

Test Security Manual



Test Security Manual

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Table of Contents

Introduction	1
Importance of Test Security	1
Who Is Responsible for Test Security?	1
Appropriate Testing Practices	2
Training.....	3
Assessment Preparation.....	3
Assessment Administration.....	4
Overall Assessment Security.....	4
Physical Security	5
Paper/Pencil Assessments	5
Electronic Security.....	6
District/School Administration Violations.....	6
Consequences of Test Security Violations	7
Testing Procedures	7
Testing Environment	7
Unauthorized Observers and Media	8
Testing Materials	8
Paper/Pencil Assessments.....	8
Online Assessments.....	8
Test Administration	8
Special Populations	8
Student Privacy	9
Security Procedures throughout the Testing Process	9
Paper/Pencil Assessments:.....	9
Confidentiality Forms	10
Before the Testing Window.....	10
Test Security Roles and Responsibilities	10
District Assessment Coordinators (DACs).....	10
Prior to Testing.....	11
Prior to Testing Paper/Pencil Tests	11
During Testing	11
After Testing – Paper and Pencil Testing.....	12

After Testing – Computer Based Testing.....	12
School Assessment Coordinators (SACs)	12
Prior to Testing	13
Paper/Pencil Assessments	13
During Testing	13
During Testing Paper/Pencil Assessments:	14
After Testing.....	14
ACT Test Coordinator (TC) Responsibilities:	15
Prior to Testing:.....	15
During Testing	15
After Testing.....	15
Proctoring a Test Session	16
Paper/Pencil Assessments.....	17
Students.....	17
Retention of Paper/Pencil Test Books.....	18
Destruction of Secure Test Materials	18
Process to Report Test Security Violations	18
Process Flow Chart for Handling Test Security Violations.....	20
Test Invalidation Policies and Procedures.....	21
Use of Calculators	21
Use of Personal Electronic Devices	21
Process for Students Using a Blood Glucose Monitor and Cellphone.....	22
Testing Students in Non-Public Schools	22
Testing Students in Alternative Settings.....	22
Testing Virtual School Students	23
Appendix A - Guidelines to Assist Districts in Documenting Possible Test Security Violations.....	24
Appendix B: General Security Reminders	25

Introduction

The Wisconsin Department of Public Instruction (DPI) Office of Educational Accountability (OEA) is charged with establishing and overseeing a state assessment system that fairly and accurately measures student achievement in relation to the State's academic standards. These assessments include the Forward Exam, the ACT, PreACT Secure, Dynamic Learning Maps (DLM), and ACCESS for ELLs and any other state level assessments that may be developed.

The purpose of the assessments and procedures developed by OEA is to accurately measure and report student achievement relative to the Wisconsin academic standards. The procedures must be standardized to create a fair and equitable measure for all students. Administrative procedures must be carefully followed so each student's achievement results reflect his or her individual skills and abilities. Educational staff participating in the administration of assessments play a critical role in achieving fair and accurate student results by closely adhering to these guidelines. Failure to follow these guidelines could result in the invalidation of student tests, as well as serious consequences for the students, schools, districts, and staff.

This document represents the expected professional conduct of educators who administer OEA assessments to ensure proper assessment and academic integrity. It is intended to be used by districts and schools in the fair and appropriate administration of the state assessments. The required state assessments are an important tool used to monitor state, district, school, and student achievement. For these assessments to yield fair and accurate results, they must be given under standardized conditions to all students. Test security policies specific to individual assessments are available in the test administration manuals and other resources specific to the relevant assessments. The ACT assessment has additional educator roles, such as the test coordinator and room supervisor, who play a key part in the implementation of the ACT. It is important for district staff and other high school educators involved in the ACT assessment to review and understand the test security policies specific to the ACT available in the ACT manuals and resources and on the [DPI ACT Test Security webpage](#).

Importance of Test Security

The primary goal of test security is to protect the integrity of the examination and to assure that results are accurate and meaningful. All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

Who Is Responsible for Test Security?

Everyone who works with the assessments, communicates test results, and/or receives testing information is responsible for test security (also see Test Security Roles and Responsibilities). This includes:

- Wisconsin Department of Public Instruction (DPI) staff
- District Administrators (DA)
- District Assessment Coordinators (DACs)
- School Assessment Coordinators (SACs)
- District Technology Coordinators (DTCs)
- School Technology Coordinators (STCs)
- Test Coordinators (TC)
- Room Supervisors
- Test Administrators/Proctors
- Students, parents, and the community at large
- Certified and non-certified school staff; and
- Cooperative Educational Service Agency (CESA) staff

All districts and schools should have a security policy, and all staff involved with test administration should be made aware of the security policy and consequences for violating the policy. Staff should be well-versed with the following assessment-related publications:

- Guide for District and School Assessment Coordinators
- Test Administration Manual
- Proctor Guidelines
- Test Security Trainings

To protect the security of the tests, each district and school must establish written procedures that address the following components:

- Identification of personnel authorized to have access to the tests or the testing systems
- Identification of personnel authorized to proctor assessments
- Procedures for proctors/room supervisors to follow when monitoring students during test sessions
- Procedures for handling and tracking test materials before, during, and after testing for paper/pencil assessments
- Procedures for distributing and proper handling of test tickets
- Procedures for investigating any alleged violation of test security policies; and
- Procedures for annually communicating in writing the test security policies and discussing them with all district employees and students

Appropriate Testing Practices

The following is a compilation of appropriate testing practices. These testing practices should be used in determining whether or not a practice related to assessment is consistent with the principles of performing one's duties with honesty, integrity, due care, and fairness to all. Following these practices will ensure the integrity of the assessment process as well as the reliability and validity of any inference made from the results of an assessment.

