

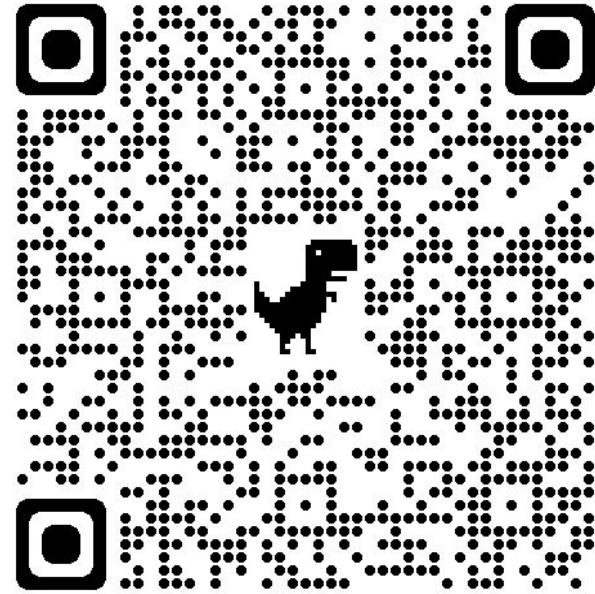
What would you do?

Scenarios for Test Security & Procedures



Agenda

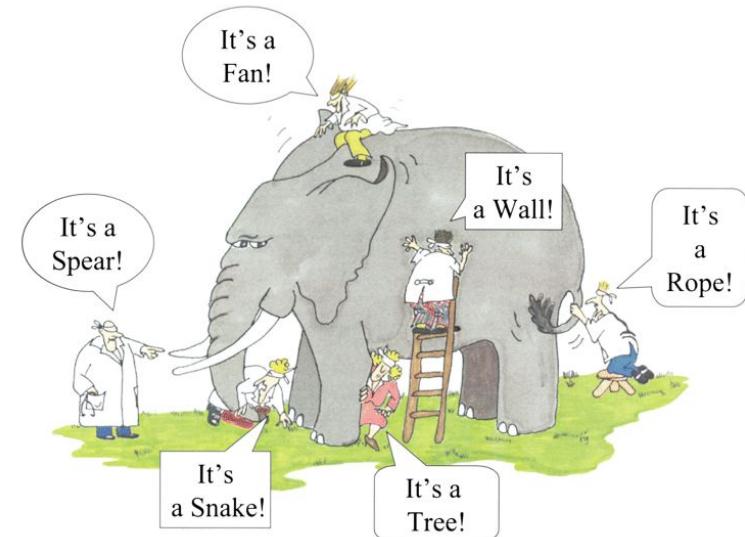
- Intro Sam & KIPP Texas
- Rationale
- Scenarios
 - Test Security
 - Testing Day Issues
 - Choosing Test Proctors
 - Room Setup
- Test Security Pages
- Contact Information



Rationale

- Set clear expectations
- Real life application of procedures
- Clarify misconceptions
- Offer different perspectives
- Equip staff with problem solving skills
- Reinforces the need for testing procedures to be in place

- Another way to review the manual
- Take away several scenarios to use for your training
- Use it as a learning tool



Who am I - Samuel Lopez

- **Senior Director of Assessments**
- 20 years of testing - DTC & CTC role
- 30 years in education
- 16 years classroom teacher
- 27 years in Houston
- South Texas Native - RGV
- UT-RGV Alumni
- Certifications
 - Principal - EC-12
 - Gen 4-8
 - PK-6
 - Bil/ESL - PK-8
- Love to travel
- Spending time with family



