



# DC CAS 2013

## State Test Monitor Training

**Testing Window: April 22- May 2, 2013**

Prepared By: Tonya Mead, PhD  
Test Integrity Coordinator

# Introductions to OSSE Team



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- Sign the Non-Disclosure Agreement
- Keep the identity of the school(s) confidential as this is random and unannounced state monitoring, and we want to make sure this is the case for all sampled sites.

# Non-Disclosure Agreement (NDA)



- The NDA states that each person associated with testing has received guidelines and protocols regarding:
  - The security and confidentiality of all state test materials;
  - That no part of the test should be reproduced in any form; and
  - The contents of the test shall not be discussed, reviewed, or shared.

Appendix B: State Test Security and Non-Disclosure Agreement

This form must be signed by each person involved in the administration of the state test.

Each local education agency (LEA) is responsible for ensuring that all staff involved in the administration of the state test have signed this form.

The LEA shall retain in file the signed forms for a period of four years.

I have been trained in the District of Columbia State Test Security Guidelines and testing protocols. I have received the guidelines and protocols that require:

1. The state test materials are secure and confidential documents and must be secured at all times;
2. No part of the test should be reproduced in any form; and
3. Contents of the test shall not be discussed, reviewed, or shared.

I have received the state test security guidelines which list the sanctions and penalties for violations of state security guidelines.

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

LEA: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Revised December 1, 2011

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# Agenda



1. Overview of the DC CAS
2. Monitoring Process
3. Roles of Monitor
4. Monitor Responsibilities
  - *Before*
  - *During*
  - *After*
5. Violations
6. Roles of Key School Personnel
7. Scenarios
8. Wrap Up/ Q&A

# Session Outcomes



By the end of the session, Monitors will:

- Understand **basic information about the DC CAS** to effectively and confidently monitor your assigned schools
- Receive training on **state testing guidelines**, procedures and security protocols to monitor LEA implementation of the state assessment program as outlined by the Office of the State Superintendent of Education (OSSE)
- Learn and apply **monitoring policies** and procedures to ensure the integrity of assessment and accountability data

# What is the DC CAS?



- DC CAS stands for The District of Columbia Comprehensive Assessment System.
- Annual tests to measure student learning in:
  - **Reading:** Grades 2-8, and 9-10 (2nd and 9th grade reported internally only)
  - **Composition:** Grades 4, 7 and 10
  - **Mathematics:** Grades 3-8 and high school
  - **Science:** Grades 5, 8, and high school (biology)
  - **Health:** Grades 5, 8, and high school

# Overview of 2012 DC CAS Participation



**PCSB**

**53 LEAs**

**(49 tested in 2012)**

**OSSE**

**DCPS**

**1 LEA**

**(DCPS)**



97 schools  
12,150 students  
tested

123 schools  
20,474 students  
tested

***32,624 students tested***

# How many schools and classrooms will be monitored?



- Last year 104 of the 220 schools administering the 2012 DC CAS were monitored
- 47% of all District of Columbia Schools were monitored by.....

## OSSE Volunteers

- 2013 plan a 25% increase in the number of schools monitored

# OSSE Responsibilities



- The US Department of ED requires all states to **develop an oversight program to monitor** each of its local education agencies (LEAs).
- **OSSE maintains responsibility for overseeing compliance** with Federal and State requirements for administering the State required assessments.
- In order to be in compliance with both state and federal statutes and regulations, a **Test Security Monitoring Program was implemented.**

# LEA Responsibilities



- **Monitor** the test administration (in at least a random sample of schools and classrooms within the LEA) to ensure that school personnel involved in the test administration adhere to test security and test administration guidelines;
- Be available to **answer questions** related to testing guidelines and security protocols;
- **Review any reports** of missing secured materials and or breaches of state test security;
- **Submit** any reports of missing secured materials or breaches of state test security to OSSE within 24 hours; and
- If a violation of test security occurred, submit the Test Security Violation **LEA Plan of Action** to the Assistant Superintendent for Elementary and Secondary Education

Source: 2013 State Test Security Guidelines, page 5

# How our work impacts students and teachers



- DC students deserve a fair, reliable and valid assessment
- DC teachers deserve an assessment system characterized by absolute integrity
- DC residents deserve accurate assessment data to make school choice decisions
- State Monitoring is an essential component for achieving all of above

# What is Monitoring?



- Monitoring is a regular and systematic examination of the LEAs and school-based efforts to implement critical requirements required by federal and state academic assessments
- Monitoring ensures that all eligible students are tested, proper training of school staff is conducted, test security is maintained, and assessments are administered consistently and in a standardized manner
- Monitoring ensures that OSSE receives student level data that is accurate, reliable and valid.

# Monitoring Goal



An increase by 25% from 104 schools to at least 130 schools monitored

**Or, 60% of the schools tested**

Will we do it?

