

# **Career and Technical Education**

## **Assessment Integrity Manual (AIM)**

**Strategies for Professional and Ethical Conduct in  
Assessment Administration and Reporting**

**October 2015**

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## Introduction

The Office of Career and Technical Education (OCTE) has responsibility for secondary state-approved career and technical education programs of study that affect high school through postsecondary learners. The OCTE has primary responsibility to administer the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The purpose of the Perkins IV Act is to more fully develop the academic and career and technical skills of students who elect to enroll in CTE programs. For the majority of students, a postsecondary experience with specific focus on workforce preparation will be necessary for gaining economic independence. The goal of CTE is to ensure that students have the academic foundations, as well as the specific technical skills, to enter and succeed in their postsecondary program.

This document represents the expected professional conduct of educators who administer CTE assessments and ensures proper assessment and academic integrity. It is intended to be used by districts and schools in the fair and appropriate administration of the state technical assessments. State assessments are an important and required tool used to monitor state, district, school, and student achievement. For assessments to yield fair and accurate results, they must be given under the same standardized conditions to all students.

The OCTE selects assessments and establishes professional conduct standards based upon the following:

- *Standards for Educational and Psychological Testing* (1999). Joint publication of the American Educational Research Association (AERA), American Psychological Association (APA), and National Council on Measurement in Education (NCME)
- *Code of Fair Testing Practices in Education* (2004). Joint committee on testing practices, AERA, APA, and NCME
- *Code of Professional Responsibilities in Educational Measurement* (1995). NCME
- *Standards for Student Evaluation* (2002). Joint committee on Standards for Educational Evaluation; Corwin Press.
- *Standards for Teacher Competence in Educational Assessment of Students* (1990). American Federation of Teachers (AFT), NCME, and National Education Association (NEA)

- *Family Education and Privacy Rights Act (FERPA) (1997)*. Code of Federal Regulations, Title 34, Volume 1, Parts 1 to 299
- *Michigan's Freedom of Information Act (FOIA) (1976)*. Public Act 442 of 1976

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

The best way to promote appropriate assessment practice is to ensure that teachers and administrators understand and recognize acceptable and unacceptable practices. This document is intended to provide more details to assist schools in assuring professional conduct and clarifying the standards for Michigan educational staff and students.

## Section 1

### Roles and Responsibilities

District and school professional staff members play a key role in the fair and equitable administration of successful state assessments. Included in this section are suggested designated roles. Districts may adjust the roles and responsibilities to their size and organizational structure. Roles may be designated to one or more individuals or split among several individuals. No function or responsibility should be ignored. All standardized procedures are expected to be followed.

These designated roles and responsibilities include:

- Career Education and Planning Districts (CEPD) assessment administrator role
- Building assessment coordinator role
- Teacher role
- Assessment proctor role

### CEPD Assessment Administrator Role

The CEPD administrator is responsible for the overall integrity of the assessment program. The CEPD administrator oversees all assessment procedures, ensures that the districts are in compliance with required standardized procedures, reports irregularities to the OCTE as soon as possible, and assists the OCTE in resolving the irregularity. The CEPD administrator sets the tone of high integrity regarding assessments for the CEPD.

#### ***Before assessment administration:***

1. Be aware of appropriate and inappropriate assessment activities and practices throughout all schools and programs.
2. Inform the OCTE if there is a breach of test security or an administration irregularity as soon as possible.
3. Inform the district superintendent and local Board of Education members of this document.
4. Be familiar with all assessment preparation procedures.
5. Attend statewide assessment program meetings and ensure the training of all staff assisting in assessment activities.

6. Coordinate and/or delegate the ordering and security of assessment materials.
7. Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, local assessment coordinators, teachers, and counselors), and to students and parents where appropriate.
8. Read and be familiar with all the OCTE assessment administration manuals.

***During assessment administration:***

1. Monitor a sample of assessment administrations for quality assurance.
2. Answer questions from the building assessment coordinators and assessment administrators that typically arise during the assessment administration.
3. Report any assessment irregularities or administration procedural errors to the OCTE promptly. Immediately contact the OCTE at the number provided in the Administration Manuals with detailed information and steps taken to correct the problem.