Each school and district must ensure all appropriate staff have training and knowledge of these appropriate testing practices and must monitor staff to ensure compliance. Each school and district is responsible for the following at least once annually:

Training

- Communicate to staff in writing the standards defining unethical or inappropriate practices.
- Clearly define and communicate to staff in writing how the standards will be monitored, what sanctions will apply for violations of the standards, and under what circumstances such sanctions will apply.
- Clearly define and communicate to staff in writing all security procedures established by the school or district for a secure assessment.
- Require district and school assessment coordinators to participate in the trainings for appropriate test administration and security procedures as well as sign a Confidentiality Agreement.
- Require staff who have access to the test to complete the required assessment and security trainings as well as sign a Confidentiality Agreement.
- Provide any other information and training necessary to ensure staff have the knowledge and skills necessary to make appropriate decisions to prepare students for an assessment, to administer an assessment, and to interpret or use the results of an assessment.
- Clearly communicate in writing the procedures, materials, and practices that should be used to prepare students for an assessment.
- Review materials and practices related to preparing students for an assessment, administering an assessment, and interpreting or using the results of an assessment in order to ensure the materials and practices are up to date. Clearly communicate in writing any additions or changes to staff.
- Prohibit any person without sufficient and appropriate knowledge, skills, or training from administering an assessment.

Assessment Preparation

- Prohibit any student preparation that undermines the reliability and/or validity of an assessment.
- Prohibit teachers from providing any preparation or practice that results solely in raising scores or performance levels on a specific assessment without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content.
- Prohibit teachers from providing any preparation or practice that includes a question, task, graph, chart, passage, or other material included in an assessment (including any material that is paraphrased or highly similar in content to what is in an assessment.)
- Prohibit student preparation or practice for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed.

Assessment Administration

- Remove or cover all displays related to assessment content prior to the administration of the state test.
- Prohibit staff from assisting students in any manner with their answers including indicating answers, pointing out the rationale of an item, or prompting students in any manner.
- Prohibit use of any unapproved electronic devices, including cellular phones and smart watches, by students while taking the state assessments. Students may maintain possession of cellular phones during an assessment (in a backpack or other inaccessible location). However, students are not allowed to use phones at any time while an assessment is being administered. **Note:** Students who use a cell phone for blood glucose level monitoring (or monitoring other health conditions) are an authorized exception to the prohibition of using cell phones during an assessment. For the ACT, use of a cellphone to assist with monitoring blood glucose levels must be requested and authorized by ACT in advance.
- Require students to follow the testing guidelines in the Test Administration Manual (TAM) and the calculator use policy for the specific assessment.
- Administer tests only during the testing window established by the DPI.
- Require test administrators and proctors of standardized tests to rigorously follow the appropriate administrative procedures as directed in the TAMs.
- Ensure all test administrators and proctors strive to create a positive testing environment.
- Monitor students, test administrators, and proctors, by walking around unobtrusively, to ensure appropriate test-taking procedures and test security measures are followed.
- Only authorized school or district staff are allowed in testing rooms during assessment administration.
- Provide students with only the reference materials or tools specifically designated in the test.
- Provide accommodations and supports, as appropriate, for students with Individual Education Programs (IEPs), Section 504 Plans, or English Learners (EL).
- Prohibit change in procedures for administering the assessment to create a nonstandard condition for one or more students inconsistent with approved testing practices (with the exception of allowable accommodations).
- Prohibit any practice immediately preceding or during an assessment that assists a student in the assessment, including gestures, facial expressions, body language, language, definitions, clarifications, or any other action or sound that may guide a student's response.
- Administer state tests as prescribed in the TAMs and Guides appropriate for the relevant assessment.
- Supervise students at all times during testing sessions.

Overall Assessment Security

- Each participating school shall cooperate with DPI in conducting an investigation of any alleged inappropriate assessment practice.

- Report any observed test security violation to the DAC and the Office of Educational Accountability, including missing materials, testing misadministration, copyright infringement, and other deviations from acceptable security requirements by completing the [Test Security Incident Report Form](#). Additional irregularity reports should be submitted to ACT for the ACT assessment.
- Uphold the integrity and accuracy of the assessment by preventing any dishonest or fraudulent behavior and promoting a fair and equitable testing environment.
- Ensure no one compromises test security or the accuracy of the results by manipulating the test administration, demographic data, the students' answers, or data.
- Ensure student test scores and test performance are not disclosed to any unauthorized person.
- Encourage the community to voice any concern about any practice that they may consider inappropriate by contacting the Office of Educational Accountability.
- Establish written procedures for investigating any complaint, allegation, or concern about an inappropriate practice. The procedures should ensure the protection of individual's rights, the integrity of an assessment, and the integrity of assessment results.
- Prohibit the use of any assessment for purposes other than that for which it was intended.

Physical Security

- Secure all state testing materials prior to, during, and following each test administration and prohibit unauthorized access to secure test questions at all times.
- Prohibit the copying or reproducing of any portion of the secure test and assessment materials, regardless of the medium or purpose of the reproduction.
- Prohibit the creation, sharing, or distribution of answer keys to tests.
- Prohibit any form of cheating.
- Establish and implement procedures to ensure maximum test security and limit access of secure materials to authorized personnel only.
- Before each test administration, materials must be examined, counted, and stored according to instructions provided for that test.
- Prohibit students from having access to secure test questions or answer keys.
- Ensure no secure test materials, questions, or student responses are retained, reproduced, paraphrased, or discussed in any manner.

Paper/Pencil Assessments

- Test materials should be stored in a locked and secured location.
- Prohibit the copying or reproducing of any portion of the secure test book and writing prompt.
- Return all secured test materials to the testing company following the procedures outlined in the TAM and guides specific to the assessment.
- Tests must be secured at all times during test administration, including all breaks in the testing sequence. All test booklets (used and unused) and answer sheets, if applicable,

must be counted, reconciled, and returned to the testing vendor per the policy in the TAMs and guides relevant to the specific assessment.

Electronic Security

- Ensure the DAC is the individual responsible for granting access rights to the vendor testing portals and to have a system in place to verify that only authorized staff is given access.
- Ensure each authorized staff user accesses the vendor testing portals using a unique username and password. Staff are prohibited from sharing usernames and passwords for use in accessing the vendor testing portals.
- Ensure administration of online assessments is permitted only through the student interface via a secure browser in a controlled setting.
- Ensure staff do not access the online testing system (student interface) as a student or using a student's username and password.
- Ensure each student has access to the online testing systems using a unique username and password.

