

TESTING CODE OF ETHICS

INTRODUCTION

The Alaska Comprehensive System of Student Assessments is an integral piece of the whole educational experience of all students. When tests are properly administered, the results provide a source of reliable and valid information about student achievement. However, standardized tests provide just one piece of information about the whole student. In an effort to increase student achievement, standardized test results should be used in tandem with all other available information about a student.

Tests should be administered equitably and ethically, with particular attention to security, preparation, and administration.

Security

- ensure ample security of test materials before, during, and after testing
- ensure student confidentiality

Preparation

- teach a curriculum aligned to the Grade Level Expectations
- teach test-preparation skills
- provide training for staff in proper testing procedures
- ensure an appropriate test environment for all students

Administration

- develop a local policy addressing fair and ethical testing practices
- develop local assessment policies consistent with the Family Educational Rights and Privacy Act (FERPA)
- develop a local policy that serves to resolve questions or issues regarding testing practices
- ensure that all eligible students are tested

Note: this document attempts to address all Alaska assessments. Some exceptions and variations are identified.



**EDUCATION
& EARLY DEVELOPMENT**

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Security

<p>Superintendent or Designee</p>	<p>The superintendent or superintendent’s designee shall develop local policies and procedures to ensure maximum test security in conjunction with the policies and procedures developed by the test publisher.</p> <p>Each district shall designate employees of the district as the district test coordinator, the English language proficiency (ELP) test coordinator, and the alternate assessment Qualified Mentor Trainer. (variation on 4 AAC 06.755)</p> <p>In districts with two or more school test centers, the district shall designate an on-site associate (building) test coordinator to coordinate administration of the Standards Based Assessments and the High School Graduation Qualifying Examination for each center. (4 AAC 06.755)</p> <p>The superintendent, the district test coordinator, associate (building) test coordinator, or the English language proficiency test coordinator shall designate school personnel who are authorized to have access to test materials specific to their areas of responsibility.</p> <p>The superintendent or superintendent’s designee shall ensure the district test coordinator, the ELP test coordinator, and the alternate assessment Qualified Mentor Trainer maintain communication with Alaska state program managers specific to their areas of responsibility.</p>
<p>District Test Coordinator, or English Language Proficiency Test Coordinator*</p> <p>*The English language proficiency test coordinator will assume the duties of the district test coordinator for the English Language Proficiency assessment.</p>	<p>The district test coordinator, the English language proficiency test coordinator, or the alternate assessment special education mentor shall ensure test security within the district specific to their areas of responsibility.</p> <p>The district test coordinator* shall inventory and track test materials (each test book, answer booklet, testing manual, and any other secure test materials) from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher (4 AAC 06.765);</p> <p>The district test coordinator* shall control the storage, distribution, administration, and collection of all tests (variation on 4 AAC 06.755 to clarify test coordinator responsibilities) and:</p> <ul style="list-style-type: none"> • store test materials in a secure, locked area before distribution to school test centers and upon return from school test centers; (4 AAC 06.765) • arrange/schedule the distribution of test materials prior to the test administration and collection of test materials post test administration; • accurately inventory all test materials upon collection from school test centers (4 AAC 06.765); and • provide training to ensure that no test or test question is copied in any manner, whether on paper or by electronic means, with the exception of the online alternate assessment and practice tests. (variation on 4 AAC 06.765) • ensure that signed security agreements are on file for all associate (building) test coordinators prior to distribution of test materials to sites. <p>The district test coordinator* shall instruct associate (building) test coordinators, test administrators, and/or proctors in testing administration procedures and will work with alternate assessment qualified mentor trainers to train alternate assessment qualified assessors in test security. This instruction shall include test administrations that require accommodations and/or modifications and shall emphasize the need to follow the directions outlined by the test publisher.</p>

Security

Associate (Building) Test Coordinator (or Principal, in the absence of an Associate Test Coordinator)

The associate (building) test coordinator shall maintain communication with the district test coordinator and ensure test security within the school building.