***After assessment administration:***

1. Assist building assessment coordinators with any assessment administration issues, such as invalidation of assessments and special codes/accommodations.
2. Follow-up with the OCTE regarding any questions about test data or test integrity.
3. Download and distribute assessment reports and/or delegate and oversee/monitor the distribution of assessment reports.

**Local Assessment Coordinator Role**

Schools administering assessments should designate a local assessment coordinator. Please remember that roles may vary by district, but the goal should be to ensure coverage of all assessment preparation and administration details. The local assessment coordinator is responsible for the overall integrity of the assessment in the assigned building(s) and will report irregularities to the CEPD administrator as soon as possible and assist the coordinator or the OCTE in resolving any irregularities. The local assessment coordinator shall:

***Before assessment administration:***

1. Serve as the local contact person between the school and the CEPD assessment coordinator.
2. Attend training and apply procedures appropriate to the specific assessment.
3. Read and be familiar with all the OCTE administration manuals.
4. Develop and disseminate an assessment plan: a schedule of days and times; rooms to be used; provisions for students taking longer to finish the test, staff to be involved; accommodations provided; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
5. Train the assessment administrators and proctors on administrative procedures and approved practices and provide documentation of this training.
6. Provide information regarding approved and prohibited assessment practices to students, assessment administrators, proctors, teachers, and parents. This includes making students and parents aware of prohibited equipment such as cell phones, personal digital assistants (PDAs), Smart Phones, or equivalent, ahead of the assessment, in agreement with test vendor protocols.
7. Ensure assessment materials are kept in a secure location.
8. Ensure that any room used for assessment does not contain any visual material that would provide students with clues or answers to questions. All items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to CTE assessment content that could provide information to students in answering questions during test taking have been cleared or covered.
9. Assemble and distribute assessment materials to assessment administrators.
10. Ensure that assessment materials are made available to students.
11. Assist in making assessment administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEP), Section 504 Plans, and instructional practices for English Language Learners.
12. Plan ahead for students who finish early or require extra time.
13. Reinforce to assessment administrators and assessment proctors, parents, and students the prohibited use of electronic communication or information storage devices (i.e., pagers, cell or smart phones, PDAs).

14. Plan ahead to have all materials ready for the appropriate assessment time and place. This includes making sure that calculators and assistive devices are in working order and back-up equipment and batteries are available.
15. Order assessments from appropriate vendors.
16. Prepare computer labs and work stations with necessary assessment information.

***During assessment administration:***

1. Ensure that each room used for assessments has an assessment proctor present at all times.
2. Ensure that assessment materials are not accessible on the computer between assessment sessions.
3. Monitor assessment administration sessions to ensure the security and accountability of all secure materials and confirm that all standardized assessment procedures are being followed.
4. Report and document any assessment irregularities or administrative procedural errors to CEPD administrator immediately.

***After assessment administration:***

1. Ensure that the student information and unique identification code (UIC) has been filled in accurately (as needed).
2. Report and document any incidents that deviated from proper administrative procedures.
3. Completion of teacher, proctor, and student surveys, if applicable. Encourage students, teachers, and proctors to complete online survey if, the assessment is in the first year of implementation.

**Teacher Role**

The teacher helps set the tone for the integrity of the assessment with the students. Roles may vary by district, but the goal is to ensure coverage of all assessment preparation details.

***Before assessment administration:***

1. Attend training (such as vendor-specified training on ordering and registering of students for the assessments, etc.) specific to each assessment.

2. Read and be familiar with all the OCTE administration manuals and be able to train proctors and answer questions.
3. When formal procedures have been established for requesting and receiving accommodations, test takers should be informed of these procedures in advance of testing.
4. Plan ahead for students who finish early or require extra time.
5. Pre-plan for students in need of accommodations as prescribed in IEP, Section 504 Plans, and instructional practices for English Language Learners. Any test modifications adopted should be appropriate for the individual test taker, while maintaining all feasible standardized features. Students must have assessment-specific accommodations. Each assessment vendor has appropriate accommodations specific to each assessment. A test professional needs to consider reasonable available information about each test taker's experiences, characteristics, and capabilities that might impact test performance, and document the grounds for modifications.
6. Ensure students have received instruction(s) that is aligned to the state standards.
7. Ensure students have taken practice tests, if available.
8. Ensure students understand the purpose and value of the assessment.

