policy document posted on OSSE's website.

Any federal or local law, regulation, policy, and guidance related to testing integrity and security shall supersede any directions indicated in the test vendor administration manuals.

III. **OSSE Responsibilities**

OSSE is responsible for overseeing state-level functions and activities, as required by the federal law, Elementary and Secondary Education Act of 1965, as amended by ESSA (20 U.S.C. § 6301 et seq.)(, and District law, the Testing Integrity Act of 2013, as amended (DC Law 20-27; DC Official Code § 38-771.01 *et seq.* and § 38-2602(b)(20)) ("Testing Integrity Act"). OSSE is also responsible for

establishing policy, regulations, and guidelines that ensure statewide assessments are administered with fidelity. OSSE's responsibilities include:

A. *Before Testing*
   1. **Standards, Procedures, and Training**
      a) Issuing test integrity standards to obtain and securely maintain and distribute secure test materials at least 45 business days prior to the start of the first statewide assessment of the school year, requiring at minimum that LEAs:
         i. Maintain an inventory of all secure test materials;
         ii. Secure all secure test materials under lock and key;
         iii. Provide access to secure test materials exclusively to authorized personnel;
         iv. Ensure all authorized personnel are notified of their test integrity and security obligations before being permitted to access secure test materials or assist in the administration of a statewide assessment;
         v. Ensure all personnel have received training and a testing integrity and security notification statement developed by OSSE prior to access of secure test materials or administration of a statewide assessment pursuant to section DC Official Code § 38-2602(b)(20); and
         vi. Ensure that procedures have been established for maintaining secure assessment technology platforms.

   2. **School Test Security Plans**
      a) Obtaining, reviewing, approving, and maintaining for public review, school test security plans, including but not limited to, the points of contact for the test integrity coordinator and test monitors at each school under the LEA's control, policies, procedures and standards relating to securely storing, distributing, and administering the statewide assessment, assurances, list of authorized personnel, testing schedules, and a list of actions prohibited by authorized personnel pursuant to sections 103 and 201 of the Testing Integrity Act; and
      b) Approving a school's test plan *at least five business days prior* to testing.

   3. **Additional Support**
      a) Developing and providing standards for training and technical assistance for authorized personnel and LEAs regarding testing integrity and security procedures;
      b) Training LEA test integrity coordinator(s) in the statewide test security policies and procedures prior to LEA-level training of LEA- and school-level authorized personnel;
      c) Recording test integrity training attendance information;
      d) Providing technical assistance to LEA test integrity coordinator(s) during training and prior to administration; and
      e) Establishing a process by which to ensure compliance with all applicable laws and regulations for the administration of statewide assessments for LEA students at nonpublic schools.

B. During Testing

1. **Monitoring ("Auditing")**
   a) Developing and implementing standards and a process for monitoring ("auditing") the administration of statewide assessments to ensure compliance with all applicable laws, regulations, and policies at any point during the assessment cycle;
   b) Training OSSE state-level auditors in test security and assessment administration auditing policies and protocols;
   c) Reviewing school and testing procedures to ensure compliance with federal and local law, and state regulations, policies, and guidance; and
   d) Auditing statewide assessment administration procedures at randomly selected schools and at targeted schools to ensure adherence to all applicable laws, regulations, and policies, which may occur one week before the administration of a statewide assessment and during the administration of a statewide assessment, pursuant to section 201 of the Testing Integrity Act (DC Code § 38-2602(b)(20) Providing real-time test integrity expertise response to potentially critical incidents.

2. **Incident Reporting**
   a) Responding to incident reports from LEAs to ensure administration and test security issues are routed appropriately and resolved in a timely manner;
   b) Collecting, logging, and tracking incident reports across LEAs; and
   c) Flagging any incident reports that require immediate intervention and liaising with assessment vendors when systems-based issues are logged.

C. After Testing

1. **Test Security Closeout**
   a) Collecting Test Integrity and Test Security Affidavit forms from each LEA test coordinator and each school monitor within 15 business days after the conclusion of the identified assessment; and
   b) Maintaining final school test security plans on file.

2. **Assessment Results**
   a) Reporting and managing assessment results releases.

3. **Test Integrity Post-Administration Review**
   a) Conducting a test integrity review involving analyses of test results to ensure their integrity;
   b) Establishing standards for investigating any allegations of violations relating to testing integrity and security;

c) Developing a process for sharing the outcomes of test integrity investigations with LEAs who are interested parties;

d) Collaborating with LEAs to ensure accurate reporting of any testing violation while preserving the privacy of affected parties of a security incident; and

e) Cooperating with investigations initiated by the Office of the Attorney General for the District of Columbia or the US Attorney's Office.

IV. LEA Responsibilities

LEAs must perform all testing integrity functions and responsibilities detailed by sections 101-103 and 201 of the Testing Integrity Act (DC Code § 38-771.01 *et seq*. and § 38-2602(b)(20(C)). LEAs, or a school subject to an LEA's control, pursuant to the Testing Integrity Act, shall be responsible for compliance with the following functions to ensure integrity and security of the mandatory statewide assessments administered by LEAs. Failure to perform the following activities shall constitute a state test security violation.

LEAs administering mandatory statewide assessments may have additional or varying test administration requirements and prohibitions. LEAs are to refer to the **special considerations** through these guidelines and to the assessment-specific Test Administrator Manuals (TAMs) for specific information about these assessments.

A. *Before Testing*
1. Identify Authorized Personnel
a) Designate authorized personnel pursuant to section 103(a) of the Testing Integrity Act (DC Code § 38–771.03(a)), including LEA test integrity coordinator(s), school test monitors, LEA or school technology coordinators, and LEA or school special education coordinators (as applicable);
  i. LEAs may choose to identify one LEA test integrity coordinator for all assessments or may choose to identify one LEA test integrity coordinator for the general content assessments (DC CAPE), one LEA test integrity coordinator for the alternate content assessments (MSAA/DLM), and/or one LEA test integrity coordinator for the ACCESS for ELLs/WIDA Alternate ACCESS assessments.
b) In addition to the authorized personnel listed above, the LEA may also designate test administrators and proctors who will facilitate and/or assist in the facilitation of the statewide assessment.
  i. The LEA-designated school test monitor may identify and designate the school-based authorized personnel roles (test administrators, proctors) upon LEA approval.
c) If an LEA has students attending a nonpublic school, the LEA is also responsible for ensuring that there is a nonpublic school test coordinator and associated test administrator(s) and proctor(s) as appropriate.
d) Detailed descriptions of all authorized personnel can be found in Section VI of these guidelines.