The associate (building) test coordinator shall control the storage, distribution, administration, and collection of the building test materials (4 AAC 06.765) and:

- accurately inventory and track all of the building’s existing test materials and promptly inventory those received from the district test coordinator* prior to each administration; (variation on 4 AAC 06.765)
- ensure that test administrators, proctors and alternate assessment qualified assessors and qualified mentor trainers sign a test security agreement each year prior to distribution of test materials;
- store school test materials in a secure, locked area before distribution to test administrators or proctors and after their return; (variation on 4 AAC 06.765)
- arrange/schedule the distribution of school test materials prior to the test administration and collection of building (building) test materials post test administration; (variation on 4 AAC 06.765)
- ensure that test administrators and alternate assessment qualified assessors are school personnel;
- immediately after students have completed each testing session (i.e. on a daily basis during the test window), the associate test coordinator shall collect, count, and return all test materials to the secure, locked storage area; (variation on 4 AAC 06.765)
- provide training to ensure that no test or test question is copied in any manner, whether on paper or by electronic means with the exception of the online alternate assessment; (variation on 4 AAC 06.765)
- provide training to ensure that no test item is read by anyone unless it is specifically required to provide a documented accommodation to an individual or student group (exceptions are made for the ELP Assessment training and administration);
- provide training to ensure that examinees use only those reference materials allowed by the test publisher’s testing procedures; (4 AAC 06.765)
- provide training to ensure that no student (who has not received prior approval from EED for flexible scheduling) receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner under 4 AAC 06.765
- provide training to ensure that examinees do not exchange information during a test, except when the test procedure so specifies; (4 AAC 06.765) and
- provide training to ensure that an examinee's answer is not altered after testing is completed. (4 AAC 06.765)

*The English language proficiency test coordinator will assume the duties of the district test coordinator for the English Language Proficiency assessment.

Security	
Access	<p>The superintendent or the district test coordinator* shall designate school personnel who are authorized to have access to test materials.</p> <p>“Access” to test materials is defined as handling the materials. It does not include reviewing tests, reading test items or passages, or analyzing test items.</p> <p>Persons who have access to secure test materials shall not use those materials for personal gain.</p> <p>Excluding practice tests and ELP Assessment training, statewide tests and test items may not be examined by, reviewed by, or disclosed to school personnel, school officials.</p> <p>Excluding practice test materials, no person may copy, reproduce, or paraphrase in any manner or for any reason the test materials. (variation on 4 AAC 06.765). The Alternate Assessment may be copied by school personnel who have signed a test security agreement.</p> <p>Only certified Qualified Assessors and Qualified Mentor Trainers may administer the alternate assessments.</p>
Breach of Test Security	<p>Any person who learns of any testing irregularity (except student illness), breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures must immediately report that information to a person of authority in the school district and the Alaska state assessment administrator.</p>
Unethical Testing Practices	<p>Unethical testing practices include, but are not limited to, the following practices:</p> <ul style="list-style-type: none"> • encouraging students to be absent the day of testing; • encouraging parents to refuse to have their students tested; • encouraging students not to do their best; • using secure test items or modified secure test items for instruction; • changing student responses at any time; • interpreting, explaining, or paraphrasing the test directions or the test items (except when test procedures so specify) in the absence of documented accommodations; • providing answers to secure test questions to students; • coaching students during test administration and/or giving clues to answers in any way; • not testing all eligible students; Disregarding eligibility criteria found in the <i>Participation Guidelines</i> in determining the appropriate assessment for students with disabilities • failing to provide documented accommodations during testing, if available; • modifying student records for the purpose of raising test scores; • reading, discussing, or revealing test content (including test items and test passages) or student responses; and • misleading the public concerning the results and interpretations of test data.

*The English language proficiency test coordinator will assume the duties of the district test coordinator for the English Language Proficiency assessment.

Preparation	
<p>Superintendent or Designee</p>	<p>The superintendent or superintendent’s designee shall ensure that the district test coordinator and English language proficiency test coordinator for their specific areas of responsibility:</p> <ul style="list-style-type: none"> • secure necessary materials; • plan, schedule, and implement training for associate (building) test coordinators, proctors, Alternate Assessment Qualified Mentor Trainers, and test administrators; • provide training on test security, administration, and preparation procedures as well as state and local testing policies; • make certain that each associate (building) test coordinator, proctor, Alternate Assessment Qualified Mentor Trainers, and test administrator is trained in the implementation of accommodations used during test administrations; • in conjunction with program administrators, ensure that the need for test accommodations is documented and that accommodations are limited to the specific need; and • implement the district’s testing policies and procedures and recommend any needed policies and procedures to assure that all eligible students are tested fairly.
<p>Principal</p>	<p>The principal shall ensure that the associate (building) test coordinator:</p> <ul style="list-style-type: none"> • maintains communication with the district test coordinator* • maintains test security and accountability of building test materials; • identifies and trains proctors and test administrators for test administrations; and • encourages a positive atmosphere for testing.
<p>Teachers</p>	<p>Teachers shall provide instruction that meets or exceeds the standard course of study to meet the needs of the specific students they teach. Teachers may help students improve their test performance by:</p> <ul style="list-style-type: none"> • teaching a curriculum linked to Alaska’s Grade Level Expectations and the Extended Grade Level Expectations for students with significant cognitive disabilities; • helping students become familiar with test formats using curricular content; • teaching students test-taking strategies and providing practice sessions; • using formative and summative assessment data to improve/guide instruction; • helping students understand the purpose of testing; • helping students learn ways of preparing to take tests; and • using resource materials such as practice tests.

