



Wyoming's Assessment Security Guide 2021—2022



Wyoming Department of Education

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Introduction

A primary function of the Wyoming Department of Education (WDE) is to establish, develop, and implement a state assessment system that fairly, accurately, and with validity measures Wyoming's Content and Performance Standards (WYCPS) and the Wyoming Extended Standards (WYES).

State assessments are required under both state and federal law to ensure all children are learning and receiving a high-quality education.

Wyoming assessments include summative, interim, and modular assessments. The state's summative assessments are required while the interim and modular assessments are optional. The table below details Wyoming's state assessments.

| Assessment | Description | Grades |
|--|---|--------|
| Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities (WY-ALT) | The WY-ALT Summative assessments are for math and English language arts in Grades 3-10. Students in grades 4, 8, and 10 are assessed in science. The summative assessments are administered each spring. | 3-10 |
| WIDA ACCESS for ELLs | Given each winter to English learners to measure English language proficiency. | K-12 |
| WIDA Alternate ACCESS for ELLs | Given to English learners who have, or function as if they have, a significant cognitive disability to measure English language proficiency. | 1-12 |
| Wyoming Tests of Proficiency and Progress (WY-TOPP) | <p>The WY-TOPP Summative assessments are for math and English language arts in Grades 3-10. Students in grades 3, 5, 7, and 9 are assessed in writing. Students in grades 4, 8, and 10 are assessed in science. The summative assessments are administered each spring.</p> <p>The WY-TOPP K-2 Interim assessments are available in the spring and assess Reading and Math. Using WY-TOPP Interims to meet legislative requirements is optional. Additionally, Interim assessments for Grades 1-2 are available in the Fall.</p> <p>WY-TOPP Modular assessments are available for Grades 1-11 during the school year.</p> | K-10 |

The WDE develops assessments and establishes professional conduct standards based upon laws, professional guidelines, and best practices.

This *Assessment Security Guide* focuses on four main security themes:

- **Prevention** – standards and best practices for the test integrity and security aspects of the design, development, operation, and administration of state assessments, both paper/pencil and online test administrations, to prevent irregularities from occurring.

- **Detection** – guidelines for assessment monitoring, reporting, and working with the WDE when irregularities are found.
- **Follow-Up Investigations** – guidelines for the state and local educational agency working together to investigate irregularities.
- **Remediation** – guidelines for working with the WDE to resolve irregularities and to ensure valid results for all students.

Importance of Assessment Security

The primary goal of assessment security is to protect the integrity of the assessment and to ensure that results are accurate and meaningful. To ensure that trends in achievement results can be calculated across years in order to provide longitudinal data, a certain number of test questions must be repeated from year to year. If any of these questions are made public, the validity of the test may be compromised because students may know the questions and answers in advance of taking the assessment. If the reliability or validity of a test is compromised, the test scores of individual students or entire classes may be invalidated, and disciplinary actions may be taken.

Appropriate testing practices are not always universally understood, leading to test irregularities. Good testing practices are sometimes violated because the individual involved is not informed about what is appropriate for a standardized assessment administration. To help school staff securely administer state assessments and have a common understanding of what practices are appropriate, the WDE has prepared these guidelines.

Assessment Security Goals for the Wyoming Statewide Assessment System

- To provide secure assessments that result in valid and reliable scores.
- To adhere to high professional test administration and security standards.
- To maintain consistency across all testing occasions and sites (i.e., students and schools).
- To protect the investments of resources, time, and energy.

Common Assessment Irregularities

In March 2014, the federal Office of Inspector General (OIG) released an audit report entitled '[The U.S. Department of Education's and Five State Educational Agencies' Systems of Internal Control over Statewide Test Results](#).' The report detailed specifics around assessment security policies and practices for states. The OIG audit focused on allegations of cheating on statewide tests that had been reported in multiple states and the District of Columbia. The analysis of media reports on cheating that occurred during the previous 10 years indicated that the five most prevalent methods of cheating included the following:

- Using actual test questions to prepare students for the tests.
- Erasing students' wrong answers and filling in the correct answers.
- Indicating the correct answers to students during testing.
- Allowing students to change answers after giving them the correct answers.
- Allowing students to discuss answers with each other.

In addition, the analysis listed several other alleged methods of cheating, which included:

- Completing incomplete test booklets.
- Altering attendance records.
- Failing to cover testing materials during the assessments.
- Arranging the classroom to facilitate cheating.
- Reading questions aloud to students who were not eligible for that accommodation.
- Not testing all eligible students.
- Obtaining testing materials when not authorized to do so.

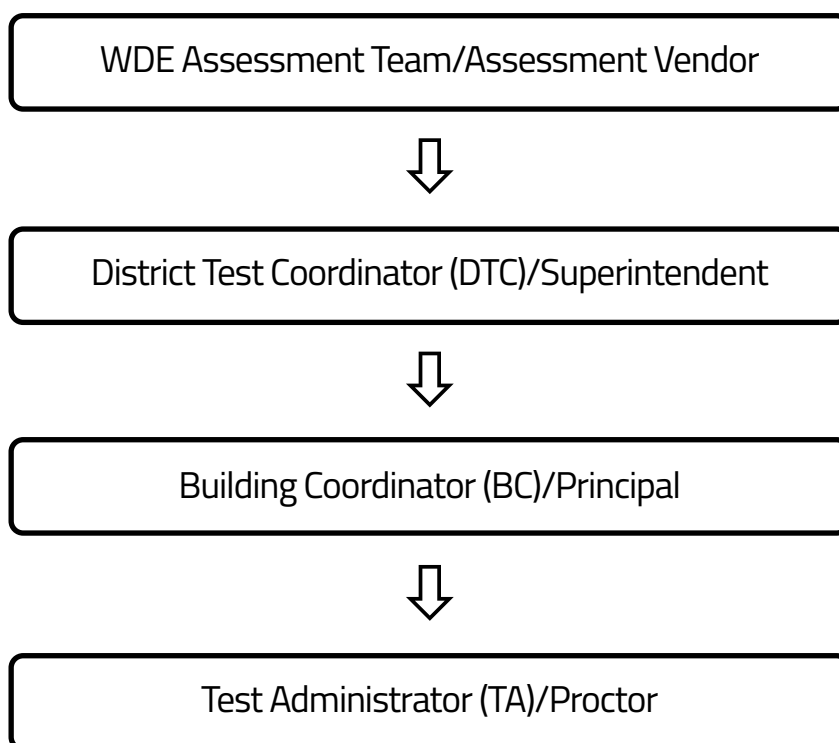
Appropriate test preparation activities should promote quality long-term learning. Good test-taking skills and appropriate content learning help to ensure the validity of student test scores.

The best way to promote appropriate test administration practices is to ensure that teachers and test administrators understand and recognize acceptable and unacceptable practices. This document is intended to provide more information to assist schools in developing professional knowledge and clarification on test administration standards for Wyoming educational staff and students.

Communication Protocol

In an effort to keep individuals well informed regarding assessment security policies and procedures, the WDE recommends the following communication protocol to keep staff informed regarding assessment security policies and procedures. The two-way communication at each entity is important to maintain assessment security.

The protocol for communication for assessment security is as follows:



Section 1 – Prevention of Testing Irregularities

This section addresses standards for assessment integrity and security aspects of the design, development, operation, and administration of paper/pencil and online state assessments, to prevent irregularities from occurring. The WDE requires district and building coordinators involved in test administration to complete the following activities:

- Adhere to the testing administration windows.
- Provide test security training to all staff.
- Work with the WDE when necessary to prevent irregularities.
- Adhere to all test administration rules and policies.

