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MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Student Assessment Handbook

Office of Student Assessment

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Chapter 1: Fundamentals of Student Assessment

An introduction to student assessment policies and procedures in Mississippi

It is the policy of the Mississippi State Board of Education that all test procedures and results used in the Mississippi Statewide Assessment System and/or the Performance-Based Accreditation System be valid and accurate for making related decisions. In order to protect the security and integrity of all tests administered through the Mississippi Statewide Assessment System, as well as to ensure reporting of accurate assessment results, the State Board of Education establishes requirements and the consequences applied when a school district or school is found in violation of any requirement. These requirements are established under the authority granted in Sections 37-16-1, 37-16-3, and 37-16-4, Mississippi Code of 1972, as amended, *Mississippi Public School Accountability Standards, Requirements of the Mississippi Statewide Assessment System, Appendix F, Standard 22*.

This Student Assessment Handbook includes definitions, policies, and procedures for the regulation of all aspects of assessing students using the Mississippi Statewide Assessment System, including test security and exam administration. The Student Assessment Handbook provides guidance, documentation, and actionable objectives. It can serve as a resource for structuring and improving operational aspects of all state-wide assessment programs on the district and school levels.

The Student Assessment Handbook may be used to train district, school, and volunteer staff and as a reference to structure roles, responsibilities, and performance expectations. Among other things, the elements of this handbook are intended to provide a set of best practice guidelines in test administration, test security, greater protection of MDE intellectual property, reduce test fraud and theft, and to maintain high program standards and integrity. This Student Assessment Handbook has been approved by Mississippi State Board of Education and will be reviewed and revised as needed.

Organization of the Student Assessment Handbook

Each chapter of the Student Assessment Handbook will start with an introduction of the global themes related to that topic. Definitions pertinent to that subject matter will then be given. As applicable there will be sections titled "Additional Guidance from Appendix F on …" . These sections will take language directly from *Mississippi Public School Accountability Standards,* requirements of the Mississippi Statewide Assessment System, Appendix F, Standard 22, which guides all test security practices. The Student Assessment Handbook will conclude with an Appendix policies and documents related to test security in use by the Office of Student Assessment. This is done in an effort to combine all of the policies and procedures for test security into one central document.

Code of Ethics

In addition to the requirements put forth in Appendix F of the *Mississippi Public School Accountability Standards*, the *Mississippi Educator Code of Ethics: Standards of Conduct* addresses appropriate professional practices for district office personnel, school administrators, test coordinators, teachers, and proctors in the area of test security under Standard 9: Maintenance of Confidentiality.

Standard 9: Maintenance of Confidentiality

An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

9.1. Ethical conduct includes, but is not limited to, the following:

a. Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law.

b. Maintaining diligently the security of standardized test supplies and resources.

9.2. Unethical conduct includes, but is not limited to, the following:

a. Sharing confidential information concerning student academic and disciplinary records, health and medical information family status/income and assessment/testing results unless disclosure is required or permitted by law.

b. Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests.

Conflict of Interest

Test Administrators may not use their knowledge of MDE Assessment Program content to violate the security and integrity of the MDE exams through acts of coaching (as defined in Chapter 4), or other prohibited actions.

Definitions

A. **Secure test materials** include certain test administrator manuals, test booklets, answer documents, and other materials as specified by the Office of Student Assessment.

B. **Test Administrator Manuals (TAM)** are published by the testing company and the Office of Student Assessment for each administration of each test in the Mississippi Statewide Assessment System. They are unique to each testing administration and must therefore be studied by each person responsible for giving the test. (ex. Biology I Subject Area Test Administrator Manual used in September will not necessarily be the same as the one used for the December administration.)

C. The **District Test Coordinator (DTC)** serves as the lead role in maintaining a secure testing environment throughout the district, and is responsible for developing the district test security plan, providing guidance to the STC in regards to developing a school test security plan, conducting training for district staff, and ensures that the school district follows Appendix F and the Student Assessment Handbook guidelines. An expanded list of the role and responsibilities of the DTC is provided in Chapter 3.

D. The **Assistant District Test Coordinator (ADTC)** serves as the DTC's assistant in maintaining a secure testing environment at the District level, attends training conducted by the DTC, assumes the DTC's duties and responsibilities in the event of the DTC's absence and ensures that the district follows Appendix F and the Student Assessment Handbook guidelines. An expanded list of the role and responsibilities of the ADTC is provided in Chapter 3.

E. The **School Test Coordinator (STC)** serves as the lead role in maintaining a secure testing environment at the school level, attends training conducted by the DTC, trains school level test administrators and proctors as directed by the DTC, and ensures that the school follows Appendix F and the Student Assessment Handbook guidelines. An expanded list of the role and responsibilities of the STC is provided in Chapter 3.

> The principal should not serve as their School Test Coordinator. {MS Code 37-9-7, 37-9-15, and 37-19-1(c)}

F. The **Assistant School Test Coordinator (ASTC)** serves as the STC's assistant in maintaining a secure testing environment at the school level, attends training conducted by the DTC, trains school level test administrators and proctors as directed by the STC, assumes the STC's duties and responsibilities in the event of the STC's absence and ensures that the school follows Appendix F and the Student Assessment Handbook guidelines. An expanded list of the role and responsibilities of the ASTC is provided in Chapter 3.

G. The **Test Administrator** is a licensed employee of the district who serves as the lead role in maintaining a secure testing environment during test administrations, attends training conducted by the DTC or STC, monitors the testing session, ensures testing procedures are followed before, during, and after testing sessions, and becomes very familiar with regulations and procedures set forth in the district and school test security plans and the Test Administrator Manual. An expanded list of the role and responsibilities of the Test Administrator is provided in Chapter 3.

H. The **Proctor** attends training conducted by the DTC or STC, assists the Test Administrator in the monitoring of the test session, and ensures testing procedures are followed before, during, and after testing sessions. An expanded list of the role and responsibilities of the proctor is provided in Chapter 3.
I. The **Test-Taker** is either a student currently enrolled in the district or a former student, who will participate in a test administration. For the purpose of this edition of the Student Assessment Handbook, test-taker will be used in place of student.

Resources from the Office of Student Assessment

The Office of Student Assessment strives to support districts, schools, and students in their efforts to participate in all areas of the Mississippi State Wide Assessment System. Below is a list of resources available:

A. Website- www.mde.k12.ms.us/osa has pages for each of the assessments as well as other related links.

B. SharePoint – SharePoint is an online file sharing program. This is where OSA stores all of its documents and resources. Some, like the test administrator manuals and sample tests, are for public access. Others, like the DTC resources and the district files, require a log-in and password. These are given to the superintendent and the DTC by OSA.

C. iTunes U – The Mississippi Department of Education has training videos archived at iTunes U. This program is a free download and anyone may watch the videos.

D. Monthly Webinar – OSA conducts a webinar each month for DTCs to keep them up-to-date on all of the testing programs.

E. 2012-2013 SATP2 Resource Packet for Prospective Graduates-This information packet outlines many of the resources provided to senior students, and it includes several quick references which you should find helpful like the passing scores and proficiency level cut scores for all exams (old and new curriculums). It also provides answers to the most frequently asked questions regarding these tests and student options.
F. Mississippi Statewide Assessment System Table 1

Table 1 Mississippi Statewide Assessment System

Test Name	Given	Type of Administrations	About
Mississippi Curriculum Test- 2nd Edition (MCT2)	Grades 3-8	🕮 **Paper/Pencil**	Assesses all students in grades 3-8 in Reading, Language Arts, and Math.
Mississippi Science Test- 2nd Edition (MST2)	Grade 5 and Grade 8	💻 **Computer**	Assesses students in grades 5 and 8 in the area of science.
Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF)	Grades 3-8 and Grade 12	🕮 **Paper/Pencil** 💻 **Computer**	Serves as an alternate assessment of the MCT2, MST2, and the SATP2 for students with significant cognitive disabilities.
Subject Area Test Program-2nd Edition (SATP2)	End of Course	🕮 **Paper/Pencil** 💻 **Computer**	Is a collection of end of course assessments that include Algebra I, English II, Biology I, and U.S. History. Passage of these assessments is a graduation requirement.
National Assessment for Educational Progress (NAEP)	Grades 4, 8, & 12 for selected schools	🕮 **Paper/Pencil**	NAEP assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. History, and beginning in 2014, in Technology and Engineering Literacy (TEL).
English Language Proficiency Test (WIDA)	Kindergarten – Grade 12	🕮 **Paper/Pencil**	English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs).
Mississippi Career Planning and Assessment System (MS-CPAS)	Grades 9-12 for students entering vocational programs.	💻 **Computer**	It is a vocational assessment used to provide a fair means of establishing accountability for both the secondary and postsecondary vocational programs.
Mississippi Writing Assessment Program- 3rd Edition (MWAP3)	English II Re-Tests	🕮 **Paper/Pencil**	Serves as a re-test option for students who were enrolled in English II prior to the 2012-2013 school year who must pass in order to fulfill graduation requirements.
Subject Area Alternative Test Program (SAATP)	End of Course	🕮 **Paper/Pencil**	Serves as an alternate assessment of the SATP for students who are pursuing a regular high school diploma and who meet the qualifications.

Eligible Students

All eligible students must be tested. (SB Policies 3600, 3800, 7220, and 7601) {MS Code 37-16-3(2)} Eligible students refers to the total number of students in membership who are required to take the specified test as outlined in the Mississippi Statewide Assessment System, including students with disabilities and students who are English Language Learners. This includes assessing students through

- the standard test administration,
- the standard test administration with accommodations, and
- the state-designated alternate assessment such as the Mississippi Assessment of Alternate Assessment of Extended Curriculum Frameworks (MAAECF) and the Subject Area Alternative Assessment

Accommodations must be provided as stated in the student's current IEP, Section 504 Plan, or the student's Language Services Plan and in accordance with the *Mississippi Testing Accommodations Manual*, located at www.mde.k12.ms.us/osa.

Additional Guidelines from Appendix F for Identifying Eligible Students

1) Accurate exclusions, absences, and other required data are compiled for each test for each school.
2) Exclusions and absences data for each test for each school are maintained on file in the district.
3) Students who drop a course for which an end-of-course Subject Area Test is required after the dates noted below shall still take the appropriate end-of-course Subject Area Test.
   a) Traditional Schedule
      i) Students enrolled in a course at the end of January (5th month) must be tested.
   b) Fall Block
      i) Students enrolled in a course at the end of October (2nd month) must be tested.
   c) Spring Block
      i) Students enrolled in a course at the end of March (7th month) must be tested.
4) Students enrolled in and taking courses for the first time for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Tests. These students shall take the appropriate end-of-course Subject Area Test, even if the course title in Approved Courses for the Secondary Schools of Mississippi includes the words Accelerated, Enrichment, or Advanced Placement.
5) Each student enrolled in and re-taking courses for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Test only if the student has not previously passed the Subject Area Test.
6) Each student shall take the appropriate end-of-course Subject Area Test at the end of the course regardless of the grade level in which the course is offered.
7) Students enrolled in a Mississippi public school will be required to pass end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through enrollment in summer school, virtual school, or any other non-standard school as defined by the Office of Accreditation. *(Appendix F, Section IV, 10)*

Reporting and Use of Test Data

Test score reports will generated after each test administration, including each re-test of a Subject Area Test. These reports **must** be shared with appropriate school staff and the parent or guardian of each test-taker. Reports should be distributed no later than the end of the first nine weeks of school for the results of the MCT2, the MST2, and the initial administration of an SATP2 exam. Score reports for SATP2 re-tests should be distributed no later than **2 weeks** from the district's receipt of the report.

Additional Guidance from Appendix F on Reporting and Use of Test Data

The school district will release student test score information to parents, legal representatives, and students in a timely manner and provide access to the MDE-published interpretive guides as necessary. *(Appendix F, Section III)*

Chapter 2: Creating a District and School Test Security Plan

A blueprint for the testing year.

A District Test Security Plan is required to be prepared each new school year no later than October 31st each year. The District Security Plan contains procedures for all aspects of test security and test administration for both the District and the Schools. Each school in a district will need to have its own security plan plus a copy of the District Test Security Plan on file at the school. In addition, the district plan and all school plans must be uploaded to the district's SharePoint folder on the MDE website. Templates are available on the MDE website, www.mde.k12.ms.us/osa. In this chapter we will detail the requirements of the plan as set forth by the Office of Student Assessment.

> The district must maintain copies (paper or digital) of each school's test security plan for continuity of information within the district and for use in any potential audits or monitoring visits.

As a part of the District Test Security Plan, a complete plan, including the information detailed in this chapter, must be completed for each test administration – Subject Area Testing Program (SATP2) - online and paper/pencil for Algebra I, English II, Biology I, U. S. History; Mississippi Curriculum Test, Second Edition (MCT2); Mississippi Science Test Second Edition, Grades 5 & 8 (MST2); Mississippi Writing Assessment Program, Third Edition (MWAP3); National Assessment for Educational Progress (NAEP); English Language Proficiency Test (WIDA); Mississippi Career Planning and Assessment System (MS-CPAS); Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF); and all applicable field test(s) and/or pilot test(s). It is permissible to have one comprehensive description under various sections if procedures are the same for more than one test. If the procedures vary for a specific test, simply indicate those clearly. A detailed description of the following documentation must be addressed in the District & School Test Security Plans.

> A digital copy of the District Test Security Plan and each School Test Security Plan must be uploaded into the district's SharePoint folder on the MDE website by October 31st each year.

All Test Security Plans must be placed to the SharePoint site by October 31st of each school year. Test Security Plans must be placed in your district folder on SharePoint, under Security/Test Security Plans.

Organization and Content of the District Test Security Plan

Section A: Signatures

The District Test Security Plan is signed by the district superintendent, the district test coordinator, and the chairman of the school board. The School Test Security Plan, which is a part of the District Test Security Plan, is signed by the school principal, school test coordinator, and the district test coordinator. See the *District Test Security Plan Guidance* Document in Appendix A of this Handbook for the assurances and signature form for the District Test Security Plan.

Additional Guidance from Appendix F on District Test Security Plans

1. The District Test Coordinator or a designated representative (licensed employee) of the school district must attend applicable training sessions sponsored by the Office of Student Assessment. *(Appendix F, Section IV, 1)*
2. A District Test Security Plan is prepared each new school year no later than October 31st.
    a. The District Test Security Plan contains all components as required by the Office of Student Assessment.
    b. The District Test Security Plan is signed by the district superintendent, the district test coordinator and the chairman of the school board. The School Test Security Plan, which is a part of the District Test Security Plan, is signed by the school principal, school test coordinator, and the district test coordinator.
    c. The District Test Security Plan identifies all individuals who have access to the secure storage area at district and school sites. *(Appendix F, Section IV, 2)*

Section B: Training

In the District and School Plan Section B

In this section you will need to outline, for each test administered, all training that district and school level personnel have attended. This training may have occurred at the district level, school level, or both. Both the district and the school plan must contain the following documentation for each training session held:

A. A dated, detailed agenda of the training done in preparation for all tests
B. A copy of hand-outs, transparencies, and/or other materials used in training
C. Documentation that participants were informed of consequences of testing violations
D. Signatures of all who attended the training

Additional Guidance from Appendix F for Training

- Any person involved in any phase of the testing program has been trained in appropriate assessment administration and test security procedures.
    1. Test administrators shall be licensed school personnel.
        a. Due to the need for the one-on-one administration of the English language proficiency test for English Language Learners, which includes component subtests such as reading, writing, speaking, listening, the test administrator may be a non-licensed employee as long as the proctor for the administration is a licensed staff member.

   b. For only the English language proficiency test for English Language Learners, if a licensed employee is the test administrator, the district is not obligated to provide a second person as proctor.
2. The district conducts professional development training on proper assessment administration procedures and test security for all individuals involved in the handling and administration of each test.
3. The district maintains complete records of all professional development related to assessment.
4. The district has documentation that training related to assessment included information on test security violations and the consequences of violations. *(Appendix F, Section IV, 5)*

Section C: Handling Materials

Storage and Access to Secure Test Materials

1. Except during actual test administration all secure test materials must be kept under lock and key, and access must be limited to individuals identified in the test security plan as responsible for their security.

2. An individual with access to the secure storage area is defined as a trained individual that physically has keys or access to the keys and the secure storage areas.

3. The School Test Coordinator, Assistant School Test Coordinator and the District Test Coordinator are the only individuals that should have access to the secure storage area.

4. The secure storage area must be an area that does not have a high volume of traffic.

5. Secure test materials should not be stored with medical supplies, cumulative folders, financial records, or materials used for special activities. The need for any of the above listed materials could occur at any time, thereby creating a need to enter the area secure storage area where testing materials are being stored.

6. Because number combinations used to unlock vaults remain the same and the personnel changes that can and have occurred in school districts vaults should not serve as an area to store secure materials.

7. Locking Fire proof cabinets can serve as the secure storage area.

8. A log tracking date, time, purpose, and names of all stakeholders that enter the secure storage area should be created and maintained.

9. Your test security plan must spell out in detail the names of all personnel with keys to the secure storage area and the location.

Additional Guidance from Appendix F for Test Storage

Except during actual test administration, secure test materials are kept under lock and key, and access to secure test materials is limited to individuals identified in the test security plan as responsible for their security. While secure test materials are in the district, anyone listed as having access to the secure storage area must be accompanied by a second person when entering the secure storage area. To ensure that security is maintained from year to year, it is the responsibility of the district each year to review the list of individuals who have access to the secure storage area and to ensure that only those individuals listed have access to the secure area by way of keys or vault combination.

1. Secure test materials are kept in locked storage before testing at both the district and school levels.
2. Access to secure test materials is limited to those individuals identified in the test security plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
3. Test materials are not to be removed from security packaging prior to the time indicated on instructions from the Office of Student Assessment.
4. Secure test materials are kept in locked storage after testing at both the district and school levels unless otherwise directed by the Office of Student Assessment. *(Appendix F, Section IV, 3)*

Additional Guidance from Appendix F for Test Distribution

All secure test materials are accounted for before, during, and after testing as specified in the District Test Security Plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.

1. All secure test materials are accounted for before testing at the district level.
2. All secure test materials are accounted for before testing at the school level.
3. Test administrators account for all secure test materials before students are allowed to leave the testing room.
4. All secure test materials are accounted for after testing at the school level.
5. All secure test materials are accounted for after testing at the district level.
6. All secure materials are returned according to the schedule published by the Office of Student Assessment. In the event that a secure testing document has been contaminated by bodily fluids or other health-related hazards, the district test coordinator will follow procedures for disposal as outlined during District Test Coordinator training, and include these procedures in the District Test Security Plan.

7. If supplementary materials, such as scratch paper, maps, and manipulatives are provided, procedures for disposal are outlined in the District Test Security Plan and followed. *(Appendix F, Section IV, 4)*

In the District Plan Section C

A. Receiving and securing materials: Include specific information about where materials will be delivered and stored and the secure storage area, as well as, the process that will be used for identifying all those who will have access to the secure storage area.
B. Distributing materials to individual schools, to include the date the materials will be distributed to schools.
C. Retrieving materials from individual schools.
D. Verifying all materials are accounted for as they are packed for return to the test vendor.

In the School Security Plan Section C

A. Procedure for distributing materials to each test administrator.
B. Outline the procedure to distribute materials to students and to account for materials before students leave the testing area.
C. Procedure for returning materials to the school test administrator.
D. Security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEP'S, etc.
E. List of all individuals who have access to the secure storage area.
F. List or schedule of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. (Please note that the test administrators must be licensed in compliance with Appendix F. (See Section IV, 5a.)).

Section D: Studying Test Administrator Manuals

Describe in this section when and where test administrators will be allowed to review test administrator manuals prior to each test administration.

Section E: Additional Procedures

The School Test Security Plan must include the following:

1. Student emergencies (bathroom, sudden illness).
2. Disruptions due to severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility.
3. Prohibitions against the possession and/or use of any electronic communication device, including cell phones and personal digital assistance devices during the administration of scheduled statewide assessments.

4. Use of appropriate calculators on MCT2 (Grades 7 & 8) and SATP2 Algebra I tests. Beginning with the 2011–2012 school year, all formulas, applications, and/or programs (including, but not limited to, Zoom Math/Zoom Algebra) must be disabled or removed from the calculators to be used by students during any state test. Detailed directions on how to configure calculators is outlined on the Office of Student Assessment website. The district test security plan should state explicitly how this policy will be implemented and who is responsible for disabling the calculators and who is responsible for verifying compliance. Exception to Policy. Students who participated in the SATP Algebra I test prior to 2011–2012 school year are allowed to use graphing calculators with formulas, applications, and/or programs provided they are not tested in the same room as other Algebra I test testers who are not allowed to use calculators with formulas, applications, and/or programs. The district plan should state that these students will be segregated in different testing rooms. MDE published a guidance memo dated April 6, 2011, to all Superintendents and DTCs addressing this topic in detail.
5. Procedure used to ensure that all content relevant materials (maps, word walls, bulletin boards with curricular content, etc.) in testing areas have been covered or removed.
6. District monitoring of test administrators, proctors, students, and others involved in the testing process.
7. Plan/s for multiple test administrations (i.e. morning/afternoon, dates) and what procedures you will use to prevent students from discussing test items. If applicable, explain how you will prevent students from looking back at the section of the test taken on the previous day.
8. Procedure for online testing and procedures that address disruptions, i.e., power outages, network problems, etc**.**
9. Procedures used to prepare, verify, and maintain seating charts for students during statewide assessments. Various schools have chosen different methods: alphabetical, pre-arranged to separate friends, placement of students at the front of the room based on IEP or special circumstances, etc. To facilitate the test process, generally, seating charts are prepared in advance and simply updated with annotations to reflect any student absences.
10. Districts may choose to dismiss students who finish early or allow them to read library books or other material not related to the content of the test. Address the procedure for implementing this process while being sensitive to avoid excessive disruptions to those students requiring additional time who are still working.
11. At the conclusion of testing, the coding of student information and a review of answer documents for completeness of student administrative data is correct and to ensure there are no stray marks is completed. Indicate the individual(s) responsible for

completing these tasks; when will it be done and where will it be done in order to ensure proper test protocols are followed and that test materials are not compromised.

12. Include the testing schedule for the current school year. Districts may simply attach the state calendar located on the Office of Student Assessment's Website, www.mde.k12.ms.us/osa.
13. If special accommodations are requested, (i.e. accommodation 24 and/or 25) you must include in your test security plan a description of procedures, addressing each of the following bullets located in School Test Security Plan, Section E-1, 2, 3, 6, 7, 8, 10, and13 for each test administration.
14. Outline the procedure to ship scratch paper used during test administrations with secure test materials as outlined in Test Administrators Manuals.

Where applicable, describe the procedures used for the following:

1. Conducting lunch, restroom and/or stretch breaks during or between tests.
2. Coding the demographic data for students in grades 3 and 4, if this task is completed by a teacher or teacher assistant.

Guidance from Appendix F on Additional Procedures

1. Both a test administrator and a proctor are present and actively monitoring students during the entire test administration.

    a. At least two people are present from the time that testing materials are distributed to the test administrator until all test materials have been returned to the secure area.

    b. A seating chart is required for each room/site used for any statewide assessment; the seating chart must be signed and dated by the test administrator, proctor, and school test coordinator. *(Appendix F, Section IV, 6)*

2. Makeup testing is provided for students who are absent during the regularly scheduled test administration. *(Appendix F, Section IV, 12)*

3. Tests are administered according to the standard procedures defined in the test administrator's manuals and related documents and according to the schedule published by the Office of Student Assessment. *(Appendix F, Section IV, 13)*

Chapter 3: Test Administration

How to plan for a successful testing experience.

The District and School Test Security Plans should include all the procedures for administering the various tests included in the Mississippi Statewide Assessment Program. In this chapter further guidance and best practices will be outlined to give district and school personnel information for formulating their plans. Tests are administered according to the standard procedures defined in the test administrator's manuals and related documents and according to the schedule published by the Office of Student Assessment.

To maintain consistently high levels of security surrounding the administration of exams, administrative arrangements should meet the following requirements:

Definitions

- Exam Misconduct, as it applies to the Student Assessment Handbook would be as follows:
    a. Accessing materials known or represented to be active exam content prior to testing;
    b. Possessing in the testing area, writing materials, cameras, PDAs, personal computers brought to the testing room, tablets, communication devices such as telephones or pagers, reference materials, or non-approved calculators;
    c. Communicating about test content with other students either in the testing area or in any other location;
    d. Recording or memorizing exam content;
    e. Disrupting other test-takers or the testing process; and
    f. Violating or attempting to violate published exam retake rules.