2. **School Test Security Plans**
   a) Submit to OSSE a school test security plan through the [OSSE Assessment Portal QuickBase Application](#) for each school or campus under the LEA's control *at least 15 business* days before the first day of administration of each statewide assessment.
   b) School Test Security Plans must include at a minimum:
      i. Procedures for the secure maintenance, dissemination, collection, and storage of Statewide assessment materials before, during, and after administering a test, including:
      ii. Keeping an inventory of all materials and identifying individuals with access to the materials;
      iii. Accounting for and reporting to the OSSE any materials that are lost or otherwise unaccounted; and
      iv. Accounting for and securing old or damaged materials;
      v. The name and contact information for the test integrity coordinator and the test monitors at each school under the LEA's control;
      vi. A list of actions prohibited by authorized personnel;
      vii. Procedures pursuant to which students, authorized personnel, and other individuals may, and are encouraged to, report irregularities in testing administration or testing security; and
      viii. Written procedures for investigating and remediating any complaint, allegation, or concern about a potential failure of testing integrity and security.
   c) Schools must submit to OSSE the expected start and end dates for assessment administration for each assessment. Start and end dates are submitted using the School Test Security Plan tab in the OSSE Assessment Portal.

> Start and end dates for ACCESS for ELLs and WIDA Alternate ACCESS are due no later than **Jan. 16, 2024**.
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> Start and end dates for MSAA and DLM are due no later than **Feb. 12, 2024**.
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> Start and end dates for DC CAPE are due no later than **March 4, 2024**.

Please consult the [2023-24 School Test Security Plan Exemplar](#) for the complete list of questions and format for the School Test Security Plan.

3. **Training and Support**
   a) Ensure all authorized personnel are trained, virtually or in person, in test integrity and security requirements as developed by OSSE and as developed by the LEA before the administration of a statewide assessment;
   b) Distribute to all authorized personnel of the LEA, including each school site within the LEA and nonpublic special education schools, the [OSSE Test Integrity and Test Security](#)

[Notification Statement](#), informing them of the consequences for knowingly and willingly violating laws, regulations, policies, guidance or school test security plan;

c) Ensure that the school site(s) under the purview of the LEA that is implementing computer-based testing is technology-ready in accordance with the applicable school test security plans submitted to OSSE and test-specific technology requirements.

4. **Test Security Management**
   a. Maintain a hard copy Test Security File for each school under their control for a minimum of four years (an electronic file may be kept in addition to the required hard-copy version), which includes at a minimum:
      i. *School Test Security Plan*
      ii. *Test Security Training Materials*
      iii. *During Testing Notes, including Minor Deviations from School Plan*
      iv. *Plan to Improve School Policies and Procedures Forms (if applicable)*
      v. *Test Security Fact Finding Inquiry Forms (if applicable)*
      vi. *Test Integrity and Test Security Affidavits*
      vii. Test Security Training Attendance for Authorized Personnel
      viii. Family Notification Letters
      ix. Test Materials Chain-of-Custody Forms
      x. Incident Reports
   b. Obtain, securely maintain and securely distribute testing material.

> Italicized items above (i. – vi.) can be maintained electronically during test administration, but must be printed and filed for a minimum of four years at the end of testing. Remaining items (vii. – x.) must be printed during administration and filed for a minimum of four years at the end of testing.
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> All secure materials must remain in the school to which they are shipped. Transporting secure materials between school campuses, even within an LEA, is prohibited. LEAs may request support from OSSE if unique circumstances arise.

B. *During Testing*
   1. **Test Administration**
      a) Administer statewide assessments as prescribed in the appropriate testing law, regulations, policies, plans and manuals (unless expressly amended in writing by OSSE);
      b) Prohibit use of unapproved electronics during the administration of a statewide assessment, unless identified as an accommodation for an eligible student pursuant to section 103(b) of the Testing Integrity Act (DC Code § 38–771.03(b)), as explicitly identified in a student's Individuals with Disabilities Education Act (IDEA – 20 USC §1400 *et seq.*) individualized education program (IEP), a plan developed under Section 504 of the Rehabilitation Act of 1973 (Section 504 plan), or an approved accommodation plan for an English learner (EL) (Title I, III - ESEA) student;

c) Prohibit any form of cheating;

d) Prohibit the allowance of extended time beyond the total testing time, unless expressly permitted in students' IEP, Section 504 or EL plan;

e) Uphold the integrity of testing and accuracy of the data by preventing any dishonest or fraudulent behavior and promoting a fair and equitable testing environment.

2. **Materials Management**

a) Prior to, during, and following each test administration, maintain security of all secure statewide test materials, to include all testing materials containing or granting access to paper- and computer-based secure test items and responses, under lock and key or under secured, password-protected electronic access and prohibit unauthorized access to secure testing materials at all times;

b) Follow assessment-specific chain of custody procedures;

c) Prohibit unauthorized access to secure test materials[2];

d) Ensure schools return/dispose of all secure and non-secure test materials following procedures outlined in the appropriate testing manuals;

e) Follow each assessment's specific instructions on materials management in the TAMs and/or Test Coordinator Manual (TCM) for DC CAPE, MSAA, DLM, ACCESS for ELLs, and WIDA Alternate ACCESS.

3. **Monitoring**

a) Monitor the administration of statewide assessments to ensure that applicable federal and local assessment law, regulations, policies, plans, and manuals are being followed. LEA monitoring of assessments during test administration should be designed to reflect the health and safety needs of schools, staff, and students.

4. **Test Security Reporting**

a) Follow the process for resolving technical difficulties outlined in test manuals and any relevant guidance, and report computer-based/online difficulties that impact test administration;

b) Any person who witnesses or believes a test security violation occurred must report it as soon as possible but no later than 24 hours after the alleged violation occurred. Potential violations may be reported directly to the school test monitor or the LEA test integrity coordinator(s); to OSSE's Division of Data, Assessment, and Research (DAR); anonymously to the test integrity coordinator, or anonymously online using the OSSE

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[2] Secure materials are defined as "test materials that might contain or provide access to assessment content, such as information about test questions or answers, including test questions, passages, or performance tasks, answer documents, and used scratch paper." (DC Code § 38-2602(b)(20)(O)(iii-I)) Student testing tickets and other documents that provide student or test administrator log-in information for a test are also secure materials.

[Incident Report Form](). LEA test integrity coordinator(s) are *required* to submit any alleged test security violations to OSSE.

C. *After Testing*

1. **Affidavits**

   a) Within 10 business days after the conclusion of each statewide assessment, the LEA Test Coordinator must obtain signed, under penalty of law, affidavits from the LEA's test integrity coordinator(s) and each of the LEA's school test monitors attesting that, to the best of their knowledge or belief, the LEA or school complied with all applicable laws, regulations, policies and guidance, including the test security plan.

   b) Within 15 business days after conclusion of each statewide assessment, the LEA Test Coordinator file with OSSE the affidavit provided by OSSE affirming compliance with all applicable laws, regulations, policies and guidance, and the test security plan.