All tests are subject to the same strict test security procedures. Specifically, no person shall reveal, cause to be revealed, release, cause to be released, reproduce, or cause to be reproduced any secure assessment materials through any means or medium including, but not limited to, electronic, photographic, photocopy, written, paraphrase, or oral. All tests, including special versions, must be kept secure until the day of testing, serially numbered and tracked, and then returned to the scoring contractor. Special versions of the paper/pencil tests include Braille, large print, etc. No secure test materials may be photocopied or duplicated in any manner. Loading, storing, transferring, or copying the test into a central server to be vectored to individual terminals would constitute a reproduction. As soon as the data is stored, a security breach has occurred. Therefore, loading, storing, transferring, or copying the test into a central server to be vectored to individual terminals is strictly prohibited.

District/School Administration Violations

- Any practice that supports or assists others in conducting inappropriate preparation activities.
- Any practice that supports or assists any person in inappropriate practices during administration or scoring of an assessment.
- Any practice that corrects or alters any student's response to an assessment either during or following the administration of an assessment.
- Any practice of excluding one or more students from an assessment due in-part because a student has not performed well, or may not perform well, on the assessment, or because

the aggregate performance of a group may be affected by the student's performance on the assessment.

- Any practice that results in a potential conflict of interest or exerts an undue influence on a person administering or scoring an assessment.
- Any practice that either makes, or appears to make, an assessment process unfair.

Consequences of Test Security Violations

Administrators, certified and non-certified school staff, students, and parents must adhere to Appropriate Testing Practices. Consequences of violations may include the invalidation of student test results and liability for copyright infringement. Disciplinary measures for educators and school staff may be determined at employment level based on a school board's policy and the severity of the test security violations. Examples might include a written reprimand, suspension, or termination of contract. The DPI may also pursue its own sanctions of department-licensed individuals for testing irregularities.

Invalidation of test results for individual students or groups of students may have multiple consequences, including:

- Parents will not receive scores on their child's report;
- Public reporting will reflect all invalidated tests as "not tested." This may reduce the percentage of students meeting proficiency; and/or
- Schools may have a more difficult time meeting accountability requirements.

Testing Procedures

Test administrators must strictly follow the written test administration procedures included in the TAMs and guides for each assessment administered. These procedures include planning for the test, organizing the classroom, preparing students to take the test, completing student-identification information, and following time requirements of testing sessions (for timed tests only). Failure to follow the specified procedures jeopardizes the validity and integrity of the test results.

Testing Environment

Testing conditions should be comfortable for all students. District/school assessment coordinators and test administrators should ensure announcements are not made on the public address system during testing sessions, lighting is adequate, chairs and desks are available, and "QUIET" signs are posted. This will permit students to do their best work. It is recommended that paper and pencil testing sessions be conducted in small groups in classrooms, rather than in a large group in auditorium-type halls. For online assessments, computer updates may be disabled prior to the onset of the test window so that student workstations are not interrupted during the administration of the test.

Unauthorized Observers and Media

Unauthorized persons—including parents, guardians, children, school board members, recruiters, employers, and members of the media—are not allowed to enter, observe, or photograph testing documents, test rooms, or preliminary activities. Under no circumstances are cameras of any type allowed in the test rooms. Media coverage may not include any test content or the testing environment.

Testing Materials

Paper/Pencil Assessments

Before students begin taking the test, test administrators must ensure adequate and complete sets of test materials are available to all students, including test booklets, scratch paper, pencils, calculators, and, as required, manipulatives such as rulers, protractors, punch-out tools, and geometric shapes as appropriate for the assessment per the directions in the TAMs.

Online Assessments

Before students begin taking the test, test administrators must ensure appropriate materials are available to all students such as test tickets, scratch paper, graphing paper, headphones, accessibility features, etc. as appropriate for the assessment.

Test Administration

Test administrators must be completely prepared and familiar with the test directions before beginning any testing session with students. Test administrators should anticipate and be ready to answer questions about the test. When reading test directions aloud, test administrators must ensure all students understand what is expected of them. Test administrators must not answer questions about specific content or test items.

Special Populations

The DPI is committed to including ALL students in testing. Special-population students must be included on all required assessments and, when necessary, be provided with approved supports and accommodations to ensure their accessibility needs are met for participation.

The Dynamic Learning Map assessments (DLM) are given to students with significant cognitive disabilities if a student's Individualized Education Program (IEP) team determines that the student is unable to participate in the Forward Exam, PreACT Secure, or ACT, even with accommodations. IEP teams must use the [Participation Guidelines for Alternate Assessment](#) to determine whether students with disabilities will participate in general education assessments with or without testing accommodations, or in the alternate assessment with or without accommodations.

Student Privacy

School and district staff must follow strict confidentiality measures to protect individual student test scores and maintain student privacy, as required by federal and state laws. Students' scores should be made available only to authorized personnel (i.e., the student, the student's parents or legal guardians, and the specific staff responsible for the student's education).

Security Procedures throughout the Testing Process

The purpose of test security procedures is to describe what constitutes appropriate and inappropriate practices related to the security of the test before, during, and after the administration of all state required assessments.

All test materials for state required assessments must be kept secure. **Do not photocopy or duplicate** any portion of any test at any time. Paper/pencil assessment test books must be kept in a locked area before and after all testing sessions. Test security is the responsibility of the entire school community.

Districts must develop a protocol for proper test material handling. Failure to handle materials securely may result in test invalidations due to misadministration. If any questions arise, the DAC, SAC, and test coordinator must be able to assure DPI that every step to ensure security of the test has been taken. The following are requirements for administration of state required assessments:

- Proctors or other school/district staff shall not logon to the online assessment using the student credentials for any reason. All test tickets must be accounted for and stored in a secure and locked location before, during, and after testing.
- Test tickets must be secured while in the school's possession and must be stored in a locked location and not be stored in open classrooms before or after testing. Test tickets must be distributed just prior to administration and collected from students at the end of each session. Proctors must not review student responses (or view test items) of any online assessments.
- School and district staff should not review completed student tests.

