



State Testing Plan

for the Implementation of Assessments in Wisconsin

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

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for the Implementation of Assessments in Wisconsin

Developed by
The Wisconsin Department of Public Instruction
Office of Student Assessment



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Table of Contents

Table of Contents	i
Introduction	1
Assessment Calendars	2
District Level Planning	3
Communication	3
Trainings and Manuals	3
Test Security	3
Scheduling	4
Technology	4
Uploading/Updating Student Data	5
Accessibility and Accommodations	5
Evaluation	5
School Level Planning	6
Communication	6
Training and Manuals	6
Test Security	6
Scheduling	7
Technology	7
Uploading/Updating Student Data	8
Accessibility and Accommodations	8
Classroom Level Planning	9
Communication	9
Training and Manuals	9
Test Security	9
Scheduling	9
Technology	10
Uploading/Updating Student Data	10
Accessibility and Accommodations	10
Miscellaneous	11
Appendices	12
Appendix A – Sample Letter to Inform Parents/Guardians of Upcoming Testing	13

Appendix B - Sample School Testing Plan.....	14
Appendix C - Sample Test Administration Site Plan	15
Appendix D - Sample Completed Test Administration Site Plan.....	16
Appendix E - Sample Special Setting Test Administration Site Plan	17
Appendix F - Review of Accommodations Used	18
Appendix G - Test Administrator Training	19
Appendix H - Proctor Training.....	20
Appendix I – Test Administrator/Proctor Confidentiality Agreement Form.....	21
Appendix J - Sample Accommodations Acknowledgement Form.....	22
Appendix K - Sample Observation Checklist.....	23

Introduction

This document is designed for use by school district employees involved in implementing statewide assessments in Wisconsin. Guidance in this document will be relevant for Classroom Teachers, District Assessment Coordinators (DACs), School Assessment Coordinators (SACs), District Technology Coordinators (DTCs), and many others. It is the Department of Public Instruction’s (DPI’s) goal that this document will assist in district planning for assessments, including resources, staffing, scheduling, training, etc. While not specific to a particular assessment, most of this guidance will be broadly applicable to statewide testing. Assessment administration procedures should generally take precedence to this guide, and the guidance within here be weighed with an understanding of the particulars of each assessment.

The DPI Office of Student Assessment (OSA) welcomes feedback on this resource. Ultimately, this document should be useful to those in the field, while remaining flexible enough to accommodate specific local needs. Improvements will be made based on utility for the majority of schools and situations.

This document is a supplement to the other assessment-specific publications and manuals. Be sure to read and review all publications and manuals specific to individual assessments.



Assessment Calendars

OSA provides an overview of the assessment year in the [Wisconsin State Assessment Timelines/Calendar](#). In addition, each assessment has its own, more detailed calendar of events on the OSA website. Outside of these calendars, pre- and post-test events will need to occur in each district, and it is essential to incorporate them into school and district planning.

Not all assessments impact every school within a district, and within test windows, many days will not involve testing. Certain assessments are only for elementary and middle schools, while others are for high schools. Some districts may choose to test early while others test late, and still others may test small numbers continuously throughout a test window.

While critical upcoming dates will be communicated in the DAC digest, it is important to consider the broader testing calendars when planning for the upcoming assessment season. Pre-testing activities may include staff and student training, technology deployment, roster management, ordering, accommodations selection, etc. Post-testing activities may include finalizing test data, data validation, report delivery, local data uploads, data retreats, etc. Understanding which assessments will require which of these activities will assist in scheduling them around the assessment window.



District Level Planning

The purpose of this section is to highlight many of the test-related activities that DACs should consider to effectively administer statewide assessments. The items listed here are not exhaustive nor are they meant to address specific local needs which may arise. DACs should adapt and add to this document to meet local needs.

Communication

- Create and send [Parent Notification letter template](#) (sample available in appendix A) to schools
- Distribute the [Assessment Information for Families Brochure](#) for each assessment to school Principals and/or SACs. The brochure includes information such as:
 - testing dates for each grade level
 - information about the assessments
 - how the data is used
- Arrange with the SACs to send the communications (above) to parents
- Arrange with schools to announce to students:
 - assessments dates and times
 - expectations during testing (behavior, prohibited devices, etc.)
 - test items and testing processes via practice and/or training tests
 - changes to schedules