2. **Test Security Reporting**

   a) Investigate, document, and report to OSSE any findings and recommendations for the remediation of an allegation of the failure of the test security plan or other testing integrity and security protocol; and

   b) Cooperatively participate with OSSE in any OSSE-initiated post-test administration investigation and inquiry.

There are two permitted deviations from the above LEA requirements. The first permitted deviation is for approved accommodation(s) for eligible students that are explicitly identified on a student's IEP developed under IDEA and Chapter 30 (Special Education) in subtitle 5E of the District of Columbia Municipal Regulations, including Section 3016 (Assistive Technologies), or an approved accommodation plan for a EL student, or Section 504 plan; provided that any accommodation shall be limited to the eligible student (*see* DC Official Code § 38-1800.02(13)(E)). Any accommodations must be:

1. Limited to the eligible student or students;
2. Based on explicit direction in an IEP, Section 504 plan or EL plan or guideline; administered strictly as outlined in the appropriate test manual (*see* Testing Integrity Act, Sec. 104(a)(4)(b) (DC Code § 38-771.04(a)(4)(b)); and
3. Included in the [OSSE Testing Accommodations Guides (TAGs)]() for DC CAPE, MSAA, DLM, ACCESS for ELLs, and WIDA Alternate ACCESS.

The second permitted deviations are actions to support students to stay on task and focused, as defined and described as an acceptable action under OSSE guidance, and that do not impact the content of students' answers. Acceptable actions shall be limited to:

1. Announcements to the entire testing group of time remaining on test;
2. Announcements to the entire testing group reminding students to stay on task;
3. Announcements to the entire testing group reminding students to abide by school and/or LEA rules and/or processes;

4. Verbally but with minimal disruption to other students, waking up a student who has fallen asleep while testing; and
5. Verbally but with minimal disruption to other students, addressing an individual student's disruptive behavior;
6. Providing reminders to individual students to stay on task and focused during the assessment;
7. Providing visual cues to an individual student to remain on task.

V. School Responsibilities

Schools must perform all testing integrity functions and responsibilities detailed by sections 101-103 and 201 of the Testing Integrity Act (DC Code §§ 38-771.01 *et seq.* and 38-2602(b)(20)(C)). Schools are responsible for compliance with the following functions to ensure the integrity and security of all statewide assessments administered by the school. Failure to perform the following activities shall constitute a state test security violation.

Schools administering statewide assessments may have additional or varying test administration requirements and prohibitions. Schools are to refer to the **special considerations** throughout these guidelines and to the assessment-specific TAMs for specific information about these assessments.

A. *Before Testing*
1. Test Security Management and Planning
a) Maintain a hard copy Test Security File for each school under their control for a minimum of four years (an electronic file may be kept in addition to the required hard-copy version) which includes at a minimum:
    i. *School Test Security Plan*
    ii. *Test Security Training Materials*
    iii. *During Testing Notes, including Minor Deviations from School Plan*
    iv. *Plan to Improve School Policies and Procedures Forms (if applicable)*
    v. *Test Security Fact Finding Inquiry Forms (if applicable)*
    vi. *Test Integrity and Test Security Affidavits*
    vii. Test Security Training Attendance for Authorized Personnel
    viii. Family Notification Letters
    ix. Test Materials Chain-of-Custody Forms
    x. Incident Reports

> Italicized items above (i. – vi.) can be maintained electronically during test administration, but must be printed and filed for a minimum of four years at the end of testing. Remaining items (vii. – x.) must be printed during administration and filed for a minimum of four years at the end of testing.

b) Create, maintain and submit a School Test Security Plan to the LEA as detailed in the Testing Integrity Act and OSSE's Test Security Guidelines. While the school may create and maintain a school test security plan, the LEA must submit the plan at least 15 business days prior to the first day of assessment administration to OSSE to final approval. School Test Security Plans must at a minimum include procedures for the secure maintenance, dissemination, collection, and storage of statewide assessment secure materials before, during, and after administering a test, including:

    i. Keeping an inventory of all materials and identifying individuals with access to the materials;

    ii. Accounting for and reporting to the OSSE any materials that are lost or otherwise unaccounted; and

    iii. Accounting for and securing old or damaged materials;

    iv. The name and contact information for the test integrity coordinator and the test monitors at each school under the LEA's control;

    v. A list of actions prohibited by authorized personnel;

    vi. Procedures pursuant to which students, authorized personnel, and other individuals may, and are encouraged to, report irregularities in testing administration or testing security; and

    vii. Written procedures for investigating and remediating any complaint, allegation, or concern about a potential failure of testing integrity and security.

Please consult the [School Test Security Plan Instructions and Exemplar](#) for guidance, and the complete list of questions and format for the OSSE School Test Security Plan.

B. During Testing

1. Test Administration

a) Obtain, securely maintain, and securely distribute testing material;

b) Administer statewide assessments as prescribed in the appropriate Testing Integrity Act, regulations, policies and manuals (unless expressly amended in writing by OSSE);

    i. Please see the appendix attached to these guidelines for links to the assessment-specific test administration manuals.

c) Prohibit any form of cheating;

d) Remove or cover displays related to the content area being tested and/or test taking strategies during the statewide assessments as detailed in Section VI.A below;

e) Prohibit the use of unapproved electronic devices by students, unless identified as an accommodation pursuant to an IEP, Section 504 plan or EL plan except expressly permitted by OSSE (per Section VI.D below);

f) Prohibit the use of unapproved electronic devices by test administrators and proctors during the administration of an assessment, except as expressly permitted by OSSE (per Section VI.C below);

g) Prohibit the use of unapproved materials (non-electronic) during test administration; and

h) Uphold the integrity of testing and accuracy of the data by preventing any dishonest or fraudulent behavior and promoting a fair and equitable testing environment.

2. **Materials Management**
   a) Secure all statewide test materials to include all testing materials used to facilitate paper- and computer-based testing and prohibit unauthorized access to secure test questions and materials at all times.
   b) Prior to, during, and following each test administration, maintain security of all secure statewide test materials, to include all testing materials containing or granting access to paper- and computer-based secure test items and responses, under lock and key or under secured, password-protected electronic access and prohibit unauthorized access to secure testing materials at all times;
   c) Follow assessment-specific chain of custody procedures;
   d) Prohibit unauthorized access to secure test materials[3];
   e) Follow each assessment's specific instructions on materials management in the TAMs and/or Test Coordinator Manual (TCM) for DC CAPE, MSAA, DLM, ACCESS for ELLs and WIDA Alternate ACCESS.