<p>4 Regions</p> <p>Schools - 59</p> <ul style="list-style-type: none"> ● Primary - 22 ● Middle Schools - 26 ● High Schools - 11 ● PK 3 - 12 	<p>Austin - 11 Dallas - 7 Houston - 34 San Antonio - 7</p>
<p>Enrollment - 33,353 (11/2)</p>	<p>Austin - 5,446 Dallas - 3,091 Houston - 21,138 + 383 (Spring Branch) San Antonio - 3,395</p>
<p>Demographics</p>	<ul style="list-style-type: none"> ● Hispanic Latino - 68% ● Black or African American - 26% ● Asian & Others- 6%
<p>Special Pops</p>	<ul style="list-style-type: none"> ● Title 1 Schools ● Free & Reduced Lunch ● Special ED, 504, EB, MTSS (RTI) <ul style="list-style-type: none"> ○ Approx. 300 Alt 2 Qualified ○ Approx 14,460 EB

A little bit about KTXPS:

Public Charter (1998)
 School founded in 1996

Open Enrollment

STAAR Testing

ACT

AP/IB

MAP

TELPAS

STEP

Circle

MCLASS

3400+ Full time staff
 (non contract)

KIPP Texas Team

Austin
Amanda Allen
(910) 280-0281

Dallas
Eric Barnes
(817) 800-2270

Houston
Skye Raschke
(860) 983-8982

San Antonio
Dina Cruz
(210) 336-3347

KTX
Sam Lopez
(713) 256-4772



Reference Materials - 2022-23

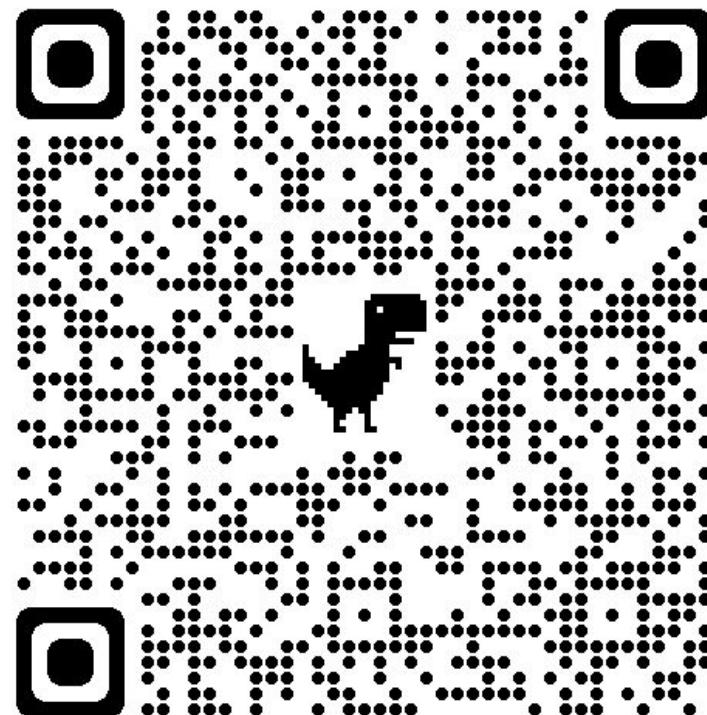
Reference Materials:

[Administrator Manuals](#)

[DCCR](#)

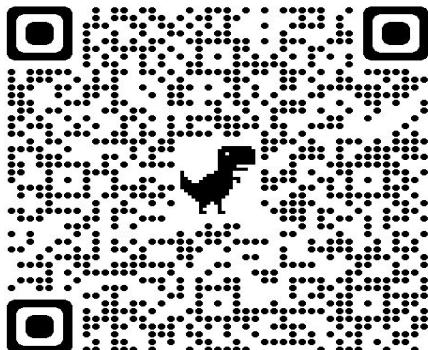
[STAAR TA 3-8 & EOC](#)

[Manual](#)



Test Security Scenarios

What would you do?



Please note:

Make sure to adhere to
your district policies &
procedures and always
check with your DTC

Test Security Scenario #1 - TS

- While in the teacher's conference room Ms. Mouthy starts to share with everyone in the room about the cool story in today's STAAR reading exam. Everyone is just fascinated by her ability to recall the story. A few of the teachers ask her if she remembers some of the questions to which she quickly obliges. One of the teachers who was making copies overheard the conversation and came to notify you.



1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?

