

TEST SECURITY GUIDANCE DOCUMENT

# Assessment Integrity Guide



IDAHO STATE DEPARTMENT OF EDUCATION  
ASSESSMENT & ACCOUNTABILITY | COMPREHENSIVE ASSESSMENT SYSTEM

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## INTRODUCTION

The Assessment and Accountability Department at the Idaho State Department of Education (SDE) develops and oversees a balanced assessment system that accurately measures the skills and abilities of all students. The primary focus of the Assessment Integrity Guide is to identify specific administrative rules which safeguard the integrity of Idaho assessment in the public school ([08.02.03.111.](#)), and provide well-defined policies, procedures, and guidance to support assessment safeguards. These focus areas are seen as critical in addressing Idaho’s assessment philosophy ([08.02.03.111.01.](#)) and intended assessment purposes ([08.02.03.111.02.](#)). The Idaho Comprehensive Assessment Program ([08.03.02.111.03.](#)) includes:

- Idaho Reading Indicator (IRI);
- Idaho Standards Achievement Tests (ISAT);
- Idaho Alternate Assessment (IDAA); and
- English Language Proficiency Assessment (ACCESS for ELLs).

This guide sets forth test administration policies, procedures, and responsibilities to ensure the State and LEAs are fulfilling their state and federal requirements. These procedures are standardized to:

- address federal and state requirements;
- provide secure exams that result in valid and reliable scores;
- adhere to high professional standards;
- maintain consistency across all testing occasions and sites (i.e. schools); and
- protect the investments of resources, time, and energy.

This guide focuses on five integrity themes:

1. [Assessment Preparation](#)

Standards and best practices to prevent any incidents from occurring by deploying adequate preparation

2. [Incident Prevention](#)

Security measures to employ to prevent any incidents from occurring

3. [Incident Detection](#)

Methods and best practices to detect all incidents as early as possible

4. [Incident Investigation](#)

Procedures and best practices to manage and escalate incidents

5. [Escalated Incident Management](#)

Procedures at SDE to address serious test security violations

## STATE AND FEDERAL REQUIREMENTS

### Federal Requirements

Under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), the Idaho State Board of Education and State Department of Education are obligated to establish and maintain a technically sound State assessment system. A sound State assessment system promotes educational excellence and equity so all students master the knowledge and skills necessary to attain college and career readiness. Coherent and consistent implementation of annual statewide assessments to *all* students is a requirement in districts (ESEA section 1111(b)(2)(B)(v)). Results must yield valid and reliable information on how well students are achieving a State’s academic content and achievement standards (ESEA section 1111(b)(2)(B)(ii)-(iv)).

### State Requirements

The Idaho Constitution and Idaho statutes support the requirements outlined in ESSA and charges the legislature with the duty to establish and maintain a general, uniform, and thorough system of public, free common schools. Idaho Code defines a thorough system of public schools as one which has students acquire the knowledge and skills necessary for meeting challenging academic achievement standards, and is one that monitors and measures student progress ([Idaho Code § 33-1612.](#)). The SDE has the responsibility of carrying out policies, procedures and duties authorized by law or established by the State Board of Education (SBOE) in all elementary and secondary school matters ([Idaho Code § 33-125.](#)). The SDE is directed to communicate rules to implement the provisions of Idaho legislative laws and may include rules establishing the requirement that students successfully complete one or more standardized assessments ([Idaho Code § 33-1624.](#)).

The Idaho Administrative Procedures Act ([Idaho Code § 67-52](#)) governs the rulemaking process in Idaho. It is through administrative rules that the Idaho SBOE implements, prescribes, or interprets Idaho statutes. The promulgation and implementation of administrative rules are the primary functions of the Idaho SBOE and SDE. All rules have the full force and effect of law and must be regarded as such.

## **Idaho Testing Population**

Per IDAPA ([08.03.02.111.04.](#)), “all students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded.”

## **Test Security, Validity and Reliability**

Per IDAPA ([08.02.03.111.10.a.](#)), “Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel.”

