Assessment Integrity Guide

Document History

Action	Date
Initial Post	08/27/20
Updated Qualification of Test Administrator and Observer (p.18)	01/22/21
Updated Test Security Training Module (p.18)	01/25/21
Updated Remote Administration (p.16)	02/05/21
Updated Qualification of Test Administrator and Observer (p.18)	02/23/21

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Any important changes made to this document since last year have been underlined in red.

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INTRODUCTION

One of the primary functions of the Assessment and Accountability Department at the Idaho State Department of Education (SDE) is to develop and oversee a balanced assessment system that accurately measures the skills and abilities of all students. These assessments include:

- Idaho Reading Indicator (IRI)
- Idaho Standards Achievement Tests (ISAT)
- Idaho Alternate Assessment (IDAA)
- English Language Proficiency Assessment (ACCESS)

The Assessment and Accountability Department also coordinates the National Assessment of Educational Progress (NAEP), Civics Assessment, and various college entrance exams, as well as strongly promotes interim assessments and the formative assessment process.

This guide sets forth test administration policies, procedures, and responsibilities. These procedures must be standardized in order to:

- Provide secure exams that result in valid and reliable scores
- Adhere to high professional standards
- Maintain consistency across all testing occasions and sites (i.e. schools)
- Protect the investments of resources, time, and energy

The elements of this guide may be used to train staff and as a reference to structure roles, responsibilities, and performance expectations. The guide focuses on the following five main integrity themes[1]:

1. Incident Prevention (Page 16)
   Standards and best practices to prevent any incidents from occurring

2. Incident Detection (Page 21)
   Methods and best practices to detect all incidents as early as possible

3. Incident Escalation (Page 24)
   Procedures to escalate incidents to State/District/School Test Coordinators

4. Incident Management (Page 26)
   Procedures and best practices to manage incidents

5. Incident Investigation (Page 31)
   Procedures at SDE to address serious test security violations

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[1] An incident is any event occurring before, during, and after test administration that could jeopardize the integrity of assessments and/or student scores.

RATIONALE

Federal Requirements

The [Elementary and Secondary Education Act of 1965 (ESEA) section 1111(b)(2)](#) requires states to implement valid and reliable assessment systems. Additionally, the U.S. Department of Education conducts peer reviews of such systems.

In order to meet the requirements of peer review of state assessment systems, states must implement and document an appropriate set of policies and procedures to prevent incidents and ensure the integrity of test results through:

- Prevention of incidents
- Detection of incidents
- Remediation following incidents
- Investigation of alleged or factual incidents
- Monitoring supports and accommodations for special populations

State Requirements

Code of Ethics for Idaho Professional Educators

The Idaho Administrative Procedures Act (IDAPA) addresses code of ethics for Idaho professional educators. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles, and exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:

> *"Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized test (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.) (*IDAPA 08.02.02.076.05*)."*

Test Security, Validity, and Reliability

The IDAPA also references the importance of test security. To ensure integrity of secure test items and protect validity and reliability of test outcomes:

> *"School district will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel (*IDAPA 08.02.03.111.11*)."*

Student Data - Use and Limitations - Penalties

The Student Data Accessibility, Transparency and Accountability Act (Idaho Code 33-133) emphasizes the importance of student data privacy in the State of Idaho. Anyone who handles student data must comply with the Federal Family Educational Rights and Privacy Act (FERPA) and other relevant privacy laws and policies, as outlined in this code.

ROLES AND RESPONSIBILITIES

All educational staff plays a critical role in the administration of statewide assessments. This section outlines the roles and responsibilities crucial to the secure and fair test administration. <u>Note that the roles are generalized and specific assessments may have unique terminology for each role.</u> See <u>Appendices</u> (page 35) for detailed responsibilities in a checklist form. All personnel must follow standardized procedures to avoid incidents.

The SDE suggests periodic two-way communications among all personnel involved in the assessment administration process, to maintain the assessment integrity and to issue security alerts or procedural modifications.

The communication exchange should occur as follows:

Figure 1.   Communication Flowchart

<u>Student</u> (p.15), <u>Test Administrator (Proctor)</u> (p.14), or <u>Observer</u> (p.14)

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<u>School</u> Administrator (p.13) or <u>School Test Coordinator</u> (p.14)

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<u>District</u> , <u>District Test Coordinator</u> (p.13) or <u>District Technology Coordinator</u> (p.13)

↓↑

<u>State Assessment Director</u> (p.12), <u>State Test Coordinator</u> (p.12), or <u>State Test Security Coordinator</u> (p.12)
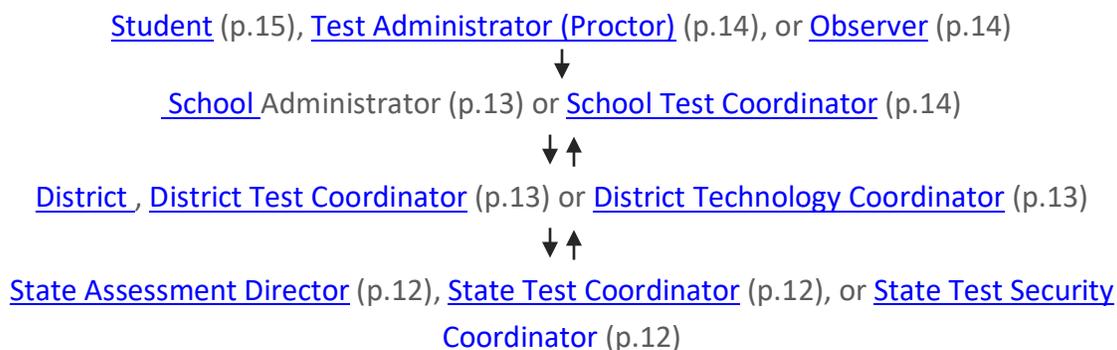
State Department of Education

State Assessment Director

The State Assessment Director has general oversight responsibilities for all test administration activities in the State of Idaho, including but not limited to:

- Leading the incident management effort
- Making final determinations regarding the application of security policies and procedures
- Approving appropriate changes to these policies and procedures, recommended by the State Test Coordinator and State Test Security Coordinator

State Test Coordinator

The State Test Coordinators have general oversight responsibilities for all administration activities in their specific assessment(s), including but not limited to:

- Training District Test Coordinators on standard assessment procedures
- Monitoring security policies and procedures
- Making determinations regarding the application of these policies and procedures for each of their specific assessment(s), unless the incident is considered breach
- Recommending appropriate changes to these policies and procedures

State Test Security Coordinator

The State Test Security Coordinator has general oversight responsibilities for overall incident management efforts, including but not limited to:

- Assisting the State Assessment Director and State Test Coordinators with security objectives and activities, including operations, investigations, and research
- Recommending appropriate changes to security policies and procedures

District and School

Districts may combine or split these roles and responsibilities to best suit local needs. However, each district must identify at least one District Test Coordinator. Districts should also identify an alternate District Test Coordinator to handle responsibilities in case the primary coordinator is unavailable. Roles and specific activities vary by assessment and may include additional activities not listed.

