2024-2025 Standard Test Administration and Testing Ethics Training

For questions, please contact:

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Introduction: Training is Required

This training is provided as an option for Local Education Agencies (LEAs) to meet the requirements of Utah Board Rule 277-404 Requirements for Assessments of Student Achievement.

"LEA assessment staff or third-party proctor staff shall use the Standard Test Administration and Testing Ethics Policy in providing training for all assessment administrators and proctors."

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Introduction: What Will I Learn?

Learning Intentions

- Fulfill USBE requirement for completing standard test administration and testing ethics
- Review and apply the [Standard Test Administration & Testing Ethics Policy](#)
- Review, access, and apply access formative assessment resources in classroom instruction

Success Criteria

- Implement and apply standardized and ethical testing practices when preparing for and administering statewide assessments

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Introduction: Documents Needed

The following documents will assist you in completing the Standard Test Administration & Testing Ethics Training. Please have them accessible in digital or hard copy format:

- Standard Test Administration & Testing Ethics Policy
- Board Rule 277-404 Requirements for Assessments of Student Achievement.
- Utah Code 53E-4-301-307

Who is my LEA Assessment Director?

- The LEA Assessment Director leads the work related to statewide assessment administration within the LEA (district or charter school).
- The assessment director should be able to answer most statewide assessment-related questions for your LEA.
- It is important to know who your LEA assessment director is and their contact information within your district or charter school.
- If USBE is contacted, the assessment director is included in all communications to keep them informed about assessment-related questions within your LEA.

Statewide Assessments

Statewide Assessments

- Require that educators adhere to all ethical practices and standardized procedures as outlined in the *Standardized Test Administration & Testing Ethics Policy*
- Follow all guidance and instructions provided in test administration manuals (TAMs) before, during, and after administering a standardized assessment

2024-2025 Statewide Assessments List

Elementary State Assessments

- AAPPL Assessment of Performance Toward Proficiency in Languages (Grades 3-9)
- Acadience Math (Grades 1-3; Optional for K)
- Acadience Reading (Grades K-3)
- Dynamic Learning Maps (DLM)
- Early Literacy Alternate Assessment
- Early Mathematics Alternate Assessment
- RISE

Secondary State Assessments

- AAPPL Assessment of Performance Toward Proficiency in Languages (Grades 3-9)
- ACT
- CTE Skill Certificate
- Dynamic Learning Maps (DLM)
- High School Civics Exam
- High School Core Benchmarks
- RISE
- Utah Aspire Plus

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Your Turn: Apply What You've Read

Please review Utah Code 53E-4-301.5 then discuss the following questions:

- What are the purposes for the administration of statewide assessments?
- How do you and/or your school, use the data provided from statewide assessment to guide, measure, and improve student learning in your school?

Standard Test Administration Policy

What is a Standardized Test Administration?

- Standardized tests require specific rules and standardized procedures for administering assessments.
- If the guidance, testing tool, or instructions aren't provided to every student who will complete the test, it isn't allowed (unless provided in an IEP/504 plan).
- Consult the test administration manual for the specific statewide assessment for allowed materials, embedded tools, and proper administration procedures.

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Review Standard Test Administration Policy

Read and review the specific sections within the [Standard Test Administration & Testing Ethics Policy](). You will be required to apply the provisions to specific scenarios throughout the remainder of the training.

Pay particular attention to:

- Guidance provided for Before, During, and After Test Administration
- Proctoring rules
- Parental Exclusion rules
- Unethical Practices and consequences

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Your Turn: Applying What You've Read

Why do these scenarios violate the parental exclusion provisions of the Standard Test Administration and Testing Ethics Policy?

1. A school administrator sends out a mass communication directing families to click on a link on the school's website and complete the parental exclusion form if they'd like to exclude their child from statewide assessments.

2. A teacher staples instructions about parental exclusion to communication sent home with their special education students, encouraging parents to exclude students from statewide assessments.

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Standard Test Administration Guidelines and Procedures

Before Testing

Standard Test Administration: Before Testing

- Read and review the test administration manual for the assessment you will administer. Pay particular attention to materials needed for testing, how students access the test, and the verbatim scripting required for standardized testing.

