

Prior to Receiving Test Materials in the School:

1. Assign a school administrator as the School Test Coordinator.

Note: Sumter County Schools utilize an Assistant Principal to serve as the School Test Coordinator for both local, state, and federal assessments.

2. Ensure that both of the above have received training from the System Test Coordinator.

A school test team member is encouraged to attend test coordinator training with the school test coordinator to receive training in case one of them is absent during testing.

a. Should have initial training on GDOE Testing Division Handbook policies and procedures.

b. Training should include locally developed policies and procedures.

c. Should have training prior to each test administration on the specific test procedures and policies.

d. School Test Coordinator train all school administrators on GDOE Handbook protocol, locally developed policies and procedures, and specific test procedures.

Testing should be a school effort involving all positions. Due to emergency situations every administrator needs to know the rules and procedures. They need to know where to find information and detailed guidelines.

e. Confidentiality issues, Ethics, Must and Must Not Do forms, etc. in DOE Student Assessment Handbook explained and appropriate forms signed.

4. Establish a training schedule for all school level examiners, proctors, and monitors.

(Note: Examiner refers to the person giving the test to the student.)

a. Prepare agendas, sign-in sheets, and training material for training sessions. (Retain a file copy for documentation.)

Include packet of documents found in DOE Student Assessment Handbook and local forms to assure that appropriate forms are signed. Local School Test Coordinator "blue folders" are provided for each testing event to ensure that all documents are submitted at the end of the testing as materials are returned to the System Test Coordinator.

b. Train all Examiners on the procedures for each test administration.

Every examiner needs to have the opportunity to read the examiner manual and ask questions prior to each test cycle.

i. Training must be done prior to each test.

Each test has different requirements.

ii. Previous training or previously giving the test does NOT substitute for current training.

Everyone needs a review of procedures and needs to know changes for the current year.

iii. Train extra Examiners for emergency situations.

Unexpected absences or unforeseen needs will be less confusing if training does not have to be done at the last minute.

c. Train all proctors in their role and responsibilities.

Proctors need to know what to look for and what they can do and cannot do during a testing session.

d. Train all monitors in their role and responsibilities. (Test area monitors, hall monitors, material handling monitors, etc.)

Monitors are not helpful if they don't understand what service they are to provide.

e. Have sign in/out form for training participants for all training sessions.

Participants sign in prior to training beginning and they sign out when they are leaving the testing site. This verifies that the participant was present for all the training.

f. Verify that all potential examiners or proctors have been trained.

g. Attempt that each examiner has a proctor when possible. High School examiners do not test their own students- unless specified in an IEP, TPC, or 504 plan and is a state approved accommodation for that particular testing event.

This serves as a safeguard for teachers.

5. Establish testing rosters for each testing site listing examiner and proctors assigned. (Keep for documentation.)

The roster should NOT include children, grandchildren, or children of the test administrators or proctor.

Rosters in some cases may change day to day depending on accommodation needs or if Test Administrator changes during testing cycle.

6. Verify testing accommodations jointly with School Test Coordinator and Special Education Dept., ESOL Dept., and/or 504 Chair in that building.

7. Train in an additional session examiners who will be giving test accommodations.

Test accommodations are very specific and should be understood clearly. This training becomes more important when a person not familiar with the student is giving the test. Be sure there is a sign in/out form for participants to verify attendance.

a. Review the accommodations to be given.

b. Review how the accommodations are to be given.

i. Detailed instruction should be given for how to give an "oral reading" accommodation which means the examiner is reading the test to the student.

It is important that "oral reading" has been done this way in the regular classroom so that the student is familiar with this testing accommodation.

ii. Practice in the oral reading of the math test is necessary for appropriate administration.

The use of this accommodation in the regular classroom should closely follow the testing procedure to ensure students are not confused during testing by the "oral reading" directions.

iii. How many times an item, passage, or answer choices may be read should be clarified.