District / School Administrator

The District/School Administrator has ultimate responsibilities for all assessment administration activities in the district or school, including but not limited to:

- Provisioning various levels of users within the assessment systems
- Identifying an individual to act as the District Test Coordinator
- Being informed of testing schedules, statewide testing process, and standardized procedures
- Adhering to the remote administration guidance provided by the SDE

District Test Coordinator

The District Test Coordinator has general oversight responsibilities for all assessment administration activities in the district, including but not limited to:

- Provisioning various levels of users within the assessment systems
- Training other staff on standard assessment procedures
- Completing necessary training
- Enforcing security policies and procedures
- Reporting all incidents to the corresponding State Test Coordinator
- Adhering to the remote administration guidance provided by the SDE

District Technology Coordinator

The District Technology Coordinator has general oversight responsibilities for all technical aspects of the district's assessment administration activities, including but not limited to:

- Overseeing the setup, installation, and maintenance of online testing software and hardware as needed

- Ensuring universal requirements are adequate for testing devices and secure browsers for each assessment
- Completing necessary training
- Adhering to related security policies and documents during all phases of the test administration process
- Working closely with District/School Test Coordinator(s)

School Test Coordinator

The School Test Coordinator has general oversight responsibilities for all administration activities in their school, including but not limited to:

- Training Test Administrators on standard assessment procedures
- Completing necessary training
- Adhering to related security policies and documents during all phases of the test administration process
- Mitigating and reporting all incidents to the District Test Coordinator
- Adhering to the remote administration guidance provided by the SDE

Test Administrator (Proctor)

The Test Administrator in this document refers to anyone administers or proctors the assessments whose responsibilities include but are not limited to:

- Completing necessary training
- Adhering to related security policies and documents during all phases of the test administration process
- Reporting all incidents to the School Test Coordinator
- Adhering to the remote administration guidance provided by the SDE

Observer

The Observer in this document refers to anyone who does not administer or proctor the assessments but who may be involved in the test administration process. The Observer should not handle secure assessment materials or test session tickets. The Observer may monitor students during a testing session or assist the Test Administrator in preventing incidents.

The Observer's responsibilities include but are not limited to:

- Completing necessary training

- Adhering to related security policies and documents during all phases of the test administration process
- Reporting all incidents to the Test Administrator

Student

The Student in this document refers to any student who is required to participate in the test administration process on one or more Idaho assessment programs.

The Student's responsibilities include but are not limited to:

- Doing best on his/her work on the assessments
- Respecting other students during the assessments
- Adhering to related security policies during all phases of the test administration process
- Reporting all incidents to the Test Administrator

INCIDENT PREVENTION

Be proactive.

In order to identify student achievement and areas needing intervention, remediation, or acceleration, the security of assessment instruments must be protected. The following sections present standard procedures vital to maintain the validity, reliability, and fairness of the test results.

Test Preparation

The SDE expects all districts and schools to support their students to achieve. Districts and schools must provide equal opportunity for all students to:

- Learn and apply the content standards
- Be familiar with testing environment, testing device, and applicable software
- Have access to and be familiar with appropriate tools, supports, and accommodations

Testing should always be used in the context of improving student learning. Districts and schools should consider balanced test preparation practices with an emphasis on obtaining instructionally relevant information. Inadequate test preparation may interfere with student learning and have the opposite effect on learning and achievement.

The intentional use of secure test items during instruction, instructional review, or test preparation is considered fraud. The district may impose personnel sanctions for any violations based on the district policies.

See Appendix XII (page 48) Appendix XIII (page 49) for more information on appropriate and inappropriate test preparation practices.

Remote Administration

Remote administration is available for several assessments. When considering a remote test administration, carefully review the specific assessment guidance and test security protocols to ensure a standardized test administration that truly supports the goal of collecting valid and reliable student data.

Remote administration requires a particular emphasis on information security. Make sure the assessment approach does not compromise test items or personally-identifiable information.

Remote assessment requires a secure way to share the student's log in information with them. For example, LEAs may have a secure parent portal or can contact the parents by phone to share the username and password normally provided to the student via a log in card during in-person testing. Administrators must share log in information directly with the student, rather than posting this information in a class document or other publicly available resource.

Review the administration guidelines for each assessment before proceeding with this option. For the spring ISAT summative assessments, all remote administration information will be posted in the ISAT portal. Information for the spring IRI administration will be posted on the SDE website. All test incident prevention and reporting requirements are the same regardless of whether testing occurs remotely or in person.

Scheduling

In developing a plan for test administration, District Test Coordinators must consider the time necessary to complete each assessment. Scheduling of rooms and seating should be announced well in advance to avoid unnecessary interruptions such as fire drills. It is possible and acceptable for students to work on different contents (ELA, mathematics, or science) at the same time in the same testing room.

For computer-based assessments, computer labs or classrooms with laptops are recommended. If no such rooms are available, the District Test Coordinator should consult with the School Administrators to designate areas for testing that are similar to the classroom environment and familiar to students.

Training

Anyone who is involved in the test administration process, even with a professional license or as the Observer, must be fully trained and sign an Assessment Confidentiality Agreement with the SDE, **PRIOR TO** being involved in the assessment administration process.

The District Test Coordinator is responsible for ensuring clear and comprehensive annual training is being provided to all district and school personnel that involve in the test administration. The training at a minimum should include a thorough review of:

- This Guide
- Roles and Responsibilities Checklists (See Appendices (page 35))
- Assessment Confidentiality Agreement (Also see Appendix X (page 46))
- Test Security Training Module (Recommended)

The Test Coordinator should document all training provided, and should keep copies of all training materials included but not limited to presentations, handouts, and sign-in sheets. These materials may be used to monitor local assessment practices, assess training needs, and/or investigate incidents.

When designing training, the Test Coordinator should consider the previous year's incidents and common incidents identified in Appendix IX (page 45).

Assessment Confidentiality Agreement

Per IDAPA 08.02.03.111.11, the District Test Coordinator must collect and maintain the signed Assessment Confidentiality Agreements for two years. They may be archived electronically. See Appendix X (page 46) for the form.

Test Security Training Module

The SDE contracted with Caveon, a nationally-recognized test security consulting firm to host a test security webinar in spring 2018. The District Test Coordinator should consider incorporating the webinar and materials available at Test Security Training Module into their own training. Anyone wishing to access the module for the first time needs to click the "Sign-Up" tab and fill in all the required fields including the access code: 23jmd-zpmdhp5q. ~~request a user account by submitting the Idaho SDE Test Security Training Registration Form.~~ The module offers a recorded webinar, copy of the presentation slides, and webinar transcript, as well as quiz and certificate to show understanding of the training materials.

Qualification of Test Administrator and Observer

Test Administrators and Observers must not have a conflict of interest or the appearance of a conflict of interest. For example, Test Administrators and Observers should not be present in rooms in which a child who resides in their household is testing. Test Administrators and Observers may not use their knowledge of test content to violate the integrity of the assessments through acts of coaching or other prohibited actions. Teachers can be Observers for emotional and behavioral support in rooms where their students are testing. To minimize student interactions that can lead to additional COVID-19 spread, teachers this year may act as Test Administrators for both in-person and remote administrations of their own students. District and School Test Coordinators must report such assignment in the Test Incident Log PRIOR TO the administration to notify the SDE that teachers are proctoring their own students. This is to protect teachers in case of any variabilities in scores.

It is the responsibility of the District and School Test Coordinator to identify and properly train Test Administrators and Observers prior to the opening of the test window. Refer to the

corresponding Test Administration Manual (TAM) for more information about the assessment specific qualifications.

Testing Environment

A positive testing environment is essential for maximum performance. The testing environment refers to all aspects of the testing situation before and while the students are testing and includes what students can see, hear, or access (including access via technology). To maintain consistently high levels of security surrounding the administration of assessments, the testing environment should minimize distractions and disruptions for the students. See Appendix XI (page 47) for the test environment checklist.

The District Technology Coordinator must review the corresponding TAM and System Guide for assessments administered electronically. For remote administration, refer to the Remote Administration section (p.16) for more information.