Trainings and Manuals

- Read and understand the Test Administration Manuals and appropriate Accessibility and Accommodations Guidelines for each assessment
- Train appropriate district staff and SACs on test administration, accommodations, and test security procedures
 - distribute photocopies/URLs of important publications and testing information to staff
- Notify the SACs and teachers about the availability of the training modules including accessibility, and manuals regarding testing
- Ensure schools have made arrangements to administer training and/or a practice test to all students
- View webinars, trainings, and updates available on the DPI [assessment webpages](#) (see specific training subpage for each assessment)

Test Security

- Read/view and understand the test security manual/trainings available on the DPI [assessment webpages](#) (see specific test security subpage for each assessment)
- Create a plan for all staff involved in testing to receive the test security training.
- Ensure all staff have signed the DPI confidentiality agreement forms and vendor confidentiality forms within the portals for the appropriate assessments.
- Collect confidentiality agreement forms from SACs and other appropriate district staff who will be working with the assessment.

- Monitor testing to ensure only references or tools specifically designated in test manuals or by accommodations are provided during assessment
- Communicate to SACs and other staff involved in testing about the importance of student privacy and that any student WISEid distributed for the purpose of logging onto the test is kept secure and destroyed immediately after testing
- Coordinate with SACs, curriculum personnel, special education personnel, and technology staff to upload student information and accessibility settings into the online testing systems
- Arrange for proctors/test administrators to monitor all students during testing
- Conduct test administration observations (See appendix K for sample checklist)

Scheduling

- Read and understand the information on scheduling from the test administration manuals and the assessment calendars
- Create/review school testing schedules considering the following:
 - grades in the building to be tested
 - technology (i.e. number of devices, wifi capabilities, bandwidth) required for testing
 - proctor for each group of students with location, dates, and times of testing
 - plan for students who finish before allotted time
 - plan for students who need additional time (when allowable)

Technology

- Read and understand the technology specification manual for specific assessments
- Attend technology training session(s) for specific assessments
- Distribute URLs of the technology specification manual, technology readiness modules, and trainings to your technology coordinator(s)
- Ensure the school technology support person will be available/present during testing
- Determine which devices students will be using for each assessment and check devices for compatibility with each assessment
- Check number and availability of:
 - computers/laptops/tablets
 - keyboards for tablets
 - headphones
 - microphones
 - add-on devices and their compatibility
 - adaptive devices
- Create a plan for installing the secure browsers on all testing devices
- Ensure proctor caching is available
- Test school internal and external bandwidth to ensure it meets the requirement for each assessment during a period of time with representative school internet use (i.e. not on weekends or after school)
- Plan for replacement devices in the event some devices do not work on the day of testing

Uploading/Updating Student Data

- Read and understand the manual on how to upload/update student data into the testing portal
- Distribute URLs of the publications and information related to uploading/updating student information to staff who will be performing these tasks
- Update district SIS regularly (includes releasing students who are no longer enrolled)
- Check the DPI website for “Snapshot” and “Roster” dates, and take extra care that your SIS (and WISEdata) are up-to-date on those dates.

Accessibility and Accommodations

- Read and understand the Accessibility and Accommodations Guidelines for each assessment
- Make staff aware of changes in accommodations and supports, if any, so that they can be considered when reviewing students’ accommodations needs.
- Distribute URLs of important publications and information related to accommodations and accessibility to special education directors/coordinators and ELs coordinators
- Ensure staff has been trained on the appropriate accessibility features for each assessment
- Ensure staff are aware of the need to update student accessibility options in order to have appropriate accommodations and supports available during testing, and have made arrangements/plans to have this data entered in the testing portal prior to testing
- For ACT, ensure that all accommodations requests are submitted to the ACT accommodations request system by the deadlines specified in the Schedule of Events, with all required documentation, and test coordinators have responded to ACT requests for additional information as needed.
- Ensure the accommodations and accessibility features loaded in the testing platform are consistent with the student’s IEP/504/language plan
- Organize an annual review of accommodations and supports for each student on each assessment, including students with IEPs, students with 504s, and ELs,
- Complete the *Review of Accommodations Used Form* (see appendix F) for any students with an IEP,504, or EL plan, to ensure that each student has meaningful and equitable access to assessments.

Evaluation

- Discuss with Technology coordinators, special education directors, Title III or EL directors, SACs, etc. what went well and areas for improvement
- Use, collect and review the optional tools provided in the appendices to inform your testing process
- Adjust district testing plan and checklists accordingly

School Level Planning

The purpose of this section is to assist schools in considering the multiple factors involved in effectively administering assessments. The questions listed here are not exhaustive nor are they meant to address specific local needs which may arise. Schools should adapt and add to this document to meet local needs. In addition to the checklists below, please refer to the assessment specific test coordinator checklists found on the DPI Assessment webpage.