**Yes. Consider it Done!**

# What Triggers a Monitoring Visit?



- **Statistical Irregularities**

Discrepancies with student assessment data (e.g., high growth in percent of students scoring proficient, questionable erasure analysis, change in student demographics)

- **Consistent Testing Violations**

Irregularities as reported to OSSE and/or LEA (e.g., invalidations, improper test administration, failure to attend/ conduct training), and

- **Quality Control Measures**

Documented concerns (e.g., parent/community, noncompliance issues from prior years, other technical assistance requests)

# OSSE Monitoring Program

## 3 Step Process



1. Pre-desk top review and the provision of technical assistance

2. On-site observations

3. Follow up review of Post-test materials return and quality control



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# Step One

## Monitoring Process



### ***Conduct pretest desktop reviews and provide direct technical assistance to the schools and LEAs***

- Trained 265 (in-person) and 40 (webinar) LEA assessment coordinators and test chairpersons March 12- March 14
- Provided Sample *Testing Plan* Templates and Resources
- Received School/LEA *Testing Plans* by March 28
- Reviewed School/LEA *Testing Plan* Against OSSE Created Rubric
- Provided Feedback to Schools/LEAs March 29 – April 10<sup>th</sup>
- Held Open Period for Re-submittals and Final Approval- April 17<sup>th</sup>

# Step Two

## Monitoring Process



### ***Conduct on-site monitoring during test administration***

- Pre-test planning based upon a review of test plan and in-service school-based test training and staff attendance
- Review staff signatures on the Non-Disclosure Agreements
- Test administration
  - reading test directions verbatim
  - special education students test with approved testing accommodations
- Test environment (i.e. seating arrangement, removal of curriculum material from walls, and the active supervision of students during testing)
- On-site observation of the handling of secure and non-secure test materials
  - Inventorying (by barcodes)
  - Distribution
  - Storage (in a secure area)
- Observe collection of scorable documents
- Observe test packaging and shipment of secure and non-secure materials
- Observe maintenance of Security File

# Step Three

## Monitoring Process



### ***Conduct follow up on reviews of Post-test materials return and quality control***

- Schools reporting Missing Materials sends an Exceptions Report to the test publishing company. CTB forwards information to OSSE.
- OSSE contacts the LEA Assessment Coordinator to facilitate the recovery of Missing materials.
- OSSE in partnership with the LEA obtains a *Test Materials Letter of Verification* (confirming that the schools sent the materials back to the test publisher)
- OSSE in partnership with the LEA obtains a Security File with the following information:
  - Non-Disclosure Agreements
  - *Data Tracking Report* (barcode, grade level, subject, test administrator and test chairperson)
  - *School Security Checklist*
  - ADS (courier), Federal Express or UPS packing list and Bill of Lading indicating number of boxes shipped and signature
  - *Missing Materials Verification Letter*

# The Role of State Monitors



**Observe** objectively and **document** the extent to which each school maintains the **security** of the assessments and administers the assessments using **prescribed procedures**

# Monitor Responsibilities Before Testing



- Attend monitoring training
- Review the ***State Test Security Guidelines***
- Review the ***Accommodations Manual***
- Receive assignment and OSSE Test Integrity File for school assigned
- Map location of the school
- Review the ***School Testing Plan and Seating Chart***
- The School Test Plan identifies the classrooms to be monitored

# Sample Testing Schedule



- Each school must submit a Testing Schedule
- Testing window is from April 22 through May 2<sup>nd</sup>.
- Testing sessions are traditionally scheduled in the morning and in the afternoon
- Each school must administer all of English and Language Arts (Reading) and Mathematics sessions during the first four days of testing

**Option A- Tuesday start and Wednesday completion, leaving time to focus on Make-Ups**

Tuesday- April 23		Wednesday- April 24		Thursday- April 25	
Grades 2 – 10		Grades 2 – 10		Grades 2 – 10	
Start Time 8:30-9:30	Reading Session 1 and	Start Time 8:30-9:30	Reading Session 2 and	Start Time 8:30-9:30	Reading Session 3 and
Grades 2 – 8 and 10		Grades 2 – 8 and 10		Grades 2 – 8 and 10	
10:00- 11:00	Math Session 1	10:00- 11:00	Math Session 2	10:00- 11:00	Math Session 3

Friday- April 26		Tuesday- April 30		Wednesday- May 1	
Grades 2 – 10		Composition, Grades 4, 7 and 10 Health Grades 5, 8, and HS		Science, Grades 5, 8 and Biology	
Start Time 8:30-9:30	Reading Session 4 and	Start Time 8:30-9:30	Composition & Health	Start Time	Science
Grades 2 – 8 and 10					
10:00- 11:00	Math Session 4	10:00- 11:00	Session 1 & 2	8:30- 11:30	Session 1, 2 & 3