***During assessment administration:***

1. Report any incidents of concern or questionable student behavior to the building assessment coordinator for early and fair resolution.
2. Ensure that students remain in the assessment room at all times. Only one student may leave the room at a time. This should be done as quietly as possible with minimum disruption. Returning students should return promptly and staff should be reasonably certain the student did not obtain information that would assist him/her in answering questions.

***After assessment administration:***

1. Obtain scores from assessment coordinator.
2. Review assessment scores and modify instruction/curriculum, if appropriate.
3. Complete teacher survey.

## **Assessment Proctor Role**

As a general rule, students do best when assessed in the typical classroom/computer lab environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success and ensure assessment integrity. Depending on the number of students in each room, it is strongly recommended that a second proctor be assigned for any group over a typical classroom size (25 to 35) students.

The assessment proctor assists in setting the tone of high integrity in the assessment room and holds specific responsibilities.

### ***Before assessment administration:***

1. Participate in assessment administration training.
2. Ensure that any room used for assessment does not contain any visual material that would provide students with clues or answers to questions. All items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to CTE assessment content could provide information to students in answering questions during test taking have been cleared or covered.

### ***During assessment administration:***

1. Support administration proctor with any activities outside of testing room.
2. Remind students to turn off all electronic communication devices (i.e., pagers, cell phones, PDAs) and store them out of sight, and inform them to do their own work at all times.
3. Administer the assessments exactly as indicated in all administration manual.
4. Read specific directions **exactly as they appear** in the administration manual. Answer student questions related to assessment directions as described in the administration manual.
5. Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment and not assisting other students in answering questions.
6. Ensure that students are working on the correct section of the assessment.
7. Assist students with online system within the allowable rules for the assessment.
8. Ensure that the assessment rooms have the proper testing environment: quiet during the entire administration period, no extraneous persons, no

distractions or unauthorized material. The testing environment should furnish reasonable comfort with minimal distractions. Noise, disruption in the testing area, extremes of temperature, poor lighting, inadequate work space, illegible materials, and so forth are among the conditions that should be avoided in testing situations.

9. Report any incidents of concern or questionable student behavior to the building assessment coordinator for early and fair resolution.
10. Ensure that students remain in the assessment room at all times. Only one student may leave the room at a time. This should be done as quietly as possible with minimum disruption. Returning students should return promptly and staff should be reasonably certain the student did not obtain information that would assist him/her in answering questions.
11. Ensure that there are adequate support staff to accompany students who are being directed to an alternate assessment room to complete assessments.
12. Provide accommodations as prescribed in IEPs, Section 504 plans, and instructional practices for English Language Learners.

***After assessment administration:***

1. Ensure that all students have logged off the online assessment and all computer monitors are turned off.
2. Ensure that the student information and UIC information has been filled in accurately (as needed).
3. Download reports from vendor website and distribute to teachers, students, and administrators.
4. Report any potential assessment irregularity or administrative procedural error to the building assessment coordinator.

## Section 2

### Assessment Security

The purpose of the CTE assessments is to accurately measure student technical skill attainment. In order to preserve unbiased measures of student performance, the students should have no prior exposure to the assessment items. A breach of the security of these tests could result in invalid district, school, classroom, or student scores. Breaches can be local but have the potential to invalidate an entire state administration and potentially cost the state the right to continue to use the test or costs involved in developing replacement items. It is critical that all staff handling student assessment materials keep it protected from exposure at all times.

In order to provide an unbiased, precise, and accurate measure of a content standard, assessment security must be maintained at all times.