- Remove or cover classroom material that could provide hints to test questions or contain content-specific information.

- Familiarize yourself with the testing platform and administration instructions.

- Check all student accommodations to ensure they have been provided within the secure testing platform.

- Provide secure training test practice for each content area you will administer. Include Spanish Adaptive and accommodation practice for students with these requirements.

- Create a positive, non-disruptive testing environment for students.

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Standard Test Administration Guidelines and Procedures

During Testing

Standard Test Administration: During Testing

- Ensure students have required testing materials for every testing session.
- Follow school procedures for ensuring electronic devices are turned off and not accessible to students during testing (only exception are those required for individua health and safety).
- Review and read the test administration manual guidance and scripts to provide correct standardized scripting for each testing session.
- Know how to pause tests or the procedures needed if a student needs to leave the test session for any reason.
- Provide guidance to students who complete tests before the end of the scheduled session.
- Actively proctor the session.

Your Turn: Apply What You've Read

- *Why do these scenarios violate the Standard Test Administration and Testing Ethics Policy?*
- *What are the consequences for the student when required testing accommodations or procedures are not followed?*
- *What is the required procedure when a student completes a test without their approved accommodations or completes a test under someone's SSID?*

1. A test administrator doesn't set a student's required accommodations within the testing system. The student completes the test without the accommodations.

2. A proctor hands out a testing ticket to the wrong student. The student logs in and takes the test, using the information from that test ticket.

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What is Active Proctoring During Testing?

Active proctoring means the test administrator is:

- Maintaining a positive test environment while students are testing

- Ensuring students cannot access internet-capable electronic devices during testing

- Walking around the room to monitor student testing

- Using proximity control to keep students engaged

- Glancing at the students' computer screens and scratch paper to ensure students are accessing test content and engaged while they are answering test questions

- Notify the second proctor if you observe cheating or unusual behavior.

- Providing support for students who need assistance with the technology used to answer questions

- Following local school policies for proctoring

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Your Turn: Apply What You've Read

- *Why do these scenarios violate the Standard Test Administration and Testing Ethics Policy?*
- *What are the consequences for students when required proctoring rules are not followed?*

1. A proctor does not review and/or follow the test administration instructions and/or clicks past the embedded warnings within a testing platform and administers an early literacy benchmark or RISE summative test incorrectly to students.
2. A proctor observes active cheating taking place. They allow the student to complete the test, without notifying the second proctor.

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Standard Test Administration Guidelines and Procedures

After Testing

Standard Test Administration: After Testing

1. Review the test completion report to ensure all students have completed all assigned assessments.
2. Follow the test administration manual guidance for securely disposing of testing materials.
3. Review the reporting guide for the assessment to learn how to see and interpret the results.
4. Share the student score reports as required by R277-404.
5. Ensure educators know how to interpret and apply the reports to future instructional plans.

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Frequently Asked Questions Discussion

The following information should be reviewed and discussed in conjunction with the Standard Test Administration & Testing Ethics Policy for Utah Educators.

- These are commonly-asked questions by teachers and administrators.

- Page numbers provided on the slides reference the policy

- You will be required to apply the provisions to specific scenarios throughout the remainder of the training.

Before Testing FAQs

Do schools need to follow the same standardized testing procedures for make-up sessions?

- Schools must follow all test administration policies and procedures during make-up sessions.
- This includes providing an appropriate environment that limits distractions, reading all scripts, and providing active proctoring throughout the make-up sessions.

Answer: See page 3

Am I required to remove or cover the posters and/or word walls hanging on my classroom walls? What about multiplication charts taped to student desks?

- If the information provided on the posters or desks provides hints to answers or guidance on answering questions, the information must be covered up or removed during testing.
- It doesn't matter if the information has been on the wall or available all year long. It must be covered up or removed.

Answer: See page 4

How many proctors are required in each testing session?