1 Serious
2 Procedural
3 Not an IR

Test Security Scenario #2 - TS

- As you are actively monitoring and peeking into the sessions and checking on all your oral administration students. You notice that one of the students is not in that group and has been placed with the non-oral administration students. You checked and notice the student isn't wearing headphones and they are on the last 3 questions of the test.



- What next?
- What type of incident is this?
- What kind of investigation or additional information is needed?
- Who do you need to interview?
- How can you train people to avoid these from happening in the future?
- Which parts of the Incident Report Form do you fill out?

**1 Serious
2 Procedural
3 Not an IR**

Test Security Scenario #3 - TS

- Teacher F is conducting an online small group with TTS for the Algebra I EOC. As you are doing walkthroughs, you notice that the teacher is very focused writing something down on their clipboard. You enter the room and discover that the teacher is copying down problems and solving them on a SSOP. When you confront them, they say they were bored and didn't think it was a big deal.

- 

$b = b$

 1. What next?
 2. What type of incident is this?
 3. What kind of investigation or additional information is needed?
 4. Who do you need to interview?
 5. How can you train people to avoid these from happening in the future?
 6. Which parts of the Incident Report Form do you fill out?

- 1 Serious
- 2 Procedural
- 3 Not an IR



$$\begin{array}{r} 3) \quad 2y - 8x = 12 \\ \qquad \qquad +8x \qquad +8x \\ \hline \end{array}$$

$$\frac{2y}{2} = \frac{8x + 12}{2}$$

$$y = 4x + 6$$

$$y = mx + b$$

$$m = 4$$

$$b = 6$$

Test Security Scenario #4 - TS

- Ms. Holly Golightly is one of the best test administrators you have on campus. She had all the students put their backpacks at the front of the room, checked all pockets for cell phones, and informed students that all cell phones/electronics need to be turned off and either in their backpacks or lockers. The only thing she allowed students to bring was a book of their choice to read. As she is actively monitoring she notices that one of the books is vibrating. Upon careful inspection she notices that the student has hidden a cell phone in the book (Shawshank It).

1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?



**1 Serious
2 Procedural
3 Not an IR**

Test Security Scenario #5 - TS

- As you are walking the hallways and checking to make sure that all is going well during testing. You discover that one of your test administrators has stepped out into the hallway to take an “emergency” phone call on their cell phone. No one is in the room supervising the students. When asked he claims he can “actively monitor” thru the window on the door.



1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?

1 Serious
2 Procedural
3 Not an IR

Testing Procedures Scenarios

How do you handle certain situations during testing?

Please note:

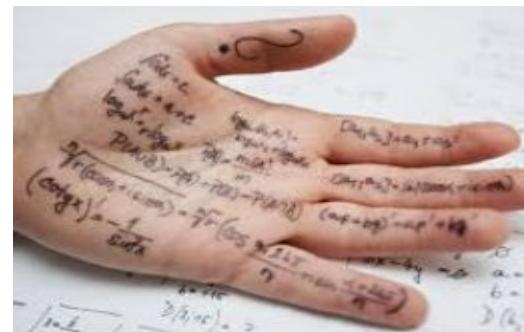
Make sure to adhere to your district policies & procedures and always check with your DTC

Testing Procedures Scenario #1

- You are actively monitoring all of your students and notice that one of your students keep looking away from the screen/test. The student appears to be looking at something under their scratch paper.

**1 Serious
2 Procedural
3 Not an IR**

1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?



Testing Procedures: Scenario #2

- The reading test has started and all went well at the beginning. Students are all using their online tools - highlighting and using their notepads. All of a sudden the internet goes down and you lose your connection.



1. What do you do?
2. Is it a big deal?
3. How can you train for this situation?
4. Is this an incident report?
5. When should you become involved?



Testing Procedures: Scenario #3

- Your campus started testing on time at 8:00 a.m. You have a bus break down and the students on that bus arrived at 9:30 a.m. and haven't had breakfast. Of the 20 students on the late bus 15 usually finish within the first few hours, 5 of them usually test until the end of the day. Two of the late testers receive auto text to speech.
1. What do you do?
 2. Is it a big deal?
 3. Who else needs to know about the late bus?
 4. How can you train for this situation?