### Professional Assessment Security Practices

School personnel **will**:

1. Inform all personnel involved in assessment administration of the importance of maintaining strict assessment security and the potential implications of assessment security breaches.
2. Contact the OCTE with assessment security concerns immediately.
3. Report assessment security breaches to the OCTE immediately.
4. Abstain from examining actual assessment items or discussing the assessment items with colleagues.
5. Ensure the security of materials used to provide accommodations as prescribed for students with IEPs, Section 504 plans, or English Language Learners.

### Inappropriate and Prohibited Assessment Security Practices

School personnel will **not**:

1. Give students access to assessment content, questions, or prompts prior to assessments.
2. Review actual assessment items before, during, or after the assessment administration, unless it is consistent with the directions in the administration manual or required as part of administration by an approved accommodation for students with disabilities or English Language Learners, or as part of the OCTE assessment review process.

3. Allow media representatives to interview students or staff during or after the testing windows or allow access to any online assessment material other than released items.
4. Leave an assessment room unsupervised at any time.
5. Leave online assessment materials unattended at any time.
6. Permit the use of any supplemental or reference materials that are not specifically allowed.
7. Copy, print, reproduce, or use in any manner inconsistent with assessment security measures, all or any portion of online assessment questions or answers.
8. Make assessment answers available to students.
9. Fail to follow procedures for the online administration and security as directed before, during, and after assessments.
10. Use or access the secure assessment materials, including online testing sites, for any purpose other than proper administration procedures.
11. Read student responses during or after assessments. An assessment administrator may examine a student response only as an emergency procedure, i.e., if a student is suspected of endangering himself/herself or others and it is believed that a student's response may contain some important information, the assessment coordinator may examine that student's response. After handling the potential emergency, they must report that procedure to the OCTE as soon as possible.
12. Participate in, direct, aid, counsel, assist, encourage, ignore, or fail to report prohibited student acts.
13. Fail to follow administration directions for the assessment precisely.
14. Disclose the contents of any portion of online assessment materials or discuss the contents of secure assessments with students, parents, teachers, other educators, or community members before, during, or after assessments except to report potential problems to the appropriate assessment administrator.
15. Assist a student by any direct or indirect means (such as gestures, pointing, prompting, etc.) in identifying or providing correct or incorrect answers on any test.
16. Change student answers in any way.

**The OCTE may observe assessment administration activities without prior notice.**

## Section 3

### Assessment Preparation

School and district assessment programs should have a proper balance between formative and summative assessment activities. Assessment preparation activities for students should have the following two major goals:

1. Ensure that all students have the opportunity to learn in accordance with the teaching and learning standards.
2. Give all students the opportunity to become familiar with test-taking strategies and with the types of formats and scoring used on the assessments (writing prompts, multiple-choice questions, extended response questions, and rubrics).

Appropriate test preparation includes such practices as: 1) teaching test-taking skills specific to the format and scoring of the test; 2) giving practice tests within the context of test-taking skills (but not excessive drilling). Practice tests should not be the same form as the end-of-year assessment. If the assessment is a different form, then this is acceptable. 3) coaching, motivational activities, or test-anxiety reducing exercises; and most importantly; 4) teaching or remediating the content expectations to be tested.

Inappropriate test preparation practices include: 1) focusing instruction directly on live or secure questions that a teacher or administrator knows to be on an OCTE test; 2) providing students with repetitive drill with old or parallel forms of the test without a focus on skill development; 3) using any appropriate test preparation excessively, in such a manner that it interferes with direct instructional time without any significant benefit to the student; or 4) placing undue stress on a student's performance. Research has shown that inappropriate test preparation can actually interfere with student learning and have the opposite effect on learning and achievement. **Focusing instruction on secure test items is considered a misadministration and is cheating. The OCTE will investigate and if found true, will invalidate student scores. All other inappropriate practices are expected to be governed by the local CTE school district.**

All local assessment practices should be in proper balance with an emphasis on obtaining instructionally relevant information or confirming mastery of targeted student skills. At no time should school testing be used to continuously drill or repetitively use practice tests solely with the intention of improving test scores. Testing should always be used in the context of improving an aspect of a student's instructional goals and subsequent skills. The OCTE staff encourages schools to use practices that enhance students'

long-term growth and achievement over practices that use continuous drilling with test items that mimic state testing without using the results to inform instructional practice. Excessive use of drilling is neither effective nor appropriate.