Testing Window

Each component of the state assessment program (i.e., Modulares, Interims, WY-TOPP Summative, WY-ALT, ACCESS for ELLs, and ALT-ACCESS) has its own Test Administrator Manual (TAM) and its own testing window. The testing windows provide ample opportunity to complete testing while keeping test items secure. For additional information on these windows refer to the TAM for each assessment and the *Important Dates* on the [Wyoming Assessment Portal](#). Refer to the [WIDA website](#) and for the TAM and additional information on ACCESS for ELLs and ALT-ACCESS.

The WY-TOPP summative assessment is typically scheduled as follows:

- Testing schedules must allow students enough time to complete a subject/content test on the day it is initially administered unless an accommodation for testing for multiple days/extended testing time is allowable per a student's Individualized Education Plan (IEP) or 504 Plan. Some students may be unable to participate in regular testing schedules due to absences or other unforeseen circumstances. Opportunities for these students to complete each assessment should be provided during the school's testing window. Each summative TAM provides estimated test administration times and the testing schedule guidelines that schools should follow in administering specific tests.

The WY-ALT summative assessment is typically scheduled as follows:

- Testing schedules should allow for flexibility. Students may take as long as they need to complete the test within the test administration window. As many breaks as needed may be taken. The WY-ALT Directions for Administration (DFAM) provides additional guidelines regarding scheduling and administration.

The ACCESS for ELLs assessment is typically scheduled as follows:

- Because ACCESS for ELLs is designed to measure a student's English language proficiency level at a specific point in time, test administrations should be scheduled as close as possible to one another.
- Test Administrators can schedule more than one domain test on one day. However, to allow students the opportunity to focus and show their best work, it is not recommended to schedule all four domains (all testing) for any given student on one day.
- The same domain test(s) must be administered to all students within the group. Never administer different domain tests within a group of students (e.g., one student takes the Listening test while another student takes the Reading, Writing, or Speaking test).

- Keep group testing to about 15 students or fewer. If districts test in larger groups, consider scheduling an additional adult to help monitor student progress and ensure test security.
- Do not split a domain test across multiple days or multiple testing sessions within a single day. Allow plenty of time in the test schedule for students to complete the test. Students should not stop in the middle of a test for recess, lunch, or the end of the school day.

Eligible Students

Wyoming relies on state-mandated assessments as a key component of the state accountability system; the state also uses the test results to fulfill national requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically to all students. Test Administrators must administer state assessments to all eligible students. This includes testing students through the standard test administration, test administration with accommodations, alternate assessment, alternate assessment with accommodations, English language proficiency assessment, or English language proficiency assessment with accommodations.

Eligible students include all students, including students with disabilities or who are English Learners (EL), who are educated with state and federal funding. This would include students who may be placed in specialized private or residential facilities at public expense. Each assessment's TAM will contain additional information on participation guidelines.

Testing User Roles and Responsibilities

District and school professional staff members play a key role in the fair and equitable administration of successful state assessments. Each of the state's assessments have specific testing user roles and responsibilities. The table below outlines the specific testing user role by assessment. For specific information on the security and administration responsibilities of each role, please refer to the TAM for each assessment.

| | District | Building | Administrator | Alternate Administrator | Ancillary |
|----------------|---------------------------|----------------------|--------------------|-------------------------|------------------------|
| WY-TOPP | District Test Coordinator | Building Coordinator | Test Administrator | Proctor | Technology Coordinator |
| WY-ALT | District Test Coordinator | Building Coordinator | Test Administrator | Proctor | Technology Coordinator |
| WIDA | District Test Coordinator | Building Coordinator | Test Administrator | Proctor | Technology Coordinator |

Identification of Testing Personnel

The District Superintendent has the responsibility for testing within the schools. The Superintendent must identify an individual, if someone other than themselves, to act as District Test Coordinator. For the WY-TOPP and WY-ALT, the District Test Coordinator is responsible for adding new system access for all Building Coordinators in the district at the beginning of the school year.

The school's principal has the responsibility to ensure the security and integrity of each test administration within his or her building. The principal must identify an individual, if someone other than themselves, to act as Building Coordinator. For the WY-TOPP and WY-ALT, the Building Coordinator is responsible for adding new system access for all Test Administrators and ALT Test Administrators in the district at the beginning of the school year. It is strongly encouraged to have a backup Building Coordinator as it is required that a Building Coordinator be present and available in the school while testing is taking place.

It is also highly recommended that schools identify an individual to act as a Technology Coordinator to oversee the setup and installation of online testing software (e.g., Secure Browser). The Technology Coordinator should coordinate with the Building Coordinator to ensure that testing devices are operating properly prior to testing.

Refer to the WIDA Portal for guidance on ACCESS for ELLs and ALT-ACCESS user roles and responsibilities and the WIDA Wyoming state page for the ACCESS for ELLs Checklist.

Assessment Security Training

All staff members, whether directly or indirectly involved in state assessments, must be fully trained in assessment security.

District/Building Coordinator Security Training Requirements:

- Attend a DTC/BC Assessment Training session provided by WDE at the end of summer.
- Read this Assessment Security Guide.
- Watch the Test Security Module provided by WDE.
- Provide security training to all school staff.
- Sign the Test Security Agreement.

All School Staff Security Training Requirements:

- Read this Assessment Security Guide.
- Watch the Test Security Module provided by WDE.
- Attend a security training provided by your District Test Coordinator/Building Coordinator.
- Sign the Test Security Agreement.

Test Administration Training

All staff members who administer a state assessment must be fully trained in proper test administration procedures. For WY-TOPP administration, this includes completing the Test Administration Certification found on the [Wyoming Assessment Portal](#). For WY-ALT administration, this includes completing the Test Administration Certification found on the [Wyoming Assessment Portal](#) and attending a WY-ALT Test Administration Training provided by WDE.

For ACCESS for ELLs or ALT-ACCESS administration, DTCs and TAs need to be aware of the following:

- Screener training is required annually for all TAs who are screening.
- For ACCESS Test Administration, training is required every other year; however, a TA may complete training on an annual basis if necessary.

Each district should document all training and test administration processes and keep copies of all assessment training materials, including presentations, handouts, and sign-in sheets. If a school experiences an irregularity, the state may ask for these materials to ensure that the training was appropriate and adequate. Additionally, these materials are requested by WDE during school monitoring visits.

WDE State Administered Large Scale Assessment Security Agreement for K-12

All District Test Coordinators, Building Coordinators, TAs, Proctors, custodians, secretaries, behavior specialists, and other staff who are directly or indirectly involved in state assessment or have access to secure assessment materials must be trained in test security and must sign a WDE [Test Security Agreement](#) before the start of testing. District Test Coordinators and Building Coordinators must be well prepared and are responsible for providing clear and comprehensive annual training to school staff on test administration security and procedures.

Each district or school must keep a copy of all WDE Assessment Security Agreement forms for two years. These agreements may be archived digitally.

In some cases, certain state-mandated assessments may require their own security form to be signed (i.e., all ACCESS TAs and WIDA Secure Portal users are subject to the terms and conditions outlined in the Nondisclosure and User Agreement found on the WIDA Secure Portal).

Assessment Supports for Students

Making Decisions on an Individual Student Basis

For all students, the selection of appropriate universal tools, designated supports, and accommodations must be done for students' experience in the classroom as well as for the assessment. The universal tools, designated supports, and accommodations used on the assessments should be ones the student is already familiar with using or are used during regular instruction. A mismatch in the types of supports offered in the classroom and for assessments can cause significant difficulties for students at the time of testing and could negatively impact students' test scores. Students who are given supports and accommodations who do not require them can also be given an unfair advantage over other students.