Paper/Pencil Assessments:

- Labeling should be done in a secure location.
- All test materials must be accounted for and stored in a secure and locked location before, during, and after testing.
- Students may not have access to the test books before the first testing session.
- All test books (both used and unused) must be returned to the testing vendor. No test materials may be disposed of at the school or district site.
- Missing test books or any test irregularities must be reported to the SAC, DAC, and DPI.

Ensuring the validity and reliability of test results on annual statewide assessments is the primary goal of the Office of Educational Accountability (OEA) and should be the primary goal of all

schools and districts. Following the steps and resources below will help school and district staff confidently administer statewide standardized assessments in alignment with proper test administration protocol.

Confidentiality Forms

Confidentiality agreement forms should be signed by anyone involved in any aspect of the administration or set up of an assessment.

Before the Testing Window

All staff should read and review all test security resources from the Office of Educational Accountability (OEA). The OEA annually provides schools and districts with information about expected test administration practices. The test security materials include:

- Test security training modules for district assessment coordinators (DACs) and school assessment coordinators (SACs) provide an overview of test security that delineates specific procedures. The purpose of the modules is to improve overall understanding of test security procedures and emphasize the importance of test security. Assessment manuals, guides, and trainings identify the requirements for administering WSAS assessments.
- Test Administration Trainings provide proctors with an overview of administration and security policies and procedures specific to each assessment.
- Proctor Guidelines are available on the OEA website.

All trainings and resources are accessible on the [OEA website](#) for each specific assessment.

Test Security Roles and Responsibilities

District Assessment Coordinators (DACs)

DACs have many responsibilities around testing, one of which is test security. DACs should work closely with SACs/ACT Test coordinators to coordinate the administration of the Wisconsin Student Assessment System. On a daily basis, DACs and SACs should:

- Ensure all printed test materials are placed in locked storage when the materials are not in use in a testing session.
- Ensure the online testing environment security is maintained at all times.
- Ensure students do not share information about test content when the tests are administered to same grade-level students at different times.
- Notify the Office of Educational Accountability (OEA) immediately if there is any test security violation in the school or district. In addition to reporting to OEA, ACT test violations should be reported to ACT following protocols listed in the ACT Test Administration Manual.

Test security violations may require the invalidation of the test scores of individuals or entire classrooms, as well as other disciplinary actions. The best way to maintain test security is to limit access to the tests to those educators who must have access, and to ensure all personnel understand the crucial need for test security.

Prior to Testing

DACs must meet the following requirements prior to the testing window:

- [Confidentiality agreement forms](#) should be signed by anyone involved in any aspect of the administration or set up of an assessment.
- Ensure SACs, test administrators, proctors, and other necessary school/district staff are trained on standardized test administration, test security, monitoring students during testing, and testing accessibility.
- Verify that all student demographic information is correct. Districts are strongly encouraged to check data for all students to prevent potential errors that may impact students' individual score reports, public reporting, and decisions related to school and district accountability determinations.
- Ensure the test tickets are printed and stored in a secure location for online tests.
- Report any testing irregularities to the DPI, including missing test materials.
- Be familiar with all testing procedures by reviewing this manual, the test administration manuals, and any other required resources for a specific assessment.
- Ensure SACs have arranged for adequate numbers of proctors to monitor students during testing and to assist with the distribution and collection of test materials.
- Distribute copies or URLs for important publications and information to all staff.
- Maintain, promote, and ensure security of the test materials at all times.

Prior to Testing Paper/Pencil Tests

- Inventory and secure all test materials immediately after receipt. Printed test materials must be locked and securely stored in a single location at the central district office or at a school.
- Maintain an accurate count of all materials.
- Send/deliver the test materials to the SACs in a secure manner.
- Ensure SACs inventory test materials immediately after receipt.
- ACT Test Coordinators will handle the paper copies of the test books in accordance with the directions in the ACT TAMS.

During Testing

DACs must meet the following requirements during the testing window:

- Supervise and, if necessary, help coordinate the schools' daily handling and security of tests and testing materials.
- Report test security violations to DPI.

- Ensure students are supervised by trained proctors during testing sessions. Proctors are trained staff employed by the district, including administrators, teachers, and paraprofessionals. This includes student teachers who have responsibility for supervising students. Parent volunteers should not be allowed to proctor examinations. School personnel who are parents or guardians should not be allowed to proctor their own children. For specific policy around proctoring for each assessment, refer to the relevant assessment proctor guidelines.
- Ensure standardized test administration practices are followed. Follow testing policies for electronic devices, including calculators, cellular phones, and smart watches.
- Secure all test materials daily.
- Help organize makeup sessions to ensure every student has had the opportunity to test during the testing window.

After Testing – Paper and Pencil Testing

DACs must meet the following requirements after the testing window:

- Ensure all test books—those to be scored and those not to be scored—are returned to the test vendor.
- Ensure test books are not checked out to individual educators for review.
- Ensure all unused testing materials that were shipped to the school by the test vendor are returned to the test vendor.
- Ensure all students have been accounted for in the school district.
- Verify all student demographic information is correct. Districts are strongly encouraged to check data for all students to prevent potential errors that may impact students' individual score reports, public student reporting, and decisions related to school and district accountability determinations.

After Testing – Computer Based Testing

DACs must meet the following requirements after the testing window:

- Ensure all students have been accounted for in the district.
- Verify all student demographic information is correct. Districts are strongly encouraged to check data for all students to prevent potential errors that may impact students' individual score reports, public student reporting, and decisions related to school and district accountability determinations.

School Assessment Coordinators (SACs)

SACs have many responsibilities around testing, one of which is test security. SACs should:

- Ensure all paper-based testing materials are placed in locked storage when not in use during a testing session. (This does not apply to the ACT. ACT test coordinators handle ACT test materials.)

- Ensure students do not share information about test content when the test is administered to same grade-level students at different times.
- Report any test security violations in the school or district immediately to the Office of Educational Accountability.