Communication

- Notify Parents of:
 - testing dates for each grade level
 - information about each of the assessments (Assessment Information for Families Brochures, Parent Letter, etc.)
 - accommodations and supports available for their child during the assessments
- Make students aware of:
 - assessment dates and times
 - expectations during testing (behavior, prohibited devices, etc.)
 - test items and testing processes via practice and/or training tests
 - changes to schedules

Training and Manuals

- Plan is in place to train school staff around appropriate testing procedures by reviewing/viewing:
 - Test administration manuals
 - District and School Assessment Coordinator's Guide (DAC/SAC Guide)
 - Technology manuals
 - Accessibility and accommodations guidelines
 - Proctor guidelines and trainings
 - Test administration trainings
 - Test security trainings
 - Other relevant trainings

Test Security

- Read/view and understand the test security manual/trainings available on the [assessment web page](#) (see specific test security subpage for each assessment)
- Plan created for all staff involved in testing to receive the test security training
- SAC and all school staff signed the DPI confidentiality agreement forms
- School staff have been trained in test security and made aware of the consequences of test security violations
- Distribute photocopies/web URLs of important publications and testing information to all staff
- Arrange for proctors/test administrators to monitor students during testing
- Notify students of the consequences of test security violations

- Agree to the security and confidentiality agreement in the portals if required.
- Conduct classroom observations see Sample Observation Checklist in appendix K

Scheduling

- Follow the calendars provided on the DPI website for test dates and test windows.
- Determine how many grades in the building are being tested for each assessment
- Complete a table (like the sample below) for each grade and section testing (teacher name or class)

Sample Table

Grade	Section	Location	Date	Time

- Determine if and what changes to the building schedule are necessary to accommodate testing
- Determine how students will be placed in testing sessions
- Plan space for individual or small group accommodations such as interpreter or translator or with special equipment as appropriate
- Create a back-up plan in the event something does not go as planned (system is down, unable to connect to wireless) and need to test another day
- Communicate changes to building schedule (and back-up plan) to:
 - Staff
 - Students
 - Parents
- Create a plan for students who finish testing early (determine if the plan is uniform across grade levels or based on grade level)
- Create a plan for students needing additional time (when allowable)
- Scheduling has included time for special classes and recess (Art, Music, Phy Ed.) if applicable

Technology

- Connect with the building technology support person (continue to work closely with and keep this person in the loop)
- Ensure the building technology support person is going to be physically present during testing window and is aware of the testing schedules
 - Establish a contact plan for staff and IT during testing days
 - Determine if additional technology support is needed for testing days
- Determine point of contact from school to district in order to contact DPI or testing vendor if assistance is needed
- Determine what electronic devices students will be using

- Check all devices for compatibility with assessment being administered (record who checked and when in a log)
- Ensure numbers and availability of:
 - computers/laptops/tablets
 - keyboards for tablets
 - headphones
 - microphones
 - add-on devices and their compatibility (record who checked compatibility and when in a log)
 - adaptive devices and their compatibility (record who checked compatibility and when in a log)
- Upload secure browsers for each assessment (record who uploads it and when)
- Check school broadband and wireless network to ensure each meet assessment requirements (while at full capacity during a regular school day – the systems can handle the additional load of the online assessments – recorded who checked and when)
- Create plan for replacement of devices in the event of a technical issue during testing
- Create a back-up plan in the event something does not go to plan (i.e., system is down, unable to connect to wireless) and need to test another day
- Technology support staff should read and understand technical specifications for assessments

Note: For each assessment, please refer to the test/technology coordinator checklists found on the DPI Assessment webpage.

Uploading/Updating Student Data

- Coordinate with your DAC, curriculum personnel, special education personnel, and technology staff to upload student information including the accessibility settings into the online testing systems
- Load all students into testing sessions or DLM rosters
- Check student names and sessions for each testing session (recorded who checked and when in a log)
- For Forward, ACT and ACT Aspire, data is loaded into portals by DPI and district/schools check for accuracy. For DLM, districts upload data and verify for accuracy.
- For all assessments, districts/schools enter accommodations and accessibility information into portals.