The 3-tiered model found in [WY-TOPP/WY-ALT Guidance for Accessibility and Accommodations](#) is broken down into three levels:

- Universal Tools - available for all students.
- Designated Supports - available when indicated by a specialized team.
- Accommodations - available when need is documented in an Individualized Education Program (IEP) or section 504 plan.

For additional information about accommodations and supports for ACCESS for ELLs and ALT-ACCESS, refer to the Accessibility and Accommodations Supplement found on the WIDA Secure Portal.

It is the responsibility of the Building Coordinators and Test Administrators to ensure that students receive the appropriate designated supports and accommodations for all assessments. All individuals providing supports and accommodations to students need to know and understand the requirements of the state assessments, including the appropriate use of designated supports and accommodations.

District Test Coordinators, Building Coordinators, and Test Administrators should know which specific designated supports and accommodations must be provided to individual students as well as how the

supports and accommodations are administered. For example, staff administering a particular support or accommodation such as Human Reader or scribing/transcribing of student responses must know and adhere to specific guidelines pertaining to that support to ensure that student scores are valid.

Student Test Preparation

Test preparation activities for students should have two major goals:

- Ensure that all students have the opportunity to learn in accordance with the teaching and learning standards of the district and the content of the Wyoming Content and Performance Standards (WYCPS) or the Wyoming Extended Standards (WYES) in a manner that promotes long-term learning growth and retention of the materials and concepts covered.
- Ensure that all students are familiar with test-taking strategies, the universal tools available on the testing platform, and the item types used on the tests (e.g., multiple-choice, extended-response, drag and drop, matching, etc.).

All local school test administration practices should maintain a proper balance with an emphasis on obtaining instructionally relevant information or confirming mastery of targeted student skills. At no time should school testing be used to continuously drill or should practice tests be used repetitively with the sole intention of improving test scores. The WDE encourages schools to use practices that enhance student long-term growth and academic achievement.

Professional Student Test Preparation Practices

In educational settings, school personnel should ensure that any test preparation activities and materials provided to students do not adversely affect the validity of test score inferences. Test takers should be provided appropriate instruction, practice, and other support necessary to reduce any influences not relevant to measuring the student's ability. The following are professional test preparation activities that are permissible for educators to use.

Encouraged Student Test Preparation Practices

- Use the Wyoming Content and Performance Standards (WYCPS) as a resource for curriculum development, instruction, and assessment.
- Communicate to students, parents, and the public what state assessments entail, when and how the tests will be administered, and how the results will be appropriately used.
- Integrate and teach test-taking skills along with regular classroom instruction and classroom assessment and create a positive test-taking environment.
- Read and discuss test administrator manuals with colleagues.
- Use any practice tests and materials provided by the test vendor and the Wyoming Department of Education.

Prohibited Student Test Preparation Practices

In order to ensure assessment security, the discussion of information related to the content of specific secure test items or test forms is prohibited. By abiding with this guideline, educators ensure that the integrity of the assessment is maintained, which helps minimize costs when assessment security has been compromised.

School personnel who engage in prohibited test preparation practices include those who:

- Use secure test questions or questions that are similar to or altered versions of secure test questions.
- Reveal, copy, or reproduce any secure state assessment questions, materials, or student responses to secure questions.
- Repeatedly drill students as practice on content that very closely or identically matches topics and wording used for the state assessments without a relation to direct instructional feedback.
- Place undue stress on a student before, during, or after the test administration; test preparation activities aimed at motivating students should create a positive atmosphere for test-taking.
 - Example - While “undue stress” is not easily defined, informing students that poor performance on a test might reflect negatively on the student, school, teacher, family, or peers is an example of “undue stress.”
 - Encouraging students to prepare for an upcoming test by excessive practice or studying (such as well into the evening hours) or encouraging students to work beyond a reasonable effort would be another.

Test Administration

Testing Schedule

It is the Building Coordinator’s responsibility to develop test administration schedules based on the school’s resources (i.e., staffing, available computers, testing rooms, etc.) and needs, ensuring the overall integrity of the assessment process. Testing schedules must follow the test administration windows as established by the WDE. These windows help reduce the overall footprint that testing has in schools while providing schools with flexibility to successfully administer the tests.

All makeup testing must be completed during the test window.

Documentation of testing schedules for WY-TOPP and WY-ALT assessments must minimally include the following information:

- District name.
- Building name.
- Building coordinator’s name.
- Date of assessment administration.
- Location of testing session(s) (i.e., room number, classroom, etc.).
- Starting time of testing session.
- Assessment/grade/content being administered for each testing session.
- Test administrator for each testing session.

The WDE may request a copy of a building’s testing schedule for monitoring and irregularity investigation purposes. Refer to Appendix A for a sample.

For the ACCESS for ELLs and ALT-ACCESS assessments, WDE requires all districts to provide testing schedules annually. The following are components that will be collected (not an exhaustive list):

- District name.
- Building name and address.
- Date of assessment administration.
- Location of testing session(s) (i.e., room number, classroom, etc.).
- Starting time of testing session.
- Assessment/grade/domain being administered for each testing session.
- Test administrator for each testing session.
- Test administrator's contact information.

Testing Environment

All rooms used for test administrations must be conducive to a proper test environment. For example, the room should be quiet, orderly, comfortable, and have adequate lighting and ventilation. The table below and on the following pages describes the minimum testing environment requirements. Refer to the [Online](#) and [Paper](#) Testing Allowable Resource Guidelines for additional guidance.

| Requirement | Description |
|--|---|
| Distraction-free testing environment | The school shall designate an area for the test administration that provides an environment that minimizes distractions and disruptions for students (e.g., classroom, computer lab, or library). Background music is not to be played during testing. |
| Instructional materials removed or covered | <p>All information regarding the content being measured or test-taking strategies displayed in the testing room, in any manner or form, must be removed or covered.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Tips for taking tests. ▪ Word walls/lists. ▪ Pre-printed graphic organizers. ▪ Writing formulas. ▪ Definitions. ▪ Mathematical formulas/theorems. ▪ Multiplication tables. ▪ Number lines/alphabet lines. ▪ Posters, charts, and maps. |
| Appropriate student seating | Students must be seated so there is enough space between them to minimize opportunities to view each other's work. |

| Requirement | Description |
|---|--|
| Active monitoring of students | <p>Test Administrators and Proctors are encouraged to frequently and unobtrusively move through the room and monitor the students' work area during testing.</p> <p>To perform this function successfully, and to maintain test security, the Test Administrator should grant their full attention to testing at all times. A Test Administrator must be present during the entire test administration.</p> <p>The Test Administrators should avoid distracting behaviors such as:</p> <ul style="list-style-type: none"> ▪ Grading papers or lesson planning. ▪ Reading newspapers or books. ▪ Eating. ▪ Tending to unrelated duties. |
| Permitted room attendance | <p>Only staff involved in administering the test and the students taking the test can be in the testing room. Should an unexpected situation arise in which someone other than a Test Administrator needs to enter the testing room, an assessment security agreement must be on file for that person.</p> |
| No student access to electronic devices | <p>Students are not permitted to access any electronic devices used for communication, for capturing images of the test or testing room, or for data storage (e.g., smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders, etc.) that can disrupt the testing environment, or be used to compromise the validity, security, and confidentiality of the test. At a minimum, these devices must be powered off and stored away from the students' work area at all times during a test session.</p> <p>If a student accesses any of these devices during testing, this constitutes prohibited behavior and the student's test results in that content area will be invalidated.</p> <p>Educators with questions pertaining to devices for students with disabilities, should refer to WY-TOPP/WY-ALT Guidance for Accessibility and Accommodations.</p> |
| Secure test materials | <p>All secure test materials must be kept in a locked cabinet within a locked room that has limited access.</p> |

Retention of Test Administration Documentation

Either the district or the school is required to retain signed Assessment Security Agreements for two years following a test administration. These agreements may be archived digitally. Inventory and shipping records for paper/pencil assessment materials must also be maintained in the event that a discrepancy arises, or the receipt of secure materials cannot be confirmed.