Testing Procedures: Scenario #4

- On the day of the RLA test all seems to be going well and the students are halfway done. A tornado warning is issued and you need to get the students to safety.



- What do you do at this time?
- What do you need to do to ensure the security of the test?
- What about after the emergency?
- Do you continue testing?

Testing Procedures: Scenario #5

- The day of the ELAR test is upon you and one of the students shows up to school with a broken arm. One of your students who wear glasses forgets them at home and another one that broke their glasses. You also have another student who feels ill and hasn't started the test.



- What do you do?
- Is it a big deal?
- How can you train for this situation?
- Is this an incident report?
- When should you become involved?

Testing Proctor Scenarios

Choosing your proctors & training proctors

Please note:

Make sure to adhere to your district policies & procedures and always check with your DTC

Test Proctor Scenario #1

- Mr. In Control is on his first year teaching and it's been quite a year for him. While he is teaching class his students like to pass notes to each other. There are some students who call him by his first name and play video games on their cell phones. Mr. In Control holds the record for the number of office referrals this year. During benchmarks his room is the one that results in the most testing incidents.



1. **Would you allow this person to proctor? Why or why not?**
2. **What type of training would have this person complete?**
3. **Would this person require special supervision?**

Test Proctor Scenario #2

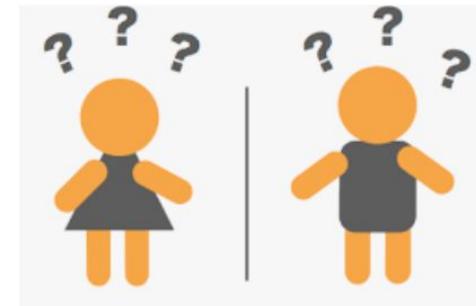
- Ms. Universe is an excellent teacher and loves teaching our KIPPsters. English is a second language to her and there are times that she struggles with pronunciations and mixes up her tenses. She has great classroom control and the students not only love her but respect her.



1. **Would you allow this person to proctor? Why or why not?**
2. **What type of training would have this person complete?**
3. **Would this person require special supervision?**

Test Proctor Scenario #3

- Mr./Ms. Right has been at your campus longer than you and has been a test administrator ever since the TAAS(1990s) test. During the Interim Assessments he/she is the one that doesn't follow the testing procedures as you have suggested. At time calculators or dictionaries have not been provided. Also, likes to sneak their cell phone and use it during IAs.



Meeting Mr./Miss Right



1. **Would you allow this person to proctor? Why or why not?**
2. **What type of training would have this person complete?**
3. **Would this person require special supervision?**

Test Proctor Scenario #4

- Ms. Veteran is a very experienced teacher who has the best classroom management in the region. She doesn't play around and students know that about her. Ms. V. does seem to be technology challenged at times and is often having to reset her passwords for her computer. Anytime she experiences any technology issues in the classroom she gets one of the students to help her figure it out.



1. **Would you allow this person to proctor? Why or why not?**
2. **What type of training would have this person complete?**
3. **Would this person require special supervision?**

Testing Room Scenarios

Choosing & setting up your testing rooms

Please note:

Make sure to adhere to your district policies & procedures and always check with your DTC

How do we make this room test ready?



What would you cover?

Would you change the layout?

How do we make this room test ready?