Test Administration

<p>Superintendent or Designee</p>	<p>The superintendent or superintendent’s designee shall:</p> <ul style="list-style-type: none"> • inform principals and building level administrators of their responsibilities; • ensure that each school establishes procedures to make certain that all proctors and test administrators comply with test publisher guidelines; and • inform the local board of education of any breach of this code of ethics (except in districts where the board has a role in the adjudication of grievances). Either move to security section or change wording: provide information to local board regarding breach of test security processes. <p>Specific to the alternate assessment: Alternate Assessment Qualified Mentor Trainers will certify Qualified Assessors who may have access to the secure test and administer the alternate assessments in reading, writing, math, and science.</p>
<p>Associate (Building) Test Coordinator (or Principal, in the absence of an Associate Test Coordinator)</p>	<p>The associate (building) test coordinator shall:</p> <ul style="list-style-type: none"> • ensure that school personnel know the content of state and local testing policies; • implement the district’s testing policies and procedures and recommend any needed school policies and procedures to assure that all eligible students are tested fairly; • provide a secure, well-lit test center, free of disruption, with an established seating arrangement; • assign trained proctors and test administrators to test administrations; and • report all testing irregularities to the district test coordinator and English language proficiency coordinator (for the ELP assessment).
<p>Proctors and Test Administrators</p> <p>*The English language proficiency test coordinator will assume the duties of the district test coordinator for the English Language Proficiency assessment.</p>	<p>Proctors and test administrators shall:</p> <ul style="list-style-type: none"> • ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner, unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775; (4 AAC 06.765) • ensure that examinees do not exchange information during a test, except when the test procedure so specifies; (4 AAC 06.765) • ensure that no answer is provided to a student; • ensure that no test item is read by anyone unless it is specifically required to provide a documented accommodation to an individual or student group (ELP kindergarten test and ELP speaking subtest excepted); • ensure that no student is coached during the administration of any test; • ensure that an examinee’s answer is not altered after testing is completed; (4 AAC 06.765) • administer tests according to the directions in the test administration manual developed by the test publisher; • administer tests to all eligible students; • report all testing irregularities to a person of authority in the district; and • provide a positive test-taking climate. • Alternate Assessment assessors participate in training and demonstrate proficiency to an Alternate Assessment Qualified Mentor Trainer.

Scoring	
Standards Based Assessments and High School Graduation Qualifying Examination	Scoring is provided by the test publisher.
Alternate Assessment	The alternate assessments in reading, writing, mathematics , and science are one-on-one performance assessments that are both administered and scored only by a Qualified Assessor.
English Language Proficiency Assessment	Scoring is provided by the test publisher for reading, writing, and listening domains. Test administrators are responsible for all four domains of kindergarten and grades 1-12 speaking domain. Test administrators must be fluent English speakers.
Reporting	
Superintendent	The superintendent shall ensure staff development relating to testing enables personnel to respond knowledgeably to questions related to testing, including the tests, scores, and other interpretive materials.
Superintendent, District Test Coordinator, and English Language Proficiency Test Coordinator	Specific to their areas of responsibility, the superintendent, the district test coordinator, and the English language proficiency test coordinator shall: <ul style="list-style-type: none"> • maintain security of test and data files at all times, including protecting the confidentiality of students at all times when publicizing test results; • ensure that school personnel use test scores appropriately, recognizing that a test score is only one piece of information and must be interpreted together with other scores and indicators; and • release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed (SBA and HSGQE scores within 20 days of receiving 4 AAC 06.738 and 4 AAC 06.758).
School Officials and School Personnel	School personnel and school officials shall protect the confidentiality of individual students at all times. Individual student test scores and test reports that contain identifiable information about students may not be publicized.
Data Analyst	Data analysis of test scores for decision-making purposes shall be based upon: <ul style="list-style-type: none"> • disaggregation of student data based upon demographics and other collected variables; • examination of grading practices in relation to test scores; and • examination of growth trends and goal summary reports for state-mandated tests.