The District Test Coordinator or Building Coordinator must:

- Verify that schools collect all signed Assessment Security Agreements for all personnel who are directly or indirectly involved in testing prior to the start of a test window.
- Gather all assessment training materials (e.g., sign-in sheets, presentation materials).
- Collect testing schedules.
- Confirm that schools have properly completed and collected all inventory and shipping records, if applicable (including school packing lists and documents used to track the transfer of secure materials within the schools).

In some cases, certain state-mandated assessments may dictate an additional policy that applies to testing documentation retention.

Assessment Security & Test Administration Practices

The purpose of state assessments is to measure student achievement in a standardized environment. In order to preserve unbiased measures of student performance, the students should have no prior exposure to secure test items. A breach of the security of these tests could result in invalid district, school, classroom, or student scores.

Professional Assessment Security Practices

Appropriate planning plays a key role in ensuring the security and validity of assessments. This includes proper handling of test materials and successful return of all materials. District Test Coordinators are encouraged to confirm that all schools are meeting security requirements. The importance of maintaining test security at all times must be stressed. Ethical practices ensure validity of the assessment results. The following are professional assessment security practices that all school personnel must follow:

- All assessment materials must be kept in a locked cabinet within a locked storage area that is only accessible to the Building Coordinator and designates. This includes immediately before and after testing. Supervise materials closely. Secure materials include, but are not limited to, the following items:
 - Paper test materials.
 - Test tickets.
 - Accommodated materials.
 - Used and unused scratch/graph paper.
- Restrict access to the storage area to authorized personnel only and ensure the assessment materials remain secure at all times.
- Determine and document which staff members are responsible for maintaining a chain of custody over assessment materials and limit access to those directly involved with each of the assessments.
- Account for all assessment materials, including test tickets, before, during, and after each test session.
- Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.
- Refrain from examining or discussing secure test items or test responses with anyone (refer to [Acceptable Use WY-TOPP Modular and Interim Assessment Items](#) for additional guidance on semi-secure test items).
- Return paper test materials and other secure assessment materials within the designated timelines.

- Maintain packing lists, shipping records, and documents used to track the delivery and custody of materials in the event that a discrepancy arises, or the receipt of the materials cannot be confirmed.
- Contact the WDE with test irregularities and breaches immediately.

Refer to Appendix D for a one-page training document for technology and other staff.

Prohibited Assessment Security Practices

Every effort should be made to ensure the integrity of test scores by eliminating opportunities for test takers to attain scores by fraudulent or deceptive means. The following are inappropriate and restricted practices that testing personnel should not participate in:

- Giving students access to secure test questions, except during the actual test administration.
- Reviewing secure test items before, during, or after the test administration, unless needed as part of the test administration directions.
- Copying, reproducing, or using all or any portion of secure assessment material in any manner inconsistent with assessment security measures.
- Failing to follow directions for the distribution and return of secure material, or failing to account for any secure materials before, during, and after test administrations.
- Leaving secure assessment materials, including test tickets, unattended at any time unless they are located in a secure locked location.
- Leaving a testing room unsupervised at any time.
- Permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed.
- Making test answers available to students.
- Assisting a student by any direct or indirect means (e.g., gestures, pointing, prompting, etc.) in identifying or providing correct or incorrect answers on any test.
- Reading student responses during/after summative testing; a Test Administrator may view student responses when entering responses into the Data Entry Interface (DEI); a Building Coordinator may view a student response as an emergency procedure (e.g., if a student is suspected of endangering him/herself or others and it is believed that a student's response may contain some important information).
- Participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts.
- Failing to follow test administration directions for the test.
- Disclosing or discussing the contents of summative assessments with students, parents, teachers, other educators, or community members before, during, or after testing, except to report potential problems to the Building Coordinator.
- For paper/pencil testing - changing student answers in any way.
- Making any changes to student responses in the online testing system.
- Logging in as a student to the online testing system unless as a part of the test administration process.
- Providing accommodations to students who do not have an IEP or section 504 plan.
- Posting test items or materials on the internet.

Professional Test Administration Practices

All state assessments require a standardized process of test administration in order for test results to yield fair and accurate results. The following are professional test administration practices that school personnel must follow.

- Provide training to testing personnel in appropriate test preparation, test administration procedures, and accommodations.
- Provide training to all school personnel in appropriate assessment security.
- Become familiar with the responsibilities found in the test administrator manuals and this *Assessment Security Guide* for each designated role prior to testing.
- Begin all standardized test administration procedures explicitly according to the test administrator manual and test directions and/or script.
- Read oral instructions exactly as they are written to the students as required by the appropriate test administrator manual and test directions or script.
- Monitor student behavior closely for adherence to proper test-taking practices. Ensure that there are no distractions during the test administration period (i.e., talking, noises, other distractions among students, viewing of another student's computer screen or answer document).
- Follow directions for handling secure materials.
- Refer to specific allowable accommodations described in the test administrator manuals.
- Ensure students take each state assessment only one time
- Make sure that all staff in administration or monitoring roles have been trained in the testing system and how to deal with disruptions and irregularities.
- Follow proper procedures for logging into the assessment.
- Make sure that students remain at their designated testing device and location.
- Ensure the use of only supported testing devices.
- Pay special attention to the possible use of cell phone cameras or other devices to take screen images.
- Make sure that the testing devices are using the appropriate testing hardware.

Prohibited Test Administration Practices

School personnel must monitor test administration procedures. Prohibited test administration practices that school personnel should **not** participate in are as follows:

- Allowing media representatives to have access to test items, test booklets, online tests, student answer documents, active testing environments, or test activities; students should not be interviewed concerning the test the weeks before, during, or after the testing windows. **Note:** reporters and interviewees should be cautioned not to discuss secure test items in any post-testing interviews; the use of released items for stories is appropriate.
- Coaching students during the test, editing their work, or responding to their questions regarding content or answers, or any behavior that would contribute to an inauthentic improvement of scores during the test - this includes such behaviors as making statements to students regarding the correctness/incorrectness or completeness of their responses; defining words; giving students hints, clues, or altering/editing their responses.
- Excluding any eligible students from taking the test.

- Failing to follow test administrator manual instructions for session administration
- Allowing the use of any district, school, parent, student, teacher, or publisher graphic organizers, outlines, word lists, or any other material that is not expressly permitted during the testing period.
- Allowing the use of any prohibited electronic communication or storage devices
- Suggesting or engaging in a practice that allows a student to retrieve an answer document after completing a test, or allowing a student to complete, revise, delete, correct, or alter a response to previously completed sections of a state assessment.
- Letting students access information on the internet while taking the assessment.
- Allowing access to test item screen content by anyone other than the student.

Student Prohibited Behavior

Prohibited behavior denotes actions that violate directions for proper student conduct during testing. These include:

- Any attempt by a student to gain an unfair advantage in answering questions that will benefit that or another student.
- Interfering with other students taking the test.