A



B

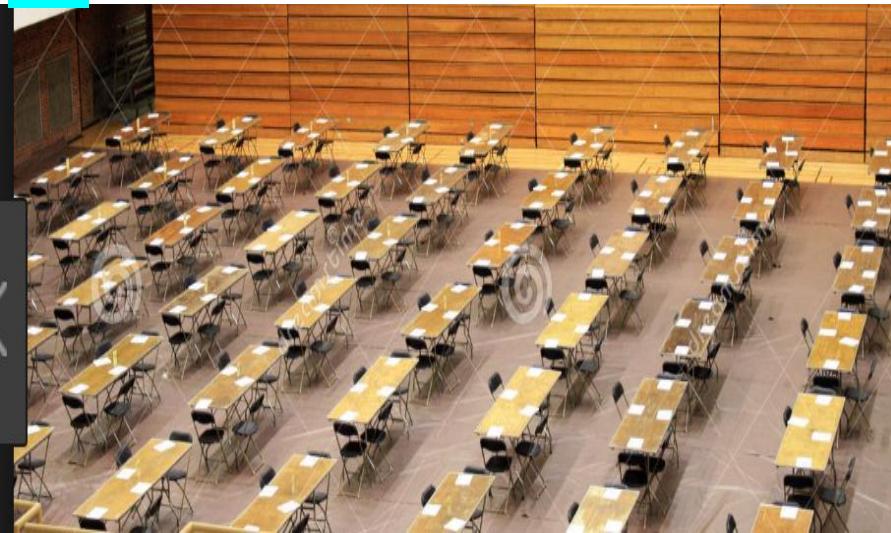


Lesser of the two evils

What would you adjust? Why?

How do we make this room test ready?

A



B



Which one does a better job of discouraging cheating?

How do we make them less conducive to cheating?

How do I make this room test ready?



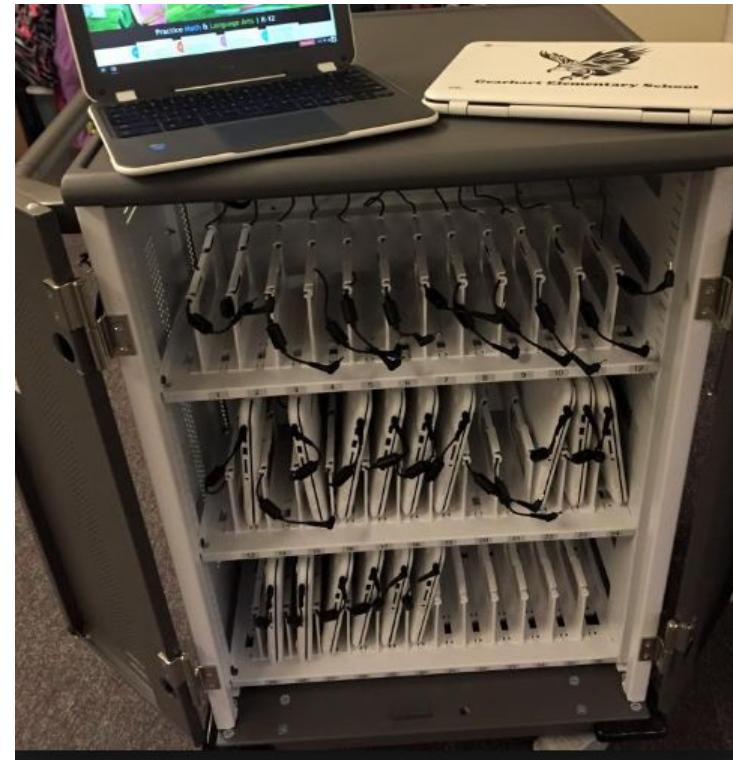
What would you do to minimize cheating?

Would you change the layout?

What about technology?

What needs to be done
prior, during, & after?

- Focus on what you need to do to get the technology ready?
 - Months
 - Days
 - Testing Day
 - After testing



NEW CTCS - Lightning Round #1

- 30 students (same grade, same test)
 - 9 have extra time
 - 4 have oral administration
 - 8 require supplemental materials
 - 3 have behavior issues
 - 1 requires frequent breaks (medical)
 - 2 needs reminders to stay on task

- How many groups?
 - How many test administrators?
 - How many rooms?
 - What things do I have to take into consideration?