Test Administrators may need to write notes in the testing booklet to remind them of the number of times a portion can be read aloud.

iv. Proper voice tone and inflections, as well as timing, should be reviewed.

c. Review who will receive those accommodations.

	d. Provide in writing to the examiner the students and the accommodations that are to be given on the testing roster.
	i. Emphasize that accommodations may not be altered but must follow IEP, IAP, or TPC plans.
	ii. Examiner must give the accommodation written in the student individualized plan and practiced/used in the classroom setting.
	e. The School Test Coordinator is the only person allowed to add to or delete a name from the roster of an accommodated test site.
	<i>This serves as a safeguard for individual test administrators who have teachers who may want to alter testing conditions without the School Test Coordinator's permission.</i>
	i. Any addition/deletion to a testing roster must be confirmed with School Test Coordinator.
	ii. School Test Coordinator should sign roster when adding or deleting a name on the roster or provide written notification that should be attached to the testing roster.
	8. Establish a Secure Storage Area for test material for the system and for each testing site.
	a. Limited access to area.
	b. Locked at all times
	c. Keys controlled by principal and/or School Test Coordinator.
	d. Limit the number of keys to secure area.
	9. Establish a secure procedure for checking-out and transporting test material to schools.
	a. After the test coordinator verifies the counts and signs-out materials from the System Test Coordinator, they are taken directly to the school and placed in the secure testing storage area by the school test coordinator.
	After Receiving Test Materials in the School:
10	Ensure the Integrity of the Secured Storage Area
	a. Personnel entrance to storage area signed in/out with times stating the purpose of their entrance to the area.
11	Assign two or more people at the school site to be present at all times when verifying, counting or assembling test material.
	a. No one should be alone with the testing materials.
	b. Personnel involved should sign in/out indicating times, dates, and purposes when with testing materials.
12	Manually count all packages of material comparing to invoice. (Same count should be delivered to the school as signed out from the Central Office after count verification forms have been signed and dated.
	a. Report discrepancies from packing slip immediately to System Test Coordinator.
	b. System Test Coordinator verifies shortage and/or overage and reports to GDOE and/or the testing company.
13	Manually count contents of each package comparing to package count indication.
	a. Packages remain intact.

Packages should not be opened until final stages of preparation for test day.

b. Only cut corner of answer document shrink wrapping to count individual sheets.

c. Count test booklets by spine seen through packaging. Do NOT open shrink wrap on test booklets until final stages of preparation for test day.

d. Label package with correct count if error found.

e. Have alternate school site's test coordinator verify count recorded when package is opened for testing or when packages are broken by School Test Coordinators to prepare for individual testing site containers.

f. Notify System Test Coordinator of correct count. System Test Coordinator will then notify GDOE and/or testing company.

14 When testing materials are moved to the school, no classroom teacher will have access to testing materials or assist the School Test Coordinator as a test team member.

Once testing materials are in the school, you don't want it to appear that teachers have access to test questions and now are prepping students based on what they have seen in test booklets. Lesson plans can be used to support when a topic was taught and what examples, problems, etc. were used. For example, if writing topics are used from website sources, then print that page with a date mark and place in lesson plans to verify source in cause the test writing topic is similar to one the teacher used in class.

15 Prepare containers for each testing site with the exact amount of materials the Test Administrator will need.

This lessens the opportunity for a test booklet or answer document to be misplaced or taken by anyone. Plus, it reduces the chances that teachers will preview the next test if an extra booklet is available.

a. Ensure test security and limited access during this process.

b. At this time the same test form number should be pulled for "oral reading" groups.

If a group has an accommodation of "oral reading," then the students must have the same test form.

c. Place testing materials in containers based on state and testing company directions. (i.e., Test booklets may be random form numbers to be given to students in same manner.)

Testing containers should be kept in secured area until given to examiner and then should be returned to secured area promptly after testing.

16 Have teachers remove all papers or materials from windows/doors to provide an unobstructed view of the testing sites.

Testing sites should reflect openness and not appear to be hiding an unacceptable procedure.

17 Have teachers remove/cover all instructional materials from walls, cabinets, desks, etc.

This should be done many days prior to testing so students are not disrupted by a change in environment.

18 Principals and School Test Coordinators should verify that all instructional materials have been removed and that windows have been uncovered.

A walk through by the principal and/or school test coordinator a day or two before testing ensures that testing sites that are not properly cleared can be cleared in time for testing.