Students who engage in Inappropriate and Prohibited Behavior include those who:

- Communicate or collaborate in any manner with another student; this includes written, electronic, verbal, or gestured forms of communication.
- Copy, request, or accept another student's answers or receive any form of help in answering questions.
- Use any material or equipment that is not expressly permitted by the directions found in the test administrator manual.
- Answer a test question or any part of a test for another person or assist another student before or during a test.
- Use any unauthorized electronic devices (e.g., smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, music players, voice recorders, etc.).
- Intentionally disrupt other students taking the test.
- Engage in any other practice that has the potential of erroneously affecting the student's score or the score of another student.

All reasonable attempts should be made to create an atmosphere that will focus on preventing prohibited student behaviors.

Missing Materials

Secure materials must be returned in accordance with the procedures and timelines outlined in the test administrator manuals. Maintaining adequate oversight and reinforcing the use of proper handling and packing guidelines will help ensure the accurate and complete return of all secure items. Test tickets used for online testing and scratch paper, although not returnable items, are considered secure materials and should be accounted for at all times.

A majority of the situations that involve the loss or late return of secure materials result from failure to establish or implement basic inventory procedures (e.g., not using materials control documents, not following check-in/check-out procedures, not accounting for the items that were issued to Test Administrators at the end of each testing session).

The loss of secure state assessment materials is a breach of assessment security and must immediately be investigated and reported. To ensure that all responsible personnel are properly informed, the school personnel must report the missing materials to their Building Coordinator. The Building Coordinator must notify the WDE, the District Test Coordinator, and the assessment vendor.

Section 2 – Detection of Irregularities

The focus of this section is on procedures for monitoring and detecting testing irregularities and maintaining the integrity of the state assessment. Two important considerations for districts and schools are:

- Having your plans for monitoring the integrity of the assessment before, during, and after all test administrations.
- Contacting the WDE immediately if an irregularity is suspected.

Reporting Irregularities

Despite how well-prepared testing personnel may be, the possibility that mistakes will be made exists. When mistakes occur, it is important to have procedures in place to help ensure that all the necessary information is gathered, so the district can make a clear determination about what has occurred, when it occurred, and who was involved. Most irregularities can be remediated without significant consequences if caught and corrected in a timely fashion. Self-reporting also reduces the suspicion or appearance of academic fraud.

If any WY-TOPP, WY-ALT, ACCESS, or ALT-ACCESS testing irregularities occur before, during, or after testing, the District Test Coordinator must report them to the WDE as soon as possible.

The school may choose to begin its own self- investigation. If this is done, the school should report the findings to the WDE. Many incidents can be resolved without any further actions. If the school finds no issue or is able to remedy the issue, then the case may be determined to be resolved by the WDE.

When the District Test Coordinator contacts the WDE for guidance in handling a disruption, being prepared to answer the following questions will help the WDE make a determination about the situation.

- What is the irregularity?
- Where did the irregularity take place?
- When did the irregularity happen?
- Which students are affected? What are their WISER ID numbers?
- Who was present in the test administration, who was in charge, and who was proctoring?
- Which staff are witnesses?
- What grade and subject tests were affected?
- What test or test booklets are involved?
- How much of the test has been completed – are the students still testing or have they completed the test?

Allegations

Allegations from witnesses should be logged and WDE staff will work with district staff to determine what additional steps, if any, should be taken. This may include witness interviews to determine the severity of the violation(s). This information is then sent with recommendations for a WDE Determination Review.

Allegations from anonymous witnesses will go through the same steps for information collection; however, this is significantly more difficult, since the WDE will not be able to follow up to determine the credibility or severity of the irregularity. Some anonymous complaints may not contain enough information for action to proceed. If there is no actionable information, the irregularity will be logged, and no further actions will be taken. Under the Freedom of Information Act, the WDE is not allowed to maintain the confidentiality of a witness if they identify themselves. If an informant wishes to remain anonymous, they should not give the WDE any identifiable information at any time.

Incident Review

To ensure that WDE investigations, remediation, and corrective actions are conducted in a fair, expeditious, and equitable manner, the WDE has implemented a standardized set of procedures for processing testing violations. All incident reports and supporting documentation are assessed for completeness to make certain that the required information has been submitted for each irregularity. Reports are then carefully reviewed, and a determination is made regarding the disposition of each incident.

- If the WDE determines that the irregularity caused no consequences affecting security, validity, or fraud, and that the school took appropriate actions to correct the situation, the WDE may consider the case resolved and it is logged and closed.
- If the WDE determines that questions remain regarding the security, validity, or authenticity of the test administration, they will request either a school internal investigation, or, if the problem is considered potentially severe, an independent investigation.

More details on follow-up investigations and remediation are provided in the following two sections of this Assessment Security Guide.

Monitoring

Districts should ensure that all tests are monitored for proper test administration. Districts that discover irregularities in testing practices should immediately report them to the WDE. If irregularities are reported quickly, the district may be able to resolve them and avoid a significant number of student test results being invalidated, which could adversely affect a school's or district's integrity or accountability.

District and School Internal Assessment Monitoring

It is the responsibility of the district and the school to monitor testing practices and enforce the policies and guidelines in this *Assessment Security Guide*, to promote fair, approved, and standardized practices. Resolving irregularities is a good faith partnership between the schools and the WDE. The WDE prefers that a district monitor its own performance and take self-corrective actions to resolve any problems.

During testing, District Test Coordinators should be available to answer questions and resolve issues. Monitoring schools during a test administration will help confirm that procedures are being followed and can minimize the risk of error. Principals and Building Coordinators play critical roles in this effort, ensuring that each Test Administrator is actively monitoring their room and that all testing personnel are adhering to the proper procedures.

WDE Follow-up Investigations

For the WDE, identifying and investigating potential test irregularities involves a variety of data sources. These include self-reports of test irregularities, allegations/complaints, detailed analyses, and reports designed to identify irregularities.

The WDE will monitor assessment activity in districts and schools for evidence of test fraud, security breaches, invalid test administrations, and theft and/or distribution of test content, either directly or indirectly. In identifying and investigating irregularities, there are three overriding questions:

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

Note: The WDE staff may directly observe test administration activities or monitor online test anomalies.

WDE Quality Assurance and Test Security Monitoring

The WDE has internal assessment monitors who conduct visits to schools during each testing window. The assessment monitors follow procedures developed to assure the security and confidentiality of state assessments and to determine that all testing personnel are adhering to proper procedures. Any school may be monitored during a test administration.

Schools will receive an email from the WDE requesting a copy of their testing schedule. Monitoring may occur virtually or via observation on a day and time of the WDE's choosing.

Targeted Assessment Monitoring

Schools that have had a previous irregularity or that show unusual results from previous state assessment data analyses may be placed on a list for monitoring from year-to-year or for a period of up to three years. The WDE will assign assessment monitors to observe any or all facets of testing coordination, test administration, and reporting. Results will be reviewed by WDE.

Random Assessment Monitoring

For quality and integrity assurance purposes, a sample of schools is randomly selected for monitoring. These locations are chosen to ensure regional representation with randomly selected schools within each region.

Test Administration Observation Monitoring Procedures

During any day of testing, an assessment monitor may present themselves to the front office of the school during the school day. The assessment monitor will then ask to meet with the Principal and/or Building Coordinator.

After meeting with the Principal and/or Building Coordinator, the monitor will proceed to the testing room and introduce themselves to the Test Administrator and any proctors, then quietly sit at the back of the room to observe the test administration. The assessment monitor has a checklist of questions they will mark to indicate if they see any irregularities and if any best practices are observed during testing. Refer to Appendix B for the [Quality Assurance Checklist for Secure Testing](#).