# Sample Testing Plan



## Specific Procedures

Procedures for removing materials from bulletins

Accommodations Plan for special student populations

Timing of Sessions

Test Administrator Assignments

- Each school must submit a Testing Plan

**Sample School**  
**2013 DC - CAS Testing Schedule**

**Testing Plan Overview**

- Materials are to arrive at Sample School April 19, 2013. Upon receipt of the materials a verification process will be implemented and upon completion the materials will be stored under double lock in the Vice principal's office in a locked cabinet.
- On each test day, the test administrator will sign for the materials that are to be used for that test day.
- On each day of testing, classrooms bulletin boards, hallways will be cleared of all curriculum related materials.
- At each test day, testing students will be met at the entrance. All electronic devices will be collected at this time.
- At the end of the test day, the test administrator will sign in the materials that were used for the test day.
- Upon completion of all testing, the materials will be boxed and sealed as specified by OSSE/CTR and stored in the principal's office.
- Pick up is scheduled for April.

**Accommodations Testing Plan Overview (please include the following)**

- Specific testing locations, identification of test administrator and proctor and tested/allowable accommodations by examinee.
- Upon request, copies of IERs indicated allowable accommodations for testing for students of special populations.
- Inventorying and receipt of items used to accommodate special needs students during testing.

[Please Indicate Date Here](#)  
7:15am Training for the testing staff: test guidelines, testing security, etc. (Breakfast provided)

[Please Indicate Date Here](#)  
Test prep celebration - TBA

[Please Indicate Date Here](#)  
7:30 Breakfast in the Cafeteria for all students and staff

8:00 9<sup>th</sup> graders dismissed to testing rooms with proctors  
Pre-testing activity for 10<sup>th</sup> graders (stretching, yoga, etc.)

8:15 Teachers and 10<sup>th</sup> grade students report to their assigned classrooms. Testing materials, timer and pencils, etc. will be delivered (teachers must sign for them.)

**10<sup>th</sup> Graders**

Room 315 (Elle)	Room 308 (Tate)
Room 309 (Sam)	Room 306 (King)
Room 311 (Mule)	Room 319 – ext. time (Bermuda)
Room 317 (Johns)	

Hall proctor - Adam

**9<sup>th</sup> Graders**

Room 324 (Dawson)	Room 327 (Cho)
Room 326 (Stewart)	Room 329 (Matthew)

# Sample Seating Chart

## Specific Seating Arrangements

Identification of Room #

Names of Test Administrator and Test Proctor

- Student's First and Last Name
- Seat Number
- Location of the Seat

### District of Columbia Test Administration Seating Chart

LEA: \_\_\_\_\_ School: \_\_\_\_\_ Room # \_\_\_\_\_ Date: \_\_\_\_\_

Test(s) Administered: \_\_\_\_\_ Subject/Grade Level: \_\_\_\_\_

Test Administrator(s): \_\_\_\_\_ Test Proctor: \_\_\_\_\_

Test Session Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

Instructions for completing the seating chart below:

1. Mark the location of the test administrator(s) by placing an "X" in the margin surrounding the numbered grid.
2. Mark the seat number that corresponds to each student on the list of examinees.
3. Mark the location of any entrances into the testing area.

Seat 1	Seat 2	Seat 3	Seat 4	Seat 5	Seat 6
Seat 7	Seat 8	Seat 9	Seat 10	Seat 11	Seat 12
Seat 13	Seat 14	Seat 15	Seat 16	Seat 17	Seat 18
Seat 19	Seat 20	Seat 21	Seat 22	Seat 23	Seat 24
Seat 25	Seat 26	Seat 27	Seat 28	Seat 29	Seat 30

Seat	Student First Name	Student Last Name	Seat	Student First Name	Student Last Name
Seat #1			Seat #14		
Seat #2			Seat #15		

Each school must submit a Seating Chart

# Sample LEA Test Security Plan and Contact Information



## Contact Names and Position Assignments

LEA Assessment  
Coordinator

Test Chairperson

- Names, Position, Location, Email and Phone of Persons Involved with the Test Administration

Each school must submit a Seating Chart



### LEA Test Security Plan and Contact Information

OSSE requires all LEAs to adopt the state test security plan or develop an approved plan for use in all schools with students participating in the statewide DC CAS. Additionally, all individuals responsible for administering the assessment and ensuring the test security plan is implemented are indicated below.

In accordance with the published State Test Security Guidelines, please complete the fields below and fax or e-mail a signed copy Dr. Margaret L. Barco, Director of Assessments and Accountability. E-mail [margaret\\_barco@dc.gov](mailto:margaret_barco@dc.gov) Fax: (202) 741-0227.