19 Schedule all test sites in areas where there is easy access for monitors.

It is essential that monitors can walk in and out of testing sites without disrupting students.

20 Prepare a schedule so that hall monitors are available to all test sites on a regular patrol.

21 Develop a sign system so that Test Administrators can notify hall monitors when assistance is needed in their sites. (I.e., Give Test Administrators red paper with tape to post outside the room when they need to talk with monitor. Blue paper might indicate materials needed.)

Hall monitors must be available to quickly address any needs that arise. A system in place for additional materials to be near may be needed.

22 Prepare a form with inventory numbers (count) for each type of testing material in the container for the examiner to verify and sign that the count is correct in his/her container. This is done in the presence of the School Test Coordinator or designated personnel.

Once a test administrator signs that the material count is correct, then the responsibility is with the test administrator to return the same number to the School Test Coordinator.

a. Verification is done in the presence of the School Test Coordinator or designated personnel.

b. This is done daily.

c. Form should have place for corrections to count to be noted and verified.

d. Verification form should include time and signature for signing out materials and for the return of materials.

23 Place student desks in rows rather than in clusters or groups. If tables must be used, then students should be staggered or the number on a table reduced. This arrangement should be done several days prior to testing in order not to disrupt the environment on test day.

a. Use dividers if tables are used.

b. Each student should have a defined space for testing.

During Testing:

The School Test Coordinator and Principal are responsible for monitoring the testing environment throughout the entire testing event each day to ensure adherence to all state guidance.

The System Test Coordinator monitors sites to ensure adherence to all state guidance and local policies.

24 Provide pencils to students that have erasers that will not smear or smudge. Be sure they are wooden #2's. (Have blue or black ink pens available for state writing assessments.)

White erasers usually are the best.

25 When test booklets are given to students, have each student sign a roster that gives the book and form number of his/her book beside the student name. Ask students to verify numbers.

This makes students and test administrators aware that students should receive the same book each day of testing, if multiple days of testing.

26 Ensure that student name and required information has been accurately bubbled and printed on answer document.

This should be done on the first day of testing so that students are assured they have their personal answer document each day.

27 Ensure that the script (instructions for students in the manual) are read exactly as directed and no deviations are made during the testing process.

28 Examiners and proctors should walk routinely by student desks monitoring that students are following instructions, are in the appropriate test sections, and/or answering in appropriate section of answer document.

This can stop a situation before it becomes a big problem. It also stresses to students that testing is important.

a. Examiners should not be on the computer or a personal cell phone or other electronic device during testing.

Examiners are encouraged to monitor. Computers may be on for purposes of projecting a timer; however, start and stop time must be written on the board for record purposes for students to use and in case of a power outage to ensure that all students get the appropriate minimum and maximum time allowance per testing manual guidance.

b. Examiners should not be grading papers, reading, or otherwise engaged during testing.

Examiners have duties and responsibilities related to testing.

29 Examiners keep a testing site Incident Log Sheet noting any unusual occurrence in the testing site that could cause an inflated or deflated score.

This is a safeguard for the examiners. The more recorded the better informed for a later inquiry.

a. School Test Coordinators may develop their own form for reporting irregularities that occur during testing.

b. Examples when form is to be used.

i. If a student gets off line and erases several answers to get back on track.

ii. If a student puts answers in the wrong section, moves them to new location, and erases original marks.

iii. If student gets sick and/or goes to restroom during test.

iv. If diabetic student needs care during test.

c. School Test Coordinator and/or Principal should review log sheets daily.

This aids administration in assessing if unusual or unacceptable situations are occurring in the testing site before testing is completed. It can save having to invalidate the entire test in some cases.

i. Email System Test Coordinator of reports after each review.

This will stop additions or changes to the log on subsequent days.

ii. Look for situations that can be improved and notify examiner.

30 If a student's answers must be transferred to a new answer document (due to erasure holes, soiled or torn answer document, etc.) provide a form for the certified examiner, school test coordinator, and witness (if used) to sign at the time of transfer.

a. The form verifies the reason for transfer. (Transcription Form per Ga DOE Student Assessment Handbook.)