NEW CTCS - Lightning Round #2

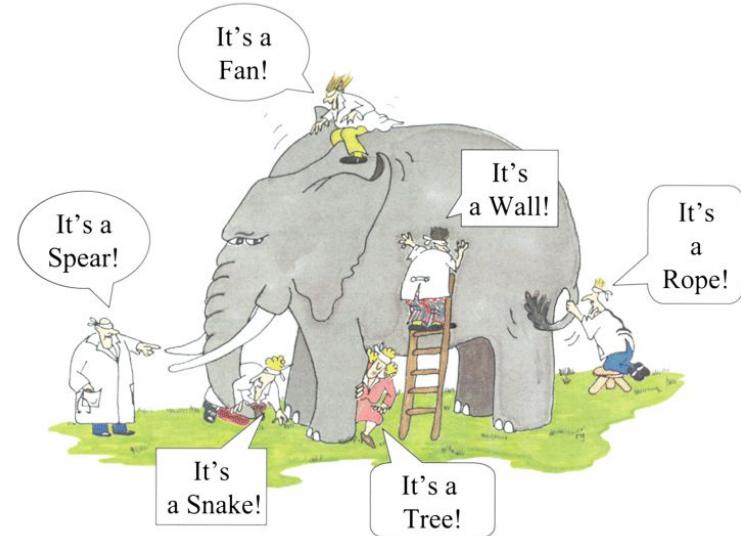
- 17 students
 - 7 have OA
 - 5 full oral administration
 - 2 at student request
 - 10 have other accommodations
 - 4 have speech to text
 - 2 work at a faster pace than the others
 - 5 students have spelling assistance
 - 1 student has speech to text
- How many groups?
 - How many test administrators?
 - How many rooms?
 - What things do I have to take into consideration?



Rationale

- Set clear expectations
- Real life application of procedures
- Clarify misconceptions
- Offer different perspectives
- Equip staff with problem solving skills
- Reinforces the need for testing procedures to be in place

- Another way to review the manual



Questions & Contact

Samuel Lopez

Samuel.Lopez@kipptexas.org

KIPP Texas Public Schools

Thank You!



Please note:

Make sure to adhere to your district policies & procedures and always check with your DTC

Check out TSNAP

- Great resource
- Great support
- Great networking

www.tsnap.org

Testing Security Section

Test Administrator Manual Pgs. 11-16

Please note:

Make sure to adhere to your district policies & procedures and always check with your DTC

Serious Testing Violations

Serious Testing Violations

Any alleged or suspected testing irregularities falling under the category of a serious violation must be reported to the Student Assessment Division as soon as the district coordinator is made aware of the incident. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation. An incident that violates the security and confidentiality of a test and is considered a serious testing violation includes the following conduct:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing (e.g., taking pictures or capturing screenshots of) confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- encouraging or assisting an individual to engage in the conduct described above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described above or in any other serious violation of security and confidentiality
- failing to implement sufficient procedures to prevent student cheating
- failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student

Procedural Testing Irregularities

Accommodation Errors

Examples:

- A student was provided an unallowable accommodation.
- A student was provided an accommodation for which he or she was not approved.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.
- District personnel administered Complex Transcribing, Extra Day, Mathematics Scribe, or an Other accommodation without TEA approval.

Procedural Testing Irregularities

Accounting Errors

Examples:

- Testing personnel lost or misplaced student test tickets or secure test materials (e.g., test session IDs).
- Secure online assessments were left open and visible, or secure test materials were left unattended.
- A student was issued test materials (e.g., test ticket) belonging to another student.
- Students' test results or test performance were improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

Procedural Testing Irregularities

Eligibility Errors

Examples:

- A student was administered an incorrect test (e.g., wrong grade level, wrong language, wrong version).
- A student was administered a paper version and an online version of the same test.
- An eligible student (e.g., an EB student whose parents waived district English as a second language [ESL] services) was not administered a test.
- An ineligible student was incorrectly administered a test (e.g., a student who has completed only the first part of U.S. History was administered the STAAR U.S. History test).
- District testing personnel failed to properly account for all eligible testers.