### **Professional Assessment Preparation**

School/local educational agency/intermediate school district personnel **should:**

1. Use the CTE standards as a resource for curriculum development, instruction, and formative and summative assessment.
2. Incorporate technical skill standards in the local curriculum throughout the year, including, but not limited to, the content expectations incorporated in state assessments.
3. Communicate to students, parents, and the public what the CTE assessments do and do not do, when and how the assessments will be administered, and how the results will be appropriately used.
4. Integrate and teach assessment-taking skills along with regular classroom instruction and classroom assessment, and create a positive assessment-taking environment.
5. Read and discuss the OCTE administration manual with colleagues.
6. Use a balanced assessment approach with emphasis on formative assessment that informs instruction.
7. Monitor student progress continuously.
8. Review skills, strategies, and concepts previously taught.

### **Inappropriate and Prohibited Assessment Preparation**

School/Local Education Agency/Intermediate School District personnel **should not:**

1. Use secure/unreleased field test CTE assessment questions, or questions that are similar or altered versions of secure/unreleased assessment questions.
2. Reveal, copy, or reproduce any secure state assessment questions, materials, or student responses to secure questions.
3. Sacrifice significant instructional time to commercially or locally prepared programs (such as drill-type assessment preparations) that focus on testing and not on student skill and knowledge development.

4. Repeatedly drill students using assessments as practice of the same content that very closely or identically match topics and wording that are used for the state assessments without a relation to direct instructional feedback.
5. Place undue stress on a student before, during, or after the administration of an assessment. Preparation activities aimed at motivating students should create a positive atmosphere for test taking.

## Section 4

### Assessment Administration

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

### Appropriate Professional Assessment Administration

School personnel **will**:

1. Provide training for staff in appropriate assessment preparation and assessment administration procedures, and incorporate the handouts in this manual.
2. Provide staff training in correct use of assessment accommodations.
3. Supervise assessment materials closely.
4. Become familiar with the specific designated roles found in the assessment administration manual for your designated role prior to assessment.
5. Begin standardized assessment administration procedures immediately upon commencement of the assessment, without additional comment or side-conversation regarding the contents of the assessments.
6. Read oral instructions verbatim to the students as required by the OCTE administration manual.
7. Monitor student behavior closely for adherence to proper test-taking practices. Ensure that there are no distractions during the assessment period, including no talking between students or other noises.
8. Follow directions provided by each assessment vendor for handling unused online assessments and other testing materials.
9. Refer to specific allowable accommodations described in the OCTE administration manual.

### Inappropriate and Prohibited Assessment Administration

School personnel **shall not**:

1. Allow media representatives to have access to the items on the assessment, the secure or restricted use of online assessments or assessment activities. Students should not be interviewed concerning the assessment the week before or during the testing windows. Note: reporters and interviewees should be cautioned not to discuss or report on secure test items in any post-testing interviews.

2. Coach students, edit their work, respond to their questions in detail, or any behavior that would contribute to an unearned improvement of scores during the assessment. Assessment administrators and assessment proctors should simply encourage students to do their best.
3. Coach students during the assessment or alter/interfere with their own authentic responses. This includes such behaviors as making statements to students regarding the accuracy of their responses, defining words, giving students hints, clues, or altering/editing their responses.
4. Enter student answers to the individual student assessment unless prescribed in an IEP, Section 504 Plan, and assessment vendor procedures in accordance with established state accommodation and assessment administration procedures.
5. Exclude eligible students from taking the assessment.
6. Schedule a break during administration within a session of the assessment. Breaks are to occur at the conclusion of an individual assessment session except as allowed by assessment vendors or prior agreed-upon arrangements.
7. Allow scrap or extra paper of any kind during assessments unless specified in the assessment administration manual.
8. Allow the use of any district, teacher, or publisher's graphic organizers, outlines, word lists, or any other material that is not expressly permitted by the assessment administration manual during the testing period.
9. Allow the use of prohibited electronic communication devices or calculators. Please refer to the OCTE administration manual for a list of prohibited materials.