This is protection for the people involved.

b. A certified examiner and the school test coordinator (minimum) must work together so that no one is alone with the secure test materials.

c. The certified examiner and the school test coordinator signs the GA DOE transcription form.

d. When adults transfer the answers, one transfers and the other verifies that answers were appropriately transferred. Both sign form as witnesses.

e. The transfer of answers should be done by the School Test Coordinator with the assistance of another certified person.

f. All transfers done by certified personnel.

31 Instruct teachers to NOT read the student's test unless they are providing an "oral reading" exam or a Braille administration.

a. If students indicate there is a problem with a student test booklet, then the School Test Coordinator should be notified immediately to determine whether a book needs to be replaced.

This is to ensure that the booklet is replaced by the correct form and grade level.

32 Teachers are not to discuss test questions with other teachers or with students.

Some teachers think if students raise questions, then it is alright to discuss. Explain that teachers should respond, "I'm not allowed to discuss the test with you."

33 If there is concern about a test question or an item's answer choices, the School Test Coordinator should receive the concern and relay it to the System Test Coordinator who will notify GDOE.

34 It is expected that monitors will enter the testing sites routinely during testing to verify that testing procedures and protocols are being followed.

This is for the protection of teachers and to ensure that all students receive a fair and appropriate testing environment.

35 It is advisable that school personnel including School Test Coordinator or school administrators should not be in the school building at night, on weekends, or on holidays while testing material is in the building. Definitely, they should not have access to secured testing materials.

36 Examiners should contact the School Test Coordinator immediately if any situation arises that might impact test results.

At times the School Test Administrator can maintain the test as a valid test if GDOE can be contacted and instructions followed. If the test administrator waits too long, then the situation is not salvageable.

37 School Test Coordinator should contact the school Principal immediately if any situation arises that might impact test results.

It is necessary for the protection of the School Test Coordinator and the Principal. Also, these people are responsible for notify parents if that is needed.

38 Each day announce to students and staff what part of the test will be completed that day.

Students can serve as overseers, if informed. They need the opportunity to help test administrators to give the correct test on the correct day.

39 Make-up testing must be done using the same testing procedures as the original testing.

Make-ups must be monitored closely because this is the area that many accommodations are forgotten, overlooked, or abused. Also, many of these may be individual testing situations, which lend themselves to little oversight and cheating can become an issue.

After Testing:

40 Test document cleanup must be done in a group setting with the School Test Coordinator.

The GDOE and the testing companies insist that stray marks should be removed for accurate scoring. Doing this process in a group gives oversight and witnesses to the process, which limits the opportunity for answer changing.

a. Test Administrators should not clean up the documents of their students or the students they tested.

b. If major clean up must be done, then a witness and the School Test Coordinator must verify what is done and keep documentation for record purposes.

c. Have a sign in/out sheet to document all personnel present indicating the beginning and ending times and the purpose.

41 Testing materials should be collected and verified promptly after each testing session.

The count upon return from the testing site is essential to determining when or what has been lost. If the count is correct, the test administrator has the protection of the documentation that all materials were returned.

42 Keep materials secured until return to the System Test Coordinator.

Security after testing is as important as before testing.

43 Return testing materials to System Test Coordinator via a Secure Procedure as soon as possible.

The fewer weekends and nights that materials are left in the school, the less opportunity for material lost or problems to arise.

44 Testing materials should be collected by the system and counts verified for return to state/companies.

The system should verify the correct counts have been returned by the school. This is the school administration's protection that the system is satisfied with the numbers and materials returned or can serve as notification of missing materials.