Procedural Testing Irregularities

Monitoring Errors

Examples:

- A test administrator
 - left a room unmonitored while students were testing;
 - did not monitor students during a break from testing;
 - reinforced test-taking strategies;
 - did not provide the appropriate ancillary materials (e.g., dictionaries, calculators, reference materials);
 - did not properly prepare a testing environment or device for testing;
 - did not use the test administrator manual during testing, did not read the "SAY" directions to students prior to testing, or deviated from the scripted directions;
 - did not properly complete the required seating chart; or
 - did not give students sufficient time to complete the test.
- A test administrator did not actively monitor students and did not
 - ensure that students worked independently during testing; or
 - prevent students from using cell phones or any other electronic device to take pictures, share postings, or send messages.

Procedural Testing Irregularities

Training Errors

Examples:

- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they were not properly trained or did not sign an Oath of Test Security and Confidentiality.

Student Cheating

Incidents Involving Student Cheating

Most of the testing irregularities district coordinators address involve occurrences in which adult testing personnel bear responsibility for what happened. District testing personnel are required to actively monitor students to ensure students are following test procedures and directions. In some cases, however, students may cheat or attempt to cheat by violating or attempting to violate test security procedures. All students are required to follow test procedures and directions and should be reminded of this responsibility. Students taking STAAR EOC assessments are asked to sign an honor statement. Signing the honor statement is not required, but students are still expected to follow test security procedures even if they do not sign it.

Districts are required to have procedures in place to prevent the use of cell phones or personal electronic devices to capture images of secure test content during test administrations. If a student duplicates, records, electronically captures (e.g., takes a screen shot or photograph), posts, or transmits secure test content or disseminates this information, the Student Assessment Division must be contacted immediately. In addition, any images of secure test content must be destroyed upon completion of the district's investigation.

Students cheating or attempting to cheat on state assessments, either by providing or receiving assistance, requires action by the campus or district coordinator. After investigating the incident, if district testing personnel determine that a student has been involved in cheating or attempting to cheat on a state assessment, the district or campus coordinator **must**

- invalidate the student's test (as required by [TAC §101.3031\(a\)\(4\)](#)) by marking the score code "O" for "Other" in the TIDE for the corresponding test; and
- complete the [Locally Determined Disciplinary Action \(LDAA\) form](#) to report any disciplinary action taken against students who participated in the cheating incident.

A procedural testing irregularity form should be submitted only if the district coordinator determines that there was a failure on the part of adult testing personnel to follow test administration procedures (such as inadequate monitoring). If the district coordinator determines that testing personnel enabled or were involved in the student cheating incident, the Student Assessment Division must be contacted immediately.

Penalties for Violating Security & Confidentiality of Assessments

TAC §101.3031(a)(5) states that any violation of test security or confidential integrity may result in TEA taking the following actions:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC §247 (relating to Educators' Code of Ethics) and TAC §249 (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and
- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with [TEC §39.003\(d\)](#) or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC §39A.

In addition, TAC §249.15(g)(5) stipulates that while charter school test administrators are not required to be certified, any irregularity during the administration of any test required by TEC Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC §12.115(a)(4).

As indicated in TAC §249.15, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation or fails to cooperate with a TEA investigation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term
- issuance of an inscribed or non-inscribed reprimand
- suspension of a certificate for a set term or issuance of a probated suspension for a set term
- revocation or cancellation of a certificate, which includes accepting the surrender of a certificate, without opportunity for reapplication for a set term or permanently
- imposition of any additional conditions or restrictions on a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials

Specifically, TAC §249.17(g) indicates a mandatory minimum sanction of a one-year suspension for an educator who is found guilty of intentionally manipulating the results or violating the security or confidentiality of any statewide assessment.

As stated in TEC §39.0303, Secure Assessment Instruments, Criminal Penalty, a person commits an offense if the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any item in the assessment instrument, and the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.

An offense under this section is a Class C misdemeanor.