## Section 5

### Prohibited Student Behavior

Prohibited behavior denotes actions that violate directions for proper student conduct during testing. These include any attempt by a student to gain an unfair advantage in answering questions that will benefit himself/herself or another student. Interfering with other students taking the test or other improper behaviors by a student may also be considered prohibited. School personnel should review this section prior to administering the assessments. Students should be made aware of prohibited assessment practices and consequences. The most common prohibited practice involves students who do not follow instructions when notified to do so and continue with prohibited behavior after the situation has been addressed. **Students who make little or no attempt, appear to be unengaged, or seem to be marking answers randomly do not fall under this category.** Prohibited student behavior must be reported to the CEPD administrator.

### Students who engage in inappropriate and prohibited behavior include those who:

1. Communicate or collaborate in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication.
2. Copy, request, or accept another student's answers or receive any form of help in answering questions.
3. Use any material or equipment that is not expressly permitted by the directions found in the assessment administration manual for that test.
4. Answer an assessment question or any part of an assessment for another person, or provide assistance to another student before or during an assessment.
5. Return to previously administered sections of the assessment when informed by the administrator to stop work in that section.
6. Use unauthorized equipment such as a calculator, or a communication or information storage device (i.e., pagers, cell phones, PDAs).
7. Engage in any other practice that has the potential of erroneously affecting the student's score or the score of another student.
8. Disrupt other students taking the exam.

All reasonable attempts should be made to create an atmosphere that will focus on avoiding prohibited behaviors while doing their own work without disturbing others.

## **Handling Prohibited Behavior**

If the assessment proctor observes a student who appears to be engaged in prohibited behavior, the administrator should address the situation by redirecting the student to return to proper behavior. If the student fails to comply, but is not disruptive to the other students, they may continue testing but the behavior noted and, subsequently, reported to the CEPD administrator. This will minimize disturbance to other students taking the test and allow time to investigate the questionable action. If it is a significantly grievous behavior, such as disrupting others, or possessing an answer key or "cheat sheet," the student may need to be immediately dismissed from the assessment.

Immediately after the testing session, the assessment proctor/administrator should notify the local building assessment coordinator of the suspected prohibited behavior. An immediate preliminary investigation should be conducted to determine if a prohibited behavior occurred and if the incident should be appropriately enforced.

The CEPD assessment coordinator is a valuable part of the team in the preliminary investigation and should be notified about any prohibited behavior(s). If it is determined by the CEPD assessment coordinator that a prohibited behavior has occurred, the test data should be identified. After a determination of the facts, and before returning the student test data, the principal and the assessment coordinator should be afforded one last opportunity to determine if the test data should be excluded.

## Section 6

### Data Reporting Practice

Schools are expected to report all data as accurately as possible. When schools receive the results from state assessments, specific activities should be carried out in order to maximize the information appropriately and effectively.

### Appropriate Data Reporting

School personnel **will**:

1. Understand and comply with state and federal laws that apply to the handling of family privacy and student data, including, but not limited to, the Family Rights and Privacy Act (1997) and the Michigan Freedom of Information Act (1976).
2. Focus on student achievement to improve individual and program performance.
3. Maintain student confidentiality at all times.
4. Ensure that the information is reported to parents and teachers as soon as possible to determine individual strengths and weakness.
5. Ensure that student information is accurate before placing it in the student's permanent records.
6. Analyze results in the context of the school program, as a whole, not in isolation.

School personnel **will not**:

1. Expose any personally identifiable information to anyone other than the student, parents/legal guardian, or designated school personnel (FERPA law requires the protection of student information).
2. Report on sub-groups of students that would lead to inadvertent identification of students. State assessment results are reported for sub-group sizes of six students per group or more. Smaller group sizes may inadvertently expose student identities.
3. Use names, student ID numbers, birthdates, gender, race, or student ID numbers which may appear on reports on any public information. Names may be used on recognized achievement awards.
4. Falsify student records to alter the accuracy of reported results.
5. Misuse or misrepresent the meaning and interpretation of any student scores.