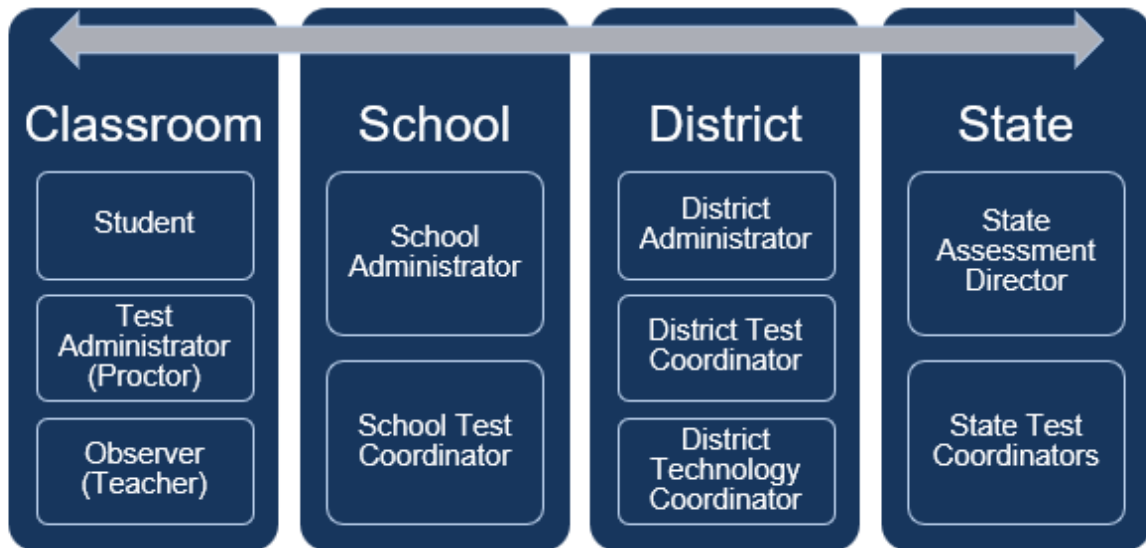
## **ROLES AND RESPONSIBILITIES**

All educational staff plays a critical role in the administration of Idaho’s Comprehensive Assessment Program. This section outlines the roles and responsibilities crucial to creating a secure, standardized, and fair test administration. Note that the roles are generalized and that specific assessments may have unique terminology for each role. See [Appendix I](#), [Appendix II](#), [Appendix III](#), [Appendix IV](#), and [Appendix V](#) for detailed responsibilities in a checklist form. All LEA staff must follow standardized procedures to avoid incidents.

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

The communication exchange should occur as follows:

**Figure 2. Communication Flowchart**



## State Department of Education

### State Assessment Director

The State Assessment Director has general oversight responsibilities for all assessments listed under Idaho’s Comprehensive Assessment Program, including but not limited to

- leading the incident management and investigation effort;
- making final determinations regarding the application of security policies and procedures; and
- approving appropriate changes to these policies and procedures, recommended by State Test Coordinators.

### State Test Coordinators

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

- training District Test Coordinators on standard assessment procedures;
- monitoring security policies and procedures;
- making determinations regarding the application of these policies and procedures for each of their specific assessment(s), unless the incident is considered breach;
- assisting the State Assessment Director with security objectives and activities including operations, investigations, and management; and
- recommending appropriate changes to these policies and procedures.



## District and School

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

### **District/School Administrator**

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

- provisioning district level users within the assessment systems;
- understanding and adhering to the Code of Ethics for Idaho Professional Educators;
- identifying an individual to act as the District Test Coordinator and recording this within IDCI; and
- staying informed of testing schedules, statewide testing process, and standardized procedures.

### **District Test Coordinator**

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

- provisioning School Test Coordinators within the assessment systems;
- training other staff on standard assessment procedures;
- completing necessary training;
- understanding and adhering to the Code of Ethics for Idaho Professional Educators;
- enforcing and disseminating security policies and procedures to district and school staff; and
- reporting all incidents to the corresponding State Test Coordinator.

### **School Test Coordinator**

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

- assigning Test Administrators and training them on standard assessment procedures;
- completing necessary training;
- understanding and adhering to the Code of Ethics for Idaho Professional Educators;
- adhering to related security policies and documents during all phases of the test administration process; and

- mitigating and reporting all incidents to the District Test Coordinator.

### **Test Administrator (Proctor)**

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

- completing necessary training;
- adhering to related security policies and documents during all phases of the test administration process;
- understanding and adhering to the Code of Ethics for Idaho Professional Educators;
- adhering to related security policies and documents during all phases of the test administration process; and
- reporting all incidents to the School Test Coordinator.

### **Observer (Teacher)**

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

The Observer's responsibilities include but are not limited to

- completing necessary training;
- adhering to related security policies and documents during all phases of the test administration process;
- understanding and adhering to the Code of Ethics for Idaho Professional Educators;
- reporting all incidents to the Test Administrator; and
- signing the Assessment Confidentiality Waiver.

## **ASSESSMENT PREPARATION**

Taking a proactive approach to assessment preparation is one of the best ways to avoid test incidents and ensure test integrity.

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

## Test Preparation

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

- learn and apply the content standards;
- be familiar with testing environment, testing device, and applicable software; and
- have access to, and be familiar with, appropriate tools, supports, and accommodations.

Testing should always be used in the context of improving students' learning. Districts and schools should consider balanced test preparation practices with an emphasis on obtaining instructionally relevant information. Inadequate test preparation may interfere with students' ability to demonstrate their knowledge

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

See [Appendix VII](#) for more information on appropriate and inappropriate test preparation practices.