After the observation is complete, the assessment monitor will return all observations to the WDE. A copy of the checklist will be sent via email to the building principal to provide overall information on the observation or to suggest possible process improvements. If any irregularities are found, the WDE will work with the school to find a resolution.

WDE Internet and Media Monitoring

The WDE works with the assessment vendor to monitor the internet during testing sessions. The goal of this monitoring is to detect security breaches of secure test items or other sensitive testing materials. The web is regularly monitored for such activity and the findings are reported to WDE. These monitoring activities include:

- Monitoring of the internet for test items captured and shared, either from testing computer screens or from paper/pencil test booklets.
- Monitoring of social media sites for posts discussing or exposing test material.

Privacy Concern – The WDE will only monitor publicly accessible internet and media venues (e.g., Twitter, Facebook, Instagram, SnapChat, TikTok, and other sources) for potential exposure, sharing, or sale of assessment content. Publicly expressed comments or opinions about the test(s) made by students or test administrators are disregarded and not treated as a focus of concern unless those opinions may be used to improve assessment conditions.

WDE Designated Supports and Accommodations Monitoring

The WDE monitors the student use of designated supports and accommodations on the state's assessments. Monitoring of supports and accommodations includes verification that support and accommodation decisions are made following the provided guidelines on supports and accommodations for each state assessment. Monitoring involves verifying that students had access to available universal tools, specific to each assessment type and content area. Additionally, WDE wants to ensure that designated supports were determined by teams of professionals, so that each student receiving a designated support during assessment is receiving it because the student receives the support during regular instruction. All students who legitimately need access to supports should be able to properly access it during the assessment. Further, this monitoring will work to verify that specific accommodations for students with a disabling condition as outlined in an Individualized Education Plan (IEP) or section 504 plan is provided in accordance with that plan. It is required that any student receiving an accommodation on an assessment has the accommodation(s) documented in his/her IEP or section 504 plan.

If a student with an IEP or 504 plan does not receive support(s) as documented in their plan, no matter the support category, this may result in test invalidation and/or student re-testing. Conversely, providing accommodations to students who do not have an IEP or section 504 plan is considered over-accommodation of the student and is not allowable. Under- and over-accommodating students can result in invalidation of student test scores, which may have an impact on the school's accountability designation.

Statistical Analysis of Results and Data Forensics Methods

During and after online and paper/pencil test administrations, the WDE conducts multiple analyses on student assessments. These statistical analyses help the WDE to flag potential testing irregularities. In both online testing and paper/pencil settings, very similar questions need to be asked, but the particular methods for answering the questions vary somewhat with the format. Here are the kinds of questions that data forensics methods help answer:

- Does it appear that two or more test takers colluded before or during a test?
- Does it appear that some students had advanced knowledge of specific test questions?
- Is there evidence that the responses of two or more students in a class are far more similar than would have occurred if they were working independently?

- Are there changes to individual or class test scores from one test administration to another that are much greater than one would expect for the test that was administered?
- For online test administrations: does the timing of responses to questions vary considerably from the timing of responses from other students?

Types of Data Forensics Analyses Used for the State Assessment

Unusual Score Gains and Losses

This analysis can show extreme changes in performance-level changes, by group and by cohort, over assessment years by grade and content.

Response Time Analysis

For online test administrations, an analysis of response times to test questions sometimes exposes patterns of shorter response times than would be required for students to read a passage or analyze a data table.

Person-Fit Analysis

Another method of data forensics analysis for state assessments is the person-fit analysis, which examines the consistency of student responses across all questions on a test.

Data Reporting Practice

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

Appropriate Data Reporting

School personnel will:

- Understand and comply with United States and Wyoming laws that apply to the handling of family privacy and student data, including but not limited to the Family Rights and Privacy Act (1997) and the Wyoming Freedom of Information Act (2019, amended).
- Focus on student achievement to improve individual student and instructional program performance.
- Ensure that the information is reported to parents and teachers after it is received from the WDE to determine individual strengths and weaknesses.
- Ensure that student information is accurate before it is placed in the student's permanent records.
- Analyze student scores in conjunction with Wyoming's content standards.
- Use the reported assessment results in alignment with appropriate use of statewide, summative assessment data for both student-level and aggregate data.
- Analyze results in the context of the school program as a whole, not in isolation.
- Remind the community that various factors may affect test performance.

The following should be considered when analyzing test results: cultural background, health conditions, economic status, and former educational experiences. This list is not exhaustive.

School personnel will not:

- Expose any personally identifiable information to anyone other than the student or parents/ legal guardian or designated school personnel (the law requires the protection of student information).

- Report on subgroups of students that would lead to inadvertent identification of individual students; as reporting of smaller group sizes may inadvertently expose student identities.
- Include: names, birthdates, sex designations, race designations, economic designations, or any other demographic information that may appear on reports with any public information that will make a student identifiable. (Student names may be used on recognized achievement awards.)
- Falsify student records to alter the accuracy of reported results.
- Misuse or misrepresent the meaning and interpretation of any student scores.

Section 3 - Follow-Up Investigations

Internal Investigation

Following a reported incident or complaint, the WDE may determine that questions still remain regarding the security, validity, or authenticity of the test administration, and require the District Test Coordinator to complete an internal investigation and file a self-report with the WDE. When notified of these occurrences, the District Test Coordinator should evaluate the circumstances and determine whether any student or adult testing staff bears responsibility for what occurred. If the district determines that no error was committed by a student or an adult, the district should include all evidence of the school's conclusion of the irregularity in the internal investigation report.

The more thorough the internal investigation and self-reporting is, the more likely the WDE and the school can come to some determination of an irregularity and the required remediation.

Each internal investigation report should minimally include the following information:

- A timeline and summary of events.
- Information on the ways students were impacted by any irregularity during test administration.
- All seating charts (if available) of affected rooms.
- A list of school staff involved.
- A list of WISER IDs for the students involved.
- A list of all tests with Test Session IDs sessions involved.
- Statements from school staff involved, summarizing what occurred in their own words.
- Statements from involved students (uncoached), if possible and appropriate.
- Copies of test security agreements for involved school staff.
- A copy of the district's plan to address and prevent the occurrence of any irregularities.

Independent Investigation

Following a reported incident or complaint, the WDE may determine that an investigation of widespread testing anomalies, or of one that is highly suggestive of inappropriate behavior by educators, students, or others, is warranted.

The WDE Director of Standards and Assessment may call for an on-site evaluation or investigation of a school district. An assigned investigator or a team of investigators will be tasked with conducting a fact-finding investigation to gather evidence documenting the conditions of the alleged complaint or irregularity.

The investigator(s) may arrive in the district without prior notification and will inform the Superintendent of the purpose

of the fact-finding and of the procedures to be followed. The WDE asks that the district and school give full cooperation to the investigator(s). During their investigation, they may request copies of email correspondence, memos, flyers, or other communications relevant to the test administration.

They may also request to interview some of the school staff and/or students. The investigator's role is strictly to identify any relevant facts and to send a report to the WDE Determination Team.

Expertise of Investigators

When the state must investigate assessment security incidents, it may use a number of different types of relevant expertise to carry out the investigations. For example, the WDE may include investigators on its team who are experts in:

- Educational measurement and psychometrics.
- Legal domains such as intellectual property, criminal law, contracts, etc.
- Forensic data analysis.
- Investigative and interviewing skills.

Section 4 – Remediation

Remediation of testing irregularities can differ based on the severity of a confirmed allegation or misadministration. There are limited options for the WDE to resolve these irregularities after the testing window is over, but the goal of the WDE is to ensure valid test scores and to ensure all students have an equal opportunity to show their knowledge, skills, and abilities through their engagement with the test. It is important to remember that many irregularities can be corrected if they are detected and attended to during the test administration window.