- Two assigned proctors are actively involved in each testing session.
- A proctor/test administrator is always present during standardized testing and is actively proctoring.
- A second, roving proctor supports the needs of one or more active proctor by actively overseeing multiple testing rooms and sessions.
- Proctoring plans must include procedures for both expected and unexpected contingencies that could include student emergencies, test administrator guidance, or reporting technical issues.
- Consult the assessment test administration manual for any guidance for proctoring a specific assessment
- Minimizing disruptions and providing a quiet, positive environment for students completing standardized assessments is required.

Answer: See pages 2 & 3

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Your Turn: Apply What You've Read

Why do these scenarios violate the Standard Test Administration and Testing Ethics Policy?
What are the consequences for students when required proctoring rules are not followed?

1. A proctor remains seated at a desk while students complete their tests. A student accesses an electronic device and takes a photo of a test item and shares it on social media.
2. A student arrives late to class once statewide testing has begun. The student is told to log in and begin testing without being provided with the scripted instructions from the test administration manual.

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Are headphones required for every student during statewide assessments?

- For RISE and Utah Aspire Plus, the answer is yes. Text-to-speech and embedded testing scripts required the use of wired headphones by students.
- **Wired headphones** should be provided at each testing station. Students should not need to request headphones.
- For other assessments, please refer to the test administration manual for the assessment that will be administered.

Answer: Review the test administration manual for requirements

Does the scratch/graph paper have to be a certain color, or a specific size? Does it have to be paper?

- The scratch/graph paper needs to be blank
- Lined notebook paper or commercially-printed graph paper without coordinate lines is allowed.
- There is no limitation about the color or size of the scratch/graph paper.
- The level of distraction that the size and/or color of the paper could provide to students should be considered.
- Providing students multiple sheets of different colored paper, to be used as a graphic organizer, is not allowed.
- The lack of standardization and level of distraction that is caused by using whiteboards, sticky notes, multiple sheets of colored paper to be used as a graphic organizer, or other alternative forms of scratch/graph paper is the reason these are not allowed.

Answer: No. See page 3 about unauthorized resources

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Can students create their own graphic organizer prior to testing and bring it to the testing session?

- Students can create their own graphic organizer **during** the testing session, using the blank scratch/graph paper that should be provided to every student.

- Scratch paper should be provided at every testing station. Students should not have to request scratch paper.

- The test administration manual provides guidance about scratch/graph paper.

- All scratch/graph paper must be collected, stored, and disposed of securely once students have completed their assessment.

Answer: No. See page 3 about unauthorized resources

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Your Turn: Apply What You've Read

Why do these scenarios violate the Standard Test Administration and Testing Ethics Policy?

1. A teacher gives extra credit to students who use their scratch paper during testing.
2. A school requires students to complete "justifications" about how they've responded to each item on a statewide assessment. Teachers collect the scratch paper, review the justifications, and provide grades for students based on how the students complete their responses.

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Are pre-programmed calculators allowed during the math and/or science tests?

- Pre-programming calculators violates the construct of the assessment because there is no standardization in the administration of the assessment.
- Embedded calculators are provided within the test platform for RISE and Utah Aspire Plus.
- Most importantly, this violates the Standardized Test Administration and Testing Ethics policy because the teacher is providing unauthorized resources during testing.

Answer: See page 3

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Your Turn: Apply What You've Read

Why do these scenarios violate the Standard Test Administration and Testing Ethics Policy?

1. A school administrator and/or instructional coach asks teachers to create review materials and quizzes using questions and/or vocabulary copied directly from the statewide assessment as a review for the test.
2. A teacher reviews the vocabulary and materials on an early literacy or early math assessment and teaches the vocabulary and content directly to students.

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During Testing FAQs

Can students have access to their electronic, internet-capable devices, including cell phones or smart watches during testing?

- Unless the device is required by an IEP/504 for the student's health and safety, no student should have access to an electronic, internet-capable device during testing.
- The devices should be turned off and stored away from the student.
- Bluetooth devices will interfere with the secure browser of the tests and should not be accessible.
- It is recommended that schools adopt a consistent procedure for ensuring students do not have access to an electronic device during testing.
- Active proctoring includes monitoring to ensure students are not accessing electronic devices during testing.