3. **Test Security Reporting**
   a) Any person who witnesses or believes a test security violation occurred must report it as soon as possible but no later than 24 hours after the alleged violation occurred. Potential violations may be reported directly to the school test monitor or the LEA test integrity coordinator(s); to OSSE's DAR; anonymously to the test integrity coordinator, or anonymously online using the OSSE Incident Report Form. LEA test integrity coordinator(s) are required to submit any alleged test security violations to OSSE; and
   b) Follow the technical difficulties process and report computer-based/online difficulties that impact the security of test administration.

C. *After Testing*
1. **Materials Management**
   a) Return/dispose of all secure and non-secure test materials following procedures outlined in the appropriate testing manuals and OSSE Test Security Guidelines; and

2. **Test Security Closeout**
   a) Submit Test Integrity and Test Security Affidavit forms for each school monitor to the LEA test integrity coordinator(s) within 10 business days after the conclusion of the last statewide assessment.

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[3] Secure materials are defined as "test materials that might contain or provide access to assessment content, such as information about test questions or answers, including test questions, passages, or performance tasks, answer documents, and used scratch paper." (DC Code § 38-2602(b)(20)(O)(iii-I))

There are two permitted deviations from the above school requirements. The first permitted deviation is approved accommodation(s) for eligible students that are explicitly identified on a student's IEP, Section 504 plan or EL plan; provided that any accommodation shall be limited to the eligible student (*see* DC Code § 38-1800.02(13)(E)). Any accommodations must be:

1. Limited to the eligible student or students;
2. Based on explicit direction in an IEP, Section 504 plan or EL plan or guideline; and administered strictly as outlined in the appropriate test manual (*see* Testing Integrity Act, Sec. 104(a)(4)(b) (DC Code § 38-771.04(a)(4)(b)); and
3. Noted in the OSSE Testing Accommodations Guide (TAG) as an allowable accommodation or otherwise approved by OSSE.

The second permitted deviation is actions to support students to stay on task and focused, as defined and described as an acceptable action under OSSE guidance, and that do not impact the content of students' answers. Acceptable actions are limited to:

1. Announcements to the entire testing group of time remaining on test;
2. Announcements to the entire testing group reminding students to stay on task;
3. Announcements to the entire testing group reminding students to abide by school and/or LEA rules and/or processes;
4. Verbally but with minimal disruption to other students, waking up a student who has fallen asleep while testing; and
5. Verbally but with minimal disruption to other students, addressing an individual student's disruptive behavior;
6. Providing reminders to individual students to stay on task and focused during the assessment;
7. Providing visual cues to an individual student to remain on task.

VI.   Roles for Authorized Personnel

Per the Testing Integrity Act, LEAs and schools must designate an LEA test integrity coordinator(s) for the LEA as a whole, and a school test monitor for each school or campus under the LEA's control. OSSE also requires each LEA to designate a LEA technology coordinator and a LEA special populations coordinator to support the LEA in appropriately implementing computer-based testing and accommodations. Each role is described below. In addition to the major roles identified below, any individual who has access to statewide assessment materials, enters into a secure testing environment, or is directly involved in the administration of a statewide assessment is considered authorized personnel. Authorized personnel are required to: (1) complete testing integrity training (by OSSE or LEA Test Coordinator); (2) receive the test integrity and security notification statement; (3) report breaches of test security and/or integrity; (4) cooperate in testing integrity and security inquiries and investigations; (5) refrain from prohibited actions; and (6) read all applicable directions and guidance.

A. LEA Test Integrity Coordinator(s)

The LEA test integrity coordinator is an individual who is designated by a LEA to be authorized personnel responsible for testing integrity and security for the LEA in its entirety during the administration of a statewide assessment. LEAs are permitted to designate up to three LEA test integrity coordinator(s): (1) DC CAPE LEA test integrity coordinator, (2) ACCESS for ELLs/WIDA Alternate ACCESS LEA test integrity coordinator, and (3) MSAA/DLM LEA test integrity coordinator. The LEA test integrity coordinator is responsible for and coordinates statewide assessment security across all schools or campuses under the LEA's control and supports all of the LEA's test monitors for each assessment they are assigned. Additionally, the LEA test integrity coordinator collects, and submits to OSSE, the school test security plans for all schools or campuses under the LEA's control. The test integrity coordinator must be an employee of the LEA, selected by the head of the LEA and capable of successfully fulfilling these functions. The LEA test integrity coordinator shall be available by telephone at least through November of the following school year for purposes of test integrity investigations and missing materials resolution.

B. School Test Monitor/School Test Coordinator

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

Nonpublic placement sites providing educational services to students enrolled at publicly funded DC LEAs must administer the statewide assessment to DC students and comply with all applicable federal and DC laws and regulations governing the state assessment. For the purpose of this guidance, nonpublic placements are considered school or campus sites under the control of the LEA(s) where the nonpublic placement's student is enrolled. Accordingly, a nonpublic placement site shall identify a school test monitor. The nonpublic school test monitor must collaborate with LEA test integrity coordinator(s) at each LEA for which the placement serves students. Additionally, the nonpublic test monitor (or nonpublic school test coordinator, as appropriate) is responsible for creating and submitting directly to OSSE their school test security plans.

C. Technology Coordinator

The technology coordinator is considered by OSSE to be authorized personnel and must comply with all the responsibilities and prohibitions of authorized personnel. The primary function of the LEA technology coordinator is to prepare the testing platform and the student and test administrator devices for testing. The technology coordinator shall also be on hand to address

technical difficulties, and to facilitate and resolve testing technology issues during all points of the statewide assessment cycle.

D. Special Populations Coordinator

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

IEP or Section 504 plan team members are responsible for making decisions about appropriate accommodations and accessibility features for a student with disabilities. Failure to provide appropriate accommodations or providing accommodations to students who are not eligible is a direct violation of the Testing Integrity Act. The special population coordinator should be an employee of the school or LEA and should be selected by the LEA test integrity coordinator(s) or school test monitor. For additional information on accommodations and accessibility features, please visit the OSSE testing accommodations page.

E. Test Administrator

The test administrators are professional employees of the LEA or a school and designated as authorized personnel under the Testing Integrity Act. The test administrator is responsible for administering the statewide assessment to students, must comply with all the responsibilities and prohibitions of authorized personnel, and must perform all duties assigned by the school test monitor. Please consult the assessment-specific TAM for extensive test administration instructions for DC CAPE, MSAA, DLM, ACCESS for ELLs, and WIDA Alternate ACCESS.

> To provide logistical and scheduling flexibility for schools, the teacher of record may serve as the test administrator for their students without the need of an additional proctor present.