LEA Name:		Address:		
LEA Assessment Coordinator Name: Position: Email: Phone: Location (campus or school):				
Test Chairperson Name(s): (additional spaces may be added as needed) Position: Email: Phone: Location (campus or school):				
Responsible person(s) for test security and confidentiality: (add spaces or additional spaces may be added as needed)				
Name	Position	Location (school or campus)	Email	Phone

# Pre-Administration Monitoring (Steps 1-4)



- Arrive 30 minutes prior to the start of material distribution.
- Present DC.GOV/OSSE ID Card and identify himself/herself as a State Test Monitor
- Meet the Principal and Test Chairperson
- Request to see Security File
  - ✓ School Test Plan, Schedule and Accommodations Plan
  - ✓ Non-Disclosure Agreements (NDAs)
  - ✓ Accommodation Letters, Parent Letters

# Pre-Administration Monitoring (Steps 5-10)



- Request to be taken to the area where materials will be distributed
- Monitor Security of Test Storage Area
- Monitor Security of the Test Materials
- Monitor the distribution of Test Materials to Test Administrators
  - ✓ Check in/out by bar code and test administrator initials
  - ✓ Count of answer sheets, test booklets and materials

# Handling of Secured Materials



- All test materials must be kept in a **secure location** (locked storage area with limited access) when not in use
- All test materials must be **checked in and out** systematically by the test chairperson each day
- Only school personnel with legitimate needs should have access to test materials

Appendix A: Test Site Observation Report

DC CAS 2012 Test Site Observation Report  
School Information and Beginning of Test Administration

School: \_\_\_\_\_  
Test Chairperson Name: \_\_\_\_\_  
Observer: \_\_\_\_\_ Date: \_\_\_\_\_

**Observer Checklist**

- Introduce yourself to the principal and request to see letters sent to parents of students who require testing accommodations and school testing plan.
- Monitor school test security procedures at the beginning of day and record observations below. Some questions may require that you consult with the test coordinator or principal.
- Observe and record what you see in 2-3 sample test locations in the school. You will observe all tested locations but details for the sample locations provide a snapshot of test administration throughout the school.
- Ask the test chairperson where students with disabilities are testing and observe. Using the Accommodations Forms, collect information for a sample of 3-5 students and document what accommodations are being administered.
- Move about the school to all testing locations, observing until the testing period for school has ended.
- Observe test return procedures at the end of the administration and record.
- Provide overall feedback on the school's test administration.

**Beginning of Test Administration**

	Yes	No	Not Observed*
Copies of letters to parents of students who are in special populations are on file			
Tests were stored in a secure area			
There was an observable plan for the distribution of test materials to test administrators and proctors that required them to sign materials out			
Adequate provisions were made for students who arrived late to school			
Adequate provisions were made for students in grades that were not tested			

\* If not observed, please provide a comment in the notes section below

**Comments/Notes**

DC CAS 2012 Test Site Observation Report

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# Test Administration Monitoring (Steps 10-15)



- Circulate to several classrooms (1 class ~ every 30 minutes) and Note:
  - ✓ Test administrator reading test directions verbatim
  - ✓ Proper seating arrangements (Students facing same direction)
  - ✓ Students **not allowed** to return to a session that has already been completed
  - ✓ Cellphones, computer use and electronic devices prohibited
  - ✓ Test administrators and proctors actively circulating around the classroom

# Visiting Classrooms – Within School Test Location Detailed Report



- **Attempt to visit as many classrooms as possible**
- Use the DC CAS Test Site Observation Report for **each** school monitored (copies are provided in your school folder)
- Reference pages 29-30 of the *Test Chairperson's Manual* if questioned about the observation form
- Spend enough time in the classroom to accurately capture the administration
- Be present but unobtrusive to the testing process
  - ✓ Stand in the back of the room
  - ✓ If circulating through the room, be mindful not to “hover” over students while taking the test
  - ✓ Record information on all lines of the report

DC CAS 2012 Test Site Observation Report  
Within School Test Location Detailed Report

School: \_\_\_\_\_ Location # (circle one) 1 2 3  
Test Location: \_\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_  
# Students: \_\_\_\_\_ # Test administrators: \_\_\_\_\_ # Proctors: \_\_\_\_\_

**Administrative Procedures**

	Yes	No	Not Observed*
Test administration process started on time as scheduled			
No students admitted after the start of testing			
Examiner's Manual available and used by test administrator			
Sufficient supply of tests were available for administration			
Extra pencil, erasers, scratch paper supplied and available to students			
Test materials handed to each examinee individually by a member of the test administration team			
Test materials checked to ensure that answer booklets (grades 4-8 and 10) correspond to the correct test book forms and grades			
Adherence to test directions as stated in the manual			
Students were monitored to ensure correct use of answer booklet			
Students periodically informed as to the amount of time remaining for testing			
Materials collected promptly, systematically, completely from each student			
Test material checked and counted before dismissal of examinees			

