Standard Test Administration Testing Ethics



Training PowerPoint

Utah State Office of Education

Purpose of Testing

Standardized administration of state tests provides:

- An opportunity for students to demonstrate understanding
- Evidence of what students have learned
- Scores that fairly reflect students' knowledge

Purpose of Tests

- Valid and reliable test results:
- Identify levels of proficiency and areas that need improvement.
- Evaluate the effectiveness of programs.
- Compare schools and districts/charter schools.

Required Assessments

Educators must administer the following required assessments and submit accurate data to the USOE on these assessments (see Board Rule R277-404-3; R277-473-5):

Student Assessment of Growth and Excellence (SAGE)
 Summative Computer Adaptive Tests for English language arts grades 3-11; mathematics grades 3-8 and Secondary I, II, and III; science grades 4-8, earth science, biology, physics and chemistry

(List continues on next slide.)

Required Assessments cont.:

Educators must administer the following required assessments and submit accurate data to the USOE on these assessments (see Board Rule R277-404-3; R277-473-5):

- Direct Writing Assessment (DWA): grades 5 and 8
- DIBELS Next composite benchmark reading assessment: grades 1-3
- ACT: grade 11

(List continues on next slide.)

Required Assessments cont.:

Educators must administer the following required assessments and submit accurate data to the USOE on these assessments (see Board Rule R277-404-3; R277-473-5):

- Utah Alternate Assessment (UAA)
- WIDA ACCESS for ELLs Assessment
- National Assessment of Educational Progress (NAEP)

Educator Obligation

- Educators must provide students with an opportunity to demonstrate their understanding.
- Educators must conduct testing in a fair and ethical manner.
- Educators are accountable to their district/charter school and to the Utah State Board of Education.

Ethical testing begins with ethical teaching:

- Ensure students are enrolled in the appropriate course so they receive appropriate instruction.
- Provide instruction to the intended depth and breadth of the course curriculum.
- Provide accommodations during instruction to eligible students as identified by an ELL, IEP or 504 team.
- Use a variety of assessment methods to inform instructional practices.

Ethical testing begins with ethical teaching:

- Introduce students to various test-taking strategies throughout the year.
- Use the math and science reference sheets provided for specific assessments as instructional tools throughout the year.
- Reduce classroom interruptions to maximize student learning.
- Provide practice tests throughout the year using highquality, non-secure test questions (e.g., SAGE Formative).

In preparation for testing, ensure that:

- An appropriate environment is set for testing to limit distractions.
- Personnel who administer tests are trained and are accountable for ethically administering tests.
- All information in the Test Administration Manual (TAM) for each test is administered and strictly followed.

During testing:

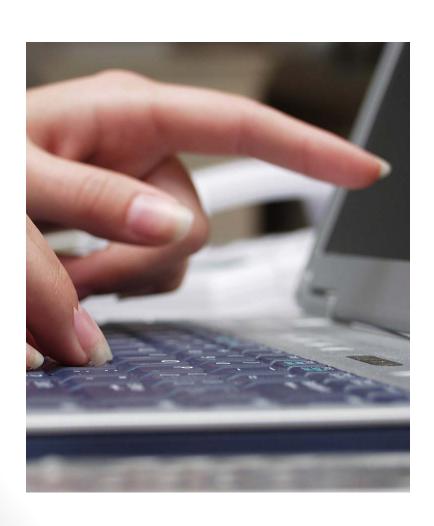
- All students who are eligible for testing are tested.
- Active test proctoring occurs, which includes walking around the room to make sure that each student is logged into the correct test and is at the correct workstation.

Test security ensures that:

- Test materials are secure before, during, and after testing.
- When not in use, all materials must be locked where students, parents or the public cannot gain access.
- Electronic security of tests and student information should not be compromised.

- Educators should not be left alone in a computer lab with student tests that are open.
- Educators must not enter a student's computerbased test for any reason.
- Educators must not copy, in whole or in part, specific items appearing on a test.





- Answer documents should be in educators' hands as little as possible.
- Educators may not change student answers in any way, for any reason.