## Scheduling

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

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

## Training

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

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

- this Integrity Guide;
- Roles and Responsibilities Checklists;
- Assessment Confidentiality Agreement; and
- test security (either district or state created).

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

When designing training, the Test Coordinator should consider the previous year's incidents and common incidents identified in [Appendix VIII](#).

### **Assessment Confidentiality Agreement**

Per [IDAPA 08.02.03.111.10](#), the District Test Coordinator must collect the signed Assessment Confidentiality Agreements and retain them for two years. They may be archived electronically. See [Appendix IX](#) for the agreement.

### **Qualification of Test Administrator and Observer**

Test Administrators and Observers must have no conflict of interest or even the appearance of a conflict of interest. For example, Test Administrators and Observers should not be present in rooms in which a child who resides in their household is testing. Test Administrators and Observers may not use their knowledge of test content to violate the integrity of the assessments through acts of coaching or other prohibited actions. Teachers can be Observers for emotional and behavioral support in rooms where their students are testing.

ISAT Test Administrators may **NOT** proctor their own students. A trained individual other than the student's regular classroom teacher, or teacher for the subject in which the student is assessing, must administer the ISAT.

IRI Test Administrators may **NOT** proctor their own students. A trained individual other than the student's regular classroom teacher must administer the IRI. This requirement was introduced in section 33-1806 in May of 2021. Teachers can administer the IRI to classes other than their own.

ACCESS and IDAA Test Administrators may proctor their own students.

## Testing Environment

A standardized testing environment in which all students are able to show what they know and can do is essential to measure student performance accurately. The testing environment refers to all aspects of the testing situation, before and during testing, and includes everything that students can see, hear, or access (including access via technology). To maintain consistently high levels of security surrounding the administration of assessments, the testing environment should minimize distractions and disruptions for the students. See [Appendix X](#) for the Test Environment Checklist.

The District Technology Coordinator must review the corresponding Test Administration Manual and System Guide for assessments administered electronically.

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

- holding extended conversation with one another;
- reading a newspaper or book;
- eating;
- working on a computer, cell phone, or tablet;
- tending to unrelated duties; and
- grading papers.

## Administration Practices

It is critical to know and recognize appropriate and inappropriate administration practices in order to prevent potential incidents. An incident could occur before, during, or after testing.

### **Professional Test Administration Practices**

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

- actively supervising students;
- collecting, inventorying, and returning secure materials to the School Test Coordinator immediately after a session;
- following instructions outlined in the Test Administration Manual (TAM);
- monitoring each student during a break while in session;
- printing materials only when authorized;
- preventing students from accessing unauthorized electronic devices and resources;

- preventing students from leaving the testing area with secure materials (i.e. test session tickets, scratch paper, printed forms, etc.);
- providing a break to limited students at a time;
- protecting confidential information;
- reporting any potential incidents;
- scheduling wisely to avoid test fatigue;
- storing secure materials in securely locked room or locked cabinet that can be opened only with a key or keycard by authorized staff;
- verifying student’s test session ticket for accuracy; and
- verifying accommodations with the Special Education teacher and IEP, or 504 Coordinator and 504 Plan for students with disabilities.

### **Unprofessional Test Administration Practices**

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

- administering assessments outside of their designated testing window;
- aiding students with supplemental or reference materials;
- allowing unauthorized students to access secure assessments;
- copying, recording, retaining, reviewing, or analyzing secure items and materials;
- disclosing or discussing secure items and materials with others (i.e. students, parents, teachers, other staff, family members, media, etc.);
- erasing or changing student answers in any way;
- falsifying the eligibility of students;
- leaving secure materials unattended in an unsecured location;
- leaving a testing room unsupervised;
- logging in as a student to the online testing system;
- making answers available to students;
- participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report any potential incidents;
- posting secure items and materials on the internet;
- preventing eligible students from testing without appropriate accommodations;
- reviewing student responses or scratch paper; and
- suggesting answers to students by any direct or indirect means (i.e. gestures, pointing, or prompting, etc.).

## Security Budget

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

- routine incident detection activities;
- routine incident management;
- possible incident investigation activities; and
- security upgrades, including upgrading technology.

## Evaluation of Policies and Procedures

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

- identifying new or emerging security issues;
- maintaining testing industry security standards;
- tracking security developments in other states; and
- participating in, and contributing to, multi-state test security initiatives.

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

## INCIDENT PREVENTION

Active monitoring of clearly formulated, communicated, and standardized assessment procedures is essential to preventing incidents before they happen. It is important to monitor and evaluate the effectiveness of assessment preparation measures outlined in the previous section. The following sections describe various monitoring criteria.