Past Scenarios

Please note:

Make sure to adhere to your district policies & procedures and always check with your DTC

Test Security Scenario #2

- Mr. Dudley Do-Right is administering the STAAR Math test. He puts the time remaining on the board and reads the script from his “What can You Say” Help chart at the appropriate intervals throughout the test. Each time he is sure to remind students to bubble their responses on the answer document. When the allotted time is up, Mr. Do-Right collects the test booklets and answer document. While placing them in alphabetical order he notices that one of the student’s answers document has several questions that weren’t bubbled in.

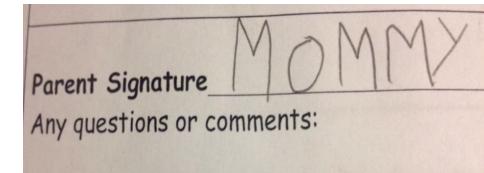


1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?

Test Security Scenario #3

- Mr. West has been administering tests for over 10 years and feels like he doesn't have to complete the test security training videos on the TEA website. He decides to alter last year's certificates to reflect this year's dates. While organizing the test security completion certificates you noticed that the training dates Mr. West's certificates look different than all the others.

1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?



Test Security Scenario #4

- Ms. Swift is administering the STAAR test and decides to pass out the testing materials. All students receive their test booklet, answer documents, scratch paper, and highlighters. Students start their test and are diligently working on it. You come in to the room and noticed that the dictionaries are all on the book shelf and not being used by students.
 1. What next?
 2. What type of incident is this?
 3. What kind of investigation or additional information is needed?
 4. Who do you need to interview?
 5. How can you train people to avoid these from happening in the future?
 6. Which parts of the Incident Report Form do you fill out?



Test Security Scenario #5

- Mr. Jack Trades is serving as oral test administrator during the math test. The students in his group are “at student” request oral administrations. He starts testing the students and all is going well according to him. You walk in and noticed that Mr. Trades doesn’t have the Oral Administration Manual and is reading the number 5,286 as five-thousand, two hundred and eighty-six.



1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?

Test Scenario #8

- Mr. Vigilante has started his students testing on time and all the students are working diligently. One of the students raises their hand and informs Mr. V. that their test is missing a few pages. Mr. V. remembers that he has an extra one from one of the absent students and gives the students that test booklet. The student proceeds and completes the test several hours later. Mr. V. makes no mention of this until he is returning his test materials after testing is complete.



1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?

Testing Procedures: Scenario #1

- Students are testing and after 2 hours several students start to turn in their tests. The test administrator informs students that they can read a book or sit quietly at their desk. One of the students falls asleep and starts snoring pretty loud.



1. What do you do?
2. Is it a big deal?
3. How can you train for this situation?
4. Is this an incident report?
5. When should you become involved?

Testing Procedures: Scenario #3

- During English I testing one of the students completes their test but decides not to turn it in. The test administrator is “actively monitoring” and notices that the student has their head down. TA assumes the student is taking a little break and leaves them alone. Student ends up falling asleep and drools on the answer document.



1. What do you do?
2. Is it a big deal?
3. How can you train for this situation?
4. Is this an incident report?
5. When should you become involved?

Testing Procedures: Scenario #4

- You have a student in class who requires frequent breaks throughout the test. The student's plan states that the student is to take a break every 30 minutes. The student is under extended time.

1. What do you do?
2. Is it a big deal?
3. How can you train for this situation?
4. Is this an incident report?
5. When should you become involved?



Test Proctor Scenario #3

- Mr./Ms. Right has been at your campus longer than you and has been a test administrator ever since the TAAS(1990s) test. During the Interim Assessments he/she is the one that doesn't follow the testing procedures as you have suggested. At time calculators or dictionaries have not been provided. Also, likes to sneak their cell phone and use it during IAs.



- 1. Would you allow this person to proctor? Why or why not?**
- 2. What type of training would have this person complete?**
- 3. Would this person require special supervision?**

How do you make this room test ready?



How do we make this room test ready?



How do I make this room test ready?



How do I make this room test ready?



How do you make this room test ready?



How do we make this room test ready?



How do I make this room test ready?