Comments/Notes  
\* If not observed, please provide a comment in the notes section below

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Delivery of Test Directions**

	Yes	No	Not Observed*
Instructions read clearly and verbatim from manual			
Clear, loud voice heard all over room			
Provisions for microphone for large groups			

Comments/Notes  
\* If not observed, please provide a comment in the notes section below

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DC CAS 2012 Test Site Observation Report

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# Within-School Test Location Detailed Report (Continued)



- Test Location: specific location/room where you observe testing administration
  - Cafeteria
  - Gym
  - Classroom
  - Other
- Number of Students Tested
- Number of Test Administrators
- Number of Proctors
- Respond to each item
  - “No” = the activity did not occur
  - “Not Observed” = the activity may have occurred but you did not observe it
- Use Notes sections
- Complete all sections

Sample Test Location Detailed Report (cont.)

Seating Arrangements

**DC CAS 2012 Test Site Observation Report**  
Within School Test Location Detailed Report

School: \_\_\_\_\_ Location # (circle one): 1 2 3

Test Location: \_\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

# Students: \_\_\_\_\_ # Test administrators: \_\_\_\_\_ # Proctors: \_\_\_\_\_

**Administrative Procedures**

	Yes	No	Not Observed*
Test administration process started on time as scheduled			
No students admitted after the start of testing			
Examiner's Manual available and used by test administrator			
Sufficient supply of tests were available for administration			
Extra pencils, erasers, scratch paper supplied and available to students			
Test materials handed to each examinee individually by a member of the test administration team			
Test materials checked to ensure that answer booklets (grades 4-8 and 10) correspond to the correct test book forms and grades			
Adherence to test directions as stated in the manual			
Students were monitored to ensure correct use of answer booklet			
Students periodically informed as to the amount of time remaining for testing			
Materials collected promptly, systematically, completely from each student			
Test material checked and counted before dismissal of examinees			

Comments/Notes \_\_\_\_\_ \* If not observed, please provide a comment in the notes section below

**Delivery of Test Directions**

	Yes	No	Not Observed*
Instructions read clearly and verbatim from manual			
Clear, loud voice heard all over room			
Provisions for microphone for large groups			

Comments/Notes \_\_\_\_\_ \* If not observed, please provide a comment in the notes section below

DC CAS 2012 Test Site Observation Report

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Annual

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# Accommodations



- Accommodations are permitted for students with disabilities (SWD) and English language learner (ELL) students
- A list of acceptable accommodations can be found on **Pages 32-33** of the *Test Chairperson's Manual* and/or Appendix B of the *Testing Accommodations Manual* found at <http://osse.dc.gov/publication/testing-accommodations-manual-and-policytesting-accommodations-manual>

The image shows two overlapping forms titled "DC CAS 2012 Accommodations Observation Form". The top form is for "English Language Learners" and the bottom form is for "Students with Disabilities". Both forms include fields for School, Student Name, Student ID, Observer, and Date. They also feature checklists for various accommodations:

- Presentation Accommodations:** Amplification equipment, Braille, Assisted reading of comprehension or composition passages (invalidates test), Reading of entire comprehension or composition passage (invalidates test), Interpretation of oral directions, Magnifying glass, Markers to maintain place, Reading of test questions (math, science, composition, and health only), Repetition of directions, Simplification of oral directions, Translations of words and phrases (math, science, and health only), Large Print.
- Response Accommodations:** Signed and/or taped responses, Oral response to tests, Write in test books, Pointing response, Dictated response to examiner, Calculators, Pencil grip.
- Setting Accommodations:** Adaptive or special furniture, Individual testing, Locations with minimal distractions, Noise buffer, Preferential seating, Small group testing, Special lighting.
- Timing and Scheduling Accommodations:** Flexible scheduling, Test administered over several days, Test administered at best time of day for student, Breaks between subtests, Extended time on subtests, Breaks during a subtest.

Both forms have a "Comments/Notes" section with a large text box. The bottom form includes the text "DC CAS 2012 Test Site Observation Report" and "City of the District of Columbia Office of the State Superintendent of Education".