Test Administrators and Observers are expected to grant their full attention to students at all times and should avoid distracting behaviors. These distracting behaviors include but are not limited to:

- Holding extended conversation with one another
- Reading a newspaper or books
- Eating
- Working on a computer, cell phone, or tablet
- Tending to unrelated duties
- Grading papers

Qualification of Students

In order to minimize incidents, students must have their identity confirmed by school personnel who have direct knowledge of them before entering the testing room. Students may be asked to present one form of personal identification if they are not known to the Test Administrator. It is also recommended that students be made aware of their role and responsibilities at the beginning of each test session.

For reliable and valid reporting, assessments must be properly administered to all eligible students. Students must be correctly identified to be considered eligible for specific assessment(s), and be provided with supports and accommodations when applicable. Review the corresponding TAM for more information on participation criteria and test administration procedures.

Administration Practices

It is critical to know and recognize appropriate and inappropriate administration practices in order to prevent potential incidents. An incident could occur before, during, or after testing. Review Appendix XII (page 48) Appendix XIII (page 49) for a list of appropriate and inappropriate administration practices.

~~Comprehensive Assessment Plan~~

~~Districts should identify their security policies and procedures in a comprehensive assessment plan. The SDE also recommends appropriate testing behaviors and possible disciplinary actions be outlined in the district's student handbook. For more information regarding comprehensive assessment plans, refer to the Comprehensive Assessment Plan Template.~~

Security Budget

It is recommended State and District Test Coordinators include dedicated funds in their annual assessment budget to maintain and enhance existing security functions, respond to incidents, and invest in preventative measures. When creating a justification of budget request, the Test Coordinator should take the following expenditures into consideration.

- Routine incident detection activities (Page 21)
- Routine incident management (Page 26)
- Possible incident investigation activities (Page 31)
- Security upgrades, including upgrading technology

Evaluation of Policies and Procedures

The State Test Coordinators should routinely evaluate the effectiveness of existing security policies and procedures through the following activities:

- Identifying new or emerging security issues
- Maintaining testing industry security standards
- Tracking security developments in other states
- Participating in, and contributing to multi-state test security initiatives

The State Test Coordinators should communicate the results of these activities to the District Test Coordinators.

INCIDENT DETECTION

Early detection is a key to avoid compromising the integrity of the assessment. Undetected incidents could lead to the misidentification of students, schools, program effectiveness, etc., and even the loss of program credibility. The following sections describe various detection methods.

Monitoring Sessions

Test Administrators and Observers are encouraged to move through the room and monitor the student's work area during the testing session. Test Administrators and Observers should be seated across from students during testing with an unobstructed view of, and easy access to all students.

Local Assessment Monitoring

District and School Test Coordinators are responsible for monitoring testing practices and enforcing security policies and procedures. Test Coordinators must be available to answer questions and resolve issues during the testing window. By conducting a local-level assessment monitoring, the Test Coordinators can provide fair testing opportunities for all students. See Appendix XIV (page 50) for a suggested assessment monitoring checklist.

State Assessment ~~Monitoring~~ Observations

To comply with the federal requirements and to ensure the availability of valid, reliable, and timely data on student performance, the SDE personnel observe ~~monitor~~ local test administration practices and review test security policies and procedures.

~~Once identified for observation monitoring, the SDE personnel schedules an observation with the District Test Coordinator and District Administrator.~~

Selection Criteria

The Assessment and Accountability Department selects LEAs for assessment observations based on a six-year monitoring cycle. LEAs may be prioritized for an observation within the six-year cycle based on specific indicators. These indicators include but are not limited to:

- Inappropriate use of supports or accommodations on statewide assessments during the previous test administration
- Significant increase or decrease in district/school-level test scores

- A history of observed or reported test incidents
- First year of an LEA administering an assessment
- Observation history
- History of past assessment observation findings
- IDAA participation rate above 1.0%

Observation Process

SDE personnel contact selected LEAs to schedule both an interview and test administration observation. The interview asks District/School Administrators and District/School Test Coordinators questions about the processes and procedures before, during, and after assessment. During the observation, SDE personnel use the Assessment Observation Checklist to verify and ensure the ability of an LEA/school to implement appropriate procedures covering the following categories:

- Test security
- Test training
- Test environment
- Test materials and accommodations
- Preparing students to test
- Active test proctoring
- Concluding test

Monitoring Data and Logs

During and after each test administration, the SDE works closely with the test vendor to monitor the progress of the test administration and to identify extreme response patterns. These analyses include but are not limited to:

- Changes in student performance
- Item response latency
- Inconsistent item response pattern

Request the SDE for the latest technical report for more information.

When extreme response patterns are identified, the State Test Coordinator and State Test Security Coordinator first verify the patterns using the incident log submitted by the District Test Coordinator. When no incident is being reported by the District Test Coordinator, the State Test Coordinator contacts the District Test Coordinator for verification and more information.

Monitoring Social Media

Test vendors monitor social media activities for potential postings by students or educators, which may compromise the integrity of their assessment. If a posting is flagged, the State Test Coordinator notifies the District Test Coordinator for a quick resolution.

Monitoring Secure Printed Materials

Before, during, and after test administrations, the SDE works closely with the test vendor to routinely monitor the inventory of booklets and other secure materials. District Test Coordinators are responsible for ordering, maintaining an inventory of, and returning secure materials in accordance with the procedures and timelines outlined in the corresponding TAM. Any booklets or other secure materials that are not returned, appropriately discarded, and are not reported to the SDE through the incident log may warrant a formal investigation.

INCIDENT ESCALATION

As soon as any variation from established procedures in the administration of the assessments has been witnessed, suspected, or informed, escalate the incident to Test Coordinators for evaluation and incident management (p.26).

Local District and School

Student

The Student must notify the Test Administrator or other school personnel as soon as witnessing or suspecting an incident.

Observer

The Observer must notify the Test Administrator as soon as witnessing or suspecting an incident. The Observer may assist the Test Administrator to contain the incident when necessary.

Test Administrator (Proctor)

The Test Administrator must notify the District or School Test Coordinator as soon as witnessing or suspecting an incident. The Test Administrator must immediately contain the incident when possible. Consider the following reasonable and non-physical measures when containing an incident that involves students:

- Interrupt the exam and arrange to remove the implicated person(s) from the testing area
- Prevent the person from leaving the testing area with secure exam materials
- Preserve evidence (i.e. cell phone, cheat sheet, etc.) if any

State Department of Education

State Test Security Coordinator

The State Test Security Coordinator must confirm the incident with the State Test Coordinator as soon as witnessing or suspecting, or being informed of an incident.

State Assessment Director

The State Assessment Director must confirm the incident with the State Test Coordinator as soon as being informed of an incident.

Escalating Unsafe Response

If a Test Administrator or Observer encounters a student response that raises sufficient concern about the safety of a student or students during or after the test administration, immediately notify the School or District Test Coordinator to ensure student safety.

A test vendor or scorer must notify the corresponding State Test Coordinator, as soon as encountering these topics, including but not limited to:

- Suicide
- Criminal Activity
- Alcohol or Drug Use
- Extreme Depression or Violence
- Sexual Assault or Physical Abuse
- Self-harm or Intent to Harm Others
- Neglect

If a State Test Coordinator receives such a notification from the vendor, the State Assessment Director or a designee immediately contacts the District/School Administrator so the situation(s) can be addressed at the local level.

Reporting Incidents through State Hotline

The witness can choose to report an incident directly to the SDE via a hotline at 208-332-6995 (Voicemail). Once being escalated, the incident is evaluated by the appropriate State Test Coordinator.