Testing Environment

Ensure that the physical conditions at testing locations facilitate secure testing, as follows:

1. Provide sufficient space for test-takers to be seated well apart from one another if there are not privacy panels between individual workspaces;

2. Maintain a seating chart of all individuals being tested for each session, reflective of any changes that occur during a test session, and make the seating chart a part of the School Test Security Plan, Seating Charts must be uploaded into SharePoint beginning with the December 2013 SATP2 test administration;

3. Ensure that access to materials, computers, and testing information is disabled upon an employee leaving the school and/or district;

4. Maintain all district and school exams, exam results and test-taker information in strict confidence, in secure systems and facilities.

Additional Guidance from Appendix F on the Testing Environment

Tests are to be administered in an environment that provides an adequate test setting for students. Such an environment should provide adequate lighting, reduced noise level, and spacing to ensure that students cannot see the answers being bubbled (or answers being selected during computer-based online testing) by other students. *(Appendix F, Section IV, 20)*

Test Proctoring

Both a test administrator and a proctor must be present and actively monitoring students during the entire test administration. At least two people must be present from the time that testing materials are distributed to the test administrator until all test materials have been returned to the secure area. If a Test Administrator must leave the room, or is otherwise disengaged from the direct monitoring of test-takers, a replacement Test Administrator should be assigned immediately so that students are never left un-proctored.

Every effort must be made to insure that test-takers do not have access to bags/purses, books, papers, pagers, cell phones, calculators, or any electronic device that can be used to capture/record exam content. The *Mississippi Public Schools Accountability Standards, Appendix F, Section IV, #19,* prohibits the possession and/or use of any electronic communication device, including cell phones and personal digital assistance devices, by students during the administration of scheduled statewide tests. Possession of any such device, even if it is not being used, is a violation of state policy (and local policy, if applicable).

> All students and staff must sign a form (a template is provided in Appendix A) stating that the Prohibition of Electronic Communication Devices policy has been explained to them along with the consequences of its violation.

Example: A student having a cell phone in his/her possession anywhere on his/her person during the test administration is a testing violation. The consequence of this testing violation is that the test results for that student will be invalid; therefore, the score of any student in possession of these prohibited devices during the test administration will be invalid and therefore automatically non-passing.

The Test Administrator and Proctor should confirm that there is no information related to the exam content that is visible on charts, posters, or other materials in the testing environment that might be sources for examination answers.

Ensure access to computer-based and paper-based exams is under strict control of the Test Administrator at all times. This includes all exam related materials, examination access codes, and login information.

Additional Guidelines from Appendix F on Test Proctoring

1. Students are not allowed access to test questions prior to testing and are not allowed access to answers at any time. *(Appendix F, Section IV, 7)*

2. Tests are administered according to the standard procedures defined in the test administrator's manuals and related documents and according to the schedule published by the Office of Student Assessment. *(Appendix F, Section IV, 13)*

3. Reproducing (by any means) or disclosing secure test material (including pilot material) and student responses before, during or after test administration are prohibited. Reproduction or disclosure of secure test materials includes but is not limited to the following: reviewing, reading, or looking at secure test material in a manner that is inconsistent with test security regulations and/or procedures as outlined in the test administrator's manual. Use of unreleased test items in any form (including rewording of such test items) is strictly prohibited. *(Appendix F, Section IV, 8)*

4. Coaching students, altering responses, or interfering with responses in any way during or after the scheduled test administration is prohibited. Coaching students is defined as providing answers by staff or other students to students in any manner during the test, including cues, clues, hints, and/or actual answers in any form-written, printed, verbal or non-verbal (including but not limited to chalkboards, charts, bulletin boards, posters, computers, hand signals) or allowing students to alter responses after the scheduled test administration. *(Appendix F, Section IV, 8)*

5. The school prohibits the possession and/or use of any electronic communication device, including but not limited to iPod's, MP3 players, Bluetooth devices, cell phones, and/or other personal digital assistance devices during the administration of scheduled statewide tests. *(Appendix F, Section IV, 19)*

Accommodations

A thorough explanation of how accommodations will be given to test-takers must be included in the School Test Security Plan. Only appropriate allowable testing accommodations should be provided for students as specified in the current edition of *the Mississippi Testing Accommodations Manual*. (SB Policy 7601) The use of any accommodation not listed in these documents or in the current edition of the *Mississippi Testing Accommodations Manual* published by the Office of Student Assessment must first be approved by the Office of Student Assessment. *(Appendix F, Section IV, 11).* For additional information regarding the use of accommodations for English learners (EL), refer to the current edition of the *Guidelines for English Language Learners.* For additional information regarding the use of accommodations for students with disabilities (SWD), refer to the current edition of the *Testing Students with Disabilities Regulations.*

Testing Irregularity Management

To preserve the integrity of exam materials and exam scores, when test-taker exam misconduct is suspected, testing site personnel (Test Administrators) will be required to:

1. Call on one or more additional test site personnel (proctor, hall monitor, school test coordinator) to confirm the suspicion of misconduct;
2. Take reasonable, non-physical measures to:
    a. Interrupt the exam and arrange for the implicated test-taker(s) to leave the testing area;
    b. Prevent test-takers from leaving the testing area with secure exam materials;
    c. Preserve evidence of test-taker use of unauthorized materials without inappropriately, under school rules, confiscating or otherwise attempting to deprive test-takers of their belongings (e.g., photographs or video recordings).
3. Follow requirements for handling security incidents in the local school district's code of student conduct.
4. Apprise the suspected student(s) of the potential consequences of misconduct (as set forth in these policies and procedures) and provide contact information for the responsible local school district personnel regarding the disposition of examination results.
5. Organize a Testing Irregularity Report (see form in Appendix A)consisting of the following:
6. A description of the observed misconduct, including information provided by the Test Administrators and other personnel or students who observed the misconduct.
7. A list of actions taken by the school and district, including steps to avoid future incidents of the same nature and disciplinary measures for any individuals involved.
8. File incident with MDE by calling immediately. Follow up with a copy of the Testing Irregularity Report and supporting documentation sent by email, osa@mde.k12.ms.us, or fax, 601-359-2471.

Best Practice Tip- Consistent monitoring by test site personnel should minimize the need for testing irregularity management.

Additional Guidance from Appendix F on Testing Irregularities

1. Anyone with knowledge of or information regarding a possible testing irregularity or alleged security violations reports the alleged irregularity/violation to an appropriate authority. {MS Code 37-16-4(1)(f)}*(Appendix F, Section IV, 14)*

2. Test administrators and proctors keep written records of any testing irregularities occurring during testing and report these to the school test coordinator who then reports to the District

Test Coordinator. The District Test Coordinator reports all irregularities for a test administration to the district superintendent for investigation. Documentation regarding testing irregularities is maintained on file in the district. *(Appendix F, Section IV, 15)*

Test Invalidation Process

All invalidations must be requested and approved during the testing administration. Once testing materials have been returned to the testing vendor or the online testing administration has ended, OSA will not approve any invalidation. Pearson should not be contacted by district personnel requesting to have answer documents coded for invalidation. OSA may offer verbal approval for invalidations due to timing constraints during testing; however, the invalidation is not official until the request is received in writing and approved by OSA in writing. If an answer document is marked for invalidation and OSA has not received and approved the written request, the answer document will be scored.

The following invalidation process will be implemented for the MCT2, MST2, MWAP3 and SATP2 Programs effective with the 2013-2014 school year.

1. All invalidations must be approved by the Office of Student Assessment.
2. Only the District Test Coordinator (DTC) may request approval to invalidate from OSA.
3. The DTC may contact OSA for clarity prior to submitting the invalidation request in writing; however, it is not mandatory to call for verbal approval.
4. **All written requests MUST be submitted via the survey in order to ensure OSA receives the necessary information in the initial request.**
5. The survey will only be available during specified time-periods during each test administration.
6. Written approval/denial from OSA will be provided via email.
7. Pending the nature of the invalidation request, additional information may be required prior to OSA providing an official response.

Image of the OSA Invalidation Survey

1. **District Name***

2. DISTRICT CODE*

3. **District Test Coordinator (DTC) Name***

4. **DTC Email Address***

5. **Required Information:***

Date of Test Administration	
Student Last Name	
Student First Name	
Middle Initial	
Student MSIS Number (must be 9 digits)	
DOB (XX/XX/XXXX)	
School Name/Code (Enter "SAA" for Same as above)	
Reason for Invalidation (Enter "SAA" for Same as above)	
Invalidation Code	
Subject Area (Enter "SAA" for Same	

Data Forensics Used to Detect Possible Testing Irregularities

1. Caveon Data Forensics™ analyzes test response data using patent-pending methods and systems to identify statistically inconsistent test response patterns from among the total population of test responses.

2. These algorithms detect anomalous patterns which may be associated with different forms of testing irregularities, such as answer copying, inappropriate assistance during testing, lax proctoring, etc.

3. The analyses in the report we receive identify several types of statistical inconsistencies:

    a. Very similar test responses

    b. Test aberrance or unusual response patterns

    c. Larger score change in a student's score than would seem reasonable using previously obtained scores

    d. **Very similar test responses** are measured by comparing pairs of test answer sheets. The statistic indicates whether the agreement or similarity between the answers is greater than would be expected by chance alone.

    e. Large change scores are measured by evaluating the change in a student's test performance relative to previous assessments. A testing irregularity could include such examples as inappropriate coaching before or during the test or inappropriate answer changing during or after the test.

4. The Caveon analysis uses very conservative statistical methods.

5. If students exceed a 1 in 100,000,000,000,000,000 (10 to the 17th power or a threshold/collusion index of 18) the statistical probability, their SATP2 scores will be flagged and automatically invalidated.

6. The test scores of all students with a flag for statistical anomalies will automatically be invalidated.

7. School districts can appeal SATP2 score invalidations resulting from a Caveon flag.

8. If a district appeals invalidation due to statistical inconsistencies, the appeal and documentation should provide evidence that provides an extremely high degree of certainty that a testing irregularity did not occur.

9. If a school district plans to appeal, they should notify the OSA and follow the guidelines for investigations. Districts are given 15 working days to respond to a request for an investigation.

10. Caveon analysis are run for MCT2 and focuses on the teacher, school, and district levels.

11. Erasure analyses are compiled for MCT2, MST2, and SATP2 for each administration.

Roles and Responsibilities

All individuals in the testing community play a vital role in helping to maintain a secure testing environment at every level from test development through scoring and reporting. In *Appendix B* there is a hand-out of the duties of the following key test site personnel:

A. District Test Coordinator
B. School Test Coordinator
C. Test Administrator
D. Test Proctor
E. Student
F. Hall Monitor
G. Test Auditor

Chapter 4: Testing Irregularities and Consequences

What constitutes an irregularity and what to do about it.

All tests that are part of the Mississippi Statewide Assessment Program require a standardized process of administration. In order for test results to be valid from a standardized test administration, all procedures found in the specific test administration manual must be followed. It is important that the test site personnel follow and present the directions in the test administrator's manual as written. Thus, test site personnel must study the designated manual prior to the test administration to ensure that uniform test administration procedures are followed throughout Mississippi. It is also important that all test site personnel receive training on the District and School Test Security plans and requirements of *Appendix F of the Mississippi Public Schools Accountability Standards.* This chapter will give definition to what constitutes a testing irregularity and the process a district should follow if one occurs.

Definitions

1. A possible **testing irregularity** is any incident in the test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data.
2. A **verified testing irregularity** is a violation of a testing requirement.
3. **Test Fraud**, as applied in this handbook, includes any attempt by an individual or individuals in collusion to subvert the testing process through actions including but not limited to:
    a. Unauthorized access to secure exam materials;
    b. Use of stolen exam materials through memorization or any other means;
    c. Engaging others to take an exam on another test-taker's behalf;
    d. Giving or receiving unauthorized assistance during the administration of an exam;
    e. Possession and/or use of unauthorized materials during the administration of an exam including: notes, recording and electronic communication devices;
    f. Altering answer documents;
    g. Altering exam scores; and
    h. Disclosing and/or distributing protected exam material.
4. **Test Theft**, as applied in this Handbook, includes any attempt by an individual or individuals in collusion to misappropriate protected exam materials before, during, or after exam administration, through actions including but not limited to:
    a. Possession and/or use of recording or communication devices during the administration of an exam;
    b. Reproduction of exam materials by any means, including reconstruction through memorization;
    c. Storage and use of exam materials to be used as test prep for test-takers;

   d. Providing answers or assisting with test answers to test-takers before, during, or after the testing event.

5. **Coaching** students is defined as providing answers by staff or other students to students in any manner during the test, including cues, clues, hints, and/or actual answers in any form-written, printed, verbal or non-verbal (including but not limited to chalkboards, charts, bulletin boards, posters, computers, hand signals) or allowing students to alter responses after the scheduled test administration. Coaching students, altering responses, or interfering with responses in any way during or after the scheduled test administration is prohibited.

Testing Irregularities

Examples of testing irregularities include, but are not limited to, the following:

1. Failing to follow the procedures as described in the Test Administrator's Manual;
2. Handling and administering the test without properly training test administrators and proctors;
3. Failing to follow the test schedule procedures or makeup test schedule designated by the Office of Student Assessment;
4. Failing to assess all eligible students;
5. Leaving students unsupervised with access to secure test materials;
6. Allowing students to review secure test materials prior to the test administration;
7. Giving students instruction related to the concepts measured by the tests on the morning prior to or during the test administration session;
8. Failing to cover or remove classroom displays that provide information regarding the content being measured by the test or test-taking strategies;
9. Paraphrasing, omitting, revising, or rewriting the script or the directions contained in the appropriate test administrator's manual;
10. Cheating;
11. Illness during testing;
12. Reading or tampering with (e.g., alters, changes, modifies, erases, or scores) student responses to the test questions by school district personnel;
13. Failing to return the originally distributed number of test materials (e.g., test books and answer sheets) to designated school personnel;
14. Testing students with disabilities and/or students identified as limited English proficient who have the appropriate documentation in accordance with state policies when they should not participate in the standard test administration;
15. Failing to follow appropriate procedures for providing testing accommodations;
16. Failing to provide accommodations to all eligible students;
17. Providing accommodations to students who are not eligible to receive them;
18. Allowing school or district personnel access to the tests who do not have a legitimate need; and

19. Failing to provide parents with a copy of the score report within the guidelines. (See Chapter 1)

Guidance from Appendix F on Testing Irregularities

1. Anyone with knowledge of or information regarding a possible testing irregularity or alleged security violations reports the alleged irregularity/violation to an appropriate authority. {MS Code 37-16-4(1)(f)} *(Appendix F, Section IV, 14)*
2. Test administrators and proctors keep written records of any testing irregularities occurring during testing and report these to the school test coordinator who then reports to the District Test Coordinator. The District Test Coordinator reports all irregularities for a test administration to the district superintendent for investigation. Documentation regarding testing irregularities is maintained on file in the district. *(Appendix F, Section IV, 15)*
3. The superintendent of the district investigates all reports of alleged violations of test security and/or potential testing irregularities and submits a report of findings to the Office of Student Assessment within fifteen working days after the alleged violation and/or potential irregularity has been reported to him or her. *(Appendix F, Section IV, 16)*
4. No statistically significant similar or identical patterns of responses and/or erasures are noted in students' answer documents. *(Appendix F, Section IV, 17)*
5. No statistically significant group or individual scores that are inconsistent with established patterns of achievement are noted. *(Appendix F, Section IV, 18)*

Investigating and Reporting

In accordance with MDE security policies and practices, any variation from established procedures in the administration of the Mississippi Statewide Assessment Program should be reported as soon as reasonably possible to MDE via the online incident reporting system or by direct contact by local school personnel, typically a District Test Coordinator or School Test Coordinator or by the delivery vendor. This includes the following:

1. Copies of Irregularity Reports submitted by the Test Administrator addressing situations that could threaten the security of exam data.
2. Any suspicious activity, including, but not limited to test-taker misconduct such as student disruptions, observations of answer-copying, discussing exam questions with others, and use of unauthorized materials, missing and lost or stolen exam materials.
3. Testing location disruptions, including but not limited to lapses in monitoring/proctoring, outside distracting noises, other distracting activities or noises from others within the testing environment.

Testing Irregularity Response Plan

This Testing Irregularity Response Plan (SIRP) is an effort to maximize district test security and to minimize risks. The SIRP is meant to provide a proactive approach to preventing cheating and promoting fair and valid testing.

1) Investigation. This section describes how allegations and other information of test theft and fraud allegations should be investigated.
   a) All reasonably detailed reports and information received from monitoring efforts containing actionable information of alleged cheating and/or test theft (hereafter "possible Misconduct") by a test-taker, Test Administrator, teacher, school administrator, or exam support staff should be reviewed by the superintendent as follows:
      i) Confirmation of Time Sensitive Information: Within the time lines specified in existing policies, issue reports containing information regarding possible misconduct should:
         (1) Confirm the identity of alleged perpetrator(s); and
         (2) Gather and confirm witness statements, including the names and contact information of other potential witnesses.
      ii) Collection of Related Information: Within the schedule determined by MDE policy, school districts should collect the following information:
         (1) Any available evidence which tends to refute or corroborate the original evidence or allegation(s);
         (2) Available background information regarding the alleged perpetrator(s) criminal and educational history;
         (3) Contact and ownership information regarding offending websites and other materials, as applicable.
2) Submit the report with related information to the Office of Student Assessment.

Additional Guidance from Appendix F on Investigation

Identifying and investigating possible testing irregularities involves a variety of data sources. These include formal testing audits, self-reports of testing irregularities, allegations/complaints related to possible testing irregularities, and results of analyses and reports designed to identify possible irregularities, including the percent of students tested, changes in enrollment, score exceptionalities, erasure report results, and missing documents reports.

The procedure for handling testing irregularities is repeated for each test administration. The Office of Student Assessment will notify the school district in writing when a possible testing irregularity has been identified. Within fifteen working days following a reported potential irregularity/violation and/or receipt of the written notification from the Office of Student Assessment, the district will

submit a written report to the Office of Student Assessment. The Office of Student Assessment reserves the right to conduct an independent investigation.

The Office of Student Assessment will evaluate the district report to determine whether the possible testing irregularity has been resolved or the testing irregularity has been verified. If the possible testing irregularity has been resolved, the Office of Student Assessment will notify the district that no further action is required. If a testing irregularity has been verified, the Office of Student Assessment will notify the district superintendent.

In the case of any verified testing irregularity that jeopardized or may have jeopardized the security and integrity of the test(s) or the accuracy of the test results, the Office of Student Assessment will report the irregularity to the Office of Accreditation for appropriate action and follow-up. (See CONSEQUENCES on page 30) In the case of improper student behavior supported by a data forensics company and not disproved in the district report, the Office of Student Assessment will respond to the district superintendent with a request on behalf of the State Superintendent of Education that the district superintendent ask for the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration. If the district refuses to invalidate the suspect scores, the State Superintendent will have the authority to invalidate the scores.

In case of an allegation of an irregularity that prompts a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred; the State Superintendent will have the authority to invalidate suspect scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration. *(Appendix F, Section V, A)*

Additional Guidance from Appendix F on Personal Misconduct Investigation

If an irregularity that represents misconduct or other breaches of test security on the part of district personnel within a school district is identified, the superintendent of the district will be notified of the irregularity. It is the responsibility of the district to conduct an investigation into the allegation and report findings to the Office of Student Assessment. If the Office of Student Assessment concludes that the irregularity was resolved, the district is notified that no further action is necessary.

If the Office of Student Assessment concludes that the irregularity was verified, the district superintendent is notified that the Office of Accreditation is being apprised of the finding.

In case of an allegation of an irregularity or in the case of statistical analyses that prompt a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred, the State Superintendent will have the authority to invalidate suspect test scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test

administration. The district superintendent will be notified that the Office of Accreditation is being apprised of the findings.

The district attorney may investigate allegations of violations of test security on his own initiative following receipt of allegations, at the request of a school district, or at the request of the Mississippi Department of Education.

After a conviction, the personnel in question will be notified in writing that the evidence of conviction will be presented to the Commission on Educator Licensure and that the Commission is required to take action pursuant to the authority granted in Section 37-16-4, *Mississippi Code of 1972*, as amended. In the case of improper student behavior supported by the data forensics company and not disproved in the district report, the district superintendent will be asked to request the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration. *(Appendix F, Section V, B)*

Consequences

Consequences of violating testing procedures vary based on the severity of the offense and affect three different areas:

1. The institution (district, school)
2. The educator
3. The student

Letter of Warning (Affects Institution)

If a violation has been verified that did not result in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, then the Office of Student Assessment may issue a letter of warning to the school district superintendent to be placed in the district and/or school file. Multiple and/or repeated minor violations that indicate the district and/or school has not corrected issues addressed in previous letters of warning or that the district and/or school has continued to be in noncompliance with the numbered issues listed in Requirements (Section IV) may result in a recommendation for a citation to be placed on the accreditation record. (See B below.) In the case of improper student behavior supported by the data forensics company and not disproved in the district reports, the district will be asked to request the invalidation of the suspect scores. If the improper student behavior is determined to be isolated to an individual student's or to individual students' behavior and not supported or condoned by the district, the district will not receive a letter of warning. The district will be asked in an official letter by the Office of Student Assessment to put measures in place to address and prevent the possibility of such improper behavior being repeated. However, multiple administrations resulting in suspect scores may result in further investigation by the Office of Student Assessment that may lead to further consequences. *(Appendix F, Section VI, A)*

Citation Placed on the Accreditation Record with No Immediate Action to Downgrade the Accreditation Status (Affects Institution)

1. Multiple Letters of Warning - Multiple and/or repeated violations as outlined in A above may result in a recommendation for a citation to be placed on the district's Accreditation Record Summary. The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has successfully completed the next scheduled administration of the same test for which the irregularity was originally verified. The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security. *(Appendix F, Section VI, B1)*

2. Substantial Probability That the Security, Accuracy, or Validity of the Test Results Has Been Jeopardized - If a verified violation has resulted in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, the Office of Student Assessment will issue written notification to the district superintendent. The Office of Student Assessment will note the violation on the School and/or District Assessment Record and notify the Office of Accreditation. The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has successfully completed the next scheduled administration of the same test for which the irregularity was originally verified. For example, if the citation is issued for the December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year.

The Office of Student Assessment may submit a recommendation to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security. *(Appendix F, Section VI, B2)*

Citation Placed on the Accreditation Record that May Result in Immediate Action to Downgrade the Accreditation Status (Affects Institution)

If it is determined that a violation of a testing requirement jeopardizes the security and integrity of the test(s) or the accuracy of test results, the Office of Student Assessment will issue written notification of the violation to the superintendent of the school district and to the Office of Accreditation.

The Office of Accreditation will note the citation of noncompliance on the district's Accreditation Record Summary and notify the superintendent of this action. The citation of noncompliance will be presented to the Commission on School Accreditation for appropriate action. This citation will remain on record until the district has successfully completed the next scheduled administration of the same test for which the irregularity was originally verified. For example, if the citation is issued for the

December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year. The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security. *(Appendix F, Section VI, C)*

Invalidation of Scores (Affects Institution and student)

1. Student Retest and Score Invalidation Procedure - In the case of findings that reveal misconduct at the district or school level, the State Superintendent of Education may order the local school district to have students retake the examination(s) at the district's expense for all areas in question. Should the local district choose not to have students re-examined to establish validity, the State Superintendent of Education will have the authority to have affected scores invalidated. At such time, the local district will be notified.

   A school will not receive a school performance classification if the test data have been invalidated, and the school performance classification will be noted as Test Data Invalidated. (See Accreditation Policy 3.3.) In the case that the Office of Student Assessment has requested the district superintendent ask for the invalidation of a student's (or students') suspect scores based upon the analyses by the data forensics company and the refusal to do so by the district superintendent, the State Superintendent will have the authority to have suspect score(s) invalidated. At such time, the local district will be notified. *(Appendix F, Section VI, D1)*

2. Individual Irregularity Procedure - If there is evidence of a nature that confirms one or more individual testing irregularities on the Subject Area Tests or other tests that have high stakes consequences for individual student(s) resulting in the student or students not being able to graduate in the current school year, the individual(s) in question shall be notified in writing of the irregularity by the district superintendent and given an opportunity to provide an explanation and evidence that the questioned score(s) is/are consistent with other test scores or other academic performance. If retesting of individuals on the test is required and the retesting yields scores that would deny students a diploma or affect promotion/retention decisions after all retesting opportunities have been exhausted, affected individuals will be given an opportunity to appeal to the State Board of Education the decision to invalidate their original scores on the test. No hearing will be granted to any student who has not completed all other requirements for graduation or promotion and exhausted all retake opportunities. *(Appendix F, Section VI, D2)*

Report to Division of Educator Misconduct (Affects educator)

Violations of testing procedures by an educator can result in a mandated report being made to the Division of Educator Misconduct. These violations of the *Mississippi Educator Code of Ethics* Standard 9 (Maintenance of Confidentiality) affect the validity of mandatory uniform test results as provided in Section 37-16-4 (1). The result can be a loss of licensure.