Test security violations may require the invalidation of the test scores of individuals or entire classrooms, as well as other disciplinary actions. The best way to maintain test security is to limit test access to those educators who must have access, and to ensure all personnel understand the crucial need for test security.

Prior to Testing

SACs must meet the following requirements before the testing window:

- Confidentiality agreement forms should be signed by anyone involved in any aspect of the administration or set up of an assessment.
- Become familiar with all testing procedures by reviewing this guide, the test administration manuals, the Accessibility Guidelines, and any other required resources for a specific assessment.
- Conduct staff development and training sessions for teachers and staff around test administration, test security, and accessibility guidelines.
- Collect and keep on file any hard copy confidentiality agreement forms from all staff working with the assessment.
- Distribute copies or URLs of important publications and information to all staff.
- Ensure tests administered in large group sessions will have adequate proctors to monitor students and assist with administration duties. As a general rule, one proctor for every 15 students is recommended.
- Maintain, promote, and ensure security of the test at all times.

Paper/Pencil Assessments

- Inventory all paper-based test materials immediately after receipt from the DAC. The count after testing should match the original inventory (This does not apply to the ACT. ACT test coordinators handle ACT test materials.). Every test book must be accounted for. Report any shortages to your DAC immediately.
- Ensure test materials are locked and securely stored in a single location

During Testing

SACs must meet the following requirements during the testing window:

- Monitor testing sessions and inform the DAC of daily progress and any testing irregularities.
- Check with teachers and proctors before testing begins each day to ensure they are fully prepared and that their questions and concerns are addressed.
- Oversee, coordinate, and ensure test security.

- Ensure students are supervised during testing sessions.
- Facilitate the scheduling of makeup sessions to give every student the opportunity to participate in testing.
- Make sure that all invalidated tests are clearly indicated. Refer to the directions in the Test Administration Manuals for further explanation.
- Ensure students are supervised by trained proctors during testing sessions. Proctors are trained staff employed by the district, including administrators, teachers, and paraprofessionals. This includes student teachers who have responsibility for supervising students. Parent volunteers should not be allowed to proctor examinations. School personnel who are parents or guardians should not be allowed to proctor their own children. For specific policy about proctoring for each assessment, refer to the relevant assessment proctor guidelines.
- Make sure that standardized test administration practices are followed.
- Follow testing policies for electronic devices, including calculators, cellular phones, and smart watches.

During Testing Paper/Pencil Assessments:

(The information below does not apply to the ACT.)

- Secure all tests daily.
- Prepare the test books and student answer documents for scoring by following the steps in the test administration manuals.
- For paper and pencil testing, inventory the test materials. The count should match the original inventory. Make note of any discrepancies and report them to the DAC.
- Review test books to verify that student demographic information has been properly coded. Coding should consist of either a student pre-ID label or bubbling of information on the student information page.

After Testing

SACs must meet the following requirements after the testing window:

- SACs must ensure all paper-based tests are returned to the DAC immediately after testing.
- SACs must verify that each online test session was ended properly via data available in the testing portals.
- SACs must verify that each student was provided the opportunity to complete all portions of the assessment via data available in the testing portals and/or communication with proctors. If students do not complete all portions of an assessment, the SAC should determine why this did not occur and take steps to either have the students complete testing or document why students went untested.

ACT Test Coordinator (TC) Responsibilities:

TCs for each high school are assigned by the respective DACs during the ACT test establishment process. TCs should:

- Implement ACT testing in high schools.
- Serve at only one school.
- Ensure examinees are tested under the same conditions as examinees at every other site and ensure the security of the examinations.
- Participate in training conducted by ACT.

Staff who have any family members or relatives who will be testing at any school in the state under statewide or district ACT testing should not assume the role of test coordinator as they will have access to test materials. More information on Relative Testing is available in the ACT Administration manual.

Prior to Testing:

- Read the Test Administration Manual and comply with the policies and procedures described within.
- For paper testing, arrange for application of Pre-ID labels on the back page of the answer documents.
- Arrange for **all** examinees to complete the non-test portions of their answer documents in a scheduled, supervised session at school before test day.
- Select and train qualified room supervisors and proctors before test day.
- Select and reserve test rooms.
- Plan seating arrangements for each room.
- Prepare test rooms prior to test day.

During Testing

- Be present at school to receive, count, and secure test materials.
- Arrange for a phone for calling ACT on test day.
- Create a roster of examinees scheduled to test in each room.
- Conduct a pretest briefing session for testing staff on each test date.
- Ensure testing begins on time in all rooms on each test date.
- Document any irregularities that occur, and as required, void examinees' tests.
- Distribute test materials to staff; collect and account for all materials immediately after each administration.
- Ensure completeness and accuracy of all required test date documentation.

After Testing

- Return ALL required forms, answer documents, and test booklets immediately after each test date.
- Order makeup testing materials immediately after the initial test date.
- Work Collaboratively with ACT and DPI or the district assessment office in resolving irregularities.

Proctoring a Test Session

Test administrators, proctors, and ACT room supervisors must monitor the testing session to ensure all students have the opportunity to succeed. It is not acceptable for test administrators to leave the room, visit with another person, read, or ignore what is happening in the testing session. ACT room supervisors, test administrators, and proctors must be trained to follow the testing procedures and to understand the significance of their responsibilities. Test administrators should review the test security information for each specific assessment available on the [OEA assessment webpages](#).

While it is not appropriate to teach students how to answer specific questions, they will take on statewide tests, it is appropriate to prepare students for the different types of content measured by the tests. Several tools are provided by DPI, including practice tests that are available on the [OEA website](#) for each specific assessment. Resources on the OEA website provide more detailed information about the test and academic standards.

Proctors must also review the proctor guidelines relevant to the assessment they administer.

Proctors are staff employed by the district, including administrators, teachers, and paraprofessionals. This includes student-teachers who normally have responsibility for supervising students. Parent volunteers are not allowed to proctor examinations. School personnel who are parents or guardians should not be allowed to proctor their own children. For specific policy around proctoring for each assessment, refer to the relevant assessment proctor guidelines.