# Accommodations



- Ask test chairperson where students with disabilities (SWD) are testing and observe
- Use accommodations form on **Pages 32-33** to document accommodations being administered for 3-5 students.
- If additional students are observed receiving accommodations in other settings, select small sample (1-2 students) and document on form
- Complete form for each Small Group Setting selecting a small sample (1-2 students) and document on form

DC CAS 2012 Accommodations Observation Form  
Students with Disabilities

School: \_\_\_\_\_  
Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_  
Observer: \_\_\_\_\_ Date: \_\_\_\_\_

**Presentation Accommodations:**

- \_\_\_ Amplification equipment
- \_\_\_ Braille
- \_\_\_ Assisted reading of comprehension or composition passages (invalidates test)
- \_\_\_ Reading of entire comprehension or composition passage (invalidates test)
- \_\_\_ Interpretation of oral directions
- \_\_\_ Magnifying glass
- \_\_\_ Markers to maintain place
- \_\_\_ Reading of test questions (math, science, composition, and health only)
- \_\_\_ Repetition of directions
- \_\_\_ Simplification of oral directions
- \_\_\_ Translations of words and phrases (math, science, and health only)
- \_\_\_ Large Print

**Response Accommodations:**

- \_\_\_ Signed and/or taped responses
- \_\_\_ Oral response to tests
- \_\_\_ Write in test books
- \_\_\_ Pointing response
- \_\_\_ Dictated response to examiner
- \_\_\_ Calculators
- \_\_\_ Pencil grip

**Setting Accommodations:**

- \_\_\_ Adaptive or special furniture
- \_\_\_ Individual testing
- \_\_\_ Locations with minimal distractions
- \_\_\_ Noise buffer
- \_\_\_ Preferential seating
- \_\_\_ Small group testing
- \_\_\_ Special lighting

**Timing and Scheduling Accommodations:**

- \_\_\_ Flexible scheduling
- \_\_\_ Test administered over several days
- \_\_\_ Test administered at best time of day for student
- \_\_\_ Breaks between subtests
- \_\_\_ Extended time on subtests
- \_\_\_ Breaks during a subtest

Comments/Notes

DC CAS 2012 Test Site Observation Report

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System 33

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# School Personnel Violations

## Prohibited Activities During Testing



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# School Personnel Violations



## Prohibited Activities During Testing

- Refusal to sign the *State Test Security and Non-Disclosure Agreement*
- Aiding or assisting, prompting or coaching a student with a response
- Editing a student's response or answer to a constructed response item or written prompt when transcribing the student's response
- Providing unapproved test accommodations
- Failure to read test directions verbatim
- Making statements regarding the accuracy of student response
- Reproducing any form of the test items
- Failure to collect all student test materials
- Using a cell phone during test administration
- Failure to report any state test security breach
- Allowing anyone to review the secure state test
- Divulging confidential test item information on social networking sites and discussion board

Please refer to page 10 and 11 of the 2013 *State Test Security Guidelines*

# If a Violation Occurs Complete an Incident Report



## Answer the Questions

**Who What**

**When Where**

**HOW**

Describe Violation

Indicate Persons Involved

Sign the Form

Call the Help Desk  
@ 202-719-6500

APPENDIX C: STATE TEST SECURITY INCIDENT REPORTING FORM

Date: \_\_\_\_\_ School: \_\_\_\_\_  
LEA: \_\_\_\_\_ Principal: \_\_\_\_\_  
Date of test security violation: \_\_\_\_\_ Test subject: \_\_\_\_\_  
Room #: \_\_\_\_\_ Grade: \_\_\_\_\_  
No. of students in room: \_\_\_\_\_

Describe test security violation, indicate all persons involved, and relay test security guidelines violated (please print).

Person Completing this Form: \_\_\_\_\_  
(Print full name)

Position: \_\_\_\_\_  
Signature: \_\_\_\_\_

Deliver form within 24 hours of the initial report of a violation to LEA Assessment Coordinator  
OSSE Division of Elementary and Secondary Education at:

DC Office of the State Superintendent of Education  
Director of Assessment and Accountability  
810 First Street NE, 5th floor, Washington, DC 20002  
[OSSE\\_Assessment@dc.gov](mailto:OSSE_Assessment@dc.gov)  
Fax: (202) 724-7656

# If an Incident Report is Filed LEA Must Complete Action Plan



**LEA will Complete a  
Corrective Action Plan**

**Describe Violation**

**Indicate Persons Involved**

**Sign the Form**



## APPENDIX D: STATE TEST SECURITY VIOLATION LOCAL EDUCATION AGENCY (LEA) PLAN OF ACTION

1. Describe test security violation.
2. Indicate all persons involved.
3. Indicate proposed LEA plan of action to address violation and prevent future security violations.
4. Deliver form to the OSSE Assistant Superintendent for Elementary and Secondary Education within **seven (7)** days of the incident at:

DC Office of the State Superintendent of Education  
Director of Assessments and Accountability  
810 First St. NE, 5th floor, Washington, DC 20002

Date: \_\_\_\_\_ School: \_\_\_\_\_

LEA: \_\_\_\_\_ Principal: \_\_\_\_\_

Date of test security violation: \_\_\_\_\_ Test subject: \_\_\_\_\_

Room #: \_\_\_\_\_ Grade: \_\_\_\_\_

No. of students in room: \_\_\_\_\_

LEA proposed plan of action to prevent future security violations (add additional pages if necessary):

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Person Completing this Form: \_\_\_\_\_  
(Print full name)