While the witness can choose to remain anonymous, it is more difficult for the SDE to determine the creditability or severity of an anonymous incident. If an anonymous incident report does not contain enough information to proceed with actions, the SDE logs the incident but takes no further actions.
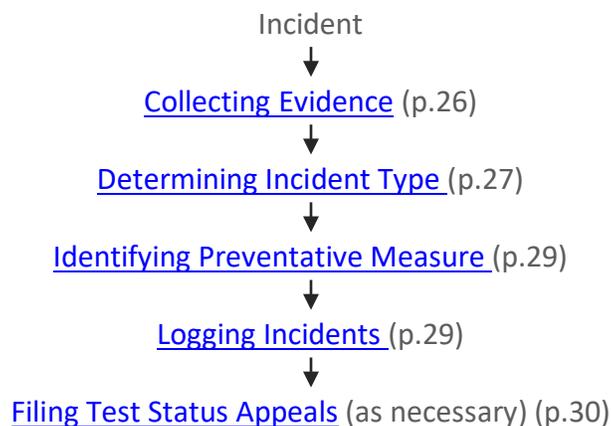
The person may be contacted by a member of the SDE after reporting the incident through the hotline. The information may be forwarded to another agency if the incident the person reported pertains to matters outside of the responsibilities of the SDE.

INCIDENT MANAGEMENT

When an incident is detected and escalated to the Test Coordinator, the Test Coordinator must first assist the Test Administrator to contain the incident as necessary. The Test Coordinator then confirms, analyzes, and reports the incident. The following sections describe the incident management procedures.

The incident management should occur as follows:

Figure 2.   Incident Management Flowchart

Incident
↓
Collecting Evidence (p.26)
↓
Determining Incident Type (p.27)
↓
Identifying Preventative Measure (p.29)
↓
Logging Incidents (p.29)
↓
Filing Test Status Appeals (as necessary) (p.30)

Collecting Evidence

Whether or not an investigation results in sanctions or other remedies, the Test Coordinator should work with appropriate district/school personnel to securely preserve evidence, information, and correspondence for fairness and privacy. The Test Coordinator must also record decisions and actions for future reference, including but not limited to:

- Name and background information of individual(s) involved in the incident
- Name of Test Administrator at the time of the incident
- Witness statements, including the names and contact information of other potential witnesses
- Statistical findings
- Images or files containing unauthorized disclosure of secure materials including the immediate confiscation of a cell phone, camera or other device

Determining Incident Type

Based on the evidence and information collected, the Test Coordinator should quickly analyze the incident and assign an incident type based on the severity of the incident. When assessing the severity, the following questions should be considered:

- Cause
    - Intention(s) or motive(s) of individuals or organizations involved in the incident, if known
    - Prevalence of similar incidents, involving the same individual(s) or organization(s)
    - Presence of commercial activity (i.e. selling secure items for profit or personal gain)

- Reliability
    - Availability of reliable evidence
    - Reliability of available witness(es)

- Magnitude
    - Importance of the exam content and exam results
    - Number of individuals or organizations involved in the incident
    - Probable level of public and stakeholder interest in the incident
    - Potential effect on the reputation and confidence in the test results

An incident could be considered a test security violation or a test interruption, depending on the severity of the incident. Test security violations may result in the invalidation of an entire state administration, an assessment itself, and/or a professional license. These incidents would potentially cost a serious amount of time and money to the district, school, SDE, and public. Review Appendix XV (page 51) for examples of incidents and incident types.

Test Interruption

Any unintended or accidental factors before, during, or after test administration, that do not fit the descriptions of test security violation above are considered test interruptions. Test interruptions may be caused by failure to follow standardized procedures or by some uncontrollable factors including but not limited to:

- Students who exhibit disturbing behaviors

- Technical difficulties during online testing
- Responding to emergency situations that arise during testing

Test interruptions are further classified into two categories, based on the severity of the incident:

Impropriety (Low Risk)

Impropriety is defined as an unusual circumstance that has a low impact on the individual or individuals who are testing. An impropriety has a low risk of potentially affecting student performance on the test and test validity. These circumstances can be corrected and contained at the local level.

Irregularity (Moderate Risk)

Irregularity is defined as an unusual circumstance that has a medium impact on the individual or individuals who are testing. An irregularity has a moderate risk of potentially affecting student performance on the test and test validity. These circumstances may be corrected and contained at the local level.

Test Security Violation (a.k.a. Breach)

All test security violations pose a threat to the validity of the test. These violations also have external implications and may result in the removal of the test item(s) from the available secure bank. There are two types of test security violations:

Test Fraud (a.k.a. Cheating)

Any intended or premediated attempts by individual(s) undermining the testing process before, during, or after test administration, through actions including but not limited to:

- Using pre-exposed secure test item and/or content
- Taking a test for another student
- Receiving assistance from a Test Administrator, Observer or other student during the test
- Using unauthorized support during the test
- Changing student answers, responses, and/or scores
- Copying from another student during the test

Test Theft (a.k.a. Stealing)

Any intended or premediated attempts by individual(s) to inappropriately handle test materials (either in print or electronic formats) before, during, or after test administration, through actions including but not limited to:

- Capturing, copying or viewing of the downloaded test files
- Photographing secure items and/or materials
- Copying the test session electronically
- Memorizing secure items and/or materials
- Recording the questions orally
- Receiving secure items and/or materials from the test vendor

Identifying Preventative Measure

Prior to filing any incident with the SDE, the Test Coordinator should work closely with district and/or school personnel to investigate and resolve the incident at a local level whenever possible. The District and School Administrator may proceed with disciplinary actions or personnel sanctions based on the district's policies and procedures as necessary.

The Test Coordinators should identify corrective and preventative measures possibly through enhanced training or increased communications. The District Test Coordinator should contact the State Test Coordinator for possible remedies and prevention guidelines as needed.

Logging Incidents

Report all incidents to the SDE in the Test Incident Log. The District Test Coordinator is responsible for overseeing the log for his/her district. The incidents recorded in the log may be used as evidence to assess training needs, to verify test scores, and to further investigate any incidents. See Appendix XVI (page 52) for the user guide.

Test Security Violation (a.k.a. Breach)

Immediately contact the State Assessment Director at 208-332-6976. The District Test Coordinator must submit all test security violations into the Test Incident Log to the SDE immediately upon identification.

Test Interruption

The District Test Coordinator must record all test interruptions in the Test Incident Log within 24 hours of identification and submitted to the SDE at the end of each testing week.
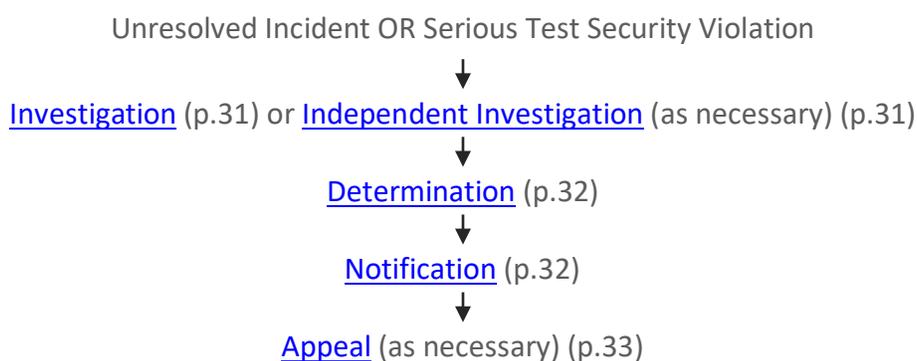
Filing Test Status Appeals

If an incident has affected the status of test(s), District Test Coordinators need to take appropriate actions in order to appeal such status. State Test Coordinators review and resolve these appeals. See the procedures described in the corresponding TAM or contact the State Test Coordinator for more information. For ISAT, this process is known as Test Improprieties in TIDE.