Accessibility and Accommodations

- Verify accommodations and accessibility features in the testing system prior to testing (recorded who uploaded and when) for all students who need them.
- For ACT, request accommodations by the deadline and required documentation has been submitted.
- Train Test Administrators on the accessibility and accommodations they are providing to students
- Arrange for interpreters, special adaptive equipment, etc. for test sessions if necessary
- Complete the *Review of Accommodations Used Form* (see appendix F) for any students with an IEP, 504 plan, or EL plan

Classroom Level Planning

The purpose of this section is to assist classroom teachers in considering the multiple factors involved in effectively administering assessments. The questions listed here are not exhaustive nor are they meant to address specific local needs which may arise. Teachers should adapt and add to this document to meet local needs. In addition to the checklists below, for ACT and ACT Aspire, please refer to the test coordinator checklists found on the DPI Assessment webpage.

Communication

- Send the *Assessment Information for Families Brochure* for each assessment home with students. The brochure includes information such as:
 - testing dates for each grade level
 - information about the assessments
 - how the data is used

Training and Manuals

- Read/view, and understand:
 - Test administration manuals
 - Accessibility and accommodations guidelines
 - Proctor guidelines and trainings
 - Test administration trainings
 - Test security trainings
 - Other relevant trainings

Test Security

- Read/view, and understand the test security manual/trainings available on the [assessment webpage](#) (see specific test security subpage for each assessment)
- Sign the DPI confidentiality agreement forms for appropriate assessments
- Sign the confidentiality agreements in the portals
- Notify students of the consequences of test security violations

Scheduling

- Be aware of changes to the building schedule necessary to accommodate testing
- Be aware of back-up plan created in the event something does not go as planned (i.e., system is down, unable to connect to wireless) and need to test another day
- Communicated changes to building schedule (and back-up plan) to:
 - Students
 - Parents
- Be aware of school plan created for students who finish testing early

- Be aware of plan created for students needing additional time (when allowable)
- Be aware of plan created for students needing make-up sessions (when allowable)

Technology

- Gather technology support staff contact information for testing days and procedures for reaching them in a timely fashion
- Gather point of contact at school contact information in order to contact DPI or testing vendor if assistance is needed
- Determine what electronic devices students will be using in classroom day of testing
- All devices have been checked for compatibility with assessment being administered and with the components in the classroom (record who checked and when in a log)
- Ensure numbers and availability in classroom for day of testing:
 - computers/laptops/tablets
 - keyboards for tablets
 - headphones
 - microphones
 - add-on devices and their compatibility (record who checked compatibility and when in a log)
 - adaptive devices and their compatibility (record who checked compatibility and when in a log)
- Plan in place for replacement devices in the event some of the planned devices do not work on the day of testing
 - plan in place for students that do not have a back-up device and cannot test on day of testing
- Create a back-up plan in the event something does not go to plan (i.e., system is down, unable to connect to wireless) and need to test another day

Uploading/Updating Student Data

- Verify class rosters
- All students have their test tickets
- Students' accommodation and accessibility feature settings are consistent with students' IEP, 504 or language plan
- Students should complete the training test
- Familiarize students with the features of the assessment

Accessibility and Accommodations

- Verify appropriate accommodations and accessibility features are provided to the student during test administration
- Follow accommodation testing policies and procedures to ensure test are administered with fidelity
- Report any irregularities or misadministrations immediately to your DAC
- Provide feedback to IEP, 504 or EL team on accommodation and accessibility for evaluation and monitoring (See Sample Review of Accommodation Used Form appendix F)

Miscellaneous

- TAs **must** be District/school employees with professional training in education who have attended the test administrator training session with the DAC/SAC.
- TAs may not be parents/community members or a relative of the student testing.
- TAs must be trained before **every** test. Policies may differ between assessments.
- Anyone noticing a potential **problem** during testing **must** report the problem to either the SAC or DAC so that the problem can be properly documented and investigated.
- Please note there are additional rules regarding ACT testing staff who have relatives taking the ACT. See the test coordinator handbook for more information.

Appendices

Appendix A - Sample Letter to Inform Parents/Guardians of Upcoming Testing

Appendix B - Sample School Testing Plan

Appendix C - Sample Test Administration Site Plan

Appendix D - Sample Completed Test Administration Site Plan

Appendix E - Sample Special Setting Test Administration Site Plan

Appendix F - Review of Accommodations Used

Appendix G - Test Administrator Training

Appendix H - Proctor Training

Appendix I - Test Administrator/Proctor Confidentiality Agreement Form

Appendix J - Sample Accommodations Acknowledgement Form

Appendix K - Sample Observation Checklist

Appendix A – Sample Letter to Inform Parents/Guardians of Upcoming Testing

Sample letter also available on the [DAC Resources webpage page](#).