Appendix A: Board Policies Regarding Assessments

MS Policy Code	*Policy Summary, Policy Reference or Contact Information*
MS Code 3600, Formerly IHF1 *Adopted 7/15/88* *Revised 2/20/2004*	*[Excerpt] " Students who begin 9th grade in 2003-2004 and each year thereafter (anticipated graduation in 2007 and later) must pass all required Subject Area Tests in U.S. History from 1877, English II (with a writing component), Biology I, and Algebra I even if they take the course(s) prior to their 9th grade year."*
Code 3800 *Formerly IHF2* *Adopted 2/23/2001* *Revised 12/13/2002*	*[Excerpt] "Any Mississippi public school student shall not be awarded Carnegie unit credit unless the core objectives identified in the Mississippi Curriculum Framework have been mastered. Passage of the required Subject Area Test is a separate requirement towards graduation and shall not be criteria for awarding Carnegie unit credit.*
Code 3801 *Adopted December 13, 2002* *Revised December 19, 2012*	*MS State Board Policy for Subject Area Testing* http://www.mde.k12.ms.us/mississippi-board-of-education/board-of-education-policy-manual/policy-3800-graduation-requirements/policy-3801-policies-for-subject-area-testing
Code 3802 *Adopted February 23, 2001* *Revised December 19, 2012*	*MS State Board Policy for Carnegie Unit Credit* http://www.mde.k12.ms.us/mississippi-board-of-education/board-of-education-policy-manual/policy-3800-graduation-requirements/policy-3802-policies-for-carnegie-unit-credit
Code 3803 **Adopted July 5, 1988** **Last Revised May 18, 2012**	*MS State Board Policy – Assessments Required for Graduation* http://www.mde.k12.ms.us/mississippi-board-of-education/board-of-education-policy-manual/policy-3800-graduation-requirements/policy-3803-assessments-required-for-graduation
Student Assessment Calendar	https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Calendars/Testing_Calendar_2012-2013.pdf
Standard 20.4 *Participation in Graduation Exercises*	*2012 MS Public Schools Accountability Standards, page 23* http://www.mde.k12.ms.us/docs/accreditation-library/revised-10-9-12-2012-stds.pdf?sfvrsn=2
Emergency Assessment	*Contact your local Counselor or District Test Coordinator*

MS Policy Code	***Policy Summary, Policy Reference or Contact Information***
Code 7601 Assessment of Special Populations	***Testing Students with Disabilities Regulations*** http://www.mde.k12.ms.us/docs/student-assessment/testing-20students-20with-20disabilities-20regulations-final.pdf?sfvrsn=2 ***Mississippi Testing Accommodations Manual*** http://www.mde.k12.ms.us/docs/student-assessment/mississippi-testing-accomodations-manual.pdf?sfvrsn=0 ***Guidelines for English Language Learners*** http://www.mde.k12.ms.us/docs/student-assessment/ell-guidelines-january-2011-final.pdf?sfvrsn=2
Code 7610 SATP Appeals Process ***Rescoring*** ***Alternative***	***Appeals for rescoring tests, and or appeals for the administration of the Alternative Assessment*** http://www.mde.k12.ms.us/mississippi-board-of-education/board-of-education-policy-manual/policy-7600-testing/policy-7610-subject-area-testing-program-appeals-process
Test Security	***MS Public Schools Accountability Standards, Appendix F*** http://www.mde.k12.ms.us/docs/accreditation-library/revised-10-9-12-2012-stds.pdf?sfvrsn=2

DESCRIPTOR TERM: Graduation Requirements-Policies for Subject Area Testing
CODE: 3801
ADOPTION DATE: December 13, 2002
REVISION: December 19, 2012

Enrollment in a non-public school/program (to include, but not limited to: private schools, parochial schools, home schools, virtual schools, summer schools, independent study / correspondence programs, etc.) shall not be used to circumvent participation in the Mississippi Statewide Assessment System or students meeting the graduation requirements outlined in this policy.

1. Students will not be required to pass any end-of-course Subject Area Test in a course for which the student earns or receives credit (i.e. course completed as recorded on an official transcript) in a Mississippi public school prior to the 2001-2002 school year. (MS Code 37-16-7)

2. Any student enrolled in a Mississippi public school who concurrently earns a Carnegie unit for any course which includes a required end-of-course Subject Area Testing Program (SATP) exam from a non-public school (to include, but not limited to: private school, parochial school, home school, virtual school, summer school, or independent study / correspondence program, etc.) must take and pass the SATP exam in order to earn a standard diploma.

3. a. Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a public school of another state as fulfilling the requirements for a Mississippi high school diploma.

b. Effective with the 2011-2012 school year, students entering or enrolled in a Mississippi public school implementing an innovative program authorized by the State Board of Education who have earned credits in the *Required Subjects* for a diploma in the state of Mississippi and will have completed an end of course assessment or end of domain assessment, will be exempt from State Board Policy 3803 until the State Board of Education has adopted standards and cut-scores for the corresponding assessments.

4. Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a private school as fulfilling the requirements for a Mississippi high school diploma, provided the private school is accredited regionally or by the state of Mississippi.

5. Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a private school as fulfilling the requirements for a Mississippi high school diploma if the private school is not accredited regionally or by the state of Mississippi.

6. Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student through home schooling as fulfilling the requirements for a Mississippi high school diploma.

7. Any Mississippi public school student who fails to pass a required Subject Area Test will be offered a chance to retake the test three times each year until a passing score is achieved:

a. At or near the end of the fall semester,

b. At or near the end of the spring semester, and

c. At or near the end of summer school.

8. Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is not eligible for dual credit. (MS Code 37-15-38(11)). Refer to Section 37-15-38 (19) of the MS Code for exemptions.

9. Passage of the required Subject Area Test (High School End of Course Assessment or End of Domain Assessments as appropriate) is a separate requirement for graduation. In accordance with Section 37-16-5 of the MS Code, innovative programs authorized by the State Board of Education, shall periodically assess student performance and achievement in each school. Such assessment programs shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the minimum performance standards approved by the State Board of Education. Data from district assessment programs shall be provided to the State Department of Education when such data is required in order to evaluate specific instructional programs or processes or when the data is needed for other research or evaluation projects. Each district may provide acceptable, compatible district assessment data to substitute for any assessment data needed at the state level when the State Department of Education certifies that such data is acceptable for the purposes of Section 37-16-3.

DESCRIPTOR TERM: Policies for Carnegie Unit Credit
CODE: 3802
ADOPTION DATE: February 23, 2001
REVISION: December 19, 2012

Enrollment in a non-public school/program (to include, but not limited to: private schools, parochial schools, home schools, virtual schools, summer schools, independent study / correspondence programs, etc.) shall not be used to circumvent participation in the Mississippi Statewide Assessment System or students meeting the graduation requirements outlined in this policy.

1. Any Mississippi public school student shall not be awarded Carnegie unit credit unless the core objectives identified in the Mississippi Curriculum Framework and innovative programs authorized by the State Board of Education have been mastered.

2. For students entering a Mississippi public school from a public school in another state for which the school did not award a credit for the successful completion of a course, the district may accept the course as meeting the requirement for the *Required Subjects* for a diploma in the state of Mississippi provided the district determines that the content of the course taken is comparable. However, the total *Carnegie Unit* requirement for the *Curriculum Area* remains the same.

3. For students entering a Mississippi public school from a regionally accredited private school for which the school did not award credit for the successful completion of a course, the district may accept the course as meeting the requirement for the *Required Subjects* for a diploma in the state of Mississippi provided the district determines that the content of the course taken is comparable. However, the total *Carnegie Unit* requirement for the *Curriculum Area* remains the same.

4. Students entering a public school in Mississippi from any regionally accredited public or private school that awarded a Carnegie Unit for the successful completion of a course, the district may accept the course as meeting the requirement for the "Required Subject" in Appendix A of the *Mississippi Public School Accountability Standards*.

5. Any student previously enrolled in a Mississippi public school that failed a SATP exam and later transfers credit for the same SATP course from either a private school that is accredited regionally or by the state of Mississippi or an out-of-state public school must take and pass the exam in order to earn a standard diploma.

6. Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is not eligible for dual credit. (MS Code 37-15-38(11)) Refer to Section 35-15-38(19) of the MS Code for exemptions.

DESCRIPTOR TERM: Assessments Required for Graduation
CODE: 3803
ADOPTION DATE: July 15, 1988
REVISION: September 15, 2000, July 18, 2003, February 20, 2004, May 18, 2012

Academic end-of-course tests were phased in during the 2001-2002 school year to replace the (FLE) as a requirement for graduation.

1. Students who began 9th grade PRIOR to 1999-2000 must pass the Functional Literacy Examination (FLE).

2. Students who began 9th grade in school year 1999-2000 must pass the Functional Literacy Examination (FLE) plus the Subject Area Test in U.S. History.

3. Students who began 9th grade in school year 2000-2001 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History and English II.

4. Students who began 9th grade in 2001-2002 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History, English II, and Biology I.

5. Students who began 9th grade in 2002-2003 must pass the Subject Area Tests in U.S. History, English II, Biology I and Algebra I. Students who began 9th grade in 2003-2004 and each year thereafter must pass all required Subject Area Tests in U.S. History, English II, Biology I, and Algebra I

DESCRIPTOR TERM: Subject Area Testing Program Appeals Process
CODE: 7610
ADOPTION DATE: October 23, 2009
REVISION: November 22, 2009

I. Appeal for Rescoring

When a student, parent, or district personnel has reason to believe that, due to a scoring error, a student who did not pass a Subject Area Test should have passed the test, an appeal for rescoring may be made.

Process:

1. The student, parent or district personnel must submit a written statement with supporting information outlining why the applicant thinks he/she should have passed the test.
2. The initial appeal is submitted at the local level for determination of merit.
3. A local decision is made to forward the appeal to the state level for consideration or to deny the appeal.
4. If the appeal is denied at the local level, the appeal can be submitted directly to the state level for consideration.
5. Direct appeals and appeals forwarded from the local level are considered at the state level, and a decision is made to grant the appeal or to deny it.
6. Any request for rescoring must be submitted no later than one calendar year from the time of the receipt of score reports in the district.
7. If the rescoring determines that a scoring error occurred that results in the student passing the test, the testing company will bear the cost of the rescoring. If the rescoring does not determine that a scoring error occurred, the costs associated with rescoring will be borne by the school district in which the student took the test in question.

II. Appeal for an Alternative Assessment as a Substitute Evaluation

Appeals Process:

- The Appeal for an Alternative Assessment as a Substitute Evaluation may not begin until a student has scored within one scale score point of the passing cut score on the same subject area content test on any three separate occasions (i.e., initial test, first retest,

second retest, or any other combination) and has participated in remediation designed to assist students in passing the appropriate subject area test.

- The student or parent may request an appeal to be initiated by a teacher, or a teacher may initiate an appeal. The teacher may deny a request from a student or parent if, in the teacher's professional opinion, there is no basis for the appeal. The student's teacher for the specific subject area course or a course in the same content at a higher level must be the teacher involved in the appeal process. To initiate an appeal the teacher must confirm the student has met the testing criteria outlined above and then submit a portfolio of student work that demonstrates the student's mastery of the course content accompanied by a letter of recommendation to the principal of the student's school.
- This portfolio will consist of documentation that supports student mastery at the expectation defined by the curriculum framework and will be submitted in accordance with the requirements for the Alternative Assessment for Subject Area Tests, a process available only to students with an IEP. The composition of the evidence portfolio must address the course-specific framework competencies and objectives for the relevant subject area test.
- The teacher must sign the Ethics in Data Collection Form for the Appeal for an Alternative Assessment as a Substitute Evaluation to accompany the portfolio.
- The teacher's letter of recommendation, the portfolio, and the Ethics in Data Collection Form must be reviewed and agreed to as accurate by the school principal and district superintendent. If the portfolio is found not to substantiate the appeal, the appeal may be denied by the principal and/or district superintendent. If the principal and superintendent support the appeal, they must also sign the Ethics in Data Collection Form.
- If the appeal is approved by the superintendent, the district test coordinator will then review the appeal and verify that all requirements of the Appeal for an Alternative Assessment as a Substitute Evaluation have been met. The district test coordinator will submit the student portfolio including the teacher's letter of recommendation and the Ethics in Data Collection Form, which the district test coordinator must also sign, to the Office of Student Assessment by March 30 in the year that the student is anticipated to graduate or at any time following the student's meeting criterion (a).
- If the results of the review of the portfolio determine that the student has demonstrated mastery of the curriculum, a passing score will be substituted for a failing score on the standard statewide subject area test, and the Mississippi Department of Education will bear the cost associated with the review.
- If the results of the review of the portfolio do not determine that the student has demonstrated mastery of the curriculum, the student must continue participating in

subsequent standard statewide assessment administrations. In this case, the costs associated with the review of the portfolio will be borne by the school district that submitted the appeal.

- If the Appeal for an Alternative Assessment as a Substitute Evaluation is denied and the student continues to participate in subsequent standard statewide assessment administrations, the teacher may again initiate an appeal, or a student or parent may request another appeal, following any subsequent retest opportunity that results in the student's again scoring within one scale score point of the passing cut score.

Appendix B: Roles and Responsibilities

All individuals in the testing community play a vital role in helping to maintain a secure testing environment at every level from test development through scoring and reporting. The following are hand outs of the duties of these key test site personnel:

A. District Test Coordinator
B. School Test Coordinator
C. Test Administrator
D. Test Proctor
E. Student
F. Hall Monitor
G. Test Auditor

Duties of the District Test Coordinator

The district test coordinator is to guide in the local administration, reporting, and interpretation of tests and other accountability measures. Maintaining test security is a major responsibility of the district test coordinator. The district test coordinator shall:

1. Ensure that a District Test Security Plan for the school district is developed and disseminated to each school no later two weeks prior to the first fall testing administration of each year. A schedule of the state test administration dates for the school year is to be shared with teachers, students, and parents;
2. Ensure that all eligible students are assessed;
3. Account to the Office of Student Assessment for all test materials received and secure all test materials in a locked facility;
4. Prohibit the reproduction of all or any part of the tests;
5. Prohibit their employees from disclosing the content of, or specific items contained in, the tests to persons other than authorized employees of the school system;
6. Develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher;
7. Designate the personnel who are authorized to have access to test materials;
8. Conduct audits periodically to ensure that proper test administration sessions are being held;
9. Ensure that the security of test materials and the integrity of the Mississippi Statewide Assessment System are maintained at all times;
10. Ensure that test administrators at each school are licensed school district or school personnel who have received professional training annually in education and the Mississippi Statewide Assessment System;
11. Provide guidance to the School Test Coordinator at each school in understanding his/her duties and responsibilities related to the state testing program and the implementation of state tests;
12. Oversee the planning and implementation of training for school-level test coordinators, test administrators, proctors and hall monitors;
13. Ensure that each school test coordinator and test administrator is trained in the implementation of testing accommodations used with students with disabilities and students identified as limited English proficient;
14. Assure that each school establishes procedures to ensure that all stake holders comply with the test publisher guidelines;
15. Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures shall immediately report that information to the district test coordinator;
16. Make a determination about the seriousness of reports of breaches of test security, loss of test materials, failure to account for test materials, unauthorized reproduction or retention of test materials, or any other deviation from required security procedures;
17. Declare a test administration as an invalidation using the appropriate procedures and documentation;
18. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation; and
19. Report his/her determination and personnel action taken to the local board of education, the Office of Student Assessment, and the Office of Educator Licensure.

Duties of the Assistant District Test Coordinator

The assistant district test coordinator is to assist in the district test coordinator in the administration, reporting, and interpretation of tests and other accountability measures. The assistant district test coordinator assumes all duties and responsibilities in the event the district test coordinator is absent. The assistant district test coordinator shall:

1. Ensure that a District Test Security Plan for the school district is developed and disseminated to each school no later two weeks prior to the first fall testing administration of each year. A schedule of the state test administration dates for the school year is to be shared with teachers, students, and parents;
2. Ensure that all eligible students are assessed;
3. Account to the Office of Student Assessment for all test materials received and secure all test materials in a locked facility;
4. Prohibit the reproduction of all or any part of the tests;
5. Prohibit their employees from disclosing the content of, or specific items contained in, the tests to persons other than authorized employees of the school system;
6. Develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher;
7. Designate the personnel who are authorized to have access to test materials;
8. Conduct audits periodically to ensure that proper test administration sessions are being held;
9. Ensure that the security of test materials and the integrity of the Mississippi Statewide Assessment System are maintained at all times;
10. Ensure that test administrators at each school are school district or school personnel who have professional training in education and the Mississippi Statewide Assessment System;
11. Assist the School Test Coordinator at each school in understanding his/her duties and responsibilities related to the state testing program and the implementation of state tests;
12. Oversee the planning and implementation of training for school-level test coordinators, test administrators, and proctors;
13. Ensure that each school-level test coordinator and test administrator is trained in the implementation of testing accommodations used with students with disabilities and students identified as limited English proficient;
14. Assure that each school establishes procedures to ensure that all test administrators comply with the test publisher guidelines;
15. Make a determination about the seriousness of reports of breaches of test security, loss of test materials, failure to account for test materials, unauthorized reproduction or retention of test materials, or any other deviation from required security procedures;
16. Declare a test administration as an invalidation using the appropriate procedures and documentation;
17. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation; and
18. Report his/her determination and personnel action taken to the local board of education and the Office of Student Assessment.

Duties of the School Test Coordinator

The school designee shall serve as school test coordinator. The school test coordinator is to guide in the school administration, reporting, and interpretation of tests and other accountability measures. The school test coordinator shall:

1. Maintain test material security and accountability of test materials, store test materials in a secure, locked area;
2. Allow test materials to be distributed immediately prior to the test administration;
3. Accurately count and distribute test materials required for the test administrations at the school before each test administration. Immediately after each test administration, test materials must be collected, counted, and returned to the secure, locked storage area;
4. Maintain the confidentiality of individual student scores when reporting test results to the public and the media;
5. Encourage a positive atmosphere for the test administrations;
6. Adhere to the District Test Security Plan, School Test Security Plan, Test Administrators Manuals and test administration schedules established by the Office of Student Assessment;
7. Attend training sessions sponsored by the district test coordinator on the policies and procedures for handling secure test materials, conducting a proper test administration, editing and processing test materials;
8. Train all school personnel on the appropriate use of test materials, test security, *Mississippi Public School Accountability Standards, 2012*, Appendix F, and the Mississippi Educator Code of Ethics;
9. Emphasize to all school personnel that no person may copy, reproduce, or paraphrase in any manner or for any reason the test materials;
10. Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures shall immediately report that information to the school test coordinator and the district test coordinator;
11. Select test administrators who are school district or school personnel who have professional training in education and the Mississippi Statewide Assessment System;
12. Assign trained proctors to test administrations who are responsible adults from community volunteers, school staff, or district staff;
13. Implement the school system's testing policies and procedures and establish any needed school policies and procedures to assure that all eligible students are tested;
14. Report all testing irregularities to the district test coordinator using the appropriate procedures and documentation;
15. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation; and
16. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation when necessary; and
17. Return all test materials to the district test coordinator, as directed, immediately following the completion of the test administration.

Duties of the Assistant School Test Coordinator

The school designee shall serve as assistant school test coordinator. The Assistant District Test Coordinator assumes all duties and responsibilities in the event the School Test Coordinator is absent. The Assistant School Test Coordinator shall:

1. Maintain test material security and accountability of test materials, store test materials in a secure, locked area;
2. Allow test materials to be distributed immediately prior to the test administration;
3. Accurately count and distribute test materials required for the test administrations at the school before each test administration. Immediately after each test administration, test materials must be collected, counted, and returned to the secure, locked storage area;
4. Maintain the confidentiality of individual student scores when reporting test results to the public and the media;
5. Encourage a positive atmosphere for the test administrations;
6. Adhere to the District Test Security Plan, School Test Security Plan, Test Administrators Manuals and test administration schedules established by the Office of Student Assessment;
7. Attend training sessions sponsored by the district test coordinator on the policies and procedures for handling secure test materials, conducting a proper test administration, editing and processing test materials;
8. Train all school personnel on the appropriate use of test materials, test security, *Mississippi Public School Accountability Standards, 2012*, Appendix F, and the Mississippi Educator Code of Ethics;
9. Emphasize to all school personnel that no person may copy, reproduce, or paraphrase in any manner or for any reason the test materials;
10. Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures shall immediately report that information to the school test coordinator and the district test coordinator;
11. Select test administrators who are school district or school personnel who have professional training in education and the Mississippi Statewide Assessment System;
12. Assign trained proctors to test administrations who are responsible adults from community volunteers, school staff, or district staff;
13. Implement the school system's testing policies and procedures and establish any needed school policies and procedures to assure that all eligible students are tested;
14. Report all testing irregularities to the district test coordinator using the appropriate procedures and documentation;
15. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation; and
16. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation when necessary; and
17. Return all test materials to the district test coordinator, as directed, immediately following the completion of the test administration.

Duties of the Test Administrator

Only employees of the school district are permitted to administer secure state tests. While the Test Administrator's Manual for each assessment outlines the full test administrator responsibilities, those specifically related to test security are provided below. The test administrator shall:

1. Attend a test administration training session prior to each test administration conducted by the school system or school test coordinator and, if applicable, a training session on the use of accommodations;
2. Maintain test security at all times during the handling of test materials;
3. Account for and record the number of secure test materials;
4. Administer the test to all eligible students;
5. Conduct an unbiased administration of the tests according to the *Mississippi Public School Accountability Standards, 2012*, Appendix F and directions in the Test Administrator's Manual and any subsequent updates developed by the Office of Student Assessment;
6. Follow appropriate procedures when providing accommodations to students with disabilities and students identified as limited English proficient, if applicable, as outlined in the *Mississippi Testing Accommodations Manual*;
7. Assist students with emergencies (including restroom emergencies) during the test administration;
8. Remain in the room throughout the entire test administration unless there is an emergency; if there is an emergency it is most appropriate to request assistance from the hall monitor;
9. Read the directions in the Test Administrator's Manual and any subsequent updates developed by the Office of Student Assessment to the students as written;
10. Provide a positive test-taking environment;
11. Follow the procedures established by the district test coordinator for returning all used and unused testing materials, blank paper, and supplemental materials;
12. Securely review and edit student answer sheets to prepare for machine scoring. Test administrators shall not, at any time, modify, change, alter, erase, or tamper with student responses on the answer sheets/ performance test books;
13. Report all testing irregularities to the school test coordinator and/or principal using the appropriate procedures and documentation; and
14. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation when necessary.

Duties of the Proctor

Proctors shall serve as additional monitors to help the test administrator ensure that testing occurs fairly and uniformly. A proctor shall be assigned regardless of the number of students being tested. Proctors may not assist students in choosing responses to test questions or, at any time, modify, change, alter, erase, or tamper with student responses to test questions. At no time shall proctors be responsible for reading directions or otherwise providing information for the test administration to students. Proctors maintain test security through working directly with the test administrator. The proctor shall:

1. Attend the appropriate test administration training session prior to each test administration;
2. Work with the test administrator to ensure that distractions and interruptions during the test administration are minimized;
3. Remain in the room throughout the entire test administration unless there is an emergency;
4. Assist the test administrator in maintaining test security;
5. Assist the test administrator in maintaining order in the classroom;
6. Follow appropriate test administration procedures;
7. Follow appropriate procedures when providing accommodations to students with disabilities and students identified as limited English proficient, if applicable;
8. Assist students with emergencies (including restroom emergencies) during the test administration; and
9. Report all testing irregularities to the school test coordinator and/or principal using the appropriate procedures and documentation; and
10. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation.