INCIDENT INVESTIGATION

All test security violations are considered a breach; however, some test security violations are considered a serious breach because of the potential external implications. When the State Test Coordinator determines an incident is considered a serious test security violation or an incident is not or cannot be resolved at a local level, the State Test Coordinator must immediately notify the State Assessment Director. When applicable, the State Assessment Director must immediately notify the test vendor for further guidance. The following sections describe the investigation, determination, and notification procedures at the SDE.

The incident investigation should occur as follows:

Figure 3.   Incident Investigation Flowchart

Unresolved Incident OR Serious Test Security Violation

↓

Investigation (p.31) or Independent Investigation (as necessary) (p.31)

↓

Determination (p.32)

↓

Notification (p.32)

↓

Appeal (as necessary) (p.33)

Investigation

As soon as witnessing, suspecting, or being informed of a serious test security violation or an incident that is not or cannot be resolved at a local level, the State Test Coordinator evaluates and confirms the incident and the quality of the evidence. The existing evidence must demonstrate the violation of one or more state policies or legal commitments. If there is a strong possibility that further investigation would produce important new evidence, the State Test Coordinator collects additional evidence or information.

Independent Investigation

Depending on the severity of the incident, the State Assessment Director may choose to bring in highly trained independent investigator(s) to conduct an external investigation. The investigator may ask for evidence and information, as well as initiate interviews with the district/school personnel and students.

Determination

The State Assessment Director, State Test Coordinator(s), State Test Security Coordinator, and the member(s) of the State Superintendents Executive Team review the results of the internal or external investigation. The review panel then determines recommended sanctions and/or remedies based on the severity of the incident. Possible sanctions and remedies include but are not limited to:

- Test Administration
    - Re-testing within the current test administration window
    - Invalidation of scores with no opportunity for re-testing
    - Suspension of scheduled test administrations

- Personnel
    - Personnel sanctions imposed by the district
    - Referral to the Professional Standards Commission
    - Banned from test administration

- District/School
    - Liability for any costs of item re-development and re-administration
    - Announced or unannounced state assessment monitoring visit within the current and/or next test administration window
    - Informing parents and school board of the incident

- Third-Parties
    - Notification from the SDE requesting to cease and remove the unauthorized disclosure of exam materials, in accordance with the Digital Millennium Copyright Act
    - Legal action

Notification

Once the review panel decides sanctions and remedies for a particular incident, the SDE notifies the parties involved in the incident via a letter. The letter includes the following information:

- Description of the incident
- Description of the quantity and credibility of existing evidence
- Reference to the one or more state policies or legal commitments that are being violated

- Recommend sanctions and remedies
- Request for immediate action
- Other relevant information available

The SDE stores the notification electronically for future reference. The SDE may, without names or other identifying information, publish accounts of the incident(s) and actions taken in confirmed cases of misconduct.

Appeal

Upon the receipt of a notice of decision from the SDE, the recipient has 10 business days to file with the State Assessment Director a written request for appeal including new evidence for consideration. If any appeals come to the State Assessment Director without new evidence or information, they will not be reviewed.

Within 10 business days of a request for an appeal, the State Assessment Director consults with the review panel and the Superintendent of Public Instruction. New information or evidence, in addition to the original investigative report, is reviewed for final determination. Once the review panel and the Superintendent of Public Instruction make final determinations, the SDE notifies the parties involved in the incident via a letter.

STATE VENDOR MANAGEMENT

The SDE works closely with test vendors to deliver secure and fair assessments. The test vendor and its subcontractors must comply with the [Idaho Code 33-133](), and other privacy laws and policies, as outlined in this code.

The SDE, working with the State Attorney General's Office, should make clear in vendor contracts that failure to protect the integrity of assessments and student privacy results in adverse employment or contractual actions by the State, with necessary remedies, according to the terms and conditions set forth in the corresponding employment, contractor, or vendor agreement.

Such agreement clarifies the ownership of test items, forms, results, materials, and other relevant data. The SDE works with the State Attorney General's Office in regards to copyright as necessary.

Test vendors must assure current best practices and strategies are being used for the design, implementation, maintenance, and evaluation of test items, forms, results, materials, and other relevant data, in order to protect the security and integrity of tests. Test vendors are required to provide an annual technical report to inform the SDE on the maintenance of security and the status of specified contract objectives.

Appendices

TABLE OF APPENDICES

Appendix I.   DISTRICT/SCHOOL ADMINISTRATOR'S CHECKLIST

This checklist can be used as a helpful reminder to eliminate common errors before/during/after test administration. It is crucial to follow standardized procedures to administer fair and secure assessments.

Check	*Objective*
☐	Adhere to related security policies, procedures, and documents
☐	Be aware of testing schedules
☐	Be aware of statewide testing process
☐	Be available to respond to incidents as necessary
☐	Maintain current contact information with the SDE via Idaho District Contact Information (IDCI)
☐	Identify an individual to act as the District Test Coordinator as applicable
☐	Identify individual(s) to complete local assessment monitoring
☐	Provision and maintain various levels of users within the assessment systems as necessary
☐	Review and approve the district comprehensive assessment plan
☐	Read the Roles and Responsibilities section applicable to the role (page 11)
☐	Read the Incident Escalation section applicable to the role (page 24)
☐	Read and share the Test Preparation section (page 44) with educators
☐	Read the Professional Test Administration Practices section (page 48)
☐	Read and Sign the Assessment Confidentiality Agreement (page 46)

_____   _____
Printed Name   Signature   Date

Appendix II.   DISTRICT TECHNOLOGY COORDINATOR'S CHECKLIST

This checklist can be used as a helpful reminder to eliminate common errors before/during/after test administration. It is crucial to follow standardized procedures to administer fair and secure assessments.

Check	Objective
☐	Assist the District/School Test Coordinator and Test Administrator as needed
☐	Adhere to related security policies, procedures, and documents
☐	Be available to respond to technology related incidents in a timely manner
☐	Complete necessary training
☐	Ensure universal requirements are adequate for testing devices and secure browsers
☐	Follow the standardized procedures outlined in the Test Administration Manual (TAM)
☐	Maintain current contact information with the SDE via IDCI
☐	Oversee the setup, installation, and maintenance of online testing software and hardware
☐	Read the TAM and corresponding manuals
☐	Read the Roles and Responsibilities section applicable to the role (page 11)
☐	Read the Testing Environment section (page 19)
☐	Read the Incident Escalation section applicable to the role (page 24)
☐	Read the Professional Test Administration Practices section (page 48)
☐	Read and Sign the Assessment Confidentiality Agreement (page 46)

_____   _____   _____
Printed Name   Signature   Date

Appendix III.   DISTRICT TEST COORDINATOR'S CHECKLIST

This checklist can be used as a helpful reminder to eliminate common errors before/during/after test administration. It is crucial to follow standardized procedures to administer fair and secure assessments.

Check	Objective
☐	Assist the School Test Coordinator and District/School Administrator as needed
☐	Adhere to related security policies, procedures, and documents
☐	Assign and document appropriate personnel to oversee the secure storage area for secure materials
☐	Complete necessary training
☐	Complete local assessment monitoring using Suggested Assessment Monitoring Checklist (page 50)
☐	Create and maintain a comprehensive assessment plan
☐	Develop and monitor testing schedule
☐	Educate others on the statewide testing process
☐	Follow the standardized procedures outlined in the Test Administration Manual (TAM)
☐	Provide training on standard assessment procedures
☐	Provision and maintain various levels of users within the assessment systems as necessary
☐	Read the TAM and additional corresponding manuals
☐	Read the Assessment Integrity Guide (this document)
☐	Read and Sign the Assessment Confidentiality Agreement (page 46)

_____   _____

Printed Name   Signature   Date

Appendix IV.   SCHOOL TEST COORDINATOR'S CHECKLIST

This checklist can be used as a helpful reminder to eliminate common errors before/during/after test administration. It is crucial to follow standardized procedures to administer fair and secure assessments.