### Monitoring Test Sessions

Test Administrators and Observers are encouraged to move through the room to monitor the students' work area during the testing session. If Test Administrators and Observers are seated, they should be able to observe students' screens to reduce incidents. For most of testing, TAs and Observers should walk around the room with an unobstructed view of, and easy access to, all students.

## Local Assessment Monitoring

District and School Test Coordinators are responsible for monitoring testing practices and enforcing security policies and procedures. District and School Test Coordinators must be available to answer questions and resolve issues during the testing window. By conducting local-level assessment monitoring, the Test Coordinators can provide fair testing opportunities for all students. See [Appendix XI](#) for a Suggested Assessment Monitoring Checklist. The TA or Observer must contact District or School Test Coordinators for issues or questions. Refer to the [Incident Investigation](#) and [Escalated Incident Management](#) sections of this document.

## State Assessment Monitoring

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

### Selection Criteria

The Assessment and Accountability Department observes districts based on a six-year monitoring cycle. Districts may be prioritized for an observation outside their six-year cycle based on specific indicators. These indicators include

- lack of providing appropriate supports or accommodations on statewide assessments to special populations during the previous test administration;
- low participation rate;
- significant increase or decrease in district/school test scores;
- a history of observed or reported testing interruption or test security violation;
- first year of an LEA administering an assessment; or
- IDAA participation rate above 1.0%.

### Monitoring Process

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

- test security;
- test training;
- test environment;
- test materials and accommodations;



- preparing students to test;
- active test proctoring; and
- concluding tests.

## Monitoring Data and Logs

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

- changes in student performance;
- item response latency; and
- inconsistent item response pattern.

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

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

## Monitoring Social Media

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

## Monitoring Secure Printed Materials

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

District Test Coordinators are responsible for creating and communicating a workflow in handling secure materials. These workflows will be reported during routine state observations.

## INCIDENT DETECTION

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

As soon as any variation from established procedures in the administration of the assessments has been witnessed, suspected, or reported, the incident is escalated to School Test Coordinators, then District Test Coordinators and State Test Coordinators as necessary, for evaluation, management and escalation.

### School and District

#### Observer

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

#### Test Administrator (Proctor)

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

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

### Escalating Unsafe Responses

If any district staff encounters a student response that raises sufficient concern about the safety of a student or students during or after the test administration, s/he must immediately notify the School or District Test Coordinator to ensure student safety.

A test vendor or scorer must notify the corresponding State Test Coordinator immediately if any of these situations, or similarly unsafe subjects, are encountered.

- Suicide
- Criminal Activity
- Alcohol or Drug Use
- Extreme Depression or Violence

- Sexual Assault or Physical Abuse
- Self-harm or Intent to Harm Others
- Neglect