Duties of the Student

Any student who is participating in any part of the Mississippi Statewide Assessment System should be encouraged to adhere to ethical and honorable conduct. The student shall:

1. Have their identity confirmed by school personnel or present one form of personal photo identification if they are not known by the Test Administrator or other individuals involved in the process, such as the classroom teacher or school counselor;
2. Submit to physical monitoring at all times during exam administration as well as monitoring of exam response data;
3. Hold all exam content in confidence indefinitely;
4. Refrain from the following forms of exam misconduct :
    a. Accessing materials known or represented to be active exam content prior to testing;
    b. Possessing in the testing area, writing materials, cameras, PDAs, personal computers brought to the testing room, tablets, communication devices such as telephones or pagers, reference materials, or non-approved calculators;
    c. Communicating about test content with other students either in the testing area or in any other location;
    d. Recording or memorizing exam content;
    e. Disrupting other test-takers or the testing process;
    f. Violating or attempting to violate published exam retake rules;
5. Submit, if misconduct is detected, to reasonable requests for the production of information and materials;
6. Abide by local school board or MDE determinations regarding alleged misconduct;
7. Abide by all sanctions imposed by local school boards or the MDE for misconduct or any other violation of these testing rules.

Duties of the Hall Monitor

Hall Monitors shall serve as additional monitors to help the school test coordinators, test administrator and proctor ensure that testing occurs fairly and uniformly. A hall monitor shall be assigned regardless of the number of students being tested.

1. Attend the appropriate test administration training session prior to each test administration;
2. Hall Monitors serve as escorts for students during restroom breaks, substitutes for test administrators and proctors as needed;
3. Hall monitors help maintain test security through observation of the testing area from outside of the testing area;
4. Report all testing irregularities to the school test coordinator and/or principal using the appropriate procedures and documentation; and
5. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation.

Duties of the Test Auditor

The auditor **must be able to view the testing area** to inspect the walls, spacing of students, notice the possibility of prohibited electronic devices (cell phones, IPODs, blue tooth ear pieces, etc.,), ensure book bags are in a location away from students, and monitor testing procedures. Before entering a classroom you must make sure that your presence in the room will not cause undue stress on any students with emotional problems. It is not within the auditor's authority to become a part of the test administration process; you are there only to observe. There may be other circumstances that will require the auditor's presence in the room for the entire test administration or extended periods of the test administration.

1. Test audits can be stressful for district personnel. Auditors are to be helpful, courteous, and supportive as appropriate. As you talk to school and district personnel, your responsibility is to ensure that all stakeholders maintain the security of the tests and that each administration is equitable for all students.
2. All Mississippi Department of Education auditors **must** wear their identification badges. School district personnel report to MDE if badges are not worn and visible.
3. Immediately upon arrival, the auditor **must** request that the superintendent, district test coordinator (DTC), and principal be notified of his/her presence in the district. Record the name and title of the person you ask to make the contacts.
4. The auditor **must** request to see the School Test Coordinator.
5. Arrive at the school no later than 7:45 **in time to observe testing materials being distributed** to test administrators. In the event you are scheduled to audit two schools, you are not expected to observe this process at the second school. You should observe the collection of materials.
6. Before leaving the school the auditor **must** request a copy of the district and/or school test security plans; a copy of the training agenda, sign-in sheets, seating chart/s and a copy of the testing schedule.
7. If the auditor observes a possible testing violation about to occur (such as materials left unattended, clues left on the walls, or a test about to be administered off schedule), the auditor **should intervene to point out the discrepancy to district/school personnel before the violation has occurred**. If it is not possible this should be noted in the auditor's report.

Appendix F: Mississippi Public School Accountability Standards, Requirements of the Mississippi Statewide Assessment System, Appendix F, Standard 22

APPENDIX F

REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM STANDARD 22

I. PURPOSE

It is the policy of the State Board of Education that all test procedures and results that are used in the Mississippi Statewide Assessment System and/or used in the Performance-Based Accreditation System be valid and accurate for making related decisions. In order to protect the security and integrity of all tests administered through the Mississippi Statewide Assessment System, as well as to ensure reporting of accurate assessment results, the State Board of Education establishes the following requirements and the consequences applied when a school district or school is found in violation of any requirement. These requirements are established under the authority granted in Sections 37-16-1, 37-16-3, and 37-16-4, *Mississippi Code of 1972, as amended.*

II. DEFINITIONS

Secure test materials include certain test administrator manuals, test booklets, answer documents, and other materials as specified by the Office of Student Assessment.

A *possible testing irregularity* is any incident in the test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data.

A *verified testing irregularity* is a violation of a testing requirement.

III. REPORTING AND USE OF TEST DATA

The school district will release test score information to parents, legal representatives, teachers, students, other educators, the media, and the public in a timely manner and provide interpretive material as necessary. The school district will use test scores appropriately in making decisions regarding students. A decision or characterization that will have a major impact on an individual student is not made on the basis of a single test score. Additional retesting opportunities will be made available for any "high stakes" test.

IV. REQUIREMENTS

The following is not an exhaustive list of requirements.

1. The District Test Coordinator or a designated representative of the school district must attend applicable training sessions sponsored by the Office of Student Assessment.

2. A District Test Security Plan is prepared each new school year no later than September 30.
    a. The District Test Security Plan contains all components as required by the Office of Student Assessment.
    b. The District Test Security Plan is signed by the district superintendent, the district test coordinator and the chairman of the school board. The School Test Security Plan, which is a part of the District Test Security Plan, is signed by the school principal, school test coordinator, and the district test coordinator.

c. The District Test Security Plan identifies **all** individuals who have access to the secure storage area at district and school sites.

3. Except during actual test administration, secure test materials are kept under lock and key, and access to secure test materials is limited to individuals identified in the test security plan as responsible for their security. While secure test materials are in the district, anyone listed as having access to the secure storage area must be accompanied by a second person when entering the secure storage area. To ensure that security is maintained from year to year, it is the responsibility of the district each year to review the list of individuals who have access to the secure storage area and to ensure that only those individuals listed have access to the secure area by way of keys or vault combination.
    a. Secure test materials are kept in locked storage <u>before</u> testing at both the district and school levels.
    b. Access to secure test materials is limited to those individuals identified in the test security plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
    c. Test materials are not to be removed from security packaging prior to the time indicated on instructions from the Office of Student Assessment.
    d. Secure test materials are kept in locked storage <u>after</u> testing at both the district and school levels unless otherwise directed by the Office of Student Assessment.

4. All secure test materials are accounted for before, during, and after testing as specified in the District Test Security Plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
    a. All secure test materials are accounted for <u>before</u> testing at the district level.
    b. All secure test materials are accounted for <u>before</u> testing at the school level.
    c. Test administrators account for all secure test materials before students are allowed to leave the testing room.
    d. All secure test materials are accounted for <u>after</u> testing at the school level.
    e. All secure test materials are accounted for <u>after</u> testing at the district level.
    f. All secure materials are returned according to the schedule published by the Office of Student Assessment. In the event that a secure testing document has been contaminated by bodily fluids or other health-related hazards, the district test coordinator will follow procedures for disposal as outlined during District Test Coordinator training, and include these procedures in the District Test Security Plan.
    g. If supplementary materials, such as scratch paper, maps, and manipulatives are provided, procedures for disposal are outlined in the District Test Security Plan and followed.

5. Any person involved in any phase of the testing program has been trained in appropriate assessment administration and test security procedures.
    a. Test administrators shall be licensed school personnel.
        i. Due to the need for the one-on-one administration of the English language proficiency test for English Language Learners, which includes component subtests such as reading, writing, speaking, listening, the test administrator may be a non-licensed employee as long as the proctor for the administration is a licensed staff member.

ii. For only the English language proficiency test for English Language Learners, if a licensed employee is the test administrator, the district is not obligated to provide a second person as proctor.

b. The district conducts professional development training on proper assessment administration procedures and test security for all individuals involved in the handling and administration of each test.

c. The district maintains complete records of all professional development related to assessment.

d. The district has documentation that training related to assessment included information on test security violations and the consequences of violations.

6. Both a test administrator and a proctor are present and actively monitoring students during the entire test administration.
   a. At least two people are present from the time that testing materials are distributed to the test administrator until all test materials have been returned to the secure area.
   b. A seating chart is required for each room/site used for any statewide assessment; the seating chart must be signed and dated by the test administrator, proctor, and school test coordinator.

7. Students are not allowed access to test questions prior to testing and are not allowed access to answers at any time.

8. Reproducing (by any means) or disclosing secure test material (including pilot material) and student responses before, during or after test administration are prohibited. Reproduction or disclosure of secure test materials includes but is not limited to the following: reviewing, reading, or looking at secure test material in a manner that is inconsistent with test security regulations and/or procedures as outlined in the test administrator's manual. Use of unreleased test items in any form (including rewording of such test items) is strictly prohibited.

9. Coaching students, altering responses, or interfering with responses in any way during or after the scheduled test administration is prohibited. Coaching students is defined as providing answers by staff or other students to students in any manner during the test, including cues, clues, hints, and/or actual answers in any form-written, printed, verbal or non-verbal (including but not limited to chalkboards, charts, bulletin boards, posters, computers, hand signals) or allowing students to alter responses after the scheduled test administration.

10. All eligible students are tested. (See also Testing Students with Disabilities Regulations *and Guidelines for English Language Learner*s*: Policies, Procedures, and Assessments*.) (SB Policies 3600, 3800, 7220, and 7601) {MS Code 37-16-3(2)}
    a. Accurate exclusions, absences, and other required data are compiled for each test for each school.
    b. Exclusions and absences data for each test for each school are maintained on file in the district.
    c. Students who drop a course for which an end-of-course Subject Area Test is required after the dates noted below shall still take the appropriate end-of-course Subject Area Test.

       <u>Traditional Schedule</u>
       - Students enrolled in a course at the end of January (5th month) must be tested.

       <u>Fall Block</u>
       - Students enrolled in a course at the end of October (2nd month) must be tested.

       <u>Spring Block</u>
       - Students enrolled in a course at the end of March (7th month) must be tested.

d. Students enrolled in and taking courses for the first time for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Tests. These students shall take the appropriate end-of-course Subject Area Test, even if the course title in Approved Courses for the Secondary Schools of Mississippi includes the words Accelerated, Enrichment, or Advanced Placement.
e. Each student enrolled in and re-taking courses for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Test only if the student has not previously passed the Subject Area Test.
f. Each student shall take the appropriate end-of-course Subject Area Test at the end of the course regardless of the grade level in which the course is offered.
g. Students enrolled in a Mississippi public school will be required to pass end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through enrollment in summer school, virtual school, or any other non-standard school as defined by the Office of Accreditation.

11. Only appropriate allowable testing accommodations are provided for students as specified in the current edition of *Testing Students with Disabilities* Regulations *and* the current edition of *Guidelines for English Language Learners*: *Policies, Procedures, and Assessments*. (SB Policies 3600, 3800, 7220, 7601, and 7610) The use of any accommodation not listed in these documents or in the current edition of the Testing Accommodations Manual published by the Office of Student Assessment must first be approved by the Office of Student Assessment.

12. Makeup testing is provided for students who are absent during the regularly scheduled test administration.

13. Tests are administered according to the standard procedures defined in the test administrator's manuals and related documents and according to the schedule published by the Office of Student Assessment.

14. Anyone with knowledge of or information regarding a possible testing irregularity or alleged security violations reports the alleged irregularity/violation to an appropriate authority. {MS Code 37-16-4(1)(f)}

15. Test administrators and proctors keep written records of any testing irregularities occurring during testing and report these to the school test coordinator who then reports to the District Test Coordinator. The District Test Coordinator reports all irregularities for a test administration to the district superintendent for investigation. Documentation regarding testing irregularities is maintained on file in the district.

16. The superintendent of the district investigates all reports of alleged violations of test security and/or potential testing irregularities and submits a report of findings to the Office of Student Assessment within fifteen working days after the alleged violation and/or potential irregularity has been reported to him or her.

17. No statistically significant similar or identical patterns of responses and/or erasures are noted in students' answer documents.

18. No statistically significant group or individual scores that are inconsistent with established patterns of achievement are noted.

19. The school prohibits the possession and/or use of any electronic communication device, including but not limited to Ipod's, MP3 players, Bluetooth devices, cell phones, and/or other personal digital assistance devices during the administration of scheduled statewide tests.

20. Tests are to be administered in an environment that provides an adequate test setting for students. Such an environment should provide adequate lighting, reduced noise level, and spacing to ensure that students cannot see the answers being bubbled (or answers being selected during computer-based online testing) by other students.

V. INVESTIGATION

The Office of Student Assessment follows a systematic procedure to ensure that all evidence indicating possible testing irregularities is investigated. Corrective action will be taken when warranted.

A. PROCEDURE FOR INVESTIGATION

Identifying and investigating possible testing irregularities involves a variety of data sources. These include formal testing audits, self-reports of testing irregularities, allegations/complaints related to possible testing irregularities, and results of analyses and reports designed to identify possible irregularities, including the percent of students tested, changes in enrollment, score exceptionalities, erasure report results, and missing documents reports.

The procedure for handling testing irregularities is repeated for each test administration. The Office of Student Assessment will notify the school district in writing when a possible testing irregularity has been identified. Within fifteen working days following a reported potential irregularity/violation and/or receipt of the written notification from the Office of Student Assessment, the district will submit a written report to the Office of Student Assessment. The Office of Student Assessment reserves the right to conduct an independent investigation.

The Office of Student Assessment will evaluate the district report to determine whether the possible testing irregularity has been resolved or the testing irregularity has been verified. If the possible testing irregularity has been resolved, the Office of Student Assessment will notify the district that no further action is required. If a testing irregularity has been verified, the Office of Student Assessment will notify the district superintendent.

In the case of any verified testing irregularity that jeopardized or may have jeopardized the security and integrity of the test(s) or the accuracy of the test results, the Office of Student Assessment will report the irregularity to the Office of Accreditation for appropriate action and follow-up. (See *CONSEQUENCES*.) In the case of improper student behavior supported by a data forensics company and not disproved in the district report, the Office of Student Assessment will respond to the district superintendent with a request on behalf of the State Superintendent of Education that the district superintendent ask for the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration. If the district refuses to invalidate the suspect scores, the State Superintendent will have the authority to invalidate the scores.

In case of an allegation of an irregularity that prompts a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred; the State Superintendent will have the authority to invalidate suspect scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration.

B. PROCEDURES FOR PERSONAL MISCONDUCT INVESTIGATION

If an irregularity that represents misconduct or other breaches of test security on the part of district personnel within a school district is identified, the superintendent of the district will be notified of the irregularity. It is the responsibility of the district to conduct an investigation into the allegation and report findings to the Office of Student Assessment. If the Office of Student Assessment concludes that the irregularity was resolved, the district is notified that no further action is necessary.

If the Office of Student Assessment concludes that the irregularity was verified, the district superintendent is notified that the Office of Accreditation is being apprised of the finding.

In case of an allegation of an irregularity or in the case of statistical analyses that prompt a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred, the State Superintendent will have the authority to invalidate suspect test scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration. The district superintendent will be notified that the Office of Accreditation is being apprised of the findings.

The district attorney may investigate allegations of violations of test security on his own initiative following receipt of allegations, at the request of a school district, or at the request of the Mississippi Department of Education.

After a conviction, the personnel in question will be notified in writing that the evidence of conviction will be presented to the Commission on Educator Licensure and that the Commission is required to take action pursuant to the authority granted in Section 37-16-4, *Mississippi Code of 1972*, as amended. In the case of improper student behavior supported by the data forensics company and not disproved in the district report, the district superintendent will be asked to request the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration.

VI. CONSEQUENCES

A. LETTER OF WARNING

If a violation has been verified that did not result in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, then the Office of Student Assessment may issue a letter of warning to the school district superintendent to be placed in the district and/or school file.

Multiple and/or repeated minor violations that indicate the district and/or school has not corrected issues addressed in previous letters of warning or that the district and/or school has continued to be in noncompliance with the numbered issues listed in Requirements (Section IV) may result in a recommendation for a citation to be placed on the accreditation record. (See B below.) In the case of improper student behavior supported by the data forensics company and not disproved in the district reports, the district will be asked to request the invalidation of the suspect scores. If the improper student behavior is determined to be isolated to an individual student's or to individual

students' behavior and not supported or condoned by the district, the district will not receive a letter of warning. The district will be asked in an official letter by the Office of Student Assessment to put measures in place to address and prevent the possibility of such improper behavior being repeated. However, multiple administrations resulting in suspect scores may result in further investigation by the Office of Student Assessment that may lead to further consequences. (See CONSEQUENCES.)

Mississippi Public School Accountability Standards, 2012

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B. CITATION PLACED ON THE ACCREDITATION RECORD WITH NO IMMEDIATE ACTION TO DOWNGRADE THE ACCREDITATION STATUS

1. Multiple Letters of Warning

Multiple and/or repeated violations as outlined in A above may result in a recommendation for a citation to be placed on the district's Accreditation Record Summary. The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the same test for which the irregularity was originally verified.

The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

2. Substantial Probability That the Security, Accuracy, or Validity of the Test Results Has Been Jeopardized

If a verified violation has resulted in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, the Office of Student Assessment will issue written notification to the district superintendent. The Office of Student Assessment will note the violation on the School and/or District Assessment Record and notify the Office of Accreditation.

The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the **same test** for which the irregularity was originally verified. For example, if the citation is issued for the December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year.

The Office of Student Assessment may submit a recommendation to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

C. CITATION PLACED ON THE ACCREDITATION RECORD THAT MAY RESULT IN IMMEDIATE ACTION TO DOWNGRADE OF ACCREDITATION STATUS

If it is determined that a violation of a testing requirement jeopardizes the security and integrity of the test(s) or the accuracy of test results, the Office of Student Assessment will issue written notification of the violation to the superintendent of the school district and to the Office of Accreditation.

The Office of Accreditation will note the citation of noncompliance on the district's Accreditation Record Summary and notify the superintendent of this action. The citation of noncompliance will be presented to the Commission on School Accreditation for appropriate action. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the **same test** for which the irregularity was originally verified. For

example, if the citation is issued for the December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year.

The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

D. INVALIDATION OF SCORES

1. Student Retest and Score Invalidation Procedure

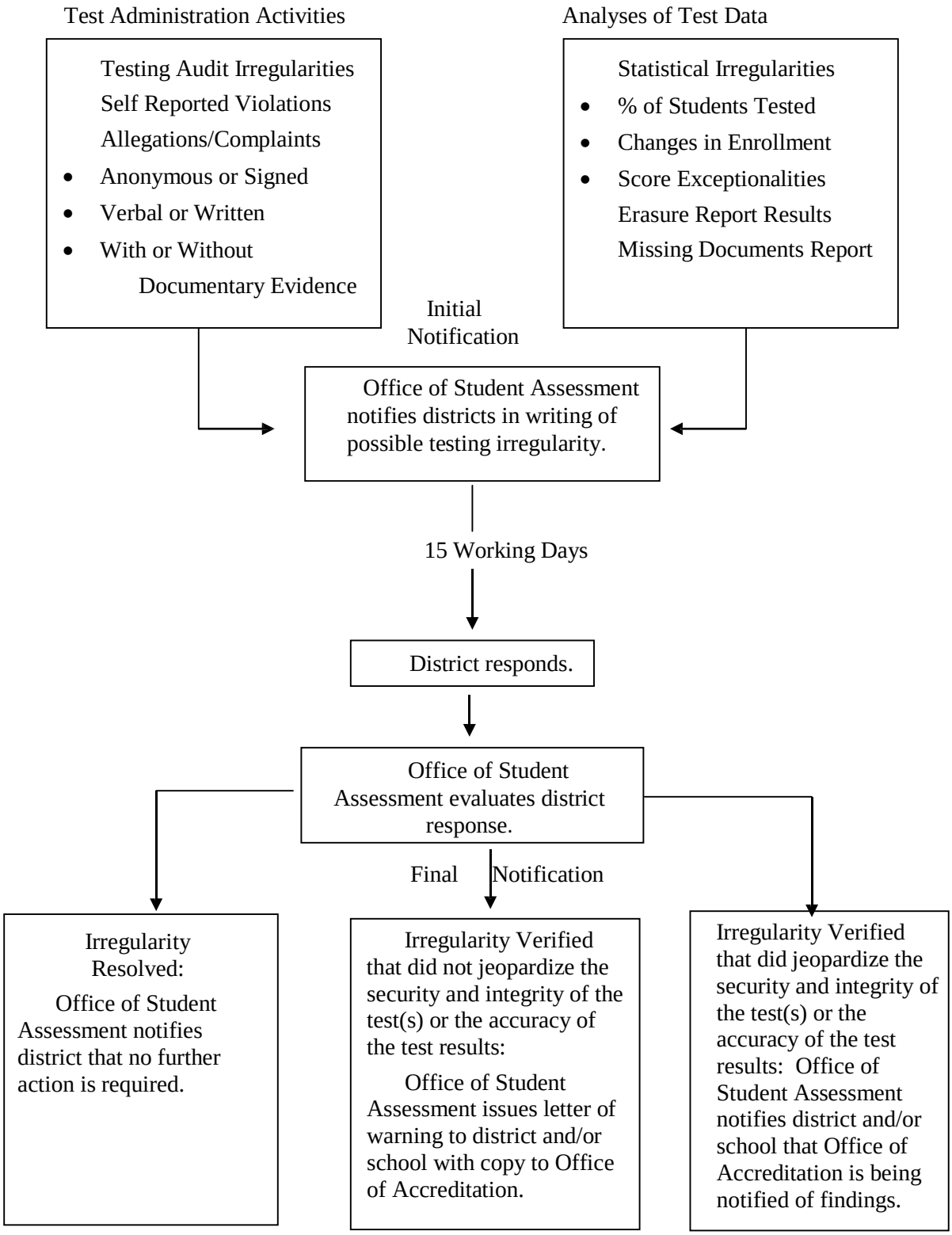
In the case of findings that reveal misconduct at the district or school level, the State Superintendent of Education may order the local school district to have students retake the examination(s) at the district's expense for all areas in question. Should the local district choose not to have students re-examined to establish validity, the State Superintendent of Education will have the authority to have affected scores invalidated. At such time, the local district will be notified.

A school will not receive a school performance classification if the test data have been invalidated, and the school performance classification will be noted as Test Data Invalidated. (See Accreditation Policy 3.3.) In the case that the Office of Student Assessment has requested the district superintendent ask for the invalidation of a student's (or students') suspect scores based upon the analyses by the data forensics company and the refusal to do so by the district superintendent, the State Superintendent will have the authority to have suspect score(s) invalidated. At such time, the local district will be notified.

2. Individual Irregularity Procedure

If there is evidence of a nature that confirms one or more individual testing irregularities on the Subject Area Tests or other tests that have high stakes consequences for individual student(s) resulting in the student or students not being able to graduate in the current school year, the individual(s) in question shall be notified in writing of the irregularity by the district superintendent and given an opportunity to provide an explanation and evidence that the questioned score(s) is/are consistent with other test scores or other academic performance. If retesting of individuals on the test is required and the retesting yields scores that would deny students a diploma or affect promotion/retention decisions after all retesting opportunities have been exhausted, affected individuals will be given an opportunity to appeal to the State Board of Education the decision to invalidate their original scores on the test. No hearing will be granted to any student who has not completed all other requirements for graduation or promotion and exhausted all retake opportunities.

Procedure for Handling Possible Testing Irregularities



The procedure for handling testing irregularities is repeated for each test administration.

For More Information Visit

www.mde.k12.ms.us/osa

Source: Mississippi 37-1-3, 37-16-3

Student Assessment Handbook

Office of Student Assessment

~~August~~ October 2013 Edition

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Chapter 1: Fundamentals of Student Assessment

An introduction to student assessment policies and procedures in Mississippi

It is the policy of the Mississippi State Board of Education that all test procedures and results ~~that are~~ used in the Mississippi Statewide Assessment System and/or ~~used in~~ the Performance-Based Accreditation System be valid and accurate for making related decisions. In order to protect the security and integrity of all tests administered through the Mississippi Statewide Assessment System, as well as to ensure reporting of accurate assessment results, the State Board of Education establishes requirements and the consequences applied when a school district or school is found in violation of any requirement. These requirements are established under the authority granted in Sections 37-16-1, 37-16-3, and 37-16-4, Mississippi Code of 1972, as amended, *Mississippi Public School Accountability Standards, Requirements of the Mississippi Statewide Assessment System, Appendix F, Standard 22*.

This Student Assessment Handbook includes definitions, policies, and procedures for the regulation of all aspects of assessing students using the Mississippi ~~State-Wide~~Statewide Assessment System, including test security and exam administration. The Student Assessment Handbook provides guidance, documentation, and actionable objectives. It can serve as a resource for structuring and improving operational aspects of all state-wide assessment programs on the district and school levels.