Template Elementary School
Template School District
1234 Address Road
City, State Zip

Dear Parent:

Wisconsin Students in grades _____ will be participating in the _____ assessment during the _____ testing window. Our school is scheduled to take the _____ assessment _____.

The _____ assessment tests students in the areas of _____. One or more subtests may be administered daily during the identified time frame and it is very important that your son or daughter be in school during this time. Students not in school on the scheduled testing days will be scheduled for a make-up test prior to the close of the testing window.

Enclosed is an *Informational Brochure for Families* which gives more information about the assessment including its purpose, what scores will be provided, and how the scores will be used.

The _____ assessment measures the knowledge and skills your student(s) should have acquired by the time they reach each grade level. Their performance on the assessment will not affect any of their current grades. Please encourage your son or daughter to take the test seriously and do the best they can. The results of these tests will be used to help school staff make determinations or placement in classes to best support your child(ren).

If you have any questions, please contact _____ at _____.

Thank you,

Principal

Appendix B - Sample School Testing Plan

School:

Test(s):

Test Dates:

School Test Coordinator:

Person(s) assisting Test Coordinator:

Administration/Proctor Training Date(s):

Assessment Accessibility Training Date(s):

Secure location for storing hard copy tests:

Persons with keys to secure location:

Room where test materials will be distributed on test day(s):

Persons available during test administration for emergencies:

Documents to keep at school level	Documents to submit to DAC
<ul style="list-style-type: none"> • School Test Plan • Training Sign-in Sheets • Proctor/TA Confidentiality Agreements • Accommodations Sign-Offs • Accommodations Acknowledgements • Administration Site Plans • Special Setting Administration Site Plans • from IEPs • LEP/504 Plans • Review of Accommodations/Supports Used • During Testing Forms 	<ul style="list-style-type: none"> • School test plan • Administration Site Plans • Special Setting Administration Site Plans • SAC Confidentiality Agreements • District Confidentiality Agreements

Appendix C - Sample Test Administration Site Plan

School:

Test:

Test Date:

Room #	Administrator	Proctor	# of Students	Special Setting?

Alternate Administrators:

Date:

Time:

Appendix D - Sample Completed Test Administration Site Plan

School: ABC Elementary

Test: Math

Test Date: May 17, 2013

Room #	Administrator	Proctor	# of Students	Special Setting?
14	M. West	C. East	24	No
15	D. North	T. South	5	Yes
16	N. January	R. Smith	1	Yes
17	J. Garland	B. Ebsen	20	No
18	B. Lahr	L. Minelli	6	Yes
19	M. Hamilton	R. Bolger	2	Yes
20	J. Haley	B. Burke	25	No
21	F. Morgan	V. Fleming	3	Yes

Alternate Administrators: C. Black, T. Swift, G. Jones, L. Lynn, J. Feliciano, C. Pride, W. Nelson

Alternate Proctors: S. Perry, S. Tyler, J. Taylor, A. Wilson, S. Nicks, J. Brown

Editing Room: 215

Date: May 22, 2013

Time: 3:00

Appendix F - Review of Accommodations Used

School: ABC Elementary

Test: Math EOG

Test Date: May 17, 2013

Room #	Administrator	Proctor
15	D. North	T. South

Student	IEP/LEP/504	Accommodations/Accessibility Tools	Accom/Access Useful?
E. Plumb	EC	TTS, Sep. Setting (Sm. Grp), Ext. Time	
T. Dowe	504	TTS, Sep. Setting (Sm. Grp), Ext. Time	
J. White	EC	TTS, Sep. Setting (Sm. Grp), Ext. Time	
S. Dey	EC	R. Aloud, Sep. Setting (Sm. Grp), Ext. Time	
S. Baio	LEP	Sep. Setting (Sm. Grp), Ext. Time	

*Please make note of how useful these accommodations were for each student, to assist teams in selecting appropriate accommodations on future assessments.

Appendix I – Test Administrator/Proctor Confidentiality Agreement Form



Test Administrator/Proctor Confidentiality Agreement



WISCONSIN FORWARD EXAM AGREEMENT TO MAINTAIN CONFIDENTIALITY

The Wisconsin Forward Exam is a secure, proprietary test instrument with components copyrighted by DRC. Any disclosure of test items to any person might constitute a copyright violation. Also, any such disclosure or dissemination of test items will undermine the value of the test and adversely affect the validity of test results. The confidentiality of test questions and answers is paramount in maintaining the integrity and validity of the test. Accordingly, the Department of Public Instruction and Wisconsin educators must take every step to assure the security of these test instruments.