Under state law, WDE does not intervene in district personnel matters regarding misadministration or cheating. It is expected that the local school district will handle any further reprimands, sanctions, or tenure matters according to local district policies.

WDE Determination

Following the collection of evidence and a review of available information; the WDE will create a summary report of the findings. The WDE team members review all information and evidence and make one or more of the following determinations:

| Determination | Action |
|--|--|
| No basis for the complaint | WDE determines that there was no irregularity and the case is closed. |
| Resolved irregularity through self- correction | The WDE determines that the school properly resolved the irregularity by completing self-correction and the case is closed. |
| Breach of test item security | <p>The WDE determines the irregularity led to a breach of test item security. WDE reports the irregularity to the WDE Superintendent's Office. Possible consequences include:</p> <ul style="list-style-type: none"> ▪ Re-testing within the test cycle period (potential costs to the district). ▪ Invalidation of scores with no opportunity for re-testing. ▪ The school being required to inform parents and local school board that scores will be invalidated. ▪ The school being placed on the WDE assessment monitoring list for the following year(s). |
| Invalid Test Administration | <p>The WDE determines that the irregularity resulted in invalid test administration and reports the irregularity to the WDE Superintendent's Office. Possible consequences include:</p> <p>Re-testing within the test cycle period (potential cost to the district).</p> <ul style="list-style-type: none"> ▪ Students in suspected grades and subjects being given an audit test—a parallel form of the test—with scores between the two tests being analyzed. ▪ Invalidation of scores with no opportunity for re-testing. ▪ The school being placed on the WDE assessment monitoring list for the following year. ▪ The school being required to file a training plan for the following year's test administration with the WDE. ▪ The school being required to inform parents and local school board of a misadministration and scores will be invalidated. |

| Determination | Action |
|----------------|--|
| Academic Fraud | <p>The WDE determines that the irregularity resulted in academic fraud and reports the irregularity to the WDE Superintendent's Office. Possible consequences include:</p> <ul style="list-style-type: none"> ▪ Re-testing within the test cycle period (potential costs to the district). ▪ Students in suspected grades and subjects given an audit test—a parallel form of the test—with scores between the two tests being analyzed. ▪ Invalidation of scores with no opportunity for re-testing. ▪ The school being placed on the WDE assessment monitoring list for the following year. ▪ Test booklets or test tickets being held in abeyance under the supervision of a WDE assessment monitor and delivered on the day of testing; a WDE assessment monitor will closely observe testing and collect and return answer documents or destroy test tickets. ▪ Personnel involved in an irregularity possibly not being allowed to administer any state assessment. ▪ Notification of the district superintendent, so the district may take necessary personnel actions. ▪ The school being required to file a training plan for the following year's test administration with the WDE. ▪ The school being required to inform parents and local school board of a misadministration and that the student test scores will be invalidated. ▪ Suggestion by WDE that the LEA investigate the staff involved for possible academic fraud and handle personnel discipline consistent with district policy. |

Appendix A. Sample Test Schedule

| <div> <div> <div><School Name></div> <div><District Name></div> <div><Assessment Name></div> <div>Testing Schedule</div> </div> <div>Building Coordinator:</div> </div> | | | | | |
|---|-------------|--------------------|-----------------------|--------------|-------------------------|
| Date | Grade Level | Test Administrator | Testing Location/Room | Content Area | Test Session Start Time |
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |

Appendix B. Quality Assurance Checklist for Secure Testing Pg. 1

| Wyoming Department of Education | | | |
|--|----|----------------------|---|
| Quality Assurance Checklist for Secure Testing | | | |
| District: | | | |
| School: | | | |
| Principal: | | | |
| Building Coordinator: | | | |
| Other Staff: | | Assessment Observed: | |
| Date of Visit: | | Consultant(s): | |
| Preparing for Test Administration | | | |
| Yes | No | NA | |
| | | | 1. Does the Building Coordinator have documentation of training for school staff? (meeting sign-in sheet) |
| | | | 2. Does the Building Coordinator have documentation that teachers completed online TA training? |
| | | | 3. Does the Building Coordinator have test security agreements on file? (paper or digital) |
| | | | 4. Does the Building Coordinator have test security agreements on file from previous two years? |
| | | | 5. Is there a testing schedule available for the current administration? |
| | | | 6. Are make up days scheduled into the testing schedule? |
| | | | 7. Is there a plan for students who do not complete the assessment in the time allotted? |
| | | | 8. Does the campus have a cell phone or communication device policy? |
| | | | 9. Does the campus have a reporting process/plan for a testing irregularity? |
| | | | 10. Does the campus have a reporting process/plan for a breach in security? |
| | | | 11. Is there a communication plan in place for issues during test administration? |
| | | | 12. Are instructional materials and/or student work removed/covered in all testing rooms? |
| Comments: | | | |
| Accommodations | | | |
| Yes | No | NA | |
| | | | 13. Are testing accommodations and/or supports documented in an IEP or 504 plan? |
| | | | 14. Is the campus communicating testing accommodations to all appropriate personnel? |
| | | | 15. Are EL supports documented in an IEL plan? (Individualized English Learner plan) |
| | | | 16. Does the campus have a plan to communicate EL testing supports to appropriate personnel? |
| | | | 17. Is there a process to ensure students with accommodations are correctly assigned accommodations? |
| | | | 18. Did students with accommodations have an opportunity to practice using those accommodations prior to testing? |
| Comments: | | | |
| Secure Materials | | | |
| Yes | No | NA | |
| | | | 19. Are test materials securely stored? |
| | | | 20. Is access to testing materials available to only authorized personnel? |
| | | | 21. Does the campus have an inventory process for secure test materials when shipment arrives? |
| | | | 22. Does the campus have a sign in/sign out process for testing materials? |
| Comments: | | | |

Appendix B. Quality Assurance Checklist for Secure Testing Pg. 2

| Monitoring Test Administration | | | |
|--------------------------------|----|----|--|
| Yes | No | NA | |
| | | | Room number(s): |
| | | | 23. Is there 'Do not disturb' or 'Testing in Progress' signage posted? |
| | | | 24. Is the testing room free from noise or interruptions? |
| | | | 25. Is the session ID posted and/or available for all students to reference? |
| | | | 26. Are students using an approved calculator? (paper testing only) |
| | | | 27. Are test administrators reading instructions verbatim? |
| | | | 28. Are test administrators moving around the room and monitoring students? |
| | | | 29. If test administrators are speaking, are they only clarifying instructions? |
| | | | 30. Are test administrators free from all personal materials (papers, cell phone, etc.)? |
| | | | 31. Are test administrators remaining with the students during testing? |
| | | | 32. Are student seating arrangements created in a manner to discourage inappropriate behavior? |
| | | | 33. Were paper materials collected before dismissing students? |
| Comments: | | | |
| | | | |
| After Testing | | | |
| Yes | No | NA | |
| | | | 34. Were paper materials securely shredded? Is there a plan for shredding materials? |
| | | | 35. Were paper tests properly packed for return? Is there a plan for returning test materials? |
| Comments: | | | |
| | | | |
| | | | |
| Consultant Signature: _____ | | | |

Appendix C. Professional Standards and Guidelines for Best Testing Practices and Assessment Security

The WDE develops assessments and establishes professional conduct standards based upon the following professional guidelines and laws. These resources were used by the Michigan Department of Education to develop their *Assessment Integrity Guide* upon which portions of this document are based.