The Student Assessment Handbook may be used to train district, school, and volunteer staff and as a reference to structure roles, responsibilities, and performance expectations. Among other things, the elements of this handbook are intended to provide a set of best practice guidelines in test administration, test security, greater protection of MDE intellectual property, reduce test fraud and theft, and to maintain high program standards and integrity. This Student Assessment Handbook has been approved by Mississippi State Board of Education and will be reviewed and revised as needed.

Organization of the Student Assessment Handbook

Each chapter of the Student Assessment Handbook will start with an introduction of the global themes related to that topic. Definitions pertinent to that subject matter will then be given. As applicable there will be sections titled "Additional Guidance from Appendix F on …" . These sections will take language directly from *Mississippi Public School Accountability Standards*, requirements of the Mississippi Statewide Assessment System, Appendix F, Standard 22, which guides all test security practices. The Student Assessment Handbook will conclude with an Appendix policies and documents related to test security in use by the Office of Student Assessment. This is done in an effort to combine all of the policies and procedures for test security into one central document.

Code of Ethics

In addition to the requirements put forth in Appendix F of the *Mississippi Public School Accountability Standards*, the *Mississippi Educator Code of Ethics: Standards of Conduct* addresses appropriate professional practices for district office personnel, school administrators, test coordinators, teachers, and proctors in the area of test security under Standard 9: Maintenance of Confidentiality.

Standard 9: Maintenance of Confidentiality

An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

9.1. Ethical conduct includes, but is not limited to, the following:

a. Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law.

b. Maintaining diligently the security of standardized test supplies and resources.

9.2. Unethical conduct includes, but is not limited to, the following:

a. Sharing confidential information concerning student academic and disciplinary records, health and medical information family status/income and assessment/testing results unless disclosure is required or permitted by law.

b. Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests.

Conflict of Interest

Test Administrators may not use their knowledge of MDE Assessment Program content to violate the security and integrity of the MDE exams through acts of coaching (as defined in Chapter 4), or other prohibited actions.

Definitions

J. **Secure test materials** include certain test administrator manuals, test booklets, answer documents, and other materials as specified by the Office of Student Assessment.

K. **Test Administrator Manuals (TAM)** are published by the testing company and the Office of Student Assessment for each administration of each test in the Mississippi Statewide Assessment System. They are unique to each testing administration and must therefore be studied by each person responsible for giving the test. (ex. Biology I Subject Area Test Administrator Manual used in September will not necessarily be the same as the one used for the December administration.)

L. The **District Test Coordinator (DTC)** serves as the lead role in maintaining a secure testing environment throughout the district, and is responsible for developing the district test security plan, providing guidance to the STC in regards to developing a school test security plan, conducting training for district staff, and ensures that the school district follows Appendix F and the Student Assessment Handbook guidelines. An expanded list of the role and responsibilities of the DTC is provided in Chapter 3.

M. The **Assistant District Test Coordinator (ADTC)** serves as the DTC's assistant in maintaining a secure testing environment at the District level, attends training conducted by the DTC, assumes the DTC's duties and responsibilities in the event of the DTC's absence and ensures that the district follows Appendix F and the Student Assessment Handbook guidelines. An expanded list of the role and responsibilities of the ADTC is provided in Chapter 3.

N. The **School Test Coordinator (STC)** serves as the lead role in maintaining a secure testing environment at the school level, attends training conducted by the DTC, trains school level test administrators and proctors as directed by the DTC, and ensures that the school follows Appendix F and the Student Assessment Handbook guidelines. An expanded list of the role and responsibilities of the STC is provided in Chapter 3.

~~Neither~~ T~~t~~he principal ~~nor assistant principal~~ should not serve as their School Test Coordinator. {MS Code 37-9-7, 37-9-15, and 37-19-

O. The **Assistant School Test Coordinator (ASTC)** serves as the STC's assistant in maintaining a secure testing environment at the school level, attends training conducted by the DTC, trains school level test administrators and proctors as directed by the STC, assumes the STC's duties and responsibilities in the event of the STC's absence and ensures that the school follows Appendix F and the Student Assessment Handbook guidelines. An expanded list of the role and responsibilities of the ASTC is provided in Chapter 3.

P. The **Test Administrator** is a licensed employee of the district who serves as the lead role in maintaining a secure testing environment during test administrations, attends training conducted by the DTC or STC, monitors the testing session, ensures testing procedures are followed before, during, and after testing sessions, and becomes very familiar with regulations and procedures set forth in the district and school test security plans and the Test Administrator Manual. An expanded list of the role and responsibilities of the Test Administrator is provided in Chapter 3.

Q. The **Proctor** attends training conducted by the DTC or STC, assists the Test Administrator in the monitoring of the test session, and ensures testing procedures are followed before, during, and after testing sessions. An expanded list of the role and responsibilities of the proctor is provided in Chapter 3.

R. The **Test-Taker** is ~~the student,~~ either a student currently enrolled in the district or a former~~ly enrolled in the district~~ student, who will participate in a test administration. ~~This will include students returning to re-take Subject Area Tests after their senior year.~~ For the purpose~~s~~ of this edition of the Student Assessment Handbook, test-taker will be used in place of student. ~~the terms *student* and *test-taker* are used interchangeably.~~

Resources from the Office of Student Assessment

The Office of Student Assessment strives to support districts, schools, and students in their efforts to participate in all areas of the Mississippi State Wide Assessment System. Below is a list of resources available:

G. Website- www.mde.k12.ms.us/osa has pages for each of the assessments as well as other related links.

H. SharePoint – SharePoint is an online file sharing program. This is where OSA stores all of its documents and resources. Some, like the test administrator manuals and sample tests, are for public access. Others, like the DTC resources and the district files, require a log-in and password. These are given to the superintendent and the DTC by OSA.

I. iTunes U – The Mississippi Department of Education has training videos archived at iTunes U. This program is a free download and anyone may watch the videos.

J. Monthly Webinar – OSA conducts a webinar each month for DTCs to keep them up-to-date on all of the testing programs.

K. 2012-2013 SATP2 Resource Packet for Prospective Graduates-This information packet outlines many of the resources provided to senior students, and it includes several quick references which you should find helpful like the passing scores and proficiency level cut scores for all exams (old and new curriculums). It also provides answers to the most frequently asked questions regarding these tests and student options.

L. Mississippi Statewide Assessment System Table 1

Table 1 Mississippi Statewide Assessment System

Test Name	Given	Type of Administrations	About
Mississippi Curriculum Test- 2nd Edition (MCT2)	Grades 3-8	🕮 **Paper/Pencil**	Assesses all students in grades 3-8 in Reading, Language Arts, and Math.
Mississippi Science Test- 2nd Edition (MST2)	Grade 5 and Grade 8	💻 **Computer**	Assesses students in grades 5 and 8 in the area of science.
Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF)	Grades 3-8 and Grade 12	🕮 **Paper/Pencil** 💻 **Computer**	Serves as an alternate assessment of the MCT2, MST2, and the SATP2 for students with significant cognitive disabilities.
Subject Area Test Program-2nd Edition (SATP2)	End of Course	🕮 **Paper/Pencil** 💻 **Computer**	Is a collection of end of course assessments that include Algebra I, English II, Biology I, and U.S. History. Passage of these assessments is a graduation requirement.
National Assessment for Educational Progress (NAEP)	Grades 4, 8, & 12 for selected schools	🕮 **Paper/Pencil**	NAEP assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. History, and beginning in 2014, in Technology and Engineering Literacy (TEL).
English Language Proficiency Test (WIDA)	Kindergarten – Grade 12	🕮 **Paper/Pencil**	English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs).
Mississippi Career Planning and Assessment System (MS-CPAS)	Grades 9-12 for students entering vocational programs.	~~🕮 **Paper/Pencil**~~ **💻 Computer**	It is a vocational assessment used to provide a fair means of establishing accountability for both the secondary and postsecondary vocational programs.
Mississippi Writing Assessment Program- 3rd Edition (MWAP3)	English II Re-Tests	🕮 **Paper/Pencil**	Serves as a re-test option for students who were enrolled in English II prior to the 2012-2013 school year who must pass in order to fulfill graduation requirements.
Subject Area Alternative Test Program (SAATP)	End of Course	🕮 **Paper/Pencil**	Serves as an alternate assessment of the SATP for students who are pursuing a regular high school diploma and who meet the qualifications.

Eligible Students

All eligible students must be tested. (SB Policies 3600, 3800, 7220, and 7601) {MS Code 37-16-3(2)} Eligible students refers to the total number of students in membership who are required to take the specified test as outlined in the Mississippi Statewide Assessment System, including students with disabilities and students who are English Language Learners. This includes assessing students through

- the standard test administration,
- the standard test administration with accommodations, and
- the state-designated alternate assessment such as the Mississippi Assessment of Alternate Assessment of Extended Curriculum Frameworks (MAAECF) and the Subject Area Alternative Assessment

Accommodations must be provided as stated in the student's current IEP, Section 504 Plan, or the student's Language Services Plan and in accordance with the *Mississippi Testing Accommodations Manual*, located at www.mde.k12.ms.us/osa.

Additional Guidelines from Appendix F for Identifying Eligible Students

8) Accurate exclusions, absences, and other required data are compiled for each test for each school.
9) Exclusions and absences data for each test for each school are maintained on file in the district.
10) Students who drop a course for which an end-of-course Subject Area Test is required after the dates noted below shall still take the appropriate end-of-course Subject Area Test.
    a) Traditional Schedule
        i) Students enrolled in a course at the end of January (5th month) must be tested.
    b) Fall Block
        i) Students enrolled in a course at the end of October (2nd month) must be tested.
    c) Spring Block
        i) Students enrolled in a course at the end of March (7th month) must be tested.
11) Students enrolled in and taking courses for the first time for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Tests. These students shall take the appropriate end-of-course Subject Area Test, even if the course title in Approved Courses for the Secondary Schools of Mississippi includes the words Accelerated, Enrichment, or Advanced Placement.
12) Each student enrolled in and re-taking courses for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Test only if the student has not previously passed the Subject Area Test.
13) Each student shall take the appropriate end-of-course Subject Area Test at the end of the course regardless of the grade level in which the course is offered.
14) Students enrolled in a Mississippi public school will be required to pass end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through enrollment in summer school, virtual school, or any other non-standard school as defined by the Office of Accreditation. *(Appendix F, Section IV, 10)*

Reporting and Use of Test Data

Test score reports will generated after each test administration, including each re-test of a Subject Area Test. These reports **must** be shared with appropriate school staff and the parent or guardian of each test-taker. Reports should be distributed no later than the end of the first nine weeks of school for the results of the MCT2, the MST2, and the initial administration of an SATP2 exam. Score reports for SATP2 re-tests should be distributed no later than **2 weeks** from the district's receipt of the report.

Additional Guidance from Appendix F on Reporting and Use of Test Data

The school district will release student test score information to parents, legal representatives, ~~teachers~~and~~,~~ students~~, other educators, the media, and the public~~ in a timely manner and provide access to the MDE-published interpretive ~~material~~ guides as necessary. ~~The school district will publish schedule in regard to releasing test data. The school district will use test scores appropriately in making decisions regarding students. A decision or characterization that will have a major impact on an individual student is not made on the basis of a single test score. Additional retesting opportunities will be made available for any "high stakes" test.~~ *(Appendix F, Section III)*

Chapter 2: Creating a District and School Test Security Plan

A blueprint for the testing year.

A District Test Security Plan is required to be prepared each new school year no later than ~~two weeks prior to the first fall testing administration of~~October 31st –each year. The District Security Plan contains procedures for all aspects of test security and test administration for both the District and the Schools. Each school in a district will need to have its own security plan plus a copy of the District Test Security Plan on file at the school. In addition, the district plan and all school plans must be uploaded to the district's SharePoint folder on the MDE website. Templates are available on the MDE website, www.mde.k12.ms.us/osa. In this chapter we will detail the requirements of the plan as set forth by the Office of Student Assessment.

> The district must maintain copies (paper or digital) of each school's test security plan for continuity of information within the district and for use in any potential audits or monitoring visits.

As a part of the District Test Security Plan, a complete plan, including the information detailed in this chapter, must be completed for each test administration – Subject Area Testing Program (SATP2) - online and paper/pencil for Algebra I, English II, Biology I, U. S. History; Mississippi Curriculum Test, Second Edition (MCT2); Mississippi Science Test Second Edition, Grades 5 & 8 (MST2); Mississippi Writing Assessment Program, Third Edition (MWAP3); National Assessment for Educational Progress (NAEP); English Language Proficiency Test (WIDA); Mississippi Career Planning and Assessment System (MS-CPAS); Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF); and all applicable field test(s) and/or pilot test(s). It is permissible to have one comprehensive description under various sections if procedures are the same for more than one test. If the procedures vary for a specific test, simply indicate those clearly. A detailed description of the following documentation must be addressed in the District & School Test Security Plans.

> A digital copy of the District Test Security Plan and each School Test Security Plan must be uploaded into the district's SharePoint folder on the MDE website by October 31st each year.

All Test Security Plans must be placed to the SharePoint site by October 31st of each school year. Test Security Plans must be placed in your district folder on SharePoint, under Security/Test Security Plans.

Organization and Content of the District Test Security Plan

Section A: Signatures

The District Test Security Plan is signed by the district superintendent, the district test coordinator, and the chairman of the school board. The School Test Security Plan, which is a part of the District Test Security Plan, is signed by the school principal, school test coordinator, and the district test coordinator. See the *District Test Security Plan Guidance* Document in Appendix A of this Handbook for the assurances and signature form for the District Test Security Plan.

Additional Guidance from Appendix F on District Test Security Plans

3. The District Test Coordinator or a designated representative (licensed employee) of the school district must attend applicable training sessions sponsored by the Office of Student Assessment. *(Appendix F, Section IV, 1)*
4. A District Test Security Plan is prepared each new school year no later than October 31st.~~two weeks prior to the fall test administration.~~
    a. The District Test Security Plan contains all components as required by the Office of Student Assessment.
    b. The District Test Security Plan is signed by the district superintendent, the district test coordinator and the chairman of the school board. The School Test Security Plan, which is a part of the District Test Security Plan, is signed by the school principal, school test coordinator, and the district test coordinator.
    c. The District Test Security Plan identifies all individuals who have access to the secure storage area at district and school sites. *(Appendix F, Section IV, 2)*

Section B: Training

In the District and School Plan Section B

In this section you will need to outline, for each test administered, all training that district and school level personnel have attended. This training may have occurred at the district level, school level, or both. Both the district and the school plan must contain the following documentation for each training session held:

E. A dated, detailed agenda of the training done in preparation for all tests
F. A copy of hand-outs, transparencies, and/or other materials used in training
G. Documentation that participants were informed of consequences of testing violations
H. Signatures of all who attended the training

Additional Guidance from Appendix F for Training

- Any person involved in any phase of the testing program has been trained in appropriate assessment administration and test security procedures.
    5. Test administrators shall be licensed school personnel.
        a. Due to the need for the one-on-one administration of the English language proficiency test for English Language Learners, which includes component subtests such as reading, writing, speaking, listening, the test administrator

may be a non-licensed employee as long as the proctor for the administration is a licensed staff member.

b. For only the English language proficiency test for English Language Learners, if a licensed employee is the test administrator, the district is not obligated to provide a second person as proctor.

6. The district conducts professional development training on proper assessment administration procedures and test security for all individuals involved in the handling and administration of each test.
7. The district maintains complete records of all professional development related to assessment.
8. The district has documentation that training related to assessment included information on test security violations and the consequences of violations. *(Appendix F, Section IV, 5)*

Section C: Handling Materials

Storage and Access to Secure Test Materials

10. Except during actual test administration all secure test materials must be kept under lock and key, and access must be limited to individuals identified in the test security plan as responsible for their security.

11. An individual with access to the secure storage area is defined as a trained individual that physically has keys or access to the keys and the secure storage areas.

12. The School Test Coordinator, Assistant School Test Coordinator and the District Test Coordinator are the only individuals that should have access to the secure storage area.

13. The secure storage area must be an area that does not have a high volume of traffic.

14. Secure test materials should not be stored with medical supplies, cumulative folders, financial records, or materials used for special activities. The need for any of the above listed materials could occur at any time, thereby creating a need to enter the area secure storage area where testing materials are being stored.

15. Because number combinations used to unlock ~~Vaults~~vaults remain the same and the personnel changes that can and have occurred in school districts vaults should not serve as an area to store secure materials.

16. Locking Fire proof cabinets can serve as the secure storage area.

17. A log tracking date, time, purpose, and names of all stakeholders that enter the secure storage area should be created and maintained.

18. Your test security plan must spell out in detail the names of all personnel with keys to the secure storage area and the location.

Additional Guidance from Appendix F for Test Storage

Except during actual test administration, secure test materials are kept under lock and key, and access to secure test materials is limited to individuals identified in the test security plan as responsible for their security. While secure test materials are in the district, anyone listed as having access to the secure storage area must be accompanied by a second person when entering the secure storage area. To ensure that security is maintained from year to year, it is the responsibility of the district each year to review the list of individuals who have access to the secure storage area and to ensure that only those individuals listed have access to the secure area by way of keys or vault combination.

5. Secure test materials are kept in locked storage before testing at both the district and school levels.
6. Access to secure test materials is limited to those individuals identified in the test security plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
7. Test materials are not to be removed from security packaging prior to the time indicated on instructions from the Office of Student Assessment.
8. Secure test materials are kept in locked storage after testing at both the district and school levels unless otherwise directed by the Office of Student Assessment. *(Appendix F, Section IV, 3)*

Additional Guidance from Appendix F for Test Distribution

All secure test materials are accounted for before, during, and after testing as specified in the District Test Security Plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.

8. All secure test materials are accounted for before testing at the district level.
9. All secure test materials are accounted for before testing at the school level.
10. Test administrators account for all secure test materials before students are allowed to leave the testing room.
11. All secure test materials are accounted for after testing at the school level.
12. All secure test materials are accounted for after testing at the district level.
13. All secure materials are returned according to the schedule published by the Office of Student Assessment. In the event that a secure testing document has been contaminated by bodily fluids or other health-related hazards, the district test coordinator will follow procedures for disposal as outlined during District Test Coordinator training, and include these procedures in the District Test Security Plan.

14. If supplementary materials, such as scratch paper, maps, and manipulatives are provided, procedures for disposal are outlined in the District Test Security Plan and followed. *(Appendix F, Section IV, 4)*

In the District Plan Section C

E. Receiving and securing materials: Include specific information about where materials will be delivered and stored and the secure storage area, as well as, the process that will be used for identifying all those who will have access to the secure storage area.
F. Distributing materials to individual schools, to include the date the materials will be distributed to schools.
G. Retrieving materials from individual schools.
H. Verifying all materials are accounted for as they are packed for return to the test vendor.

In the School Security Plan Section C

G. Procedure for distributing materials to each test administrator.
H. Outline the procedure to distribute materials to students and to account for materials before students leave the testing area.
I. Procedure for returning materials to the school test administrator.
J. Security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEP'S, etc.
K. List of all individuals who have access to the secure storage area.
L. List or schedule of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. (Please note that the test administrators must be licensed in compliance with Appendix F. (See Section IV, 5a.)).

Section D: Studying Test Administrator Manuals

Describe in this section when and where test administrators will be allowed to review test administrator manuals prior to each test administration.

Section E: Additional Procedures

The School Test Security Plan must include the following:

15. Student emergencies (bathroom, sudden illness).
16. Disruptions due to severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility.
17. Prohibitions against the possession and/or use of any electronic communication device, including cell phones and personal digital assistance devices during the administration of scheduled statewide assessments.

18. Use of appropriate calculators on MCT2 (Grades 7 & 8) and SATP2 Algebra I tests. Beginning with the 2011–2012 school year, all formulas, applications, and/or programs (including, but not limited to, Zoom Math/Zoom Algebra) must be disabled or removed from the calculators to be used by students during any state test. Detailed directions on how to configure calculators is outlined on the Office of Student Assessment website. The district test security plan should state explicitly how this policy will be implemented and who is responsible for disabling the calculators and who is responsible for verifying compliance. Exception to Policy. Students who participated in the SATP Algebra I test prior to 2011–2012 school year are allowed to use graphing calculators with formulas, applications, and/or programs provided they are not tested in the same room as other Algebra I test testers who are not allowed to use calculators with formulas, applications, and/or programs. The district plan should state that these students will be segregated in different testing rooms. MDE published a guidance memo dated April 6, 2011, to all Superintendents and DTCs addressing this topic in detail.
19. Procedure used to ensure that all content relevant materials (maps, word walls, bulletin boards with curricular content, etc.) in testing areas have been covered or removed.
20. District monitoring of test administrators, proctors, students, and others involved in the testing process.
21. Plan/s for multiple test administrations (i.e. morning/afternoon, dates) and what procedures you will use to prevent students from discussing test items. If applicable, explain how you will prevent students from looking back at the section of the test taken on the previous day.
22. Procedure for online testing and procedures that address disruptions, i.e., power outages, network problems, etc.
23. Procedures used to prepare, verify, and maintain seating charts for students during statewide assessments. Various schools have chosen different methods: alphabetical, pre-arranged to separate friends, placement of students at the front of the room based on IEP or special circumstances, etc. To facilitate the test process, generally, seating charts are prepared in advance and simply updated with annotations to reflect any student absences.
24. Districts may choose to dismiss students who finish early or allow them to read library books or other material not related to the content of the test. Address the procedure for implementing this process while being sensitive to avoid excessive disruptions to those students requiring additional time who are still working.
25. At the conclusion of testing, the coding of student information and a review of answer documents for completeness of student administrative data is correct and to ensure there are no stray marks is completed. Indicate the individual(s) responsible for

completing these tasks; when will it be done and where will it be done in order to ensure proper test protocols are followed and that test materials are not compromised.

26. Include the testing schedule for the current school year. Districts may simply attach the state calendar located on the Office of Student Assessment's Website, www.mde.k12.ms.us/osa.
27. If special accommodations are requested, (i.e. accommodation 24 and/or 25) you must include in your test security plan a description of procedures, addressing each of the following bullets located in School Test Security Plan, Section E-1, 2, 3, 6, 7, 8, 10, and13 for each test administration.
28. Outline the procedure to ship scratch paper used during test administrations with secure test materials as outlined in Test Administrators Manuals.

Where applicable, describe the procedures used for the following:

3. Conducting lunch, restroom and/or stretch breaks during or between tests.
4. Coding the demographic data for students in grades 3 and 4, if this task is completed by a teacher or teacher assistant.

Guidance from Appendix F on Additional Procedures

4. Both a test administrator and a proctor are present and actively monitoring students during the entire test administration.

    a. At least two people are present from the time that testing materials are distributed to the test administrator until all test materials have been returned to the secure area.

    b. A seating chart is required for each room/site used for any statewide assessment; the seating chart must be signed and dated by the test administrator, proctor, and school test coordinator. *(Appendix F, Section IV, 6)*

5. Makeup testing is provided for students who are absent during the regularly scheduled test administration. *(Appendix F, Section IV, 12)*

6. Tests are administered according to the standard procedures defined in the test administrator's manuals and related documents and according to the schedule published by the Office of Student Assessment. *(Appendix F, Section IV, 13)*

Chapter 3: Test Administration

How to plan for a successful testing experience.

The District and School Test Security Plans should include all the procedures for administering the various tests included in the Mississippi Statewide Assessment Program. In this chapter further guidance and best practices will be outlined to give district and school personnel information for formulating their plans. Tests are administered according to the standard procedures defined in the test administrator's manuals and related documents and according to the schedule published by the Office of Student Assessment.

To maintain consistently high levels of security surrounding the administration of exams, administrative arrangements should meet the following requirements:

Definitions

- Exam Misconduct, as it applies to the Student Assessment Handbook would be as follows:
    g. Accessing materials known or represented to be active exam content prior to testing;
    h. Possessing in the testing area, writing materials, cameras, PDAs, personal computers brought to the testing room, tablets, communication devices such as telephones or pagers, reference materials, or non-approved calculators;
    i. Communicating about test content with other students either in the testing area or in any other location;
    j. Recording or memorizing exam content;
    k. Disrupting other ~~test taker~~test-takers or the testing process; and
    l. Violating or attempting to violate published exam retake rules.