Position: \_\_\_\_\_

Signature: \_\_\_\_\_

# If an Incident Report is Filed LEA/School Must Conduct an Investigation

(slide for LEA and school Only)



## LEA/School must Conduct an Investigation

Contact LEA Assessment Coordinator

Collect evidence

Review Incident Report

Interview all Parties

Request written statements and Sign the Form

Prepare LEA Action Plan

DC CAS 2013 Investigation Task List

Description of Activity	Expected Completion Date	Start Date	Completion Date
1) Contact LEA Assessment Coordinator immediately and inform principal	Date of Testing Irregularity or Date Incident Identified		
2) Collect or secure evidence (e.g. test book, answer sheet, cheat sheet, classroom displays, notes), etc	Date of Testing Irregularity or Date Incident Identified		
3) Review Incident Report completed by the person reporting the incident, attach notes to the Incident Report if applicable	Date of Testing Irregularity or Date Incident Identified		
4) Interview all parties: <ul style="list-style-type: none"> <li>• Interview session should include at least two members of the administrative staff</li> <li>• All questions should be carefully structured so that comprehensive facts are gathered</li> <li>• The interviewee's questioning tactics and tone should be of an objective nature (not accusatory)</li> </ul>	Date of Testing Irregularity or Date Incident Identified		
5) Request written and signed statements from all parties involved	Date of Testing Irregularity or Date Incident Identified		
6) Prepare a LEA Corrective Action Plan to address the testing irregularity	Date of Testing Irregularity or Date Incident Identified		
7) Submit the Incident Report, LEA Corrective Action	Date of Testing		

# Student Violations

## Prohibited Activities During Testing



# Student Violations



## Prohibited Activities During Testing

- Sharing test answers with another student through written, electronic, verbal or gestured means
- Copying another student's answers, or requesting or accepting any help for another person
- Using any materials or equipment that is not expressly permitted by the *Test Administrator's Manual*
- Answering a test question or providing assistance to another student either before or while that student is taking a test
- **Returning to a previously administered section [session] of a test after that test section [session] is completed**
- Engaging in any other practice to artificially affect the student's score or the score of another student
- Using a cell phone or other unapproved electronic or computer device during testing
- Attempting to or taking a test or portion of a test on behalf of another student, or
- **Disrupting the state testing process**

Note: Please refer to page 10 and 11 of the 2013 State Test Security Guidelines

# End of Test Administration and Summary of Findings



- Observe and record how testing was completed
- Observe and record the collection of all test materials
- Rate your Summary of Findings
- Summarize overall comments
- Sign and date the form

DC CAS 2012 Test Site Observation Report  
End of Test Administration and Summary of Findings

**End of Test Administration**

	Yes	No	Not Observed*
Adequate provisions were made for students who needed accommodations to complete the test without disrupting testing for other students			
Students who required additional time completed the session during the period scheduled for the day. That is, no student in general education began a test session and completed it on another day, after lunch, etc.			
School adhered to required testing schedule			
Tests were returned promptly upon the completion of the testing session each day			
Tests were stored in a secure area			
There was an observable plan for the receipt of test materials from test administrators and proctors that required them to sign materials in			

Comments/Notes

**Summary of Findings**

	Very Poor	Poor	Fair	Good	Excellent
Test security at beginning	1	2	3	4	5
Administrative procedures	1	2	3	4	5
Accommodations for special populations	1	2	3	4	5
Delivery of test directions	1	2	3	4	5
Test environment	1	2	3	4	5
Test security at end	1	2	3	4	5
Overall rating of program	1	2	3	4	5

Overall Comments

Monitor signature: \_\_\_\_\_ Date: \_\_\_\_\_

DC CAS 2012 Test Site Observation Report

Office of the State Superintendent of Education

2012 Test Chairperson's Manual District of Columbia Comprehensive Assessment System 31

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# Post Test Administration Monitoring and Follow Up (Steps 16-20)



- The monitor should observe:
  - The packing of secure test materials.
- The monitor should submit the following reports to [swea.hart@dc.gov](mailto:swea.hart@dc.gov)
  - *Test Site Observation Report*
  - *Accommodations Observation Form*
  - *Incident Report* (if applicable)

# 2013 DC CAS Administration Guidelines and Resources



## ***Testing Accommodations Manual***

<http://osse.dc.gov/service/accommodations>

## ***State Test Security Guidelines***

[http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC\\_CAS\\_State\\_Test\\_Security\\_Guidelines\\_2013.pdf](http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC_CAS_State_Test_Security_Guidelines_2013.pdf)