Prior to administering state assessments, schools and districts must ensure proctors have received the same preparation and training as other educators throughout the state. This training should include, but is not limited to, the following:

- Reading and becoming familiar with the test administration manual, test security manual, proctor guidelines, and accessibility guidelines
- Watching the Test Administrator Training and Test Security Training Module.
- Reading and signing the Proctor Confidentiality Agreement Form.

Proctors must be familiar with appropriate testing supports and accommodations and ensure proper test security. This includes, but is not limited to, the following:

- Remain in the classroom during the entire testing time.
- Ensure students do not receive improper assistance during testing.
- Prevent and report any acts of academic dishonesty, including cheating, plagiarizing, stealing, and copying the assessment questions and answers.
- Prohibit the copying, altering, or modification of test materials, including photocopying student writing samples.
- Follow testing policies for electronic devices, including calculators, cellular phones, and smart watches.

- Ensure completed student answers are not reviewed by staff for completeness or thoroughness.
- Prevent students and others from talking about or sharing answers.
- Collect any test materials at the end of the testing session.
- Ensure test materials (test books, test tickets, etc.) are locked and secure when not in use.
- Report all testing irregularities to the SAC, including if a student cheating, or use of an unallowable accommodation.

Paper/Pencil Assessments

- Collect and account for all paper-based test materials and deliver them to the SAC immediately.
- Ensure students do not view paper-based test materials prior to testing.
- Ensure test materials are properly distributed to appropriate students.
- For assessments with multiple sections, ensure students do not go back and complete previous sections of the test.
- Make sure that students are working in the correct place in their test books.

Proctors are responsible for the following:

- Arranging the testing room.
- Supervise students during short breaks
- Monitoring students during testing.
- Test security

The ACT assessment has an additional educator role called the “Room Supervisor.” Each room is required to have a room supervisor who must serve in one room for the entire session. A room supervisor may assume responsibility for only one test room. The test coordinator normally serves as the room supervisor if only one room is used. Room Supervisors should read the Test Administration Manual and comply with the policies and procedures it describes. Proctor may assist the room supervisors with these activities.

Students

Students are not allowed to review any tests from prior years. [Sample test items](#) are available for practice purposes. Students are expected to demonstrate complete honesty in testing. This includes, but is not limited to, the following:

- Students must not use unauthorized materials or receive unauthorized assistance during testing.
- Students must not copy information from another student during testing.
- Students must not provide assistance to another student by knowingly permitting him or her to see or copy all or a portion of the test.
- Students may not try to obtain knowledge of test materials from prior years.
- Students should report any testing irregularities to school staff or parents.

Retention of Paper/Pencil Test Books

Districts and schools are not allowed to keep any copies of test books or test materials. All copies of used and unused test books must be returned to the appropriate test vendor.

Destruction of Secure Test Materials

Districts should securely destroy **any** copies of secure test materials. When a district destroys any secure test materials (other than test tickets and scrap paper), a “Confirmation of Destruction” Form for that assessment must be completed and sent to OEA. These forms are available on the [Assessment Forms webpage](#).

The following are allowable methods of destruction:

- Commercial document shredding/destruction service. If this method is used, a certificate must be secured from the vendor. This method is recommended for larger amounts of test materials.
- Crosscut shredders. This is recommended for small amounts of test materials.
- Incineration. **Note:** This policy does not apply to the ACT. All ACT secure test materials should be sent back to the ACT.

Process to Report Test Security Violations

Administrators, certified and non-certified school staff, parents, and students must adhere to appropriate testing practices. Violations of these procedures will be investigated, and appropriate sanctions may be taken by the local school board and the DPI. Further test security violations may result in liability for copyright infringement.

School and district staff must immediately report all incidents of test administration irregularities, breaches of security, or incidents of cheating by students or staff to the district assessment coordinator (DAC) and the DPI’s Office of Educational Accountability (OEA). The report of an incident should be submitted to the OEA by submitting an online Incident Report Form available on the OEA [Assessment Forms webpage](#). Reports via telephone, letter, or e-mail, or will also be accepted. However, OEA staff may ask for the Incident Report Form to be completed and submitted within 24 hours, or the form may be completed by the OEA staff member during the initial call. Test security violations may also be reported by students, their parents/guardians, family members, and individual community members. It should be noted that OEA may also detect test irregularities by erasure analysis, unusual score gains, and other statistical measures.

OEA will review and respond to all reported testing irregularities. When an alleged testing irregularity has occurred, OEA will contact the DAC (if they are not the reporting individual). Depending on the perceived severity of the allegation, OEA may ask the district to conduct a thorough fact-finding investigation of the alleged irregularity and report the results of its investigation to DPI within two weeks. OEA has put together guidelines to assist districts documenting investigations of alleged incidents. (See Appendix A) After receipt of the fact-finding

report, OEA staff will consult with the district on the details of the alleged testing irregularity. The district may receive a follow-up letter from OEA requesting additional information or informing the district that the investigation has been closed.

Because the validity and reliability of the examinations rest with DPI, OEA will ultimately determine whether the irregularity should be declared a testing violation, whether the test results should be invalidated, and at what level. This may impact a school and district's overall performance and the determination of school and district accountability.