Check	Objective
☐	Assist the District Test Coordinator and Test Administrator as needed
☐	Adhere to related security policies, procedures, and documents
☐	Complete necessary training
☐	Develop and monitor testing schedule
☐	Follow the standardized procedures outlined in the Test Administration Manual (TAM)
☐	Provide necessary training
☐	Read the TAM and additional corresponding manuals
☐	Read the Assessment Integrity Guide (this document)
☐	Read and Sign the Assessment Confidentiality Agreement (page 46)
☐	Review the district's comprehensive assessment plan

_____   _____

Printed Name   Signature   Date

Appendix V. TEST ADMINISTRATOR (PROCTOR)'S CHECKLIST

This checklist can be used as a helpful reminder to eliminate common errors before/during/after test administration. It is crucial to follow standardized procedures to administer fair and secure assessments.

Check	Objective
☐	Assist the School Test Coordinator as needed
☐	Adhere to related security policies, procedures, and documents
☐	Complete necessary training
☐	Follow the standardized procedures outlined in the Test Administration Manual (TAM)
☐	Read the TAM and additional corresponding manuals
☐	Read the Roles and Responsibilities section applicable to the role (page 11)
☐	Read the Qualification of Test Administrator and Observer section(page 18)
☐	Read the Testing Environment section (page 19) and use the Test Environment Checklist (page 47)
☐	Read the Qualification of Students section (page 19)
☐	Read the Monitoring Sessions section (page 21)
☐	Read the Incident Escalation section applicable to the role (page 24)
☐	Read the Professional Test Administration Practices section (page 48)
☐	Read and Sign the Assessment Confidentiality Agreement (page 46)
☐	Review the district's comprehensive assessment plan

_____   _____   _____
Printed Name   Signature   Date

Appendix VI. **OBSERVER'S CHECKLIST**

This checklist can be used as a helpful reminder to eliminate common errors before/during/after test administration. It is crucial to follow standardized procedures to administer fair and secure assessments.

Check	Objective
☐	Assist the Test Administrator as needed
☐	Adhere to related security policies, procedures, and documents
☐	Complete necessary training
☐	Read the Roles and Responsibilities section applicable to the role (page 11)
☐	Read the Qualification of Test Administrator and Observer section(page 18)
☐	Read the Testing Environment section (page 19)
☐	Read the Monitoring Sessions section (page 21)
☐	Read the Incident Escalation section applicable to the role (page 24)
☐	Read the Professional Test Administration Practices section (page 48)
☐	Read and Sign the Assessment Confidentiality Agreement (page 46)

_____   _____   _____
Printed Name   Signature   Date

Appendix VII.   STUDENT'S CHECKLIST

It is the responsibility of local school personnel to make sure that students are aware of and can perform their responsibilities before/during/after test administration. The following checklist can be used as a helpful reminder of those responsibilities.

Check	*Objective*
☐	Be aware of possible sanctions for cheating
☐	Do your best on the test
☐	Do your own work
☐	Keep secure test content and your answers to yourself
☐	Let other students do their own work
☐	Let an adult know if you: • Are experiencing any technical difficulties • Are sick • Need to take a break • Have trouble navigating the system • Saw or heard about an incident related to test integrity
☐	Put away unpermitted devices (i.e. cell phone, calculator, etc.)
☐	Respect other students
☐	Understand and follow the directions

_____   _____

Printed Name   Signature   Date

Appendix VIII.   TEST PREPARATION

Educators should ensure any test preparation activities and materials enhance students' abilities, confidence, and motivation in test taking. When an educator has any questions or concerns, consult with the District/School Test Coordinator or District/School Administrator.

Professional Test Preparation Practices

Professional test preparation practices include but are not limited to:

- Incorporate all subject area objectives in the local curriculum
- Follow Idaho Content Standards for curriculum development and instruction
- Use Tools For Teachers for instructional resources
- Use WIDA Library for English Learner instructional resources
- Use NCSC Wiki for Special Education instructional resources
- Administer ISAT Interim Assessment to monitor student progress
- Create a positive test-taking environment
- Read district's comprehensive assessment plan
- Communicate to students, parents, and the public about assessments
- Administer ISAT practice tests to increase familiarity with testing environment and applicable software

Prohibited Test Preparation Practices

Some of the prohibited test preparation practices are considered fraud, and the district may impose personnel sanctions based on the district policies. Prohibited test preparation practices include but are not limited to:

- Use secure test questions, materials, and/or student responses
- Undermine the importance of state assessments
- Create negative pressure, such as:
  - Implying negative consequences for poor performance
  - Encouraging students to cheat or steal secure items
  - Discouraging students to perform their best
- Sacrifice significant instructional time on commercially or locally prepared exams that are not aligned to the content standards

Appendix IX. **COMMON INCIDENTS**

National Results

In 2014, the Office of Inspector General (OIG) released an [audit report](#). The objective of this audit was to determine the effectiveness of test security systems, policies, and procedures for the Department of Education and five State educational agencies (SEAs).

Their analyses of media reports on "cheating allegations" on statewide tests in multiple States and the District of Columbia during the past 10 years showed the five most common serious test security violations as follows:

- 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

Other common incidents include:

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

Appendix X.   ASSESSMENT CONFIDENTIALITY AGREEMENT

I, the undersigned, do certify and attest to all of the following:
- I have had access to a printed or electronic copy of the Assessment Integrity Guide as published by the Assessment and Accountability Department of the Idaho State Department of Education (SDE).
- I have read the sections applicable to assessment security, preparation, and administration.
- I have read the section regarding the duties and responsibilities of my role in the assessment process.
- I will follow the practices found in the current assessment manual(s) as they relate to my role.

_____   _____
Printed Name   Signature

_____   _____
School Name   District/Agency Name

Assessment Roles (Mark **all** that apply)

☐ District/School Administrator   ☐ District Test Coordinator   ☐ District Technology Coordinator

☐ School Testing Coordinator   ☐ Test Administrator   ☐ Observer

☐ Other_____

Assessment Programs (Mark **all** that apply)

☐ IRI   ☐ ISAT ELA and Math   ☐ ISAT Science   ☐ IDAA   ☐ ACCESS 2.0

☐ Idaho Reading Indicator   ☐ WIDA Screener   ☐ ACCESS for ELLs 2.0 (online or paper)

DIRECTIONS FOR COMPLETION:
1. Print school name and district/agency name on the lines provided. Print district/agency name only, if you are a District Administrator or District Test Coordinator.
2. Mark all corresponding boxes next to your role(s) for the current assessment administration.
3. Mark all corresponding boxes next to the assessment program(s) for which you have one or more roles.

ALL district and school personnel, including certified staff, must sign Idaho's Assessment Confidentiality Agreement **prior** to being a part of any of the assessment procedures and working with student data. Districts must keep the completed Assessment Confidentiality Agreement on file for a period of 2 years following the assessment window (IDAPA 08.02.03.111.11).