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

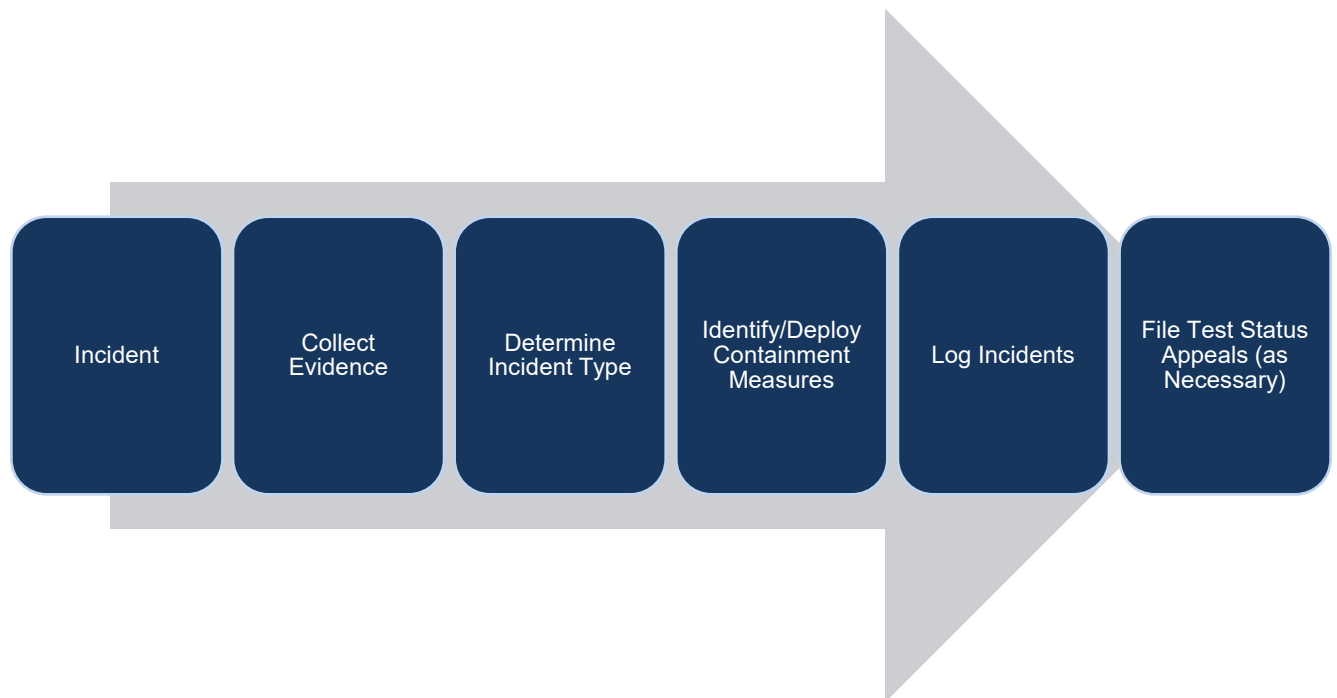
## INCIDENT INVESTIGATION

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

Incident management should occur as follows:

**Figure 3.** *Incident Management Flowchart*

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## Collect Evidence

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

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

## Determine Incident Type

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

### *Cause*

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

### *Reliability*

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

### *Magnitude*

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

An incident could be considered a test security violation or a test interruption, depending on the severity of the incident. Test security violations may result in the invalidation of an entire state administration, an assessment itself, and/or a professional license. These incidents could

potentially cost a district, school, the SDE and the public a serious amount of time and money. Review [Appendix VIII](#) for examples of incidents and incident types.

### **Test Interruption**

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

- Students who exhibit disturbing behaviors.
- Technical difficulties during online testing.
- Responding to emergency situations that arise during testing.

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

#### **Incident (Low Risk)**

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

#### **Impropriety (Moderate Risk)**

Impropriety is defined as an unusual circumstance that has a medium impact on the individual or individuals who are testing. An impropriety has a moderate risk of potentially affecting student performance on the test and test validity. Improprieties often require actions to be taken by State Test Coordinators regarding resetting tests, invalidating tests, etc.

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

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

#### **Test Fraud (a.k.a. Cheating)**

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

- using pre-exposed secure test item and/or content;
- taking a test for another student;
- receiving assistance from a Test Administrator, Observer or other student during the test;

- using unauthorized support during the test;
- changing student answers, responses, and/or scores; and
- copying from another student during the test.

### Test Theft (a.k.a. Stealing)

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

- capturing, copying or viewing of the downloaded test files;
- photographing secure items and/or materials;
- copying the test session electronically;
- memorizing secure items and/or materials;
- recording the questions orally; and
- receiving secure items and/or materials from the test vendor.

### Identify/Deploy Containment Measures

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

The Test Coordinators should identify corrective and preventative measures possible through enhanced training or increased communications. The District Test Coordinator should contact the State Test Coordinator for possible remedies and prevention guidelines as needed. The District Test Coordinator should be prepared to outline containment and preventative measures taken in each situation in response to possible SDE inquiry.

### Log Incidents

Report all incidents to the SDE in the [Test Incident Log](#) for ACCESS and IRI assessments, and the [Test Incident Log in TIDE](#) for ISAT and IDAA. The District Test Coordinator is responsible for overseeing the log for his/her district. The incidents recorded in the log may be used as evidence to assess training needs, to verify test scores, and to further investigate any incidents. The Test Incident Log User Guide is located under "Additional Resources" on the Test Incident Log Application.

### **Test Security Violation**

Immediately contact the corresponding State Test Coordinator for the assessment in question. The District Test Coordinator must submit all test security violations in the [Test Incident Log](#) or [Test Incident Log in TIDE](#) to the SDE immediately upon identification.

### **Test Interruption**

The District Test Coordinator must record all test incidents or improprieties in the [Test Incident Log](#) or Test [Incident Log in TIDE](#) within 24 hours of identification.