I hereby agree that I will not disclose to any person, any materials (such as, but not limited to: test items, graphics, tasks, scoring rubrics, item specifications, test design, content limits, and measurement/research/report data) related to the Wisconsin Forward Exam.

I acknowledge that I will have access to a secure assessment in the Wisconsin Forward Exam. I also acknowledge that I have read, understand, and agree to adhere to the Wisconsin Appropriate Testing Practices and the Wisconsin Forward Exam Test Security Policies (found in the Test Security Manual). I understand that these testing materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment’s required training. I therefore pledge:

1. I have read and understand the Test Security Manual.
2. I will read the Test Administration Manual, use the testing resources available on the Forward Exam webpage and follow the appropriate testing procedures.
3. I have reviewed the Accessibility Guide and participated in this assessment’s accessibility training.
4. I will not keep, copy, reproduce, paraphrase, distribute, or discuss any test materials and/or test items.
5. I will not use test items or any of the information contained in an assessment to review/prepare students for a test.
6. I will not allow any unauthorized person to access the test materials.
7. I will not alter students’ responses in any manner (indicate answers, point out rationale, prompt, etc.).
8. I will not disclose individual student test scores or test performance data to unauthorized persons.
9. I will adhere to the accommodations listed therein if I serve as Test Administrator/Proctor for students with IEPs, Section 504 Plans, or ELLs.
10. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, and breach of contract, consequences may include invalidation of student test results, civil legal liability for copyright violations, and district level disciplinary action.
11. I understand the importance of student privacy and ensure that any reference to WISE IDs is kept secure.

<i>Signature</i>		<i>Date</i>
<i>Name</i>	<i>Title</i>	
<i>District and School Name</i>		

Appendix J - Sample Accommodations Acknowledgement Form

Test Name:

I will be administering a test which the following accessibility options will be used:

I have received training on the administration of each of the above accommodations and agree to use them properly during this test administration.

Printed Name:

Date:

Signature:

Name of School:

Appendix K - Sample Observation Checklist

Quality Assurance- Self-Monitoring Purposes Only	
Date of Visit:	
Building Name/Code:	
Grade-Level and Assessment:	
Content Area:	
Observation	Observation Notes Enter NA if not observed
Is there more than one test examiner/proctor?	
What is the ratio of students to examiner/proctor (approximately)?	
Student questions about directions are answered before assessment begins.	
Is the room quiet and appropriate for testing?	
Is the room free from content or process aides?	
Online test items are not visible until time of testing or accommodated test books remain closed until students are instructed to begin.	
What is the process for the students to get logged into the system?	

Observation	Observation Notes Enter NA if not observed
Does the examiner collect test tickets after the students are in the system or after testing is complete?	
What preventative measures are taken to curb cheating within the computer lab?	
If applicable, what is the process for the examiner to get accommodated testing materials (paper/pencil, Braille, or Large Print)?	
Do students have all appropriate physical tools?	
Do students have access to inappropriate items (cell phones, video games, etc.)?	
If students are allowed to work at own pace; were they allowed to finish each part of the assessment without being pressured to finish.	
(Is/Are) the examiner's engaged during testing by moving through classroom and observing students are working?	
Directions are presented or read clearly, loudly, and exactly as printed in Test Monitor and Student Directions on the first day of testing.	
If a student needs to leave room (restroom, illness, etc.), only one student allowed to leave at a time, or there is a plan and staff to	

<p align="center">Observation</p>	<p align="center">Observation Notes Enter NA if not observed</p>
<p>monitor students if more than one student must leave.</p>	
<p>If student needs to leave room, the online test is exited/content is covered (items not viewable) or accommodated test books closed. The test is resumed/uncovered or materials are reopened upon return.</p>	
<p>Possible security breaches are reported immediately to District Assessment Coordinator for reporting to Division of Statewide Testing office.</p>	
<p>Incidents of prohibited or questionable behavior are reported to School Assessment Coordinator for prompt resolution.</p>	
<p>Test Administrators collect student testing tickets/scratch paper or paper accommodated test materials day of testing from locked storage, or materials are securely handed off to Test Monitors (at no time are materials left unattended). Test Monitor accounts for applicable materials before returning them to School Assessment Coordinator</p>	