Testing Environment

Ensure that the physical conditions at testing locations facilitate secure testing, as follows:

5. Provide sufficient space for ~~test taker~~test-takers to be seated well apart from one another if there are not privacy panels between individual workspaces;

6. Maintain a seating chart of all individuals being tested for each session, reflective of any changes that occur during a test session, and make the seating chart a part of the School Test Security Plan, Seating Charts must be uploaded into SharePoint beginning with the December 2013 SATP2 test administration;

7. Ensure that access to materials, computers, and testing information is disabled upon an employee leaving the school and/or district;

8. Maintain all district and school exams, exam results and ~~test-taker~~test-taker information in strict confidence, in secure systems and facilities.

Additional Guidance from Appendix F on the Testing Environment

Tests are to be administered in an environment that provides an adequate test setting for students. Such an environment should provide adequate lighting, reduced noise level, and spacing to ensure that students cannot see the answers being bubbled (or answers being selected during computer-based online testing) by other students. *(Appendix F, Section IV, 20)*

Test Proctoring

Both a test administrator and a proctor must be present and actively monitoring students during the entire test administration. At least two people must be present from the time that testing materials are distributed to the test administrator until all test materials have been returned to the secure area. If a Test Administrator must leave the room, or is otherwise disengaged from the direct monitoring of ~~test-taker~~test-takers, a replacement Test Administrator should be assigned immediately so that students are never left un-proctored.

Every effort must be made to insure that ~~test-taker~~test-takers do not have access to bags/purses, books, papers, pagers, cell phones, calculators, or any electronic device that can be used to capture/record exam content. The *Mississippi Public Schools Accountability Standards, ~~2010,~~ Appendix F, Section IV, #19,* prohibits the possession and/or use of any electronic communication device, including cell phones and personal digital assistance devices, by students during the administration of scheduled statewide tests. Possession of any such device, even if it is not being used, is a violation of state policy (and local policy, if applicable).

> All students and staff must sign a form (a template is provided in Appendix A) stating that the Prohibition of Electronic Communication Devices policy has been explained to them along with the consequences of its violation.

Example: A student having a cell phone in his/her possession anywhere on his/her person during the test administration is a testing violation. The consequence of this testing violation is that the test results for that student will be invalid; therefore, the score of any student in possession of these prohibited devices during the test administration will be invalid and therefore automatically non-passing.

The Test Administrator and Proctor should confirm that there is no information related to the exam content that is visible on charts, posters, or other materials in the testing environment that might be sources for examination answers.

Ensure access to computer-based and paper-based exams is under strict control of the Test Administrator at all times. This includes all exam related materials, examination access codes, and login information.

Additional Guidelines from Appendix F on Test Proctoring

6. Students are not allowed access to test questions prior to testing and are not allowed access to answers at any time. *(Appendix F, Section IV, 7)*

7. Tests are administered according to the standard procedures defined in the test administrator's manuals and related documents and according to the schedule published by the Office of Student Assessment. *(Appendix F, Section IV, 13)*

8. Reproducing (by any means) or disclosing secure test material (including pilot material) and student responses before, during or after test administration are prohibited. Reproduction or disclosure of secure test materials includes but is not limited to the following: reviewing, reading, or looking at secure test material in a manner that is inconsistent with test security regulations and/or procedures as outlined in the test administrator's manual. Use of unreleased test items in any form (including rewording of such test items) is strictly prohibited. *(Appendix F, Section IV, 8)*

9. Coaching students, altering responses, or interfering with responses in any way during or after the scheduled test administration is prohibited. Coaching students is defined as providing answers by staff or other students to students in any manner during the test, including cues, clues, hints, and/or actual answers in any form-written, printed, verbal or non-verbal (including but not limited to chalkboards, charts, bulletin boards, posters, computers, hand signals) or allowing students to alter responses after the scheduled test administration. *(Appendix F, Section IV, 8)*

10. The school prohibits the possession and/or use of any electronic communication device, including but not limited to iPod's, MP3 players, Bluetooth devices, cell phones, and/or other personal digital assistance devices during the administration of scheduled statewide tests. *(Appendix F, Section IV, 19)*

Accommodations

A thorough explanation of how accommodations will be given to test-~~-~~takers must be included in the School Test Security Plan. Only appropriate allowable testing accommodations should be ~~are~~ provided for students as specified in the current edition of *the Mississippi Testing Accommodations Manual.* ~~*Testing Students with Disabilities Regulations* and the current edition of *Guidelines for English Language Learners: Policies, Procedures, and Assessments.*~~ (SB Policy~~ies 3600, 3800, 7220,~~ 7601~~, and 7610~~) The use of any accommodation not listed in these documents or in the current edition of the *Mississippi Testing Accommodations Manual* ~~*Testing Accommodations Manual*~~ published by the Office of Student Assessment must first be approved by the Office of Student Assessment. *(Appendix F, Section IV, ~~8~~11).* For additional information regarding the use of accommodations for English learners (EL), refer to the current edition of the *Guidelines for English Language Learners.* For additional information regarding the use of

accommodations for students with disabilities (SWD), refer to the current edition of the *Testing Students with Disabilities Regulations.*

Testing Irregularity Management

To preserve the integrity of exam materials and exam scores, when ~~test taker~~test-taker exam misconduct is suspected, testing site personnel (Test Administrators) will be required to:

9. Call on one or more additional test site personnel (proctor, hall monitor, school test coordinator) to confirm the suspicion of misconduct;
10. Take reasonable, non-physical measures to:
    a. Interrupt the exam and arrange for the implicated ~~test taker~~test-taker(s) to leave the testing area;
    b. Prevent ~~test taker~~test-takers from leaving the testing area with secure exam materials;
    c. Preserve evidence of ~~test taker~~test-taker use of unauthorized materials without inappropriately, under school rules, confiscating or otherwise attempting to deprive ~~test taker~~test-takers of their belongings (e.g., photographs or video recordings).
11. Follow requirements for handling security incidents in the local school district's code of student conduct.
12. Apprise the suspected student(s) of the potential consequences of misconduct (as set forth in these policies and procedures) and provide contact information for the responsible local school district personnel regarding the disposition of examination results.
13. Organize a Testing Irregularity Report (see form in Appendix A)consisting of the following:
14. A description of the observed misconduct, including information provided by the Test Administrators and other personnel or students who observed the misconduct.
15. A list of actions taken by the school and district, including steps to avoid future incidents of the same nature and disciplinary measures for any individuals involved.
16. File incident with MDE by calling immediately. Follow up with a copy of the Testing Irregularity Report and supporting documentation sent by email, osa@mde.k12.ms.us, or fax, 601-359-2471.

Best Practice Tip- Consistent monitoring by test site personnel should minimize the need for testing irregularity management.

Additional Guidance from Appendix F on Testing Irregularities

3. Anyone with knowledge of or information regarding a possible testing irregularity or alleged security violations reports the alleged irregularity/violation to an appropriate authority. {MS Code 37-16-4(1)(f)}*(Appendix F, Section IV, 14)*

4. Test administrators and proctors keep written records of any testing irregularities occurring during testing and report these to the school test coordinator who then reports to the District Test Coordinator. The District Test Coordinator reports all irregularities for a test administration to the district superintendent for investigation. Documentation regarding testing irregularities is maintained on file in the district. *(Appendix F, Section IV, 15)*

Test Invalidation Process

All invalidations must be requested and approved during the testing administration. Once testing materials have been returned to the testing vendor or the online testing administration has ended, OSA will not approve any invalidation. Pearson should not be contacted by district personnel requesting to have answer documents coded for invalidation. OSA may offer verbal approval for invalidations due to timing constraints during testing; however, the invalidation is not official until the request is received in writing and approved by OSA in writing. If an answer document is marked for invalidation and OSA has not received and approved the written request, the answer document will be scored.

The following invalidation process will be implemented for the MCT2, MST2, MWAP3 and SATP2 Programs effective with the 2013-2014 school year.

8. All invalidations must be approved by the Office of Student Assessment.
9. Only the District Test Coordinator (DTC) may request approval to invalidate from OSA.
10. The DTC may contact OSA for clarity prior to submitting the invalidation request in writing; however, it is not mandatory to call for verbal approval.
11. **All written requests MUST be submitted via the survey in order to ensure OSA receives the necessary information in the initial request.**
12. The survey will only be available during specified time-periods during each test administration.
13. Written approval/denial from OSA will be provided via email.
14. Pending the nature of the invalidation request, additional information may be required prior to OSA providing an official response.

Image of the OSA Invalidation Survey

1. **District Name***

2. DISTRICT CODE*

3. **District Test Coordinator (DTC) Name***

4. **DTC Email Address***

5. **Required Information:***

Date of Test Administration	
Student Last Name	
Student First Name	
Middle Initial	
Student MSIS Number (must be 9 digits)	
DOB (XX/XX/XXXX)	
School Name/Code (Enter "SAA" for Same as above)	
Reason for Invalidation (Enter "SAA" for Same as above)	
Invalidation Code	
Subject Area (Enter "SAA" for Same	

Data Forensics Used to Detect Possible Testing Irregularities

12. Caveon Data Forensics™ analyzes test response data using patent-pending methods and systems to identify statistically inconsistent test response patterns from among the total population of test responses.

13. These algorithms detect anomalous patterns which may be associated with different forms of testing irregularities, such as answer copying, inappropriate assistance during testing, lax proctoring, etc.

14. The analyses in the report we receive identify several types of statistical inconsistencies:

    f. Very similar test responses

    g. Test aberrance or unusual response patterns

    h. Larger score change in a student's score than would seem reasonable using previously obtained scores

    i. **Very similar test responses** are measured by comparing pairs of test answer sheets. The statistic indicates whether the agreement or similarity between the answers is greater than would be expected by chance alone.

    j. Large change scores are measured by evaluating the change in a student's test performance relative to previous assessments. A testing irregularity could include such examples as inappropriate coaching before or during the test or inappropriate answer changing during or after the test.

15. The Caveon analysis uses very conservative statistical methods.

16. If students exceed a 1 in 100,000,000,000,000,000 (10 to the 17th power or a threshold/collusion index of 18) the statistical probability, their SATP2 scores will be flagged and automatically invalidated.

17. The test scores of all students with a flag for statistical anomalies will automatically be invalidated.

18. School districts can appeal SATP2 score invalidations resulting from a Caveon flag.

19. If a district appeals invalidation due to statistical inconsistencies, the appeal and documentation should provide evidence that provides an extremely high degree of certainty that a testing irregularity did not occur.

20. If a school district plans to appeal, they should notify the OSA and follow the guidelines for investigations. Districts are given 15 working days to respond to a request for an investigation.

21. Caveon analysis are run for MCT2 and focuses on the teacher, school, and district levels.

22. Erasure analyses are compiled for MCT2, MST2, and SATP2 for each administration.

Roles and Responsibilities

All individuals in the testing community play a vital role in helping to maintain a secure testing environment at every level from test development through scoring and reporting. In *Appendix B* there is a hand-out of the duties of the following key test site personnel:

H. District Test Coordinator
I. School Test Coordinator
J. Test Administrator
K. Test Proctor
L. Student
M. Hall Monitor
N. Test Auditor

Chapter 4: Testing Irregularities and Consequences

What constitutes an irregularity and what to do about it.

All tests that are part of the Mississippi Statewide Assessment Program require a standardized process of administration. In order for test results to be valid from a standardized test administration, all procedures found in the specific test administration manual must be followed. It is important that the test site personnel follow and present the directions in the test administrator's manual as written. Thus, test site personnel must study the designated manual prior to the test administration to ensure that uniform test administration procedures are followed throughout Mississippi. It is also important that all test site personnel receive training on the District and School Test Security plans and requirements of *Appendix F of the Mississippi Public Schools Accountability Standards.* This chapter will give definition to what constitutes a testing irregularity and the process a district should follow if one occurs.

Definitions

6. A possible **testing irregularity** is any incident in the test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data.
7. A **verified testing irregularity** is a violation of a testing requirement.
8. **Test Fraud**, as applied in this handbook, includes any attempt by an individual or individuals in collusion to subvert the testing process through actions including but not limited to:
    a. Unauthorized access to secure exam materials;
    b. Use of stolen exam materials through memorization or any other means;
    c. Engaging others to take an exam on another ~~test taker~~test-taker's behalf;
    d. Giving or receiving unauthorized assistance during the administration of an exam;
    e. Possession and/or use of unauthorized materials during the administration of an exam including: notes, recording and electronic communication devices;
    f. Altering answer documents;
    g. Altering exam scores; and
    h. Disclosing and/or distributing protected exam material.
9. **Test Theft**, as applied in this Handbook, includes any attempt by an individual or individuals in collusion to misappropriate protected exam materials before, during, or after exam administration, through actions including but not limited to:
    a. Possession and/or use of recording or communication devices during the administration of an exam;
    b. Reproduction of exam materials by any means, including reconstruction through memorization;
    c. Storage and use of exam materials to be used as test prep for ~~test taker~~test-takers;

d. Providing answers or assisting with test answers to ~~test taker~~test-takers before, during, or after the testing event.

10. **Coaching** students is defined as providing answers by staff or other students to students in any manner during the test, including cues, clues, hints, and/or actual answers in any form-written, printed, verbal or non-verbal (including but not limited to chalkboards, charts, bulletin boards, posters, computers, hand signals) or allowing students to alter responses after the scheduled test administration. Coaching students, altering responses, or interfering with responses in any way during or after the scheduled test administration is prohibited.

Testing Irregularities

Examples of testing irregularities include, but are not limited to, the following:

20. Failing to follow the procedures as described in the Test Administrator's Manual;
21. Handling and administering the test without properly training test administrators and proctors;
22. Failing to follow the test schedule procedures or makeup test schedule designated by the Office of Student Assessment;
23. Failing to assess all eligible students;
24. Leaving students unsupervised with access to secure test materials;
25. Allowing students to review secure test materials prior to the test administration;
26. Giving students instruction related to the concepts measured by the tests on the morning prior to or during the test administration session;
27. Failing to cover or remove classroom displays that provide information regarding the content being measured by the test or test-taking strategies;
28. Paraphrasing, omitting, revising, or rewriting the script or the directions contained in the appropriate test administrator's manual;
29. Cheating;
30. Illness during testing;
31. Reading or tampering with (e.g., alters, changes, modifies, erases, or scores) student responses to the test questions by school district personnel;
32. Failing to return the originally distributed number of test materials (e.g., test books and answer sheets) to designated school personnel;
33. Testing students with disabilities and/or students identified as limited English proficient who have the appropriate documentation in accordance with state policies when they should not participate in the standard test administration;
34. Failing to follow appropriate procedures for providing testing accommodations;
35. Failing to provide accommodations to all eligible students;
36. Providing accommodations to students who are not eligible to receive them;
37. Allowing school or district personnel access to the tests who do not have a legitimate need; and

38. Failing to provide parents with a copy of the score report within the guidelines. (See Chapter 1)

Guidance from Appendix F on Testing Irregularities

6. Anyone with knowledge of or information regarding a possible testing irregularity or alleged security violations reports the alleged irregularity/violation to an appropriate authority. {MS Code 37-16-4(1)(f)} *(Appendix F, Section IV, 14)*
7. Test administrators and proctors keep written records of any testing irregularities occurring during testing and report these to the school test coordinator who then reports to the District Test Coordinator. The District Test Coordinator reports all irregularities for a test administration to the district superintendent for investigation. Documentation regarding testing irregularities is maintained on file in the district. *(Appendix F, Section IV, 15)*
8. The superintendent of the district investigates all reports of alleged violations of test security and/or potential testing irregularities and submits a report of findings to the Office of Student Assessment within fifteen working days after the alleged violation and/or potential irregularity has been reported to him or her. *(Appendix F, Section IV, 16)*
9. No statistically significant similar or identical patterns of responses and/or erasures are noted in students' answer documents. *(Appendix F, Section IV, 17)*
10. No statistically significant group or individual scores that are inconsistent with established patterns of achievement are noted. *(Appendix F, Section IV, 18)*

Investigating and Reporting

In accordance with MDE security policies and practices, any variation from established procedures in the administration of the Mississippi Statewide Assessment Program should be reported as soon as reasonably possible to MDE via the online incident reporting system or by direct contact by local school personnel, typically a District Test Coordinator or School Test Coordinator or by the delivery vendor. This includes the following:

4. Copies of Irregularity Reports submitted by the Test Administrator addressing situations that could threaten the security of exam data.
5. Any suspicious activity, including, but not limited to ~~test taker~~test-taker misconduct such as student disruptions, observations of answer-copying, discussing exam questions with others, and use of unauthorized materials, missing and lost or stolen exam materials.
6. Testing location disruptions, including but not limited to lapses in monitoring/proctoring, outside distracting noises, other distracting activities or noises from others within the testing environment.

Testing Irregularity Response Plan

This Testing Irregularity Response Plan (SIRP) is an effort to maximize district test security and to minimize risks. The SIRP is meant to provide a proactive approach to preventing cheating and promoting fair and valid testing.

2) Investigation. This section describes how allegations and other information of test theft and fraud allegations should be investigated.

   a) All reasonably detailed reports and information received from monitoring efforts containing actionable information of alleged cheating and/or test theft (hereafter "possible Misconduct") by a ~~test taker~~test-taker, Test Administrator, teacher, school administrator, or exam support staff should be reviewed by the superintendent as follows:

      i) Confirmation of Time Sensitive Information: Within the time lines specified in existing policies, issue reports containing information regarding possible misconduct should:

         (1) Confirm the identity of alleged perpetrator(s); and
         (2) Gather and confirm witness statements, including the names and contact information of other potential witnesses.

      ii) Collection of Related Information: Within the schedule determined by MDE policy, school districts should collect the following information:

         (1) Any available evidence which tends to refute or corroborate the original evidence or allegation(s);

         (2) Available background information regarding the alleged perpetrator(s) criminal and educational history;

         (3) Contact and ownership information regarding offending websites and other materials, as applicable.

3) Submit the report with related information to the Office of Student Assessment.

Additional Guidance from Appendix F on Investigation

Identifying and investigating possible testing irregularities involves a variety of data sources. These include formal testing audits, self-reports of testing irregularities, allegations/complaints related to possible testing irregularities, and results of analyses and reports designed to identify possible irregularities, including the percent of students tested, changes in enrollment, score exceptionalities, erasure report results, and missing documents reports.

The procedure for handling testing irregularities is repeated for each test administration. The Office of Student Assessment will notify the school district in writing when a possible testing irregularity has been identified. Within fifteen working days following a reported potential irregularity/violation and/or receipt of the written notification from the Office of Student Assessment, the district will

submit a written report to the Office of Student Assessment. The Office of Student Assessment reserves the right to conduct an independent investigation.

The Office of Student Assessment will evaluate the district report to determine whether the possible testing irregularity has been resolved or the testing irregularity has been verified. If the possible testing irregularity has been resolved, the Office of Student Assessment will notify the district that no further action is required. If a testing irregularity has been verified, the Office of Student Assessment will notify the district superintendent.

In the case of any verified testing irregularity that jeopardized or may have jeopardized the security and integrity of the test(s) or the accuracy of the test results, the Office of Student Assessment will report the irregularity to the Office of Accreditation for appropriate action and follow-up. (See CONSEQUENCES on page 30) In the case of improper student behavior supported by a data forensics company and not disproved in the district report, the Office of Student Assessment will respond to the district superintendent with a request on behalf of the State Superintendent of Education that the district superintendent ask for the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration. If the district refuses to invalidate the suspect scores, the State Superintendent will have the authority to invalidate the scores.

In case of an allegation of an irregularity that prompts a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred; the State Superintendent will have the authority to invalidate suspect scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration. *(Appendix F, Section V, A)*

Additional Guidance from Appendix F on Personal Misconduct Investigation

If an irregularity that represents misconduct or other breaches of test security on the part of district personnel within a school district is identified, the superintendent of the district will be notified of the irregularity. It is the responsibility of the district to conduct an investigation into the allegation and report findings to the Office of Student Assessment. If the Office of Student Assessment concludes that the irregularity was resolved, the district is notified that no further action is necessary.

If the Office of Student Assessment concludes that the irregularity was verified, the district superintendent is notified that the Office of Accreditation is being apprised of the finding.

In case of an allegation of an irregularity or in the case of statistical analyses that prompt a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred, the State Superintendent will have the authority to invalidate suspect test scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test

administration. The district superintendent will be notified that the Office of Accreditation is being apprised of the findings.

The district attorney may investigate allegations of violations of test security on his own initiative following receipt of allegations, at the request of a school district, or at the request of the Mississippi Department of Education.

After a conviction, the personnel in question will be notified in writing that the evidence of conviction will be presented to the Commission on Educator Licensure and that the Commission is required to take action pursuant to the authority granted in Section 37-16-4, *Mississippi Code of 1972*, as amended. In the case of improper student behavior supported by the data forensics company and not disproved in the district report, the district superintendent will be asked to request the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration. *(Appendix F, Section V, B)*

Consequences

Consequences of violating testing procedures vary based on the severity of the offense and affect three different areas:

4. The institution (district, school)
5. The educator
6. The student

Letter of Warning (Affects Institution)

If a violation has been verified that did not result in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, then the Office of Student Assessment may issue a letter of warning to the school district superintendent to be placed in the district and/or school file. Multiple and/or repeated minor violations that indicate the district and/or school has not corrected issues addressed in previous letters of warning or that the district and/or school has continued to be in noncompliance with the numbered issues listed in Requirements (Section IV) may result in a recommendation for a citation to be placed on the accreditation record. (See B below.) In the case of improper student behavior supported by the data forensics company and not disproved in the district reports, the district will be asked to request the invalidation of the suspect scores. If the improper student behavior is determined to be isolated to an individual student's or to individual students' behavior and not supported or condoned by the district, the district will not receive a letter of warning. The district will be asked in an official letter by the Office of Student Assessment to put measures in place to address and prevent the possibility of such improper behavior being repeated. However, multiple administrations resulting in suspect scores may result in further investigation by the Office of Student Assessment that may lead to further consequences. *(Appendix F, Section VI, A)*

Citation Placed on the Accreditation Record with No Immediate Action to Downgrade the Accreditation Status (Affects Institution)

1. Multiple Letters of Warning - Multiple and/or repeated violations as outlined in A above may result in a recommendation for a citation to be placed on the district's Accreditation Record Summary. The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has successfully completed the next scheduled administration of the same test for which the irregularity was originally verified. The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security. *(Appendix F, Section VI, B1)*

2. Substantial Probability That the Security, Accuracy, or Validity of the Test Results Has Been Jeopardized - If a verified violation has resulted in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, the Office of Student Assessment will issue written notification to the district superintendent. The Office of Student Assessment will note the violation on the School and/or District Assessment Record and notify the Office of Accreditation. The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has successfully completed the next scheduled administration of the same test for which the irregularity was originally verified. For example, if the citation is issued for the December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year.

The Office of Student Assessment may submit a recommendation to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security. *(Appendix F, Section VI, B2)*

Citation Placed on the Accreditation Record that May Result in Immediate Action to Downgrade the Accreditation Status (Affects Institution)

If it is determined that a violation of a testing requirement jeopardizes the security and integrity of the test(s) or the accuracy of test results, the Office of Student Assessment will issue written notification of the violation to the superintendent of the school district and to the Office of Accreditation.

The Office of Accreditation will note the citation of noncompliance on the district's Accreditation Record Summary and notify the superintendent of this action. The citation of noncompliance will be presented to the Commission on School Accreditation for appropriate action. This citation will remain on record until the district has successfully completed the next scheduled administration of the same test for which the irregularity was originally verified. For example, if the citation is issued for the

December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year. The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security. *(Appendix F, Section VI, C)*

Invalidation of Scores (Affects Institution and student)

3. Student Retest and Score Invalidation Procedure - In the case of findings that reveal misconduct at the district or school level, the State Superintendent of Education may order the local school district to have students retake the examination(s) at the district's expense for all areas in question. Should the local district choose not to have students re-examined to establish validity, the State Superintendent of Education will have the authority to have affected scores invalidated. At such time, the local district will be notified.