## Section 7

### Determining and Resolving Administration Irregularities

Timely reporting - Districts that discover irregularities in testing practices should report them to the OCTE *as soon as possible*. If reported in time, the district may be able to resolve the irregularity and avoid a significant number of student test results being invalidated.

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

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

In determining an irregularity, there are three overriding questions:

- a. Did the irregularity lead to a breach of test item(s) security?
- b. Did a misadministration affect the validity of any student performance and resulting scores?
- c. Was the irregularity deliberate; is there evidence of academic fraud?

### OCTE Resolution of Irregularity

The OCTE reviews the initial complaint and the investigation report(s) and makes one or more of the following determinations:

- i. No basis for the complaint. The OCTE determines that there were no irregularities.
- ii. Self-corrections accepted. The OCTE determines that the school properly resolved the irregularity.
- iii. The OCTE determines that the irregularities led to a breach of test item security.
  1. The OCTE reports irregularity to CTE director.
  2. Possible consequences include:

- a) District liability for the cost of item re-development and re-administration specific to vendor assessment procedures.
- b) Re-testing within the test cycle period (potential costs to district).
- c) Invalidation of scores with no opportunity for re-testing; school must comply with OCTE/vendor assessment procedures.
- d) Placed on the OCTE monitoring list for next year.

### **Appeal of OCTE Decision**

The district may appeal any decision in writing. The appeal should be submitted to the OCTE director within 90 days of the decision. The OCTE director will make the final determination of the irregularity outcome and notify the school and district.

## Section 8

### *Glossary*

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

**Assessment Proctor** – A person who is assigned to work under the direction of the assessment administrator or building assessment coordinator to administer the test to students.

**Assessment Irregularity** – This manual, along with the administrative manual, define standardized practice. Any deviation from standardized practice is an assessment irregularity.

**Assessment Security Breach** – Any person who examines test items, copies, distributes, or has unauthorized access to secure tests or test items. Any administrator who fails to return test booklets or other secure materials after the testing window.

**Building Assessment Coordinator** – A person who serves as the contact to the district assessment coordinator and trains and coordinates assessment administrators and assessment proctors in their assigned building or program.

**CEPD Assessment Coordinator** – The CEPD assessment coordinator sets the tone of high integrity for the entire district and oversees the entire assessment process for a school district or academy.

**Conflict of Interest** – Any person who handles test material or student data who could be perceived as having a special interest in a particular student or group of students such as a parent, scout master, etc.

**Copyright** © – Exclusive legal right retained by the state of Michigan or an assessment vendor to print or publish information or tests for the purpose of assessment and instruction. The State retains the right to protect secure items from copying or distribution. The State may also grant release of this protection after the testing cycle for some specific test items.

**Field Test** – Test items that are in the final stages of development that are being monitored for quality by administering them to a sample group of students.

**Formative Assessment** – A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. (Council of Chief State School Officers, 2006)

**Live Items** – Items used by CTE in field tests and on actual assessments. These are considered secure items.

**Protected Items** – Same as secure items.

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

**Secure Location** – Online assessments should not be able to be accessed. All student assessments should be securely logged off so others cannot access any assessment material.

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

**Secure Assessment/Test** – An assessment instrument, test, or collection of test items that must be kept in a secure location and cannot be seen by anyone until the appropriate administration time and place, provided in the CTE and/or vendor assessment instructions and should never be copied. Administrators may not examine test items at any time.

**Summative Assessment** – An assessment of learning specific content expectations that summarizes the development of a student (or students) at a particular time.

**Test Administration** – The act of administering an OCTE test under the directions in the test administration manual and following the strategies outlined in this booklet.

**Test Cycle** – The designated assessment window when the OCTE tests are administered and reported.

**Test Window** – Equivalent term to test cycle as defined by each assessment vendor.

**Trademark** – The symbol ® or the word "Trademark," that legally represent OCTE products and services.