### **File Test Status Appeals**

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

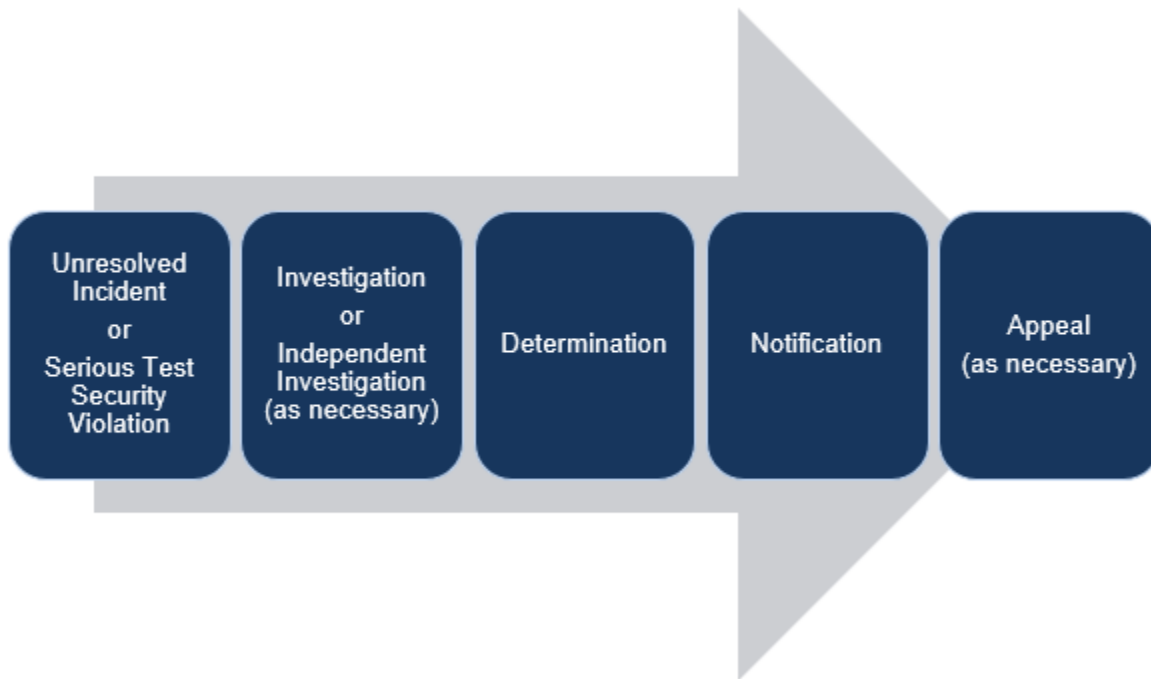
## **ESCALATED INCIDENT MANAGEMENT**

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

The incident investigation should occur as follows:

**Figure 5. Incident Investigation Flowchart**

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### Investigation

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

### Independent Investigation

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

### Determination

The State Assessment Director, State Test Coordinator(s), and the member(s) of the State Superintendents Executive Team review the results of the internal or external investigation. The



review panel then determines recommended sanctions and/or remedies based on the severity of the incident. Possible sanctions and remedies can include the following.

#### *Test Administration*

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

#### *Personnel*

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

#### *District/School*

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

#### *Third-Parties*

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

### Notification

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

- description of the incident;
- description of the quantity and credibility of existing evidence;
- reference to the one or more state policies or legal commitments violated;
- recommend sanctions and remedies;
- request for immediate action; and
- other relevant information available.

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

## Appeal

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

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

## STATE VENDOR MANAGEMENT

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

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

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

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

## APPENDIX I. DISTRICT/SCHOOL ADMINISTRATOR’S CHECKLIST

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

Check	Objective
<input type="checkbox"/>	Adhere to related security policies, procedures, and documents
<input type="checkbox"/>	Be aware of testing schedules
<input type="checkbox"/>	Be aware of statewide testing process
<input type="checkbox"/>	Be available to respond to incidents as necessary
<input type="checkbox"/>	Maintain current contact information with the SDE via <a href="#">Idaho District Contact Information (IDCI)</a>
<input type="checkbox"/>	Identify an individual to act as the District Test Coordinator as applicable
<input type="checkbox"/>	Identify individual(s) to complete local assessment monitoring
<input type="checkbox"/>	Provision and maintain various levels of users within the assessment systems as necessary
<input type="checkbox"/>	Review and approve the district comprehensive assessment plan; send plan to SDE
<input type="checkbox"/>	Read the <a href="#">Roles and Responsibilities</a> section applicable to the role
<input type="checkbox"/>	Read the <a href="#">Incident Investigation</a> section applicable to the role
<input type="checkbox"/>	Read and share the <a href="#">Assessment Preparation</a> section with educators
<input type="checkbox"/>	Read the <a href="#">Professional Test Administration Practices</a> section
<input type="checkbox"/>	Read and Sign the <a href="#">Assessment Confidentiality Agreement</a>

---

Printed Name

Signature

Date

## APPENDIX II. DISTRICT TECHNOLOGY COORDINATOR’S CHECKLIST

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

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

---

Printed Name

Signature

Date

## APPENDIX III. DISTRICT TEST COORDINATOR’S CHECKLIST

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

Check	Objective
<input type="checkbox"/>	Assist the School Test Coordinator and District/School Administrator as needed
<input type="checkbox"/>	Adhere to related security policies, procedures, and documents
<input type="checkbox"/>	Assign and document appropriate personnel to oversee the secure storage area for secure materials
<input type="checkbox"/>	Complete necessary training
<input type="checkbox"/>	Complete local assessment monitoring using <a href="#">Suggested Assessment Monitoring Checklist</a>
<input type="checkbox"/>	Create and maintain a comprehensive assessment plan
<input type="checkbox"/>	Maintain current contact information with the SDE via <a href="#">Idaho District Contact Information (IDCI)</a>
<input type="checkbox"/>	Develop and monitor testing schedule
<input type="checkbox"/>	Educate School Test Coordinators on the statewide testing process
<input type="checkbox"/>	Follow the standardized procedures outlined in the Test Administration Manual (TAM)
<input type="checkbox"/>	Provide training to School Test Coordinators on standard assessment procedures
<input type="checkbox"/>	Provision and maintain various levels of users within the assessment systems as necessary
<input type="checkbox"/>	Read the TAM and additional corresponding manuals
<input type="checkbox"/>	Read the Assessment Integrity Guide (this document)
<input type="checkbox"/>	Read and Sign the <a href="#">Assessment Confidentiality Agreement</a>