45 Materials from school should be signed and dated back into the system inventory.

46	<p><i>This protects school personnel leaving the system responsible for returning materials to the state/companies.</i></p> <p>Package answer documents noting on a master list the box number with a description of the classes submitted in that box.</p> <p><i>This allows you to research if a group of answer documents are not scored or lost. Scoring anomalies may be reviewed.</i></p> <p>Package testing materials for return recording the box number and what materials are returned in that box. This would include book numbers.</p> <p><i>This allows you to verify that materials were returned and what box to direct the company to locate in order to challenge a loss of materials notice from GDOE or the testing company. This also allows for comparison of materials recorded with shipping weights on billing charges.</i></p>
47	<p>The School Test Coordinator and the System Test Coordinator check answer documents to verify that all required state coding is accurate and complete prior to packing answer documents for shipment to the scoring vendor.</p>
48	<p>Be sure that all shipping directions and time lines are followed.</p>
49	<p>School Test Coordinators come to the District Office to pick-up student scores (hard copy) when they are returned to schools to assure security.</p>
50	<p><i>All state test documents reporting school and/or system reports are to be kept in a notebook specific to maintaining state documents and kept in a secure location.</i></p> <p><i>All permanent record labels reporting student scores are to be placed in the student permanent record cards as soon as possible after receipt but no later than the end of the current fiscal year.</i></p>
51	<p>Establish a procedure for releasing scores to schools, teachers, and parents to protect the scores of an individual student when scores return to the system</p> <p><i>The school test coordinator is notified when test scores arrive and pick-up their school's test data. Reports are kept in a state test data notebook in a secure location.</i></p>
52	<p>Principals and School Test Coordinators coordinator oversee the secure dissemination and protection of individual student scores. Local benchmark assessment data and test scored data is accessible to appropriate teaching staff and leaders in the school & district through a purchased data system and is password protected.</p> <p>Electronic files should be kept in secured manner with confidentiality stressed.</p> <p style="text-align: center;">Security and Ethics:</p>
53	<p>The Sumter County Schools will follow state guidance for reporting and handling any breach in test security or professional standards commission code of ethics.</p> <p>Student:</p> <p><i>i. If a report is made that a student is suspected of cheating on a test or other forms of a security breach, the examiner is to immediately make a report to the School Test Coordinator. The School Test Coordinator will inform the Principal and System Test Coordinator of the report.</i></p>

<p>ii. The student will continue to test until the allegation of cheating has been proven if it involves an allegation of cheating. Other security breach reports involving students will be investigated immediately.</p>	<p><i>(This helps to ensure that no child is denied an opportunity to test by an allegation that can not be proven.)</i></p>
<p>iii. The School Test Coordinator will investigate the allegation looking into the location or method of possible cheating or other breach in security. During the investigation, the School Test Coordinator will attain appropriate statements from the examiner, witnesses, and the student as well as write their own statement indicating the findings of their investigation.</p>	<p>iv. Once the investigation is complete, the School Test Coordinator will submit all documents supporting or not supporting the allegations. All findings of a breach in security with the documentation will be provided to the System Test Coordinator for reporting to the GDOE Assessment Program Director via phone, email, and/or portal entry.</p>
<p>v. Once the GDOE makes their determination, the results will be reported to the School Test Coordinator and the appropriate coding (as determined by the GDOE) will be made to the student answer document for accurate score reporting, if applicable. The school also will handle any issues following the school's regular protocol such as but not limited to suspension, in-school suspension, or referral for tribunal hearing as determined by the Principal and Superintendent, if applicable.</p>	<p>vi. The School Test Coordinator will inform the parent, examiner, Principal, and student of the GDOE determination and keep documentation of the investigation, statements, and GDOE findings on file.</p>
<p>Certified Educator:</p>	<p><i>(The School Test Coordinator will notify the System Test Coordinator when all of the notifications and coding to the answer document(s) have been completed.)</i></p>
<p>i. Any suspected breach in security or violation of professional code of ethics during a testing event will be reported to the School Test Coordinator, Principal, System Test Coordinator, and Superintendent for a thorough investigation.</p>	<p>ii. Upon a full investigation, a statements from all parties involved will be collected and a written report will be provided to the System Test Coordinator.</p>
<p>iii. The System Test Coordinator will follow-up to ensure that the most accurate and complete information has been reported. If needed, further questioning or additional information will be requested or attained.</p>	<p>iv. The System Test Coordinator will make reports of security breaches or professional ethics violations to appropriate district staff such as but not limited to the Superintendent of Schools as well as the GDOE Assessment Program Manager. (phone call and/or portal entry)</p>
<p>v. If the GDOE indicates that a report is to be made to the Professional Standards Commission, the Superintendent and Human Resources Director will be notified. Full cooperation and documentation will be provided to the HR Director when making the report to the GPSC.</p>	