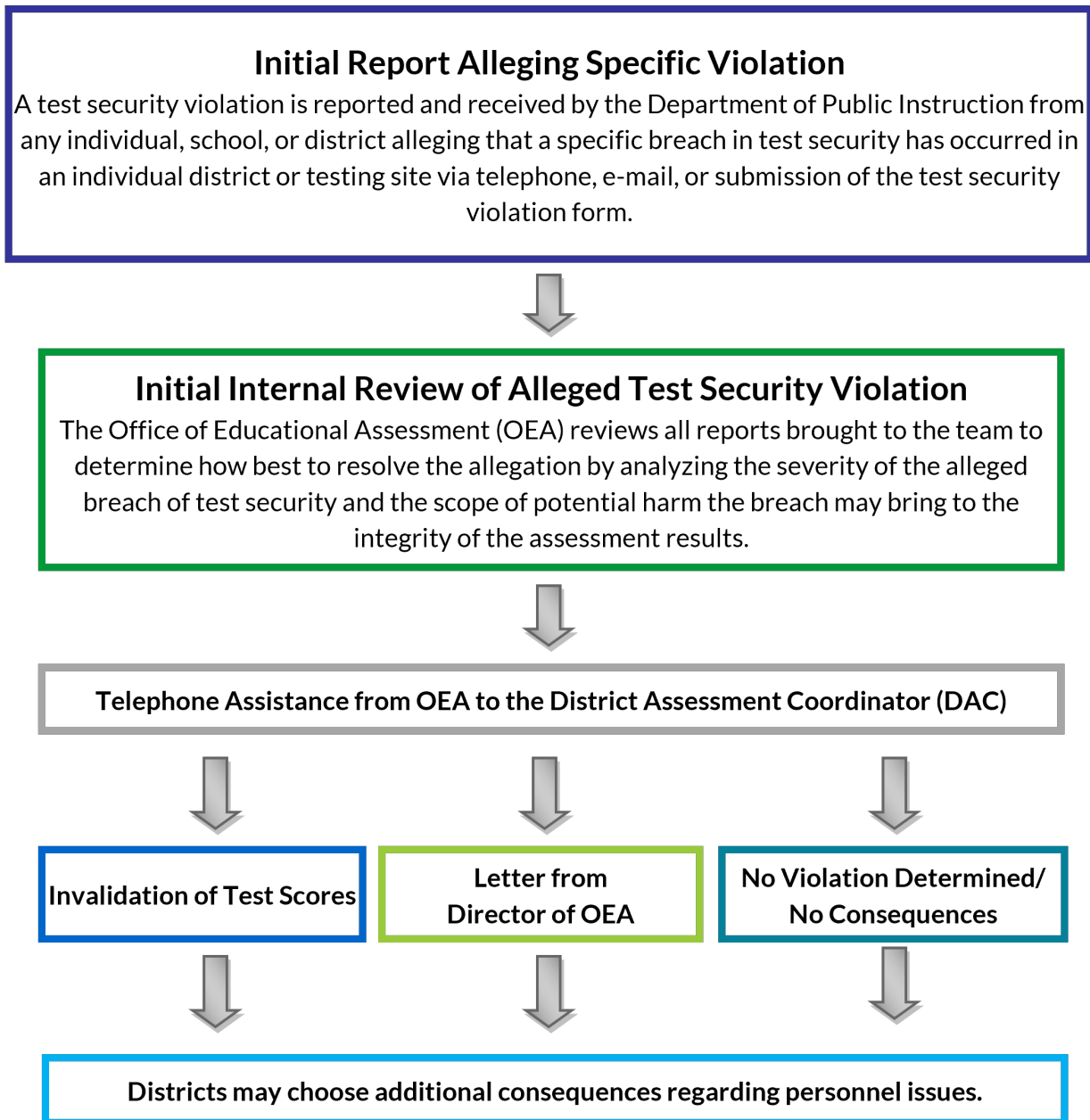
Consequences of violations may include the invalidation of student test results and could result in civil legal liability for copyright violations. At either the school or district level, a test irregularity could result in the loss of a year's test results for the grade(s) and subject(s) affected by the test irregularity. There will be no opportunity to retest. When test results are invalidated, the student(s) do not receive test results for the affected content areas. The district should be prepared to explain this to students' parents.

Disciplinary measures for educators and school staff should be determined by local school board policy. Depending on the severity of the test security violations, examples might include a written reprimand, suspension, or termination of contract. DPI may also take disciplinary actions against department-licensed individuals.

Test security breaches involving student cheating can result in an unfair advantage for that student and compromise the validity of the standardized test. The tests for such students should be invalidated in that content area. The DPI should be notified when student tests have been invalidated. Disciplinary measures for students are handled at the school or district level.

*High Schools should complete the ACT irregularity reports and send them on to ACT for incidents specific to the ACT, in addition to the DPI incident report forms. More Information on ACT irregularity reports is available in the ACT Test Administration manual and Room Supervisors manual.

Process Flow Chart for Handling Test Security Violations



Test Invalidation Policies and Procedures

Test administrators, proctors, school assessment coordinators (SAC), and other school and district staff **must notify DACs** immediately of any testing irregularity. DACs should report any testing violation to DPI. Situations that will lead to the invalidation of test scores include but are not limited to:

- A student used an unauthorized electronic device during testing, including using a calculator when not permitted.
- A student cheated.
- A student became ill and was unable to finish the test (only relevant for situations where the student is not able to complete the test at a later date).
- A student was provided with an unallowable support or accommodation or an accommodation that was not in the student's Individualized Education Program (IEP), 504 plan, or English Learners (EL) plan.
- A student was not provided an allowable support that they should have been provided or accommodation that was in the student's IEP, 504 plan, or EL plan, and this lack of support or accommodation significantly affected the student's performance.
- An error occurred during test administration or other procedures that could have compromised the validity of the test results.
- A disruption occurred during testing due to a circumstance out of the student's control.
- A student was given unauthorized assistance during the test.

Use of Calculators

Use of Calculators varies for different assessments. The specific calculator policy for the relevant assessment should be consulted prior to the test for appropriate usage.

Use of Personal Electronic Devices

Cellular phones, smart watches, and other personal electronic devices are NOT allowed to be accessed by students during testing or while in the testing environment with the following exception. Students who use a cell phone for blood glucose level monitoring (or monitoring other health conditions) are an authorized exception to the prohibition of using cell phones during an assessment. For the ACT, use of a cellphone to assist with monitoring blood glucose levels must be requested and authorized by ACT in advance. Test administrators and proctors are prohibited from using cell phones, smart watches, and electronic handheld devices in any way during test administrations or during material handling with the following exception. In testing rooms that do not contain a land line phone, cellular phones are allowed to be used by test administrators or proctors if they need to request immediate staff assistance for a situation that arises during testing (e.g. illness of student that requires assistance or possible security violation). Please refer to the ACT Test Administration Manual for specific information for this assessment on this topic.