Appendix XI.   **TEST ENVIRONMENT CHECKLIST**

check	Computer
☐	Ensure appropriate test applications are installed and accessible
☐	Ensure computer screens are free from glare
☐	Ensure the security and audio function of the computers used for test
☐	Restrict access to unauthorized computer applications

check	Room
☐	Check lighting and ventilation
☐	Clean chalkboards or whiteboards
☐	Restrict access to the testing room to authorized staff only during testing
☐	Post a "TESTING - DO NOT DISTURB" sign on the door or in halls or entrances
☐	Provide sufficient space for students to be seated well apart from one another
☐	Provide one-to-one seating arrangement as applicable
☐	Remove or cover instructional materials that might provide clues or answers, including but not limited to: ☐ "Tips for Taking Tests" ☐ Word Lists and Writing Formulas ☐ Multiplication Tables and Mathematical Formulas/Theorems ☐ Definitions ☐ Content Displays ☐ Charts or Maps

check	Supply
☐	Ensure the availability and functionality of permitted materials, including but not limited to: ☐ Headphones ☐ Pencils ☐ Scratch/Graph Paper ☐ Stopwatch ☐ Clipboard ☐ Other non-embedded designated supports

Appendix XII. **PROFESSIONAL TEST ADMINISTRATION PRACTICES**

Professional test administration practices before, during, and after test administration include but are not limited to:

- Actively supervise students
- Collect, inventory, and return secure materials to the School Test Coordinator immediately after a session
- Follow instructions outlined in the Test Administration Manual (TAM)
- Monitor each student during a break while in session
- Print materials only when authorized
- Prevent students from accessing unauthorized electronic devices and resources
- Prevent students from leaving the testing area with secure materials (i.e. test session tickets, scratch paper, printed forms, etc.)
- Provide a break to limited students at a time
- Protect confidential information
- Report any potential incidents
- Schedule wisely to avoid test fatigue
- Store secure materials in securely locked room or locked cabinet that can be opened only with a key or keycard by authorized staff
- Verify student's test session ticket for accuracy
- Verify accommodations with the Special Education teacher for students with disabilities

Appendix XIII.   **UNPROFESSIONAL TEST ADMINISTRATION PRACTICES**

Some of the unprofessional test administration practices are considered test security violation, and the district may impose personnel sanctions based on the district policies. Unprofessional test administration practices before, during, and after test administration include but are not limited to:

- Administer assessments outside of their designated testing window
- Aid students with supplemental or reference materials
- Allow unauthorized students to access secure assessments
- Copy, record, retain, review, or analyze secure items and materials
- Disclose or discuss secure items and materials with others (i.e. students, parents, teachers, other staff, family members, media, etc.)
- Erase or change student answers in any way
- Falsify the eligibility of students
- Leave secure materials unattended in an unsecured location
- Leave a testing room unsupervised
- Log in as a student to the online testing system
- Make answers available to students
- Participate in, direct, aid, counsel, assist, encourage, ignore, or fail to report any potential incidents
- Post secure items and materials on the internet
- Prevent eligible students from testing without appropriate accommodations
- Review student responses or scratch paper
- Suggest answers to students by any direct or indirect means (i.e. gestures, pointing, or prompting, etc.)

Appendix XIV.   **SUGGESTED ASSESSMENT MONITORING CHECKLIST**

check	Test Environment
☐	Testing room meets the [Test Environment Checklist](#) (page 47)

check	Personnel
☐	Test Administrator meets the qualifications outlined in the Test Administration Manual (TAM).
☐	Test Administrator and Observer have signed the [Assessment Confidentiality Agreement](#) (page 46)
☐	Test Administrator and Observer have been trained properly
☐	Test Administrator and Observer are not engaged in [distracting behaviors](#) (page 19)

check	Student
☐	Students fulfill the expected responsibilities outlined in the [Student's Checklist](#) (page 43)

check	Procedure
☐	Test Administrator and Observer follow [professional test administration practices](#) (page 48)
☐	Test Administrator immediately escalates an incident to the District/School Test Coordinator
☐	Test Administrator follows standardized procedures outlined in the TAM
☐	Test Coordinators follow district-specific procedures outlined in a comprehensive assessment plan

Date _____ Time _____ Location _____

Appendix XV.   INCIDENT EXAMPLES

The generic examples are currently available in the corresponding TAM. The SDE also analyzed the cumulative incident logs, following the 2018 test administration, to identify most frequently reported incidents.

Adult Initiated Incidents

- Altered test directions
- Did not provide required accommodation(s)
- Did not schedule adequate time for testing
- Failed to provide supervision before, during, and/or after testing
- Instructed students to submit the test with an intention of pausing
- Misidentified students (incorrect EDUID, off-grade testing, not uploading students to the testing engine)

Technology Initiated Incidents

- Audio did not work as expected
- Computer restarted/updated/shut down
- Fire-drill extending beyond testing timeout rules
- Loss of internet connectivity
- Power outage
- Screen/keyboard froze
- System malfunction

Student Initiated Incidents

- Became ill during testing
- Distracted other students
- Expressed or exhibited lack of interest/motivation
- Finished a segment with an intention of pausing
- Use of unauthorized items (i.e. cell phone, mp3 player, calculator, cheat sheet)
- Refused to utilize provided accommodation(s)
- Submitted the assessment with an intention of pausing

Appendix XVI. **TEST INCIDENT LOG APPLICATION USER MANUAL**

To access the application, visit https://apps.sde.idaho.gov/testincidentlog

Purpose

The purpose of the Test Incident Log application is to securely track test-related incidents that may affect the integrity of the test or student scores. The log may be used to identify training needs and validate test results.

The Test Incident Log application collects incidents, rather than affected tests. If one incident (i.e. fire alarm) affected multiple tests, you submit one incident to the log. You may need to submit multiple test improprieties in TIDE to address the testing status of each test affected by the incident.

User Role

The application has two user roles: District Reviewer and Proctor with the following functionalities:

- District Reviewer
    - Intended users include District/School Administrator and District/School Test Coordinator, as defined in the Roles and Responsibilities section (page 11)
    - Can add/edit/delete/view all incidents at their own security level
    - Submit incidents to the SDE
    - Can export all incidents into Excel at their own security level

- Proctor
    - Intended for Test Administrator/Proctor, as defined in the Roles and Responsibilities section of this document (page 11)
    - Can only add/edit/delete/view their own incidents
    - Submit incidents to the District Reviewer. Proctor cannot submit any incidents directly to the SDE

Step-by-Step Guide to the Incident Log

Visit https://apps.sde.idaho.gov/testincidentlog and sign in. Any staff assigned to the AYP Test Coordinator role in the ISEE Application Admin Tool inherits access to the application. Otherwise, contact your district technology coordinator to gain access. Figure 4 shows how to navigate the application homepage.