F. Test Proctor

Proctors may assist test administrators with classroom management during testing, distribute and collect test materials, or administer accommodations as directed by the school test monitor and test administrator. As such, test proctors are considered by OSSE to be authorized personnel and must comply with all the responsibilities and prohibitions of authorized personnel. Test proctors need not be professional employees of the LEA or school, and may be volunteers, contractors, or aides. They must receive training in test security and test administration procedures from the school test monitor, and work at all times under the direct supervision of a test administrator or school test monitor. Parent volunteers serving as proctors may not proctor the assessment of their own child.

Proctors are not required during test administration if is not practical to have one in the classroom; however, it is strongly recommended to assign a proctor for testing groups with

more than 15 students. Schools may determine if it is feasible to have proctors in the classroom for test administration.

> **Recommendation**: Proctors are strongly recommended for groups with more than 15 students.

VII.   The Testing Environment and Exceptional Circumstances

The following guidelines, pursuant to the Testing Integrity Act, address the testing environment, and include what a student can see, hear, or access (including via technology) during testing. The school test monitor or other authorized personnel shall designate an area(s) for administering the statewide assessment to students in tested grades. In an exceptional circumstance in which an individual student cannot be tested at the designated location, OSSE may require a site visit, demonstration, and/or memorandum of agreement as conditions for approval of the alternate location.

A.   Non-Permissible Bulletin and Wall Displays

Any information regarding the content being assessed or test-taking strategies (including word walls and multiplication tables) are prohibited in the testing environment. The testing environment includes, but is not limited to, the testing room, hallways, stairwells, and bathrooms where testing students travel <u>during the testing session</u>. Such displays should be removed or covered prior to the first day of the statewide assessment administration and should remain removed or covered for the duration of active statewide assessment.

> **Special considerations for the ACCESS for ELLs/WIDA Alternate ACCESS assessments:**
>
> In the instance that a student is taking the ACCESS for ELLs or WIDA Alternate ACCESS assessment, content is defined as English word translations from other languages or visual aids; conjugations of verbs from other languages; grammar and syntax rules; or any other English Language Arts writing strategies, vocabulary aids or any other content or strategies that may assist a student in completing the reading, writing, listening or speaking domains.

B.   Room Setup

The testing environment must be set up to ensure that students engaging in active testing are able to test independently without distraction or violation of test security. Students must be seated in a way such that they cannot easily view other students' screens. This applies for both large group and small group testing sessions. Students receiving accommodations that require student speaking (e.g., student reads aloud to themselves) must be tested in a one-on-one setting. Students receiving a human reader accommodation must be tested in a one-on-one setting or a small group setting with only students receiving the human reader accommodation. Students receiving the human scribe accommodation must be tested in a one-on-one setting. Flexibility in designing the test environment is left to the individual schools. Some recommendations for room setup include seat students in every other seat; arrange monitors

back-to-back; seat students in a semi-circle; seat students in widely spaced rows in every other row.

> **Special Considerations:**
>
> In the instance that students are required to speak (e.g., if a student requires a scribing accommodation), seat students in a classroom or other testing location alone, away from other students, so that their responses cannot be heard by other students. Please consult the TAMs and accommodations manuals for specific assessments for more information on how to create a secure testing environment in these circumstances.
>
> During the **speaking units** of the ACCESS for ELLs assessment, the TAM states that up to three to five students may be tested in a room at the same time. Testing in a small group may only occur if the testing environment is set up so that <u>no</u> student may hear any other student responses. If possible, schedule one-on-one sessions to ensure secure administration.

C. Secure Closeout Procedures and Materials Permitted After Testing

When a student finishes testing, the test administrator and proctor (if applicable) must follow the specific directions on test closeout written in the Test Administrator and/or Test Coordinator Manual. Test administrators are required to adhere to the scripts and read them word-for-word the first time through. Test administrators may repeat the scripted directions as many times as needed while delivering the script. Full group notifications may be given. Students may ask for portions of the script to be re-read or clarified. Test administrators and proctors are prohibited from telling or asking students to check their work or show their work. Test administrators may say, "Are you finished and ready to close out your test?"

Once the student has completed their test unit, the test administrator or proctor must collect and secure the student's assessment materials. If a student has extra time in their test unit after they have securely closed out the test, the following activities are permissible: test administrators may dismiss the student out of the test environment; the student may sit quietly and read books; the student may complete activities unrelated to the subject being assessed or the student may have blank paper and pens/colored pencils/markers/crayons. Test materials must be collected by the test administrator or proctor prior to students having any other materials, and any blank paper used after testing must be collected by the test administrator and may not leave the test environment with the student. Examples of activities unrelated to the content being assessed include a crossword puzzle after a math unit and a Sudoku puzzle after an ELA unit.

D. Cell Phones and Prohibited Electronics

Cell phones (including cell phone or smart watches with photo functionality) may not be used in the computer-based testing environment by students, test administrators, or proctors under any circumstances. During the administration of paper-based tests, no cell phones may be in the testing environment at any point during testing by any individual. During the administration of

computer-based tests, LEA test integrity coordinators, school test monitors and school technology coordinators may use cell phones for the sole purpose of coordinating technical support if it is necessary for a student to complete a test. During testing, only devices authorized for specific testing functions may be used by students and authorized personnel. This includes student devices and test administrator devices used solely for monitoring testing.

Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. These devices require prior OSSE approval for this exception.

E. Technical Irregularities and Difficulties

If a student's or students' testing device(s) experiences technical problems that prevent the student(s) from normal continuation of testing, the test administrator must alert the school test monitor and technology coordinator. All technical problems and delays which significantly impact the administration of the assessment must be reported and documented by the test monitor as an incident through the incident reporting protocol.

F. Use of Calculators and Devices

For computer-based testing, grade-level appropriate calculators will be available through the test platform on calculator sections of mathematics units. Students may also use hand-held, grade appropriate calculators (provided by either the school or the student) on calculator sections of test units. No calculators are allowed on non-calculator sections of assessments, except when specified in a student's IEP or Section 504 plan.

1. Allowable calculators for the DC Math assessment include:
   a) Grades 3-5: No calculators allowed, except for students with an approved calculator accommodation
   b) Grades 6-7: Four function with square root and percentage functions
   c) Grade 8: Scientific calculators
   d) High school (Algebra I, Geometry, Algebra II): Graphing calculators (with functionalities consistent with TI-84 or similar models)
2. Allowable calculators for the DC Science assessment include:
   a) Four-function calculators with square root and percentage functions.
3. The following calculating devices are prohibited:
   a) Calculators with College Algebra System (CAS) features;
   b) Tablets, laptops or personal digital assistants (PDAs) or phone-based calculators, except those that are being used as devices for computer-based testing; and
   c) Calculators and electronic devices with "QWERTY" keyboards, except where expressly mandated by an IEP or Section 504 plan.