   A school will not receive a school performance classification if the test data have been invalidated, and the school performance classification will be noted as Test Data Invalidated. (See Accreditation Policy 3.3.) In the case that the Office of Student Assessment has requested the district superintendent ask for the invalidation of a student's (or students') suspect scores based upon the analyses by the data forensics company and the refusal to do so by the district superintendent, the State Superintendent will have the authority to have suspect score(s) invalidated. At such time, the local district will be notified. *(Appendix F, Section VI, D1)*

4. Individual Irregularity Procedure - If there is evidence of a nature that confirms one or more individual testing irregularities on the Subject Area Tests or other tests that have high stakes consequences for individual student(s) resulting in the student or students not being able to graduate in the current school year, the individual(s) in question shall be notified in writing of the irregularity by the district superintendent and given an opportunity to provide an explanation and evidence that the questioned score(s) is/are consistent with other test scores or other academic performance. If retesting of individuals on the test is required and the retesting yields scores that would deny students a diploma or affect promotion/retention decisions after all retesting opportunities have been exhausted, affected individuals will be given an opportunity to appeal to the State Board of Education the decision to invalidate their original scores on the test. No hearing will be granted to any student who has not completed all other requirements for graduation or promotion and exhausted all retake opportunities. *(Appendix F, Section VI, D2)*

Report to Division of Educator Misconduct (Affects educator)

Violations of testing procedures by an educator can result in a mandated report being made to the Division of Educator Misconduct. These violations of the *Mississippi Educator Code of Ethics* Standard 9 (Maintenance of Confidentiality) affect the validity of mandatory uniform test results as provided in Section 37-16-4 (1). The result can be a loss of licensure.

Appendix A: Board Policies Regarding Assessments

MS Policy Code	*Policy Summary, Policy Reference or Contact Information*
MS Code 3600, Formerly IHF1 *Adopted 7/15/88* *Revised 2/20/2004*	*[Excerpt] " Students who begin 9th grade in 2003-2004 and each year thereafter (anticipated graduation in 2007 and later) must pass all required Subject Area Tests in U.S. History from 1877, English II (with a writing component), Biology I, and Algebra I even if they take the course(s) prior to their 9th grade year."*
Code 3800 *Formerly IHF2* *Adopted 2/23/2001* *Revised 12/13/2002*	*[Excerpt] "Any Mississippi public school student shall not be awarded Carnegie unit credit unless the core objectives identified in the Mississippi Curriculum Framework have been mastered. Passage of the required Subject Area Test is a separate requirement towards graduation and shall not be criteria for awarding Carnegie unit credit.*
Code 3801 *Adopted December 13, 2002* *Revised December 19, 2012*	*MS State Board Policy for Subject Area Testing* http://www.mde.k12.ms.us/mississippi-board-of-education/board-of-education-policy-manual/policy-3800-graduation-requirements/policy-3801-policies-for-subject-area-testing
Code 3802 *Adopted February 23, 2001* *Revised December 19, 2012*	*MS State Board Policy for Carnegie Unit Credit* http://www.mde.k12.ms.us/mississippi-board-of-education/board-of-education-policy-manual/policy-3800-graduation-requirements/policy-3802-policies-for-carnegie-unit-credit
Code 3803 **Adopted July 5, 1988** **Last Revised May 18, 2012**	*MS State Board Policy – Assessments Required for Graduation* http://www.mde.k12.ms.us/mississippi-board-of-education/board-of-education-policy-manual/policy-3800-graduation-requirements/policy-3803-assessments-required-for-graduation
Student Assessment Calendar	https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Calendars/Testing_Calendar_2012-2013.pdf
Standard 20.4 *Participation in Graduation Exercises*	*2012 MS Public Schools Accountability Standards, page 23* http://www.mde.k12.ms.us/docs/accreditation-library/revised-10-9-12-2012-stds.pdf?sfvrsn=2
Emergency Assessment	*Contact your local Counselor or District Test Coordinator*

MS Policy Code	*Policy Summary, Policy Reference or Contact Information*
Code 7601 Assessment of Special Populations	***Testing Students with Disabilities Regulations*** http://www.mde.k12.ms.us/docs/student-assessment/testing-20students-20with-20disabilities-20regulations-final.pdf?sfvrsn=2 ***Mississippi Testing Accommodations Manual*** http://www.mde.k12.ms.us/docs/student-assessment/mississippi-testing-accomodations-manual.pdf?sfvrsn=0 ***Guidelines for English Language Learners*** http://www.mde.k12.ms.us/docs/student-assessment/ell-guidelines-january-2011-final.pdf?sfvrsn=2
Code 7610 SATP Appeals Process ***Rescoring*** ***Alternative***	***Appeals for rescoring tests, and or appeals for the administration of the Alternative Assessment*** http://www.mde.k12.ms.us/mississippi-board-of-education/board-of-education-policy-manual/policy-7600-testing/policy-7610-subject-area-testing-program-appeals-process
Test Security	***MS Public Schools Accountability Standards, Appendix F*** http://www.mde.k12.ms.us/docs/accreditation-library/revised-10-9-12-2012-stds.pdf?sfvrsn=2

DESCRIPTOR TERM: Graduation Requirements-Policies for Subject Area Testing
CODE: 3801
ADOPTION DATE: December 13, 2002
REVISION: December 19, 2012

Enrollment in a non-public school/program (to include, but not limited to: private schools, parochial schools, home schools, virtual schools, summer schools, independent study / correspondence programs, etc.) shall not be used to circumvent participation in the Mississippi Statewide Assessment System or students meeting the graduation requirements outlined in this policy.

1. Students will not be required to pass any end-of-course Subject Area Test in a course for which the student earns or receives credit (i.e. course completed as recorded on an official transcript) in a Mississippi public school prior to the 2001-2002 school year. (MS Code 37-16-7)

2. Any student enrolled in a Mississippi public school who concurrently earns a Carnegie unit for any course which includes a required end-of-course Subject Area Testing Program (SATP) exam from a non-public school (to include, but not limited to: private school, parochial school, home school, virtual school, summer school, or independent study / correspondence program, etc.) must take and pass the SATP exam in order to earn a standard diploma.

3. a. Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a public school of another state as fulfilling the requirements for a Mississippi high school diploma.

b. Effective with the 2011-2012 school year, students entering or enrolled in a Mississippi public school implementing an innovative program authorized by the State Board of Education who have earned credits in the *Required Subjects* for a diploma in the state of Mississippi and will have completed an end of course assessment or end of domain assessment, will be exempt from State Board Policy 3803 until the State Board of Education has adopted standards and cut-scores for the corresponding assessments.

4. Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a private school as fulfilling the requirements for a Mississippi high school diploma, provided the private school is accredited regionally or by the state of Mississippi.

5. Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a private school as fulfilling the requirements for a Mississippi high school diploma if the private school is not accredited regionally or by the state of Mississippi.

6. Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student through home schooling as fulfilling the requirements for a Mississippi high school diploma.

7. Any Mississippi public school student who fails to pass a required Subject Area Test will be offered a chance to retake the test three times each year until a passing score is achieved:

a. At or near the end of the fall semester,

b. At or near the end of the spring semester, and

c. At or near the end of summer school.

8. Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is not eligible for dual credit. (MS Code 37-15-38(11)). Refer to Section 37-15-38 (19) of the MS Code for exemptions.

9. Passage of the required Subject Area Test (High School End of Course Assessment or End of Domain Assessments as appropriate) is a separate requirement for graduation. In accordance with Section 37-16-5 of the MS Code, innovative programs authorized by the State Board of Education, shall periodically assess student performance and achievement in each school. Such assessment programs shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the minimum performance standards approved by the State Board of Education. Data from district assessment programs shall be provided to the State Department of Education when such data is required in order to evaluate specific instructional programs or processes or when the data is needed for other research or evaluation projects. Each district may provide acceptable, compatible district assessment data to substitute for any assessment data needed at the state level when the State Department of Education certifies that such data is acceptable for the purposes of Section 37-16-3.

DESCRIPTOR TERM: Policies for Carnegie Unit Credit
CODE: 3802
ADOPTION DATE: February 23, 2001
REVISION: December 19, 2012

Enrollment in a non-public school/program (to include, but not limited to: private schools, parochial schools, home schools, virtual schools, summer schools, independent study / correspondence programs, etc.) shall not be used to circumvent participation in the Mississippi Statewide Assessment System or students meeting the graduation requirements outlined in this policy.

1. Any Mississippi public school student shall not be awarded Carnegie unit credit unless the core objectives identified in the Mississippi Curriculum Framework and innovative programs authorized by the State Board of Education have been mastered.

2. For students entering a Mississippi public school from a public school in another state for which the school did not award a credit for the successful completion of a course, the district may accept the course as meeting the requirement for the *Required Subjects* for a diploma in the state of Mississippi provided the district determines that the content of the course taken is comparable. However, the total *Carnegie Unit* requirement for the *Curriculum Area* remains the same.

3. For students entering a Mississippi public school from a regionally accredited private school for which the school did not award credit for the successful completion of a course, the district may accept the course as meeting the requirement for the *Required Subjects* for a diploma in the state of Mississippi provided the district determines that the content of the course taken is comparable. However, the total *Carnegie Unit* requirement for the *Curriculum Area* remains the same.

4. Students entering a public school in Mississippi from any regionally accredited public or private school that awarded a Carnegie Unit for the successful completion of a course, the district may accept the course as meeting the requirement for the "Required Subject" in Appendix A of the *Mississippi Public School Accountability Standards*.

5. Any student previously enrolled in a Mississippi public school that failed a SATP exam and later transfers credit for the same SATP course from either a private school that is accredited regionally or by the state of Mississippi or an out-of-state public school must take and pass the exam in order to earn a standard diploma.

6. Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is not eligible for dual credit. (MS Code 37-15-38(11)) Refer to Section 35-15-38(19) of the MS Code for exemptions.

DESCRIPTOR TERM: Assessments Required for Graduation
CODE: 3803
ADOPTION DATE: July 15, 1988
REVISION: September 15, 2000, July 18, 2003, February 20, 2004, May 18, 2012

Academic end-of-course tests were phased in during the 2001-2002 school year to replace the (FLE) as a requirement for graduation.

1. Students who began 9th grade PRIOR to 1999-2000 must pass the Functional Literacy Examination (FLE).

2. Students who began 9th grade in school year 1999-2000 must pass the Functional Literacy Examination (FLE) plus the Subject Area Test in U.S. History.

3. Students who began 9th grade in school year 2000-2001 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History and English II.

4. Students who began 9th grade in 2001-2002 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History, English II, and Biology I.

5. Students who began 9th grade in 2002-2003 must pass the Subject Area Tests in U.S. History, English II, Biology I and Algebra I. Students who began 9th grade in 2003-2004 and each year thereafter must pass all required Subject Area Tests in U.S. History, English II, Biology I, and Algebra I

DESCRIPTOR TERM: Subject Area Testing Program Appeals Process
CODE: 7610
ADOPTION DATE: October 23, 2009
REVISION: November 22, 2009

I. Appeal for Rescoring

When a student, parent, or district personnel has reason to believe that, due to a scoring error, a student who did not pass a Subject Area Test should have passed the test, an appeal for rescoring may be made.

Process:

8. The student, parent or district personnel must submit a written statement with supporting information outlining why the applicant thinks he/she should have passed the test.
9. The initial appeal is submitted at the local level for determination of merit.
10. A local decision is made to forward the appeal to the state level for consideration or to deny the appeal.
11. If the appeal is denied at the local level, the appeal can be submitted directly to the state level for consideration.
12. Direct appeals and appeals forwarded from the local level are considered at the state level, and a decision is made to grant the appeal or to deny it.
13. Any request for rescoring must be submitted no later than one calendar year from the time of the receipt of score reports in the district.
14. If the rescoring determines that a scoring error occurred that results in the student passing the test, the testing company will bear the cost of the rescoring. If the rescoring does not determine that a scoring error occurred, the costs associated with rescoring will be borne by the school district in which the student took the test in question.

II. Appeal for an Alternative Assessment as a Substitute Evaluation

Appeals Process:

- The Appeal for an Alternative Assessment as a Substitute Evaluation may not begin until a student has scored within one scale score point of the passing cut score on the same subject area content test on any three separate occasions (i.e., initial test, first retest,

second retest, or any other combination) and has participated in remediation designed to assist students in passing the appropriate subject area test.

- The student or parent may request an appeal to be initiated by a teacher, or a teacher may initiate an appeal. The teacher may deny a request from a student or parent if, in the teacher's professional opinion, there is no basis for the appeal. The student's teacher for the specific subject area course or a course in the same content at a higher level must be the teacher involved in the appeal process. To initiate an appeal the teacher must confirm the student has met the testing criteria outlined above and then submit a portfolio of student work that demonstrates the student's mastery of the course content accompanied by a letter of recommendation to the principal of the student's school.
- This portfolio will consist of documentation that supports student mastery at the expectation defined by the curriculum framework and will be submitted in accordance with the requirements for the Alternative Assessment for Subject Area Tests, a process available only to students with an IEP. The composition of the evidence portfolio must address the course-specific framework competencies and objectives for the relevant subject area test.
- The teacher must sign the Ethics in Data Collection Form for the Appeal for an Alternative Assessment as a Substitute Evaluation to accompany the portfolio.
- The teacher's letter of recommendation, the portfolio, and the Ethics in Data Collection Form must be reviewed and agreed to as accurate by the school principal and district superintendent. If the portfolio is found not to substantiate the appeal, the appeal may be denied by the principal and/or district superintendent. If the principal and superintendent support the appeal, they must also sign the Ethics in Data Collection Form.
- If the appeal is approved by the superintendent, the district test coordinator will then review the appeal and verify that all requirements of the Appeal for an Alternative Assessment as a Substitute Evaluation have been met. The district test coordinator will submit the student portfolio including the teacher's letter of recommendation and the Ethics in Data Collection Form, which the district test coordinator must also sign, to the Office of Student Assessment by March 30 in the year that the student is anticipated to graduate or at any time following the student's meeting criterion (a).
- If the results of the review of the portfolio determine that the student has demonstrated mastery of the curriculum, a passing score will be substituted for a failing score on the standard statewide subject area test, and the Mississippi Department of Education will bear the cost associated with the review.
- If the results of the review of the portfolio do not determine that the student has demonstrated mastery of the curriculum, the student must continue participating in

subsequent standard statewide assessment administrations. In this case, the costs associated with the review of the portfolio will be borne by the school district that submitted the appeal.

- If the Appeal for an Alternative Assessment as a Substitute Evaluation is denied and the student continues to participate in subsequent standard statewide assessment administrations, the teacher may again initiate an appeal, or a student or parent may request another appeal, following any subsequent retest opportunity that results in the student's again scoring within one scale score point of the passing cut score.

Appendix B: Roles and Responsibilities

All individuals in the testing community play a vital role in helping to maintain a secure testing environment at every level from test development through scoring and reporting. The following are hand outs of the duties of these key test site personnel:

H. District Test Coordinator
I. School Test Coordinator
J. Test Administrator
K. Test Proctor
L. Student
M. Hall Monitor
N. Test Auditor

Duties of the District Test Coordinator

The district test coordinator is to guide in the local administration, reporting, and interpretation of tests and other accountability measures. Maintaining test security is a major responsibility of the district test coordinator. The district test coordinator shall:

20. Ensure that a District Test Security Plan for the school district is developed and disseminated to each school no later two weeks prior to the first fall testing administration of each year. A schedule of the state test administration dates for the school year is to be shared with teachers, students, and parents;
21. Ensure that all eligible students are assessed;
22. Account to the Office of Student Assessment for all test materials received and secure all test materials in a locked facility;
23. Prohibit the reproduction of all or any part of the tests;
24. Prohibit their employees from disclosing the content of, or specific items contained in, the tests to persons other than authorized employees of the school system;
25. Develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher;
26. Designate the personnel who are authorized to have access to test materials;
27. Conduct audits periodically to ensure that proper test administration sessions are being held;
28. Ensure that the security of test materials and the integrity of the Mississippi Statewide Assessment System are maintained at all times;
29. Ensure that test administrators at each school are licensed school district or school personnel who have received professional training annually in education and the Mississippi Statewide Assessment System;
30. Provide guidance to the School Test Coordinator at each school in understanding his/her duties and responsibilities related to the state testing program and the implementation of state tests;
31. Oversee the planning and implementation of training for school-level test coordinators, test administrators, proctors and hall monitors;
32. Ensure that each school test coordinator and test administrator is trained in the implementation of testing accommodations used with students with disabilities and students identified as limited English proficient;
33. Assure that each school establishes procedures to ensure that all stake holders comply with the test publisher guidelines;
34. Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures shall immediately report that information to the district test coordinator;
35. Make a determination about the seriousness of reports of breaches of test security, loss of test materials, failure to account for test materials, unauthorized reproduction or retention of test materials, or any other deviation from required security procedures;
36. Declare a test administration as an invalidation using the appropriate procedures and documentation;
37. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation; and
38. Report his/her determination and personnel action taken to the local board of education, the Office of Student Assessment, and the Office of Educator Licensure.

Duties of the Assistant District Test Coordinator

The assistant district test coordinator is to assist in the district test coordinator in the administration, reporting, and interpretation of tests and other accountability measures. The assistant district test coordinator assumes all duties and responsibilities in the event the district test coordinator is absent. The assistant district test coordinator shall:

19. Ensure that a District Test Security Plan for the school district is developed and disseminated to each school no later two weeks prior to the first fall testing administration of each year. A schedule of the state test administration dates for the school year is to be shared with teachers, students, and parents;
20. Ensure that all eligible students are assessed;
21. Account to the Office of Student Assessment for all test materials received and secure all test materials in a locked facility;
22. Prohibit the reproduction of all or any part of the tests;
23. Prohibit their employees from disclosing the content of, or specific items contained in, the tests to persons other than authorized employees of the school system;
24. Develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher;
25. Designate the personnel who are authorized to have access to test materials;
26. Conduct audits periodically to ensure that proper test administration sessions are being held;
27. Ensure that the security of test materials and the integrity of the Mississippi Statewide Assessment System are maintained at all times;
28. Ensure that test administrators at each school are school district or school personnel who have professional training in education and the Mississippi Statewide Assessment System;
29. Assist the School Test Coordinator at each school in understanding his/her duties and responsibilities related to the state testing program and the implementation of state tests;
30. Oversee the planning and implementation of training for school-level test coordinators, test administrators, and proctors;
31. Ensure that each school-level test coordinator and test administrator is trained in the implementation of testing accommodations used with students with disabilities and students identified as limited English proficient;
32. Assure that each school establishes procedures to ensure that all test administrators comply with the test publisher guidelines;
33. Make a determination about the seriousness of reports of breaches of test security, loss of test materials, failure to account for test materials, unauthorized reproduction or retention of test materials, or any other deviation from required security procedures;
34. Declare a test administration as an invalidation using the appropriate procedures and documentation;
35. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation; and
36. Report his/her determination and personnel action taken to the local board of education and the Office of Student Assessment.

Duties of the School Test Coordinator

The school designee shall serve as school test coordinator. The school test coordinator is to guide in the school administration, reporting, and interpretation of tests and other accountability measures. The school test coordinator shall:

18. Maintain test material security and accountability of test materials, store test materials in a secure, locked area;
19. Allow test materials to be distributed immediately prior to the test administration;
20. Accurately count and distribute test materials required for the test administrations at the school before each test administration. Immediately after each test administration, test materials must be collected, counted, and returned to the secure, locked storage area;
21. Maintain the confidentiality of individual student scores when reporting test results to the public and the media;
22. Encourage a positive atmosphere for the test administrations;
23. Adhere to the District Test Security Plan, School Test Security Plan, Test Administrators Manuals and test administration schedules established by the Office of Student Assessment;
24. Attend training sessions sponsored by the district test coordinator on the policies and procedures for handling secure test materials, conducting a proper test administration, editing and processing test materials;
25. Train all school personnel on the appropriate use of test materials, test security, *Mississippi Public School Accountability Standards, 2012*, Appendix F, and the Mississippi Educator Code of Ethics;
26. Emphasize to all school personnel that no person may copy, reproduce, or paraphrase in any manner or for any reason the test materials;
27. Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures shall immediately report that information to the school test coordinator and the district test coordinator;
28. Select test administrators who are school district or school personnel who have professional training in education and the Mississippi Statewide Assessment System;
29. Assign trained proctors to test administrations who are responsible adults from community volunteers, school staff, or district staff;
30. Implement the school system's testing policies and procedures and establish any needed school policies and procedures to assure that all eligible students are tested;
31. Report all testing irregularities to the district test coordinator using the appropriate procedures and documentation;
32. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation; and
33. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation when necessary; and
34. Return all test materials to the district test coordinator, as directed, immediately following the completion of the test administration.

Duties of the Assistant School Test Coordinator

The school designee shall serve as assistant school test coordinator. The Assistant District Test Coordinator assumes all duties and responsibilities in the event the School Test Coordinator is absent. The Assistant School Test Coordinator shall:

18. Maintain test material security and accountability of test materials, store test materials in a secure, locked area;
19. Allow test materials to be distributed immediately prior to the test administration;
20. Accurately count and distribute test materials required for the test administrations at the school before each test administration. Immediately after each test administration, test materials must be collected, counted, and returned to the secure, locked storage area;
21. Maintain the confidentiality of individual student scores when reporting test results to the public and the media;
22. Encourage a positive atmosphere for the test administrations;
23. Adhere to the District Test Security Plan, School Test Security Plan, Test Administrators Manuals and test administration schedules established by the Office of Student Assessment;
24. Attend training sessions sponsored by the district test coordinator on the policies and procedures for handling secure test materials, conducting a proper test administration, editing and processing test materials;
25. Train all school personnel on the appropriate use of test materials, test security, *Mississippi Public School Accountability Standards, 2012*, Appendix F, and the Mississippi Educator Code of Ethics;
26. Emphasize to all school personnel that no person may copy, reproduce, or paraphrase in any manner or for any reason the test materials;
27. Inform personnel that any person who learns of any breach of security, loss of test materials, failure to account for test materials, or any other deviation from required security procedures shall immediately report that information to the school test coordinator and the district test coordinator;
28. Select test administrators who are school district or school personnel who have professional training in education and the Mississippi Statewide Assessment System;
29. Assign trained proctors to test administrations who are responsible adults from community volunteers, school staff, or district staff;
30. Implement the school system's testing policies and procedures and establish any needed school policies and procedures to assure that all eligible students are tested;
31. Report all testing irregularities to the district test coordinator using the appropriate procedures and documentation;
32. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation; and
33. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation when necessary; and
34. Return all test materials to the district test coordinator, as directed, immediately following the completion of the test administration.

Duties of the Test Administrator

Only employees of the school district are permitted to administer secure state tests. While the Test Administrator's Manual for each assessment outlines the full test administrator responsibilities, those specifically related to test security are provided below. The test administrator shall:

15. Attend a test administration training session prior to each test administration conducted by the school system or school test coordinator and, if applicable, a training session on the use of accommodations;
16. Maintain test security at all times during the handling of test materials;
17. Account for and record the number of secure test materials;
18. Administer the test to all eligible students;
19. Conduct an unbiased administration of the tests according to the *Mississippi Public School Accountability Standards, 2012*, Appendix F and directions in the Test Administrator's Manual and any subsequent updates developed by the Office of Student Assessment;
20. Follow appropriate procedures when providing accommodations to students with disabilities and students identified as limited English proficient, if applicable, as outlined in the *Mississippi Testing Accommodations Manual*;
21. Assist students with emergencies (including restroom emergencies) during the test administration;
22. Remain in the room throughout the entire test administration unless there is an emergency; if there is an emergency it is most appropriate to request assistance from the hall monitor;
23. Read the directions in the Test Administrator's Manual and any subsequent updates developed by the Office of Student Assessment to the students as written;
24. Provide a positive test-taking environment;
25. Follow the procedures established by the district test coordinator for returning all used and unused testing materials, blank paper, and supplemental materials;
26. Securely review and edit student answer sheets to prepare for machine scoring. Test administrators shall not, at any time, modify, change, alter, erase, or tamper with student responses on the answer sheets/ performance test books;
27. Report all testing irregularities to the school test coordinator and/or principal using the appropriate procedures and documentation; and
28. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation when necessary.

Duties of the Proctor

Proctors shall serve as additional monitors to help the test administrator ensure that testing occurs fairly and uniformly. A proctor shall be assigned regardless of the number of students being tested. Proctors may not assist students in choosing responses to test questions or, at any time, modify, change, alter, erase, or tamper with student responses to test questions. At no time shall proctors be responsible for reading directions or otherwise providing information for the test administration to students. Proctors maintain test security through working directly with the test administrator. The proctor shall:

11. Attend the appropriate test administration training session prior to each test administration;
12. Work with the test administrator to ensure that distractions and interruptions during the test administration are minimized;
13. Remain in the room throughout the entire test administration unless there is an emergency;
14. Assist the test administrator in maintaining test security;
15. Assist the test administrator in maintaining order in the classroom;
16. Follow appropriate test administration procedures;
17. Follow appropriate procedures when providing accommodations to students with disabilities and students identified as limited English proficient, if applicable;
18. Assist students with emergencies (including restroom emergencies) during the test administration; and
19. Report all testing irregularities to the school test coordinator and/or principal using the appropriate procedures and documentation; and
20. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation.