Process for Students Using a Blood Glucose Monitor and Cellphone

- Students who use their cell phone to assist with monitoring blood glucose levels may have this device in the testing room and being used for this purpose during the test.
- Phone should be kept out of physical reach of student but within visual/auditory range. Phone should also be in visual range of proctor.
- If student needs to access phone during test, student should request proctor to provide phone to student to view information.
- Proctor should communicate with student as to when/how it is appropriate to view information on cell phone. Instructions should include student not accessing phone without receiving prior permission from proctor.
- If notification system on phone would be a distraction to other students, student should be tested in a separate room. If notification system is not likely to cause distraction for others, student may test in group setting.

Testing Students in Non-Public Schools

Choice Program students are required to participate in the Wisconsin Student Assessment System. If a Choice school or other private school would like to test non-choice students, they may purchase the state assessments for these students. To ensure testing protocols are followed a full-time staff member is required to serve as a district assessment coordinator (DAC) for the required statewide assessments. Private school DACs must ensure they are testing 100 percent of the Choice students including students with disabilities and English learners. In addition to the general guidelines provided in this Test Security Manual, Choice schools and other private schools must meet specific requirements relating to the testing of students in non-public settings. They must:

- Inform DPI of the name, school location, e-mail, phone, and address of each choice program site.
- Confirm all personnel involved with testing sign a Confidentiality Agreement Form.
- Conduct trainings for any staff involved in the administration of the assessments. The Choice program or other private school must confirm they have received inventoried, secured, and stored test any paper/pencil testing materials, administered the standardized test, and shipped the test materials (scorable and non-scorable) back to the testing company.

The ACT assessment has a specific off-site testing policy. Please refer to the ACT Test Administration Manual for specific information for this assessment on this topic.

Testing Students in Alternative Settings

All public-school students receiving temporary instruction in an alternative setting (a site other than the school to which they are regularly enrolled) such as a treatment or juvenile facility, hospital or alternative school are required to be assessed. These students may participate in testing at the alternative schools in which they are enrolled or at another testing site approved by the district assessment coordinator (DAC) of their home school. The use of an alternate testing

site is permitted only in the case of an emergency or a situation where the student is deemed reasonably unable to attend the school site including students who are homebound, hospitalized, not permitted on school property, in treatment programs, detained in juvenile centers, or incarcerated. For students tested at alternative testing sites, the DAC will directly communicate with the school assessment coordinator or principal of the alternate site or school to make arrangements for testing. The test may be administered by district staff (or alternate site staff) who have been trained in administration and security procedures for that specific test and have signed Confidentiality Agreements.

Testing Virtual School Students

Virtual schools (including multi-district charter schools) are responsible for ensuring all students enrolled in their school in tested grades take the required state assessments. Virtual schools are responsible for setting up physical testing arrangements for their students. This may be done in the authorizing district that is responsible for the virtual school, or with district staff at other arranged sites, in a public/private building in a secure setting. Virtual school students should be tested based on policies and procedures in accordance with each specific assessment, in a secure setting by a trained proctor. Districts are not responsible for testing virtual school students who live in their attendance area but attend a virtual school in another district.

Appendix A - Guidelines to Assist Districts in Documenting Possible Test Security Violations

When conducting an investigation, the district will be asked to answer the following questions:

- What is the allegation and where did it happen?
- Who is investigating the incident (name and title)?
- Did the alleged incident occur?
- What exactly occurred and how did it occur?
- How many were involved or will be affected (staff and students)?
- What is the district's plan to ensure this type of incident does not occur in the future?
- Summary of determination.

In order to assist districts in investigating and documenting the possible test security violation, the following guidelines have been established.

Describe what occurred in the building/classroom during the test administration in the written report.

- Have you determined that testing procedures were followed by all school staff?
- Have you interviewed all individuals who were involved in, or may have information about, the affected school/classroom(s)?
- If you found evidence indicating a violation, have you described exactly what happened and why?
- If you found evidence indicating a violation, did you prepare a timeline, if necessary, to establish when the event(s) occurred?

If evidence of indication of a test violation is discovered, appropriately document the testing irregularity.

- Have you ensured the report and any provided statements clearly lay out the sequence of events and explain what happened?
- Have you received statements from all individuals who were involved in, or may have information about, the violation?

If evidence or indication of a testing irregularity is discovered, describe a plan to correct and mitigate any future occurrences of the testing violation.

- Does the plan include a description of the specific procedure(s) that will be implemented to help prevent future occurrences of this type of violation?
- Does the plan include the name and role (title) of the person(s) responsible to implement the plan?
- Have you submitted all statements in letter form on paper or letterhead? Are they typed, signed, and dated?
- Have you submitted a final, written determination about what happened and who is responsible?

Appendix B: General Security Reminders

- **Remove or cover all instructional materials** that might assist students in answering questions displayed on bulletin boards, chalkboards, dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
- Ensure adequate spacing between students. Students must be seated so there is enough space between them to minimize opportunities to look at each other’s monitor or paper, or they should be provided with tabletop partitions or other visual barriers.
- Place a “TESTING—DO NOT DISTURB” sign on the door of the testing room
- Provide a quiet environment void of distractions.
- Establish procedures for students that finish testing ahead of others by either having the students exit the room quietly and report to another area or work silently on designated activities at their workstation.
- No unauthorized electronic devices that allow availability to outside information are allowed to be accessed by students. Electronic communication among students, photographing, or copying test content are prohibited during testing. This includes any device with cellular, messaging, or wireless capabilities such as cell phones, smart watches, cameras, and electronic translation devices.
- Unauthorized staff, other adults, or students not participating in the assessment are not allowed in the room where the test is being administered. Only students participating in the assessment may view test questions.
- TAs and/or other trained staff are not permitted to review or analyze any test questions or student responses, including students’ notes on scratch paper.
- Digital, electronic, or manual devices are not to be used to record or retain test items, reading passages, or writing prompts.
- Do not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, e-mail, social media websites, etc.
- Do not use any test items, stimuli, reading passages, or writing prompts for instruction.

Unauthorized electronic devices are prohibited during testing. This includes all devices with cellular, messaging, or wireless capabilities.