If a student needs a specific calculator for an accommodation (e.g., large key, talking), the student is permitted to bring their own, provided it is in the students' IEP or Section 504 plan. If a student needs a calculator as part of an accommodation in the non-calculator section, the student is permitted to use a hand-held calculator.

Test administrators must confirm that the memory on all calculators has been cleared before and after the testing sessions and students may not share calculators within a testing session.

For additional information about implementing calculator accommodations as specified in a student's approved IEP or Section 504 plan, please consult the TAMs for specific assessments.

G. Support Materials

Individual statewide assessments may permit additional support materials, which will be specified in the testing manual if permitted. In the event that additional support materials are permitted:

1. Additional support materials must be located in a pre-determined location in the testing room;
2. All guidance and instructions regarding additional support materials must be followed; and
3. If schools allow students to bring their own permissible/specific support materials, they must be given to the school test monitor or test administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do not have any writing or pre-stored information on them).

H. Prohibited Materials

1. English Language Arts/Literacy
   a) Dictionaries or thesauruses (***Note***: Bilingual, word-to-word dictionaries, without definitions, phrases, sentences, or pictures, are an allowable accommodation for EL students); and
   b) Any unauthorized resource or reference material that defines, explains, or illustrates ELA terminology or concepts or otherwise provides unauthorized assistance during testing.
2. Mathematics
   a) Any unauthorized devices;
   b) Any resources that define, explain, or illustrate mathematical terminology or concepts or otherwise provides unauthorized assistance during testing;
   c) Mathematical formulas and conversion tables other than the grade-specific, vendor-supplied material; and
   d) Mathematics Reference Sheets other than the grade-specific, vendor-supplied material.

I. Exceptions and/or Special Circumstances

There are some instances and circumstances that may arise during test administration that may require special instructions or procedures for secure administration.

1. **Absences and Makeups**
   a) Students who are absent for any session that they have yet to begin of the statewide assessments may make up the session(s) during the testing window

and in accordance with the specific days and times identified by the school in their OSSE-approved School Test Security Plan.

b) Schools may schedule make-up test sessions for different grade levels and subject areas in the same room, but the timing of the tests should be the same and special attention must be paid to ensure student are read the correct directions for their tests.

c) Students without an extended time accommodation may <u>not</u> receive extra time outside of the testing time limits for behavioral issues that impact testing.

d) Students with an extended time accommodation may only test until the end of the school day and may <u>not</u> test over multiple days without prior approval by OSSE.

e) Students are not allowed to return to a testing session which they have exited after its initiation except in exceptional circumstances as individually approved and documented in writing by OSSE (e.g., weather emergency, fire or other event that requires building evacuation during testing).

    i. Please note that "exited" is defined as a voluntary refusal to continue testing or exit from the testing room by the student without permission from the test administrator or other authorized personnel. An "exit" does not include authorized restroom breaks or any breaks taken by students with "frequent breaks" accommodations as stated in their IEP, Section 504, or EL plans.

Special Considerations for the MSAA Assessment:

According to the MSAA TAM, test administrators may pause testing and take a break at any time during the administration of the MSAA assessment. There is no limit to the frequency or duration of breaks during this assessment and may last anywhere from a few minutes to a few days depending on the needs of each individual student. Breaks may be initiated due to frustration, lack of engagement, refusal to participate or sickness.

Special Considerations for the DLM Assessment:

According to the DLM TAM, the DLM alternate assessment is administered individually and is not timed. Students may take as much time as needed and may work in settings that are most appropriate for them. In other words, any flexibility in location and assessment time that the student needs are permissible. For example, the student may take as many breaks as needed throughout the completion of a testlet. During the administration of a testlet, Student Portal can sit inactive for as long as 90 minutes before timing out. For additional information, please consult the [DLM Test Administration Manual](#).

Special Considerations for the ACCESS for ELLs/WIDA Alternate ACCESS Assessment:

The ACCESS for ELLs and WIDA Alternate ACCESS assessments are not timed; therefore, students have until the end of the school day to complete any domain they have started. Students are <u>not</u> permitted to complete any domain over multiple days without prior approval by OSSE.

2. **Significant Medical Emergencies During Testing**
   a) A significant medical emergency during testing is an accident, trauma, or illness (mental or physical) that has been determined by a licensed physician to preclude a student from taking all or part of a statewide assessment. If a student has a significant medical emergency, the school may apply to OSSE for student exemption from testing, using the OSSE-provided [Statewide Testing Medical Exemption Form](#).
   b) Medical exemption requests require both the statement and signature of the treating physician or psychiatrist to be completed on this form. This request must be submitted to OSSE prior to the first day of testing at the student's school of record.
   c) Medical emergency exemption requests require both the statement and signature of the treating physician or psychiatrist to be completed on this form. Emergency exemption requests must be submitted to OSSE no longer than 10 business days after the testing window closes.

3. **Weather, Natural Disaster, Fire Alarm or School-wide Emergency**
   a) If there is a school-wide emergency requiring evacuation or lockdown, follow the LEA/school-wide emergency protocol.
   b) Student safety is paramount in a school-wide emergency; assessment materials should be secured after student safety has been assured.
   c) If this occurs, the test monitor must complete an incident report and submit to the LEA test integrity coordinator(s) and OSSE.

4. **Homebound Students**
   a) Homebound and/or hospital-tutored students who are in alternate settings due to a documented medical condition enrolled in public education in the District of Columbia must participate in statewide assessments, administered by a trained test administrator. When circumstances make it impossible to test the student at the school, the school test monitor must work with the LEA test integrity coordinator(s) to determine how the student will participate in the statewide assessment and notify OSSE in the school test security plan.

5. **Home-schooled Students**
   a) Home-schooled students' participation on the statewide assessment is voluntary. Parents and/or legal guardians implementing homeschooling programs who wish to take part in the statewide assessment must notify their assigned neighborhood DCPS principal and/or school counselor to facilitate test registration and inclusion in testing plans.

6. **Testing Students in Alternative Settings**
   a) All eligible public-school students receiving temporary instruction at a program or alternative school other than the school to which they are regularly enrolled must participate in statewide assessments. Students in alternative settings may take the assessments at the schools in which the students are currently enrolled or at alternate testing sites approved by the LEA test integrity coordinator(s) and OSSE.