Duties of the Student

Any student who is participating in any part of the Mississippi Statewide Assessment System should be encouraged to adhere to ethical and honorable conduct. The student shall:

8. Have their identity confirmed by school personnel or present one form of personal photo identification if they are not known by the Test Administrator or other individuals involved in the process, such as the classroom teacher or school counselor;
9. Submit to physical monitoring at all times during exam administration as well as monitoring of exam response data;
10. Hold all exam content in confidence indefinitely;
11. Refrain from the following forms of exam misconduct :
    a. Accessing materials known or represented to be active exam content prior to testing;
    b. Possessing in the testing area, writing materials, cameras, PDAs, personal computers brought to the testing room, tablets, communication devices such as telephones or pagers, reference materials, or non-approved calculators;
    c. Communicating about test content with other students either in the testing area or in any other location;
    d. Recording or memorizing exam content;
    e. Disrupting other ~~test taker~~test-takers or the testing process;
    f. Violating or attempting to violate published exam retake rules;
12. Submit, if misconduct is detected, to reasonable requests for the production of information and materials;
13. Abide by local school board or MDE determinations regarding alleged misconduct;
14. Abide by all sanctions imposed by local school boards or the MDE for misconduct or any other violation of these testing rules.

Duties of the Hall Monitor

Hall Monitors shall serve as additional monitors to help the school test coordinators, test administrator and proctor ensure that testing occurs fairly and uniformly. A hall monitor shall be assigned regardless of the number of students being tested.

6. Attend the appropriate test administration training session prior to each test administration;
7. Hall Monitors serve as escorts for students during restroom breaks, substitutes for test administrators and proctors as needed;
8. Hall monitors help maintain test security through observation of the testing area from outside of the testing area;
9. Report all testing irregularities to the school test coordinator and/or principal using the appropriate procedures and documentation; and
10. Report all testing irregularities to the Office of Student Assessment using the appropriate procedures and documentation.

Duties of the Test Auditor

The auditor **must be able to view the testing area** to inspect the walls, spacing of students, notice the possibility of prohibited electronic devices (cell phones, IPODs, blue tooth ear pieces, etc.,), ensure book bags are in a location away from students, and monitor testing procedures. Before entering a classroom you must make sure that your presence in the room will not cause undue stress on any students with emotional problems. It is not within the auditor's authority to become a part of the test administration process; you are there only to observe. There may be other circumstances that will require the auditor's presence in the room for the entire test administration or extended periods of the test administration.

8. Test audits can be stressful for district personnel. Auditors are to be helpful, courteous, and supportive as appropriate. As you talk to school and district personnel, your responsibility is to ensure that all stakeholders maintain the security of the tests and that each administration is equitable for all students.
9. All Mississippi Department of Education auditors **must** wear their identification badges. School district personnel report to MDE if badges are not worn and visible.
10. Immediately upon arrival, the auditor **must** request that the superintendent, district test coordinator (DTC), and principal be notified of his/her presence in the district. Record the name and title of the person you ask to make the contacts.
11. The auditor **must** request to see the School Test Coordinator.
12. Arrive at the school no later than 7:45 **in time to observe testing materials being distributed** to test administrators. In the event you are scheduled to audit two schools, you are not expected to observe this process at the second school. You should observe the collection of materials.
13. Before leaving the school the auditor **must** request a copy of the district and/or school test security plans; a copy of the training agenda, sign-in sheets, seating chart/s and a copy of the testing schedule.
14. If the auditor observes a possible testing violation about to occur (such as materials left unattended, clues left on the walls, or a test about to be administered off schedule), the auditor **should intervene to point out the discrepancy to district/school personnel before the violation has occurred**. If it is not possible this should be noted in the auditor's report.

Appendix F: Mississippi Public School Accountability Standards, Requirements of the Mississippi Statewide Assessment System, Appendix F, Standard 22

APPENDIX F

REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM STANDARD 22

I. PURPOSE

It is the policy of the State Board of Education that all test procedures and results that are used in the Mississippi Statewide Assessment System and/or used in the Performance-Based Accreditation System be valid and accurate for making related decisions. In order to protect the security and integrity of all tests administered through the Mississippi Statewide Assessment System, as well as to ensure reporting of accurate assessment results, the State Board of Education establishes the following requirements and the consequences applied when a school district or school is found in violation of any requirement. These requirements are established under the authority granted in Sections 37-16-1, 37-16-3, and 37-16-4, *Mississippi Code of 1972, as amended.*

II. DEFINITIONS

Secure test materials include certain test administrator manuals, test booklets, answer documents, and other materials as specified by the Office of Student Assessment.

A *possible testing irregularity* is any incident in the test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data.

A *verified testing irregularity* is a violation of a testing requirement.

III. REPORTING AND USE OF TEST DATA

The school district will release test score information to parents, legal representatives, teachers, students, other educators, the media, and the public in a timely manner and provide interpretive material as necessary. The school district will use test scores appropriately in making decisions regarding students. A decision or characterization that will have a major impact on an individual student is not made on the basis of a single test score. Additional retesting opportunities will be made available for any “high stakes” test.

IV. REQUIREMENTS

The following is not an exhaustive list of requirements.

1. The District Test Coordinator or a designated representative of the school district must attend applicable training sessions sponsored by the Office of Student Assessment.

2. A District Test Security Plan is prepared each new school year no later than September 30.
    a. The District Test Security Plan contains all components as required by the Office of Student Assessment.
    b. The District Test Security Plan is signed by the district superintendent, the district test coordinator and the chairman of the school board. The School Test Security Plan, which is a part of the District Test Security Plan, is signed by the school principal, school test coordinator, and the district test coordinator.

c. The District Test Security Plan identifies **all** individuals who have access to the secure storage area at district and school sites.

3. Except during actual test administration, secure test materials are kept under lock and key, and access to secure test materials is limited to individuals identified in the test security plan as responsible for their security. While secure test materials are in the district, anyone listed as having access to the secure storage area must be accompanied by a second person when entering the secure storage area. To ensure that security is maintained from year to year, it is the responsibility of the district each year to review the list of individuals who have access to the secure storage area and to ensure that only those individuals listed have access to the secure area by way of keys or vault combination.
    a. Secure test materials are kept in locked storage <u>before</u> testing at both the district and school levels.
    b. Access to secure test materials is limited to those individuals identified in the test security plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
    c. Test materials are not to be removed from security packaging prior to the time indicated on instructions from the Office of Student Assessment.
    d. Secure test materials are kept in locked storage <u>after</u> testing at both the district and school levels unless otherwise directed by the Office of Student Assessment.

4. All secure test materials are accounted for before, during, and after testing as specified in the District Test Security Plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
    a. All secure test materials are accounted for <u>before</u> testing at the district level.
    b. All secure test materials are accounted for <u>before</u> testing at the school level.
    c. Test administrators account for all secure test materials before students are allowed to leave the testing room.
    d. All secure test materials are accounted for <u>after</u> testing at the school level.
    e. All secure test materials are accounted for <u>after</u> testing at the district level.
    f. All secure materials are returned according to the schedule published by the Office of Student Assessment. In the event that a secure testing document has been contaminated by bodily fluids or other health-related hazards, the district test coordinator will follow procedures for disposal as outlined during District Test Coordinator training, and include these procedures in the District Test Security Plan.
    g. If supplementary materials, such as scratch paper, maps, and manipulatives are provided, procedures for disposal are outlined in the District Test Security Plan and followed.

5. Any person involved in any phase of the testing program has been trained in appropriate assessment administration and test security procedures.
    a. Test administrators shall be licensed school personnel.
        i. Due to the need for the one-on-one administration of the English language proficiency test for English Language Learners, which includes component subtests such as reading, writing, speaking, listening, the test administrator may be a non-licensed employee as long as the proctor for the administration is a licensed staff member.

ii. For only the English language proficiency test for English Language Learners, if a licensed employee is the test administrator, the district is not obligated to provide a second person as proctor.

b. The district conducts professional development training on proper assessment administration procedures and test security for all individuals involved in the handling and administration of each test.

c. The district maintains complete records of all professional development related to assessment.

d. The district has documentation that training related to assessment included information on test security violations and the consequences of violations.

6. Both a test administrator and a proctor are present and actively monitoring students during the entire test administration.

   a. At least two people are present from the time that testing materials are distributed to the test administrator until all test materials have been returned to the secure area.

   b. A seating chart is required for each room/site used for any statewide assessment; the seating chart must be signed and dated by the test administrator, proctor, and school test coordinator.

7. Students are not allowed access to test questions prior to testing and are not allowed access to answers at any time.

8. Reproducing (by any means) or disclosing secure test material (including pilot material) and student responses before, during or after test administration are prohibited. Reproduction or disclosure of secure test materials includes but is not limited to the following: reviewing, reading, or looking at secure test material in a manner that is inconsistent with test security regulations and/or procedures as outlined in the test administrator's manual. Use of unreleased test items in any form (including rewording of such test items) is strictly prohibited.

9. Coaching students, altering responses, or interfering with responses in any way during or after the scheduled test administration is prohibited. Coaching students is defined as providing answers by staff or other students to students in any manner during the test, including cues, clues, hints, and/or actual answers in any form-written, printed, verbal or non-verbal (including but not limited to chalkboards, charts, bulletin boards, posters, computers, hand signals) or allowing students to alter responses after the scheduled test administration.

10. All eligible students are tested. (See also Testing Students with Disabilities Regulations *and Guidelines for English Language Learners: Policies, Procedures, and Assessments*.) (SB Policies 3600, 3800, 7220, and 7601) {MS Code 37-16-3(2)}

    a. Accurate exclusions, absences, and other required data are compiled for each test for each school.

    b. Exclusions and absences data for each test for each school are maintained on file in the district.

    c. Students who drop a course for which an end-of-course Subject Area Test is required after the dates noted below shall still take the appropriate end-of-course Subject Area Test.

       <u>Traditional Schedule</u>

       - Students enrolled in a course at the end of January (5th month) must be tested.

       <u>Fall Block</u>

       - Students enrolled in a course at the end of October (2nd month) must be tested.

       <u>Spring Block</u>

       - Students enrolled in a course at the end of March (7th month) must be tested.

d. Students enrolled in and taking courses for the first time for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Tests. These students shall take the appropriate end-of-course Subject Area Test, even if the course title in Approved Courses for the Secondary Schools of Mississippi includes the words Accelerated, Enrichment, or Advanced Placement.
e. Each student enrolled in and re-taking courses for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Test only if the student has not previously passed the Subject Area Test.
f. Each student shall take the appropriate end-of-course Subject Area Test at the end of the course regardless of the grade level in which the course is offered.
g. Students enrolled in a Mississippi public school will be required to pass end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through enrollment in summer school, virtual school, or any other non-standard school as defined by the Office of Accreditation.

11. Only appropriate allowable testing accommodations are provided for students as specified in the current edition of *Testing Students with Disabilities* Regulations *and* the current edition of *Guidelines for English Language Learners*: *Policies, Procedures, and Assessments*. (SB Policies 3600, 3800, 7220, 7601, and 7610) The use of any accommodation not listed in these documents or in the current edition of the Testing Accommodations Manual published by the Office of Student Assessment must first be approved by the Office of Student Assessment.

12. Makeup testing is provided for students who are absent during the regularly scheduled test administration.

13. Tests are administered according to the standard procedures defined in the test administrator's manuals and related documents and according to the schedule published by the Office of Student Assessment.

14. Anyone with knowledge of or information regarding a possible testing irregularity or alleged security violations reports the alleged irregularity/violation to an appropriate authority. {MS Code 37-16-4(1)(f)}

15. Test administrators and proctors keep written records of any testing irregularities occurring during testing and report these to the school test coordinator who then reports to the District Test Coordinator. The District Test Coordinator reports all irregularities for a test administration to the district superintendent for investigation. Documentation regarding testing irregularities is maintained on file in the district.

16. The superintendent of the district investigates all reports of alleged violations of test security and/or potential testing irregularities and submits a report of findings to the Office of Student Assessment within fifteen working days after the alleged violation and/or potential irregularity has been reported to him or her.

17. No statistically significant similar or identical patterns of responses and/or erasures are noted in students' answer documents.

18. No statistically significant group or individual scores that are inconsistent with established patterns of achievement are noted.

19. The school prohibits the possession and/or use of any electronic communication device, including but not limited to Ipod's, MP3 players, Bluetooth devices, cell phones, and/or other personal digital assistance devices during the administration of scheduled statewide tests.

20. Tests are to be administered in an environment that provides an adequate test setting for students. Such an environment should provide adequate lighting, reduced noise level, and spacing to ensure that students cannot see the answers being bubbled (or answers being selected during computer-based online testing) by other students.

V. INVESTIGATION

The Office of Student Assessment follows a systematic procedure to ensure that all evidence indicating possible testing irregularities is investigated. Corrective action will be taken when warranted.

A. PROCEDURE FOR INVESTIGATION

Identifying and investigating possible testing irregularities involves a variety of data sources. These include formal testing audits, self-reports of testing irregularities, allegations/complaints related to possible testing irregularities, and results of analyses and reports designed to identify possible irregularities, including the percent of students tested, changes in enrollment, score exceptionalities, erasure report results, and missing documents reports.

The procedure for handling testing irregularities is repeated for each test administration. The Office of Student Assessment will notify the school district in writing when a possible testing irregularity has been identified. Within fifteen working days following a reported potential irregularity/violation and/or receipt of the written notification from the Office of Student Assessment, the district will submit a written report to the Office of Student Assessment. The Office of Student Assessment reserves the right to conduct an independent investigation.

The Office of Student Assessment will evaluate the district report to determine whether the possible testing irregularity has been resolved or the testing irregularity has been verified. If the possible testing irregularity has been resolved, the Office of Student Assessment will notify the district that no further action is required. If a testing irregularity has been verified, the Office of Student Assessment will notify the district superintendent.

In the case of any verified testing irregularity that jeopardized or may have jeopardized the security and integrity of the test(s) or the accuracy of the test results, the Office of Student Assessment will report the irregularity to the Office of Accreditation for appropriate action and follow-up. (See *CONSEQUENCES*.) In the case of improper student behavior supported by a data forensics company and not disproved in the district report, the Office of Student Assessment will respond to the district superintendent with a request on behalf of the State Superintendent of Education that the district superintendent ask for the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration. If the district refuses to invalidate the suspect scores, the State Superintendent will have the authority to invalidate the scores.

In case of an allegation of an irregularity that prompts a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred; the State Superintendent will have the authority to invalidate suspect scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration.

B. PROCEDURES FOR PERSONAL MISCONDUCT INVESTIGATION

If an irregularity that represents misconduct or other breaches of test security on the part of district personnel within a school district is identified, the superintendent of the district will be notified of the irregularity. It is the responsibility of the district to conduct an investigation into the allegation and report findings to the Office of Student Assessment. If the Office of Student Assessment concludes that the irregularity was resolved, the district is notified that no further action is necessary.

If the Office of Student Assessment concludes that the irregularity was verified, the district superintendent is notified that the Office of Accreditation is being apprised of the finding.

In case of an allegation of an irregularity or in the case of statistical analyses that prompt a need for an investigation by the Mississippi Department of Education and the investigation provides substantial evidence that an irregularity has occurred, the State Superintendent will have the authority to invalidate suspect test scores. The district superintendent will be notified of the invalidated suspect scores and of the need to prepare students with the suspect scores to participate in the next test administration. The district superintendent will be notified that the Office of Accreditation is being apprised of the findings.

The district attorney may investigate allegations of violations of test security on his own initiative following receipt of allegations, at the request of a school district, or at the request of the Mississippi Department of Education.

After a conviction, the personnel in question will be notified in writing that the evidence of conviction will be presented to the Commission on Educator Licensure and that the Commission is required to take action pursuant to the authority granted in Section 37-16-4, *Mississippi Code of 1972*, as amended. In the case of improper student behavior supported by the data forensics company and not disproved in the district report, the district superintendent will be asked to request the invalidation of the suspect test scores and prepare for the students with the suspect test scores to participate in the next test administration.

VI. CONSEQUENCES

A. LETTER OF WARNING

If a violation has been verified that did not result in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, then the Office of Student Assessment may issue a letter of warning to the school district superintendent to be placed in the district and/or school file.

Multiple and/or repeated minor violations that indicate the district and/or school has not corrected issues addressed in previous letters of warning or that the district and/or school has continued to be in noncompliance with the numbered issues listed in Requirements (Section IV) may result in a recommendation for a citation to be placed on the accreditation record. (See B below.) In the case of improper student behavior supported by the data forensics company and not disproved in the district reports, the district will be asked to request the invalidation of the suspect scores. If the improper student behavior is determined to be isolated to an individual student's or to individual

students' behavior and not supported or condoned by the district, the district will not receive a letter of warning. The district will be asked in an official letter by the Office of Student Assessment to put measures in place to address and prevent the possibility of such improper behavior being repeated. However, multiple administrations resulting in suspect scores may result in further investigation by the Office of Student Assessment that may lead to further consequences. (See CONSEQUENCES.)

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B. CITATION PLACED ON THE ACCREDITATION RECORD WITH NO IMMEDIATE ACTION TO DOWNGRADE THE ACCREDITATION STATUS

1. Multiple Letters of Warning

Multiple and/or repeated violations as outlined in A above may result in a recommendation for a citation to be placed on the district's Accreditation Record Summary. The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the same test for which the irregularity was originally verified.

The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

2. Substantial Probability That the Security, Accuracy, or Validity of the Test Results Has Been Jeopardized

If a verified violation has resulted in a substantial probability that the security, accuracy, or validity of the test results has been jeopardized, the Office of Student Assessment will issue written notification to the district superintendent. The Office of Student Assessment will note the violation on the School and/or District Assessment Record and notify the Office of Accreditation.

The Office of Accreditation will note the citation of noncompliance on the district's accreditation record and notify the superintendent of this action. No immediate action to downgrade the district accreditation status will be recommended. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the **same test** for which the irregularity was originally verified. For example, if the citation is issued for the December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year.

The Office of Student Assessment may submit a recommendation to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

C. CITATION PLACED ON THE ACCREDITATION RECORD THAT MAY RESULT IN IMMEDIATE ACTION TO DOWNGRADE OF ACCREDITATION STATUS

If it is determined that a violation of a testing requirement jeopardizes the security and integrity of the test(s) or the accuracy of test results, the Office of Student Assessment will issue written notification of the violation to the superintendent of the school district and to the Office of Accreditation.

The Office of Accreditation will note the citation of noncompliance on the district's Accreditation Record Summary and notify the superintendent of this action. The citation of noncompliance will be presented to the Commission on School Accreditation for appropriate action. This citation will remain on record until the district has **successfully** completed the next scheduled administration of the **same test** for which the irregularity was originally verified. For

example, if the citation is issued for the December paper/pencil Subject Area Administration of the U. S. History Test, the next scheduled administration for the same test will be the December paper/pencil Subject Area administration the following year.

The Office of Student Assessment may recommend to the Commission on School Accreditation that the school's annual performance classification include the label School in Violation of Test Security.

D. INVALIDATION OF SCORES

1. Student Retest and Score Invalidation Procedure

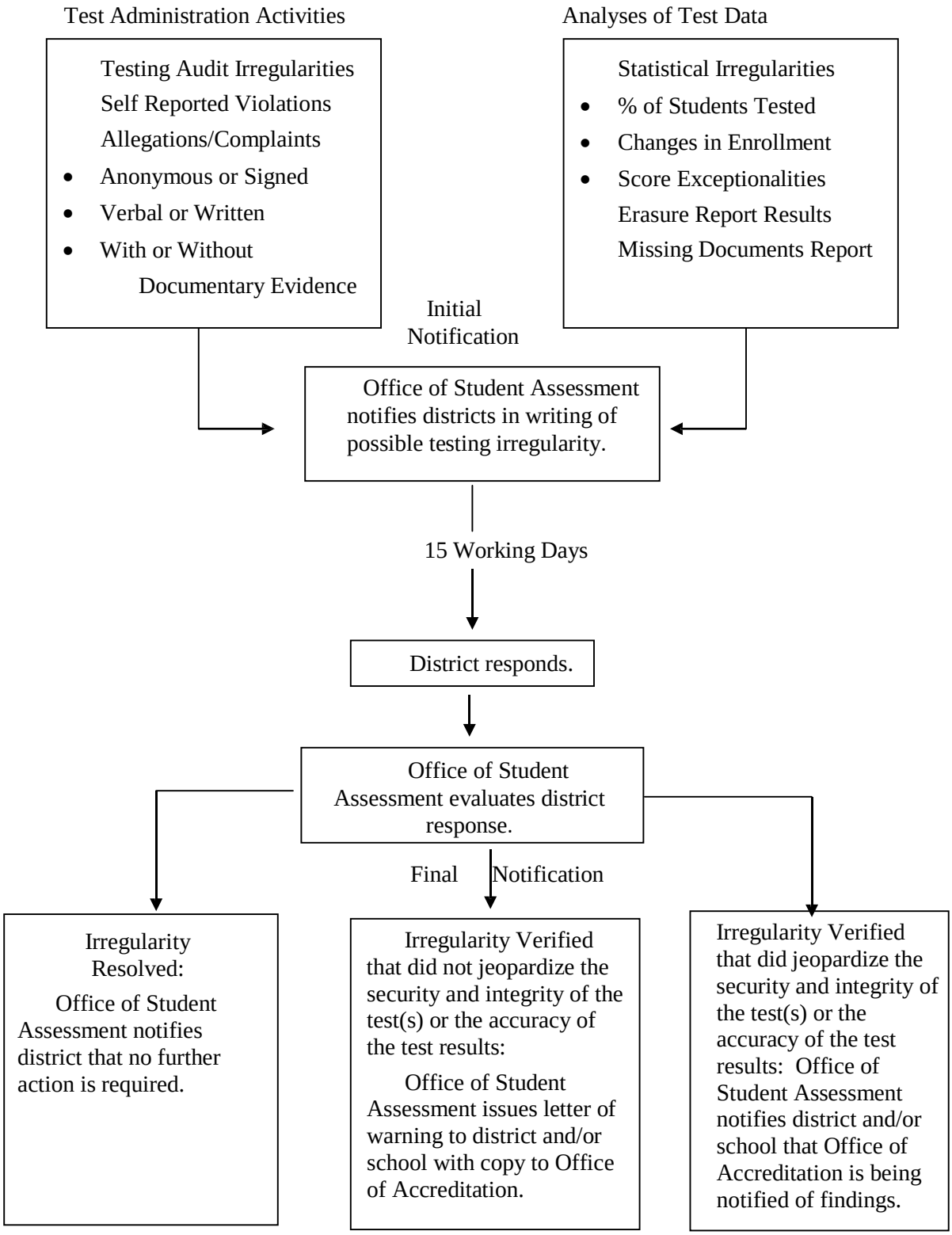
In the case of findings that reveal misconduct at the district or school level, the State Superintendent of Education may order the local school district to have students retake the examination(s) at the district's expense for all areas in question. Should the local district choose not to have students re-examined to establish validity, the State Superintendent of Education will have the authority to have affected scores invalidated. At such time, the local district will be notified.

A school will not receive a school performance classification if the test data have been invalidated, and the school performance classification will be noted as Test Data Invalidated. (See Accreditation Policy 3.3.) In the case that the Office of Student Assessment has requested the district superintendent ask for the invalidation of a student's (or students') suspect scores based upon the analyses by the data forensics company and the refusal to do so by the district superintendent, the State Superintendent will have the authority to have suspect score(s) invalidated. At such time, the local district will be notified.

2. Individual Irregularity Procedure

If there is evidence of a nature that confirms one or more individual testing irregularities on the Subject Area Tests or other tests that have high stakes consequences for individual student(s) resulting in the student or students not being able to graduate in the current school year, the individual(s) in question shall be notified in writing of the irregularity by the district superintendent and given an opportunity to provide an explanation and evidence that the questioned score(s) is/are consistent with other test scores or other academic performance. If retesting of individuals on the test is required and the retesting yields scores that would deny students a diploma or affect promotion/retention decisions after all retesting opportunities have been exhausted, affected individuals will be given an opportunity to appeal to the State Board of Education the decision to invalidate their original scores on the test. No hearing will be granted to any student who has not completed all other requirements for graduation or promotion and exhausted all retake opportunities.

Procedure for Handling Possible Testing Irregularities



The procedure for handling testing irregularities is repeated for each test administration.

For More Information Visit

www.mde.k12.ms.us/osa

Source: Mississippi 37-1-3, 37-16-3