Figure 4.   ***Test Incident Log Application Homepage***
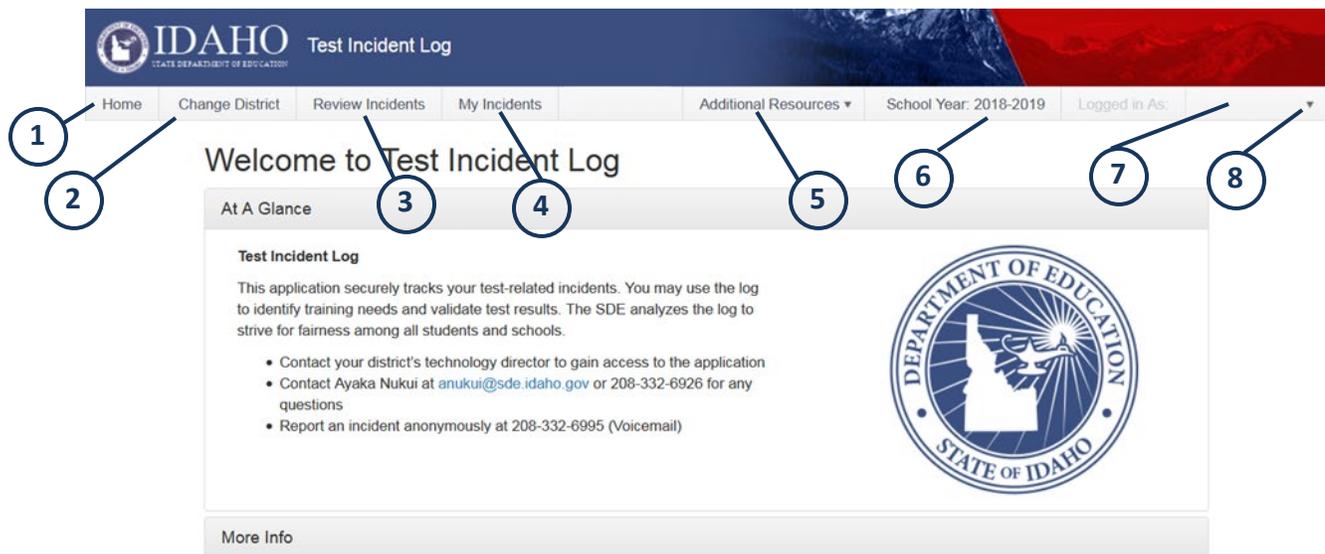
① **Home**
The Home tab takes you back to this page.

② **Select/Change District**
(Multi-Districts User Only)
Click to select one district, if you have multiple login credentials.

③ **Review Incidents** (page 54)
(District Reviewer ONLY)
Click to add/edit/export/delete/view all incidents at your security level as a District Reviewer.

④ **My Incidents** (page 54)
(Proctor ONLY)

Click to add/edit/delete/view your own incidents as a Proctor.

⑤ **Additional Recourses**
Click to find various documents.

⑥ **School Year**
The current school year is displayed.

⑦ **User Credential**
Your login credential is displayed here when you log on.

⑧ **Log On/Off**
Hover to find the Log Off tab.

Review Incidents and My Incidents

Both the Review Incidents and My Incidents tab in Figure 4 take you to the same screen, see Figure 5. On this screen, you can view a list of incidents associated to you based on your security level. My Incidents page for Proctor does not contain ② **Export** and the Action column in ④ displayed on the Review Incidents page.

Figure 5.   Review Incidents Page for District Reviewer

① **Add Incident** (page 55)
Click to add an incident.

② **Export**
(District Reviewer ONLY)
Click to export all incidents in Excel.

③ **Scrolling Bar**
Click ◀ ▶ to view incidents that are in the previous or next page.

Click ◀◀ ▶▶ to view incidents that are in the first or last page.

The number in the middle blue circle ① indicates the current page number.

④ **Field Name**
Click to sort the column in ascending order. Click the field name twice for descending order.
Review Add/Edit Incidents (page 55) for detailed field descriptions.

⑤ **Status**
There are three statues:

- Submitted to SDE
- Submitted to District
- Draft (not yet submitted)

⑥ **Filter**
Click ▼ to filter the corresponding field.

⑦ **Edit Incident** (page 55)
Click to edit an incident in draft. Once you submit an incident, you can no longer edit the incident.

⑧ **View Incident**
Click to view an incident that has already been submitted. The button is not available for any incidents are in draft.

⑨ **Number of Items**
The total number of incidents on the current page is displayed.

⑩ **Refresh**
Click to refresh the current page.

Add/Edit Incidents

In order to add/edit an incident, fill out the Add/Edit screen, see Figure 6 and Figure 7. Both District Reviewer and Proctor get the same screen with an exception of ⑮ **Action Type** and ⑲ **District Resolution** only available to the District Reviewer. All required fields must be filled in order to submit an incident. Click ✕ on the top right corner to exit the screen without saving, submitting, or deleting an incident.

Figure 6.   Add/Edit Incident Page (Proctor)

① **District (pre-populated)**

② **Proctor (required)**

③ **Test Type (required)**
Select the test affected by the incident.

④ **Incident Type (required)**
Select the severity of the incident (from highest to lowest):

- Test Security Violation
- Irregularity
- Impropriety

⑤ **Initiation Type (required)**
Select what/who initiated the incident

- Adult
- Student
- Technology

⑥ **School (required)**

⑦ **Incident Date/Time (required)**

⑧ **Content Area (required)**

⑨ **Domains (IRI only)**
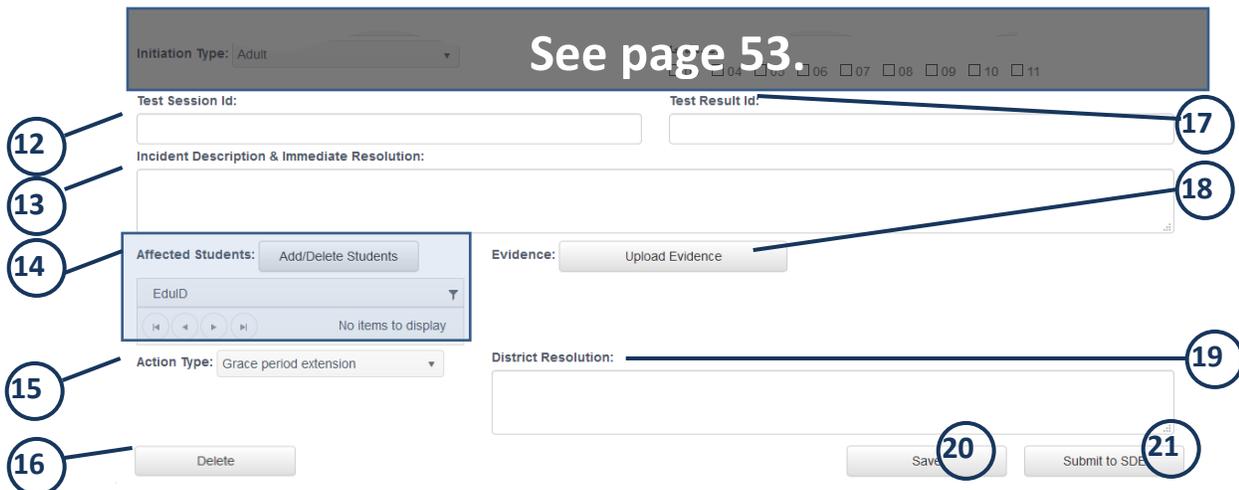Select the domain(s) affected by the incident.

⑩ **Incident Category (required)**
Select a short description of the incident.

⑪ **Grades (required)**
Select grade(s) affected by the incident.

Figure 7.   Add/Edit Incident Page (District Reviewer)

⑫ **Test Session ID (required)**
(Not Available for IRI)
Enter the Session ID of the test affected by the incident.

⑬ **Incident Description & Immediate Resolution (required)**

⑭ **Affected Students**
Add/delete EduId of student(s) affected by the incident, if any.

⑮ **Action Type (required)**
(Not Available for ACCESS)
(District Reviewer Only)
Enter the Test Impropriety Type filed in TIDE to address the status of affected test(s).

⑯ **Delete**
Delete the incident. The incident cannot be retrieved once deleted.

⑰ **Test Result Id**
(Not Available for ACCESS)
Enter the Test Result ID of the test affected by the incident.

⑱ **Upload Evidence**
Add/delete evidence supporting the incident, if any. You may choose to upload a list of students, if many students are affected by the incident.

⑲ **District Resolution (required)**
(District Reviewer Only)

⑳ **Save**
Save the incident.

㉑ **Submit**
Submit the incident. The incident can no longer be edited or deleted once submitted. Proctor can only submit to the District Reviewer.

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