Accommodations

- Eligibility for testing accommodations is determined through an ELL, IEP, or 504 team decision.
- Accommodations should be used during instruction, not just during testing.
- For more information, see the Utah State Office of Education-approved U-PASS Assessment Participation and Accommodations Policy:

http://www.schools.utah.gov/sars/DOCS/assessment/Special-Needs-Accommodations-Policy.aspx

Test Results

Test results should be:

- Provided to students and parents
- Made available to educators for use in improving their instruction
- Maintained in student files
- Kept confidential

Remember that test materials must be kept secure.

Use of Data from SAGE

Educators may use the results from SAGE Summative assessments in considering a student's course grade.

However, teachers need to understand what the results mean and what information they provide.

Use of Data from SAGE

- The process of using data from SAGE assessments in considering a student's grade should be transparent and equitable.
- It is recommended that educators work in groups to decide how test data will be used.

Accountability for Practices

- LEAs are required to make sure all school testing coordinators, administrators, and teachers administering the tests are aware of their role in state-wide assessments.
- LEAs must document professional development (R277-473-9-C).
- LEAs must document that teachers receive, read, and agree to comply with appropriate testing practices.

Unethical Practices

- It is unethical for educators to jeopardize the integrity of an assessment or the validity of student responses.
- Unethical practices include:
 - Providing students with questions from the test to review before taking the test.
 - Viewing a test, then changing instruction or reviewing specific concepts because those concepts appear on the test.
 - Rewording or clarifying questions, or using inflection or gestures to help students answer.

Unethical Practices

Unethical practices continued:

- Allowing students to use unauthorized resources to find answers, including having materials on walls that provide answers to specific test questions.
- Reclassifying students to alter subgroup reports.
- Allowing parent volunteers to assist with the proctoring of a test their child is taking or using students to supervise other students taking a test.

Unethical Practices

Unethical practices continued:

- Reviewing a student's answers and instructing the student to, or suggesting that the student should, rethink his/her answers.
- Copying, in whole or in part, specific items appearing on a test.
- Explicitly or implicitly encouraging students to engage in dishonest testing behavior.

Is It Appropriate?

To ensure that a practice is appropriate, ask the following questions:

- If my student is to get a valid and reliable score that accurately portrays his/her ability to understand the material, will this action allow the student to answer a question that does not reflect his/her knowledge?
- If the action did not occur, would the student response be different?

Is It Appropriate?

- If my student is to get a valid and reliable score that accurately portrays his/her ability to understand the material, will this action prevent the student and parent from receiving an accurate score that represents the student's knowledge and understanding of the curriculum?
- Would my practice change if I were being monitored?

Ethics Violations

Ethical violations are to be reported to the supervisor of the person who may be investigated, the school administrator, the district assessment director, or the state assessment director.

Protocol

- LEA policies and procedures will be followed.
- In most cases, an initial investigation will be conducted at the school level.
- The LEA assessment director will review the initial investigation and determine findings.

Ethics Violations

Protocol (Continued)

- If the violation is of sufficient concern, the incident may also be forwarded to the Utah Professional Practices Advisory Commission (UPPAC) for review.
- If inappropriate practices are found, teachers may receive further training or a reprimand, be subject to disciplinary action, be terminated, and/or lose their Utah teaching license (see 53A-1-608; R277-473-9).

Ethics Violations

For more information about the processes in place concerning the investigation of ethical violations, contact your local School Testing Coordinator or LEA Assessment Director.

The LEA or an individual may also forward the incident to the Utah Professional Practices Advisory Committee (UPPAC) for review.

Report forms may be found at the UPPAC website:

http://www.schools.utah.gov/uppac/

Standard Testing Administration and Testing Ethics

 Know the Utah State Law and Utah State Board Rule:

http://le.utah.gov/~code/TITLE53A/53A01a.htmhttp://www.rules.utah.gov/publicat/code/r277/r277.htm

- Demonstrate ethical behavior.
- For questions:
 - Review testing ethics frequently asked questions at http://schools.utah.gov/assessment/Testing-Director-Resources.aspx.
 - Contact the LEA Assessment Director.