7. **Students with IEPs in Nonpublic Settings**
   a) LEAs must ensure that all eligible students enrolled at their LEA and schools subject to their control participate in statewide assessments, including students in nonpublic settings. Every nonpublic school or program must adhere to the Testing Integrity Act and the following District of Columbia requirements:
      i. Ensure that every District of Columbia student enrolled in a nonpublic special education school or program is appropriately included in the statewide assessment system or alternate assessment approved by OSSE;
      ii. Ensure that statewide assessments are administered according to federal and state law, regulations, and state policy regarding testing;
      iii. Comply with all federal and state law, regulations, and policy regarding testing and testing integrity;
      iv. Comply with all school level requirements outlined in this document;
      v. Create and maintain a school test security plan for their site as outlined above, and submit directly to OSSE for review and approval;
      vi. Work closely with the LEA to ensure that the nonpublic school test security plan is reviewed by the LEA test integrity coordinator(s) at students' LEAs of enrollment;
      vii. Maintain documentation showing that District of Columbia students completed the statewide assessment;
      viii. Provide any requested statewide testing documentation to referring LEA and/or OSSE upon request; and
      ix. In the event that there is a test security, irregularity, or data integrity issue, the nonpublic school test coordinator must contact OSSE and the LEA test integrity coordinator(s) at the student(s)' LEA(s) of enrollment.

J.   Prohibited Actions of Authorized Personnel

As described above, authorized personnel are any individuals who have access to statewide assessment materials or are directly involved in the administration of a statewide assessment, whether denominated by an LEA as LEA test integrity coordinator(s), test administrator, test monitor, technology coordinator, special education coordinator, alternate assessment coordinator, test proctor, or otherwise, as defined in the Testing Integrity Act, who must comply with all requirements set forth in the Testing Integrity Act. Authorized personnel shall not conduct any prohibited acts, which include but are not limited to the following:

1. **Test Fraud - Academic Coaching:**

   Authorized personnel are prohibited from:

   a)   Reviewing, reading, or looking at test items or student responses before, during, or after administering the statewide assessment (which includes student scratch paper), unless specifically permitted in the test administrator's manual (e.g., when delivering the human reader or scribe accommodation for MSAA or when administering the Speaking unit for ACCESS for ELLs);

   > **Special Consideration for MSAA:**
   >
   > To ensure that students have equitable opportunity to access the items, the test administrator is permitted to pre-read the test items and directions for test administration prior to test administration. For more information on this consideration, please consult the MSAA Test Administration Manual.
   >
   > **Special Consideration for DLM:**
   >
   > For DLM, a Testlet Information Page (TIP) is provided with each testlet, which the teacher must review before beginning the assessment. Since the test administrator must gather the needed materials to be ready for test administration, the TIP can be reviewed several hours or even days before testing. For more information about this consideration, please consult the DLM Test Administration Manual.

   b)   Assisting students in any way with answers to test questions using verbal or nonverbal cues before, during, or after administering the assessments. Examples of prohibited academic coaching include:
       i.   Providing answers to a student;
       ii.   Indicating that a student has answered a question incorrectly or left an answer blank;
       iii. Defining words or providing synonyms;
       iv.   Spelling words;

    v.   Influencing a student's responses by offering hints, clues, cues, facial expressions, nods, or changes in voice inflection;

    vi.   Altering, explaining or simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option;

    vii.   Providing any manner of assistance that could impact a student's answers;

    viii.   Suggesting that a student write more on a question, check their work, show their work, or review or reconsider a question;

    ix.   Reading a portion of tested content to a student when the student does not have a read-aloud accommodation;

    x.   Responding to student questions regarding test content, accessibility features and accommodations, or the platform functionality during testing; or

    xi.   Not following the protocol for closing out a test unit (e.g., asking a student, "Are you sure?" when a student indicates that they are done testing.)

> **Special Considerations for ACCESS for ELLs:**
>
> According to the ACCESS for ELLs TAM, test administrators are permitted to encourage kindergarten students during test administration by asking one time "can you tell me more" when students need motivation, if the student is nonresponsive, the test administrator is not permitted to ask again. Additionally, the test administrator is permitted to offer praise such as "good job" and "very good," "OK" and "nice job" when administering the ACCESS for ELLs assessment to kindergarten students **only**.

2. **Cheating:**
    Authorized personnel are prohibited from:
    a) Allowing any form of cheating;
    b) Failing to actively supervise students at all times during test sessions;
    c) Allowing students to view or practice secure test items before or after the scheduled testing time;
    d) Using or allowing students' use of unapproved electronics or cell phone during the administration of a statewide assessment;
    e) Allowing students to use notes, textbooks, references, or other aids, unless the test administrator's manual or an approved accommodation specifically allows; or
    f) Allowing students to share test questions or consult with other students, school personnel, or anyone else during testing.

3. **Test Tampering:**

   Authorized personnel are prohibited from:
   a) Altering student responses in any manner;
   b) Photocopying, or in any way reproducing, or disclosing secure test items or other materials related to statewide assessments;
   c) Altering the test procedures stated in the formal instructions accompanying the statewide assessments;
   d) Having in one's personal possession secure test materials except during the scheduled testing dates and times;
   e) Making or having in one's possession answer keys before the administration of the statewide assessment; except that it shall not be prohibited to have an answer key for a statewide assessment that has already been administered and released by OSSE;
   f) Leaving secure test materials in a non-secure location or unattended by authorized personnel;
   g) Making a false certification on any statewide assessment forms established and required by OSSE;
   h) Being present in the test environment or handling the test materials for one's own child or family member;
   i) Failing to count all test booklets and answer documents before allowing any pupil to leave the testing room and/or to ensure that all pupils have properly logged off the computer system; or
   j) Failing to observe the test material chain of custody procedures as outlined in the school's test security plan.

Special Considerations for the MSAA Assessment:

Test administrators may log into the MSAA Online Assessment System before testing to ensure that the computer, laptop, or tablet, login information, and any necessary assessment features are working as intended. For more information about this consideration, please consult the MSAA Test Administration Manual.

Special Considerations for the DLM Assessment:

For DLM, a Testlet Information Page (TIP) is provided with each testlet, which the teacher must review before beginning the assessment. Since the test administrator must gather the needed materials to be ready for test administration, the TIP can be reviewed several hours or even days before testing. Picture response cards must be printed from the TIP before test administration. Some Initial testlets specify the use of other materials. For additional information, please consult the DLM Test Administration Manual.

4. **Test Supervision:**

Authorized personnel are prohibited from:

a) Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test;

b) Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing;

c) Leaving students unattended for any period of time while secure test materials are still distributed or while students are testing;

d) Deviating from testing time procedures as outlined in test-specific Test Administrator and Coordinator Manuals;

e) Allowing cheating of any kind;

f) Providing unauthorized persons with access to secure materials;

g) Providing access to secure computer-based testing materials prior to administration, per the requirements in the test-specific Test Administrator and Coordinator Manuals;

h) Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate; and/or

i) Allowing students to test before or after the OSSE and/or LEA test administration window.

