DISTRICT TEST SECURITY PROCEDURE REQUIREMENTS

Each school district must have a written district test security procedure that addresses how test security policies and procedures will be implemented in the district. Districts may create their own procedure or use the template available on PearsonAccess Next but all areas specified below must be addressed. Districts may add areas or elements to the procedure, and separate procedures may be specified by school, as needed. If the district test security procedure references other district policies and procedures that are in place, they should be included with this procedure.

- Identifying who the District Assessment Coordinator(s) and School Assessment Coordinator(s) are for the current school year. Specific names may be included directly in the procedure, identifying who is responsible for each task, or provided separately.

- Developing the plan for district monitoring of test administration by district personnel (Chapter 3).

- Specifying who is responsible for determining the testing calendar, ensuring it is posted to the district website by the start of the school year, and keeping test administration dates updated (Chapter 8).

- Ensuring all staff involved in test administration are completing *Assurances of Test Security and Non-Disclosure* annually, as part of the online *Test Security Training* or on paper prior to the start of statewide test administration (Chapter 3).

- Ensuring all staff involved in any aspect of testing have annually completed required trainings for their role before test administration and keeping documentation of completed trainings (Chapter 3).

- Providing additional information to staff prior to testing:

  - Providing MDE test security tip line and MDE contact information for reporting security concerns (Chapter 3).

  - Communicating the district-specific policies and procedures as specified below (Chapter 3).

- Determining district policies and procedures for testing:

  - Preparing students for test administration using the provided student resources, including determining which resources will be used (Chapter 8).

  - Reminding students of the importance of keeping test content secure and acting with honesty and integrity (Chapter 3).

  - Preparing rooms for test administration, including student seating/spacing to maintain test security and the plan for removing or covering materials on walls and desks (Chapter 8).

  - Verifying materials allowed/prohibited for testing and how allowable materials (e.g., headphones, scratch paper) will be gathered and provided (Chapter 8).

  - Developing a plan to get students to their correct locations for testing (e.g., testing rooms and computer labs, small group or individual settings).

  - Developing a plan to track which students test with which Test Monitor for all administrations (including any other adults present in the testing room, like staff providing assistance, paraprofessionals) (Chapter 8).

- Ensuring students do not access or use cell phones, wearable technology, or other devices (e.g., collecting cell phones devices, verifying they are turned off and put away) and determining what action will be taken if the procedure is not followed (Chapter 8).

- Determining the district's plan for the following situations, including how to monitor students in each (Chapter 8):

  - Breaks for all students during testing (e.g., whether they are planned, duration) and how test content will be secured during breaks.

  - Use of the restroom or other interruptions during testing, including coordinating or supervising students from multiple rooms.

  - What to do if an unexpected situation arises with students during testing (e.g., illness, behavioral issue, early dismissal for activity).

  - What to do if an entire group of students needs to leave during testing (e.g., emergency situation, fire drill).

  - What to do when the Test Monitor becomes ill or needs to leave during testing.

  - What students will do if they complete testing early (e.g., go to another location or remain in the testing room) and what paper activities they will complete if they remain in the testing room.

  - What students will do if they need extra time to complete testing (e.g., go to another room, make-up testing on another day).

- Determining the points of contact and the processes for the following situations:

  - Who will provide assistance/answer questions and what the process is for contacting others for assistance if a problem or question arises during the testing so active monitoring can continue (Chapter 8).

  - What to do if a student reports an error or technical issue with a test item and who to communicate that information to following testing (Chapter 8).

  - Who Test Monitors should contact in case of emergency (Chapter 8).

  - Who to report misadministrations and security breaches to within each school and how that information will be communicated to the District Assessment Coordinator (Chapter 3).

- Determining what Test Monitors and staff may and may not discuss with students about the test administration experience, following test administration (Chapter 3).

- Establishing the process and assigning staff for entering student responses in MCA paper accommodated test materials and MTAS scores online following testing (Chapter 8).

- Establishing the process and chain of custody for how all secure test materials for both online and paper administrations will be kept secure before, during, and after testing, including:

  - Who has access to secure test materials (Chapter 3).

  - Who will receive, secure, and distribute materials to schools (if applicable) (Chapter 3).

  - Who will inventory and organize secure test materials (Chapter 3).

  - The specific locations where secure materials are stored in each school prior to, during, and after testing at each school.

- How will distribution of test materials for test administrations be handled and who is responsible (Chapter 3).

- What the process is for securing test materials between test sessions (Chapter 8).

- Who will be responsible for collecting, inventorying, and returning secure test materials, as well as securely disposing of materials as required (Chapter 8).

o Determining the plan for providing access to test results (Chapter 10):

- Whether preliminary results will be provided to students, families, and/or staff and what will be communicated about preliminary results.

- Who the embargoed final results will be shared with.

- How final results will be shared within the district (e.g., load to data warehouse or student information system, provide access to service provider systems).