- “A Review of State Test Security Laws” in 2013 (2014). Croft, M. ACT Research Report Series. Iowa City, ACT.
- “Code of Fair Testing Practices” in Education (2004). Joint Committee on Testing Practices, AERA, APA and NCME.
- “Code of Professional Responsibilities in Educational Measurement” (1995). National Council on Measurement in Education.
- “Considerations When Including Students with Disabilities in Test Security Policies” (Policy Directions 23) (2014). National Center on Educational Outcomes. Lazarus, S. & Thurlow, M. Minneapolis, MN: University of Minnesota, NCEO.
- “Family Education and Privacy Rights Act (FERPA)” (1997). Code of Federal Regulations – Title 34, Volume 1, Parts 1 to 299.
- “Handbook of Test Security.” Wollack, J.A., & Fremer, J.J. (Eds.) (2013). New York City, NY: Routledge.
- “Wyoming’s Freedom of Information Act (FOIA)” (2019, amended). Wyoming Public Records Act.
- “National Council on Measurement in Education (NCME) Test and Data Integrity Document” (2012). Gregory Cizek.
- “Operational Best Practices for Statewide Large-Scale Assessment Programs: 2013 Edition.” Council of Chief State School Officers (CCSSO) and the Association of Test Publishers (ATP) (2013). Washington, D.C.
- “Standards for Educational and Psychological Testing.” (2014). American Educational Research Association (AERA).
- “Standards for Student Evaluation” (2002). Joint Committee on Standards for Educational Evaluation. Corwin Press.
- “Standards for Teacher Competence in Educational Assessment of Students” (1990). American Federation of Teachers (AFT), NCME, and National Education Association (NEA).
- “Technical Issues in Large-Scale Assessments (TILSA) Test Security Guidebook: Preventing, Detecting, and Investigating Test Security Irregularities” (2013). By John F. Olson and John Fremer. Washington, D.C.: Council of Chief State School Officers.
- “Test Security Standards” (2015). Caveon™ Test Security.
- “TILSA Test Security: Lessons Learned by State Assessment Programs in Preventing, Detecting, and Investigating Test Security Irregularities” (2015). By John F. Olson and John Fremer. Washington, DC: Council of Chief State School Officers.

Appendix D. Keeping Assessment Materials Secure

Training Document for Technology and Other Staff (anyone who handles or has access to secure materials)

Assessment Security and Test Administration Practices

The purpose of state assessments is to measure student achievement in a standardized environment. In order to preserve unbiased measures of student performance, the students should have no prior exposure to the test items. A breach of security of these tests could result in invalid district, school, classroom, or student scores.

Professional Assessment Security Practices

Appropriate planning plays a key role in ensuring the security and validity of assessments. This includes proper handling of test materials and successful return of all materials. District Test Coordinators are encouraged to confirm that all schools are meeting security requirements. The importance of maintaining test security at all times must be stressed. Ethical practices ensure the validity of the assessment results. The following are professional assessment security practices that all school personnel must follow:

- All assessment materials must be kept in a locked cabinet within a locked storage area that is only accessible to the Building Coordinator and designates. This includes immediately before and after testing. Supervise materials closely. Secure materials include, but are not limited to, the following items:
 - Paper test materials.
 - Test tickets.
 - Accommodated materials.
 - Used and unused scratch paper/graph paper.
- Restrict access to the storage area to authorized personnel only and ensure the assessment materials remain secure at all times.
- Determine and document which staff members are responsible for maintaining a chain of custody over assessment materials and limit access to those directly involved with each of the assessments.
- Account for all assessment materials, including test tickets, before, during, and after each test session.
- Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.
- Refrain from examining or discussing secure test items or test responses with anyone (refer to [Acceptable Use WY-TOPP Modular and Interim Assessment Items](#) for additional guidance on semi-secure test items).
- Return paper test materials and other secure assessment materials within the designated timelines.
- Maintain packing lists, shipping records, and documents used to track the delivery and custody of materials in the event that a discrepancy arises, or the receipt of the materials cannot be confirmed.
- Contact the WDE with test irregularities and breaches immediately.

Glossary

Academic Fraud – any intentional behavior that contributes to creating false estimates of student academic ability; the behavior is perpetrated to gain an unfair or dishonest advantage for the person or institution by falsifying a student's or a group of student's real ability measures.

Assessment Security Breach – (1) an event, intentional or not, that results in the inappropriate exposure of test items or answers that could potentially impact the accuracy of the test results, OR (2) an action by others, before, during, or after a test administration, to impact student test scores (e.g., educators changing student answer sheets).

Building Coordinator – a system user role representing a test coordinator for an individual school who also serves as the contact to the District Test Coordinator and trains and coordinates Test Administrators and Proctors in their assigned building or program; the administration of each school building that is involved in administering assessments (including adult and alternative education programs) must appoint a Building Coordinator.

Chain of Custody – the chronological documentation or paper trail that shows the custody, control, and transfer of assessment materials.

Cheating – a general term that can include educator or student misconduct or improprieties, including intentional misbehavior or unethical practices; note that this term is not used in every state - some states avoid the use of the word "cheating" in their communications and use different terminologies.

Compromise – disclosure of test items or forms; can be intentional or unintentional; may also refer to changing the interpretation of a test score or changing the test score itself.

Computer Adaptive Testing (CAT) – a form of computer-based test that adapts to the student's ability level.

Computer-Based Testing (CBT) – a test taken by a student on a computer and scored by a computer.

Conflict of Interest – applied to any person who handles assessment materials or student data who could be perceived as having a special interest in a particular student or group of students, such as a parent, scoutmaster, etc.

Data Forensics – the use of analytic methods to identify or detect possible cheating.

District Test Coordinator – a system user role representing a test coordinator for an entire district who sets the tone of high integrity for the entire district and oversees the entire assessment process for a school district.

Field test – test items that are in the final stages of development and are being monitored for quality by being administered to a sample group of students.

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

Impropriety – inappropriate misconduct, a more serious offense than an irregularity; the difference between impropriety and irregularity is usually defined in perception of the degree, intent, and/or effect of the misconduct.

Internal Investigation – an investigation conducted by the local district into a testing irregularity as requested by the WDE; the internal-investigation should include a thorough analysis of the problem with sufficient detail and should also include the corrective actions the district is or will be taking to correct the problem.

Irregularity – includes many different activities - not necessarily cheating, but anything unusual that happened during testing (e.g., the fire alarms going off or a power outage).

Live Items – items used by the WDE in field tests and on actual assessments; these are considered secure items.

Paper/Pencil Test – a test wherein the problems are penned, printed, or drawn and the answers are also penned.

Proctor – a user role for an educator who may administer test sessions in Test Delivery System.

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

Secure Location – a storage location for secure test materials, under lock and key, that prevents unauthorized access.

Secure Materials – any materials (such as text, graphics, stories, scoring rubrics, assessment instructions, scratch paper, test tickets, etc.) used for field test or live items.

Security Investigation – follow-up activities regarding possible cheating or piracy of test materials; typically involves the collection of evidence, review of available information, interviews of suspected staff, and summary of findings from the investigation.

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

Test Administration – the process of registering students for assessments, as well as scheduling, providing physical security measures, presenting the test content, gathering the test results, and communicating results and other information.

Test Administrator – a system user role for an educator who may administer test sessions in the Test Delivery System.

Test Administration Window – equivalent term to “test cycle”.

Test Cycle – the designated assessment window(s) when WDE tests are administered and reported.

Test Irregularity – any deviation from standardized practice outlined in this guide and/or test administrator manual.

Endnote

Portions of this document are based on the Michigan Department of Education's *Assessment Integrity Guide*, used with permission. (2021)