Special considerations for the ACCESS for ELLs assessment:

For the Listening tasks, you may not repeat an item unless a severe disturbance or interruption occurs. Examples of severe disturbances include announcements over the loudspeaker while reading an item or Lawnmower going by an open window while reading an item. **For the Speaking tasks,** if the student asks to repeat an item, it is acceptable to repeat an item one time. Rephrasing options are contained in the script. You should ask the student to repeat a response if and only if the student's response is inaudible. Please consult the ACCESS for ELLs Test Administration Manual for more information on these considerations.

Failure to comply with prohibitions set forth herein shall not be considered a violation of a test security plan if the action is: (1) necessary to provide for an accommodation that is explicitly identified in a student's IEP or an approved accommodation plan for an EL student; provided, that any accommodation shall be limited to the eligible student or students; or (2) limited to supporting students to stay on task and focused, as defined and described as an acceptable action under OSSE guidance, and does not impact the content of students' answers.

Accommodations that require test administrators to engage with secure tested content include: human reader, human scribe, human signer, and student reads assessment aloud to themselves.

K. Secure Active Proctoring for Test Administrators and Proctors

Test administrators are required to adhere to the scripts in the TAMs and read them word-for-word the first time through. Test administrators may repeat scripted directions as many times as needed while delivering the script. Full group notifications may be given. Students may ask for portions of the script to be re-read or clarified. Test administrators must provide only the time updates specified in the assessment-specific TAMs. Written updates at any additional time intervals may be provided.

Test administrators and proctors are to monitor the testing process (not individual students' test taking) by continually moving unobtrusively throughout the room. When pausing, test administrators and proctors are encouraged to stop in a place in the room where they cannot see student content (e.g., the front of the room). Test administrators and proctors may not engage in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing.

> **Special consideration for MSAA, DLM and one-on-one testing:**
>
> Test administrators and proctors administering assessments in one-on-one settings or very small group settings are not required to move around the room during administration as it would be a distraction to student performance. In one-on-one testing, a test administrator may sit, but may not engage in non-testing activities. Specific guidance for MSAA and DLM can be found in their associated TAMs.

VIII. Test Integrity Investigations

OSSE carefully reviews and analyzes state assessment results every year to ensure that the results are valid and trustworthy, in accordance with its obligations under the DC Testing Integrity Act of 2015, as amended. Test integrity investigations in the District are OSSE-initiated and LEA-led. In instances where OSSE has identified significant statistical anomalies from the administration of the DC CAPE assessments and OSSE has determined that the anomalies in a particular school meet the criteria for further investigation, OSSE will require LEAs to conduct an investigation at the school in order to gain an understanding of the cause or causes of the anomalies. Additional information about the test integrity investigation process is found in *Appendix A: Conducting an LEA-led Test Integrity Investigation*.

IX. Online References and Materials

- Test Administrator and Coordinator Manuals
    - Test Administrator and Coordinator Manuals are posted online on OSSE's Test Coordinator Resources website.
- OSSE Test Security Page

This page houses all required forms, guidance, and documents related to test security including the electronic version on these guidelines, the Medical Exemption Form, the OSSE School Test Security Plan Documents, and Test Security training materials.

- Other OSSE Online Materials Related to Test Security
  - Test Integrity Act of 2013: osse.dc.gov/publication/2013-test-integrity-act
  - Test Integrity Act Amendment of 2015: osse.dc.gov/publication/2015-test-integrity-amendment
  - OSSE Test Accommodations Page: osse.dc.gov/service/testing-accommodations
  - OSSE Test Coordinator Resources Page: osse.dc.gov/page/test-coordinator-resources

X.   Questions

Please contact OSSE.TestIntegrity@dc.gov if you have questions regarding this guidance or need specific technical assistance.

Appendix A: Conducting an LEA-led Test Integrity Investigation

Introduction

The Office of the State Superintendent of Education (OSSE) carefully reviews and analyzes state assessment results every year to ensure that the results are valid and trustworthy, in accordance with its obligations under the DC Testing Integrity Act of 2015, as amended. As part of this annual review, OSSE's assessment vendors conduct a comprehensive data forensics analysis of all state assessment response data in order to identify statistical anomalies that could indicate the possibility that irregularities or security incidents occurred in the administration of state assessments. Test integrity investigations in the District are OSSE-initiated and LEA-led. That is, in instances where OSSE has determined that anomalies in a particular school warrant further investigation, OSSE will require LEAs to conduct an investigation at the school in order to gain an understanding of the cause or causes of the anomalies. The investigation also helps OSSE determine whether the assessment results that include such anomalies are valid and trustworthy.

To support LEAs in conducting test integrity investigations, OSSE provides LEAs with access to and use of the OSSE Test Integrity Protocol (O-TIP)—a standardized, fair, and objective set of investigative procedures and processes for LEAs to conduct test integrity investigations that produce trustworthy findings and outcomes. OSSE created and developed the O-TIP in accordance with recognized industry best practices for investigations of test integrity incidents. The O-TIP establishes, among other requirements and processes, what evidence and information must be collected as part of the test integrity investigation, the order of investigative steps, questions to ask during investigative interviews, how evidence is analyzed and stored, and what makes an investigation complete.

Selection of Schools

OSSE selects schools for investigation based upon a number of factors related to assessment administration. These include statistical analysis conducted by the assessment vendor, test security incident reports submitted during the test administration, administration practices (school test security plan submissions, test materials issues, auditor observation reports), and anonymous tips related to test security practices received during or after administration. Schools identified for investigations may be selected based upon anomalies identified related to any of these factors.

Additional explanation of the components that factor into school selection can be found in Appendix A of the OSSE Test Integrity Investigations Process Guide. For all schools selected for investigation based upon statistical anomalies in the test response data, OSSE will provide the LEA with the actual results of the statistical analyses along with detailed explanations of the statistics used for flagging.

Conducting an LEA-led Investigation

Detailed information for how LEAs are to conduct test security investigations is contained in the *OSSE Test Integrity Investigations Process Guide* posted on OSSE's website. This guide includes information about:

- The selection of schools for investigation;
- Designation and roles and responsibilities of LEA personnel to conduct the investigation;
- Required training for LEA personnel conducting investigations;
    - Steps in the investigation process; and
    - OSSE determinations and possible sanctions for violations.

Ongoing OSSE Review and Conclusions

Upon conclusion of the LEA-led investigation, the LEA Assessment Manger will notify OSSE, via email at OSSE.TestIntegrity@dc.gov. OSSE will review all investigation files and make a final determination based upon its own comprehensive review of all of the data, information and evidence gathered in each investigation, and all reasonable inferences from the evidence. More information about determinations and possible sanctions can be found in the process guide.