---

Printed Name

Signature

Date

## APPENDIX IV. SCHOOL TEST COORDINATOR'S CHECKLIST

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

Check	Objective
<input type="checkbox"/>	Assist the District Test Coordinator and Test Administrator as needed
<input type="checkbox"/>	Adhere to related security policies, procedures, and documents
<input type="checkbox"/>	Complete necessary training
<input type="checkbox"/>	Develop and monitor testing schedule
<input type="checkbox"/>	Follow the standardized procedures outlined in the Test Administration Manual (TAM)
<input type="checkbox"/>	Provide necessary training to Test Administrators
<input type="checkbox"/>	Read the TAM and additional corresponding manuals
<input type="checkbox"/>	Read the Assessment Integrity Guide (this document)
<input type="checkbox"/>	Read and Sign the <a href="#">Assessment Confidentiality Agreement</a>
<input type="checkbox"/>	Review the district's comprehensive assessment plan

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Printed Name

Signature

Date

## APPENDIX V. TEST ADMINISTRATOR’S CHECKLIST (PROCTOR)

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

Check	Objective
<input type="checkbox"/>	Assist the School Test Coordinator as needed
<input type="checkbox"/>	Adhere to related security policies, procedures, and documents
<input type="checkbox"/>	Complete necessary training
<input type="checkbox"/>	Follow the standardized procedures outlined in the Test Administration Manual (TAM)
<input type="checkbox"/>	Read the TAM and additional corresponding manuals
<input type="checkbox"/>	Read the <a href="#">Roles and Responsibilities</a> section applicable to the role
<input type="checkbox"/>	Read the <a href="#">Qualification of Test Administrator and Observer</a> section
<input type="checkbox"/>	Read the <a href="#">Testing Environment</a> section and use the <a href="#">Test Environment Checklist</a>
<input type="checkbox"/>	Read the <a href="#">Monitoring Test Sessions</a> section
<input type="checkbox"/>	Read the <a href="#">Incident Investigation</a> section applicable to the role
<input type="checkbox"/>	Read the <a href="#">Professional Test Administration Practices</a> section
<input type="checkbox"/>	Read and Sign the <a href="#">Assessment Confidentiality Agreement</a>
<input type="checkbox"/>	Review the district’s comprehensive assessment plan

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Printed Name

Signature

Date

## APPENDIX VI. OBSERVER’S CHECKLIST

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

Check	Objective
<input type="checkbox"/>	Assist the Test Administrator as needed
<input type="checkbox"/>	Adhere to related security policies, procedures, and documents
<input type="checkbox"/>	Complete necessary training
<input type="checkbox"/>	Read the <a href="#">Roles and Responsibilities</a> section applicable to the role
<input type="checkbox"/>	Read the <a href="#">Qualification of Test Administrator and Observer</a> section
<input type="checkbox"/>	Read the <a href="#">Testing Environment</a> section
<input type="checkbox"/>	Read the <a href="#">Monitoring Test Sessions</a> section
<input type="checkbox"/>	Read the <a href="#">Incident Investigation</a> section applicable to the role
<input type="checkbox"/>	Read the <a href="#">Professional Test Administration Practices</a> section
<input type="checkbox"/>	Read and Sign the <a href="#">Assessment Confidentiality Agreement</a>

---

Printed Name

Signature

Date



## APPENDIX VII. TEST PREPARATION

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

### Professional Test Preparation Practices

Professional test preparation practices include but are not limited to

- following [Idaho Content Standards](#) for curriculum development and instruction;
- incorporating all subject area objectives in the local curriculum;
- using [Tools for Teachers](#) for instructional resources;
- using [WIDA Secure Portal](#) for English Learner instructional resources;
- administration of [ISAT Interim Assessments](#) to monitor student progress;
- creating a positive test-taking environment;
- reading district's comprehensive assessment plan;
- communicating with students, parents, and the public about assessments; and
- administering [ISAT practice tests](#) to increase familiarity with testing environment and applicable software.