## ***Test Chairperson's Training***

<http://osse.dc.gov/publication/dc-cas-2013-test-chairperson-training>

# Roles and Responsibilities of the Principal (Before Testing)



- Develop the school **Testing Plan**
- Ensure that all individuals involved in the state testing system read, sign, and return to the LEA Assessment Coordinator the ***State Test Security and Non-Disclosure Agreement***
- Notify parents about the state test and testing window
- Notify and prepare students
- Ensure that state test materials are placed in a **secured** and **locked** area
- Ensure the existence of a **positive testing environment free** from visible and audible distractions

# Roles and Responsibilities of the Principal (During Testing)



- **Supervise the implementation** of state test administration and security procedures
- Ensure that all staff involved, in any aspect of the test process, **follow all test security guidelines and procedures** outlined by the state
- **Report immediately upon discovery** any breach in or violation of state test security to the LEA Assessment Coordinator and OSSE

# Roles and Responsibilities of the Principal (After Testing)



- Ensure that the Test Coordinator understands how to properly **pack and ship all testing materials**
- Ensure that all test materials are **returned** to the testing company

# Roles and Responsibilities of Test Chairperson (Before Testing)



- Attend state test administration **training**
- Open test boxes and **inventory** testing materials
- **Develop a distribution process** for state test materials
- Create a **Security File**
- **Account for the quantity** of state test books distributed to each Test Administrator
- Work closely with the principal to **ensure security** of the state test administration
- Outline instructions and **conduct training sessions** for Test Administrators and helpers

# Roles and Responsibilities of Test Chairperson (During Testing)



- Monitor the test administration to ensure that all school personnel involved in the test administration adhere to test security and test administration guidelines;
- Ensure the distribution and collection of all testing materials follow protocol. All testing materials must be immediately collected from each test administrator following completion of that day's testing

# Roles and Responsibilities of Test Chairperson (After Testing)



- Confirm receipt of all testing materials from administrators
- Review the school security checklist for each Test Administrator
- Ensure that all used and unused test books are accounted for and returned to the testing company
- Ensure that scratch paper used during mathematics has the student's name, grade, and page number and are returned to the testing company

# Roles and Responsibilities of Test Administrator



## Before Testing:

- Be familiar with the *Test Directions Manual*;
- Ensure that displays related to test content are removed or covered

## During Testing:

- Observe the schedule provided by the Test Chairperson;
- Use standardized testing procedures outlined in the *Test Directions Manual*;
- Read test directions verbatim as written in the *Test Directions Manual*;
- Ensure that students with disabilities and linguistically and culturally diverse students receive the approved test accommodations;

## After Testing:

- Prepare all test materials to be returned to the Test Chairperson;
- If necessary, transcribe responses only under the supervision of the Test Chairperson. Report incident to DCCAS Help Desk at 202-719-6500

# Roles and Responsibilities of Test Proctor



## Before Testing:

- Assist Test Administrator with completing student identification information on the back of test books or answer booklets

## During Testing:

- Walk around the room quietly and frequently to ensure that:
  - Students receive additional sharpened pencils when needed;
  - Students follow instructions;
  - Students are working on the appropriate content-area section of the assessment; etc.
- Refer all students' questions to the Test Administrator

## After Testing:

- Make sure students (grades 4-8 and 10) have not left answer booklets inside test books;
- Check test books or answer booklets and remove any extraneous materials (e.g., sticky notes, staples, pins, paper clips, tape, etc.)

# Monitoring Scenarios and Procedures



# Closing



- Students from 5,089 classrooms in 262 schools tested for the 2011 DC CAS
- 70 classrooms were flagged
- 3 classrooms had critical violations such as test tampering or academic fraud  
(providing student answers, use of electronic devices when prohibited)
- 99.94% of DC students and educators are playing by the rules



## **Monitor to Ensure that Schools are Playing by the Rules**

### **Some of the Recurring Issues from 2011**

- Adherence to pre-established testing schedule
- Refrain from the use of cell phones and computers during testing session
- Return test materials promptly
- Referred to most recent IEP when setting accommodations
- Refrain from allowing students to return to test items from previous sessions

# Hints and Tips



- Be prepared and be timely
- Dress professionally and wear comfortable shoes
- Do not bring electronic devices into the testing facility (includes cell phones and iPads)
- Testing materials should **NEVER** be left unattended. If you see materials left unattended, contact the Test Chairperson and make a note of the incident on the Observation Report
- Bring portable snacks and/or lunch. You will be there for the entire day's administration
- Capture as much evidence as possible and take copious notes.
- If you see something, say something
- If you are uncertain about something, call/text Dr. Barco at [margaret.barco@dc.gov](mailto:margaret.barco@dc.gov) (202)654-6100



# Deliverables

- Completed and Signed Test Site Observation Reports and Accommodations Documents to Swea Hart within 24 hours of monitoring. Final reports are due no later than May 3, 2013
- May be hand delivered or scanned and emailed to [swea.hart@dc.gov](mailto:swea.hart@dc.gov)