### Prohibited Test Preparation Practices

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

- use of secure test questions, materials, and/or student responses.
- undermining the importance of state assessments.
- creating negative pressure, such as:
- implying negative consequences for poor performance such as
  - encouraging students to cheat or steal secure items; and/or
  - discouraging students to perform their best.
- sacrificing significant instructional time on commercially or locally prepared exams that are not aligned to the content standards.

## APPENDIX VIII. COMMON INCIDENTS

### National Results

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

Their analyses of media reports on “cheating allegations” on statewide tests in multiple States and the District of Columbia during the past 10 years showed the following five most common serious test security violations.

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

Other common incidents include the following.

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

## APPENDIX IX. ASSESSMENT CONFIDENTIALITY AGREEMENT

I, the undersigned, do certify and attest to all of the following:

- I have access to a printed or electronic copy of the Assessment Integrity Guide as published by the Assessment and Accountability Department of the Idaho State Department of Education.
- I have read the sections applicable to assessment security, preparation, and administration.
- I have read the section regarding the duties and responsibilities of my role in the assessment process.
- I will follow the practices found in the current assessment manual(s) as they relate to my role.
- I understand the cost to replace compromised test items can be up to \$10,000 per item.

Printed Name

Signature

Date

School Name

District/Agency Name

### Assessment Programs (Mark all that apply)

IRI

ISAT

IDAA

ACCESS for ELLs

WIDA Screener(s)

### Assessment Roles (Mark all that apply)

District/School Administrator

District Test Coordinator

District Technology Coordinator

School Testing Coordinator

Test Administrator

Observer

Other \_\_\_\_\_

### DIRECTIONS FOR COMPLETION:

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

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

## APPENDIX X. TEST ENVIRONMENT CHECKLIST

Check	Computer
<input type="checkbox"/>	Ensure appropriate test applications are installed and accessible
<input type="checkbox"/>	Ensure computer screens are free from glare
<input type="checkbox"/>	Ensure the security and audio function of the computers used for test
<input type="checkbox"/>	Restrict access to unauthorized computer applications

Check	Room
<input type="checkbox"/>	Check lighting and ventilation
<input type="checkbox"/>	Clean chalkboards or whiteboards
<input type="checkbox"/>	Restrict access to the testing room to authorized staff only during testing
<input type="checkbox"/>	Post a “TESTING - DO NOT DISTURB” sign on the door or in halls or entrances
<input type="checkbox"/>	Provide sufficient space for students to be seated well apart from one another (it should be challenging for students to see their peers’ computers)
<input type="checkbox"/>	Provide a silent location for students to test
<input type="checkbox"/>	Ensure the room is well-lit during testing
<input type="checkbox"/>	Provide one-to-one seating arrangement as applicable
<input type="checkbox"/>	<p>Remove or cover instructional materials that might provide clues or answers, including but not limited to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> “Tips for Taking Tests”</li> <li><input type="checkbox"/> Word Lists and Writing Formulas</li> <li><input type="checkbox"/> Multiplication Tables and Mathematical Formulas/Theorems</li> <li><input type="checkbox"/> Definitions</li> <li><input type="checkbox"/> Content Displays</li> <li><input type="checkbox"/> Charts or Maps</li> </ul>

Check	Supplies
<input type="checkbox"/>	<p>Ensure the availability and functionality of permitted materials, including but not limited to:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Headphones</li><li><input type="checkbox"/> Pencils</li><li><input type="checkbox"/> Scratch/Graph Paper</li><li><input type="checkbox"/> Stopwatch</li><li><input type="checkbox"/> Clipboard</li><li><input type="checkbox"/> Other non-embedded designated supports</li></ul>

## APPENDIX XI. SUGGESTED ASSESSMENT MONITORING CHECKLIST

Check	Test Environment
<input type="checkbox"/>	Testing room meets the <a href="#">Test Environment Checklist</a>

Check	Personnel
<input type="checkbox"/>	Test Administrator meets the qualifications outlined in the Test Administration Manual (TAM).
<input type="checkbox"/>	Test Administrator and Observer have signed the <a href="#">Assessment Confidentiality Agreement</a>
<input type="checkbox"/>	Test Administrator and Observer have been trained properly
<input type="checkbox"/>	Test Administrator and Observer are not engaged in <a href="#">distracting behaviors</a>

Check	Procedure
<input type="checkbox"/>	Test Administrator and Observer follow <a href="#">Professional Test Administration Practices</a>
<input type="checkbox"/>	Test Administrator immediately escalates an incident to the District/School Test Coordinator
<input type="checkbox"/>	Test Administrator follows standardized procedures outlined in the TAM
<input type="checkbox"/>	Test Coordinators follow district-specific procedures outlined in a comprehensive assessment plan

---

Date Time Location

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## APPENDIX XII. INCIDENT EXAMPLES

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

### Adult Initiated Incidents

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

### Technology Initiated Incidents

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

### Student Initiated Incidents

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