Answer: See page 3

Can I play music for my class while they are testing? Can students listen to music with their headphones while testing?

- Music can be distracting to students and violates the standardization procedures for statewide assessments.
- No headphones can be used to listen to music due to provided and embedded text-to-speech in statewide assessments.
- Ear buds/Bluetooth headphones will interfere and prevent RISE and Utah Aspire Plus secure browser from opening.
- Students with a "listen to music during testing" accommodation will test in a separate location with teacher-provided music on a separate device.

Answer: See page 2 about providing an appropriate environment

Am I required to follow the specific test administration procedures and read the scripts *verbatim* in *every* testing session?

- The test administration manual scripts provide standardized instructions and procedures for the assessment and must be read to all students, including those who arrive late to class.

- Embedded scripting is provided for RISE and Utah Aspire Plus that students must listen to before proceeding to the active test session. Wired headphones are required for every student.

- R277-404-8 requires that all test administrators follow the specific administrative procedures specified in the test administration manual. This includes reading the scripts verbatim.

- Paraphrasing, changing, or not reading the scripts in every testing session removes the standardization from the assessment and could violate the construct of the test.

Answer: See pages 2 & 3

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Who is allowed to be in the room during testing?

- Students who have been excluded by a parent from a statewide assessment may be allowed to be physically present in the room during a statewide test administration. Testing policies and procedures, including maintaining test security and should be followed. This includes limiting distractions from students who are not completing a statewide assessment.
- No parents/guardians can proctor a test their student is completing.
- The public, including parents, are not permitted in the room when testing is occurring.

Answer: See pages 2 and 4

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Can a proctor limit the number of items students complete on a statewide assessment to pace or guide how the assessment should be completed?

- Unless specific guidance or instructions are included in the test administration manual that says students should only complete questions to a specific question, pacing the test is not permitted.
- Pacing a statewide assessment may alter the construct, reliability, and validity of student scores.
- Reviewing a student's response and instructing the students to rethink answers or slow down during testing is not permitted.

Answer: See pages 2, 3, & 4

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What if a student is taking an excessively long time to complete a statewide assessment?

- Review the RISE test administration manual for guidance on expected testing times.

- All students should be allotted the appropriate amount of time they need to complete the assessment, but unlimited time is not appropriate or feasible for any student.

- Monitor the student's progress to ensure the student is actively engaged in completing the assessment.

- When IEP, Section 504, or EL teams are determining the appropriate amount of extended time for a student, it should be based on the amount of extended time a student uses during instruction, and during classroom and LEA assessments.
  - For example, if a student typically takes twice the amount of time to complete an assignment or classroom test, then that should be the amount of extended time the student could take for a statewide assessment.

Answer: See 3

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Your Turn: Apply What You've Learned

Why do these scenarios violate the Standard Test Administration and Testing Ethics Policy?

1. A student begins clicking and answering questions through the test without reading the questions. The proctor reviews the student's test and suggests the student rethink their answers.
2. The teacher tells the students to complete their statewide math assessment to question 25 and then stop for the day.

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Can schools provide a treat or snack to students during testing?

- If all students received the snack, this is not considered a non-academic reward.
- The timing of the snack should be considered since passing out snacks or treats during a testing session could be distracting to students.
- The type of snack should be considered if it is sticky, noisy, or messy.

Answer: See page 3

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Can students who have a parental exclusion stay in the room during testing?

- Yes. Test security and preventing student distractions for those students who are testing, should be considered when providing a place for students who will not be completing the statewide assessment.
- Students who are excluded from testing and present during testing, should be provided with an alternate learning experience, that does not distract students who are testing.

Answer: See page 2

Can schools require students who are excluded from statewide testing complete a LEA-created assessment?

- Any LEA-created assessment, that is not a statewide assessment, and is not listed on the parental exclusion form, is governed by the LEA policy for completing assessments.
- LEAs should follow their policy regarding consequences for taking or failing to complete the LEA-created assessment.

Answer: See page 2

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A test administrator has a question about an item on a statewide assessment. How can this concern be shared without being unethical since it's a secure test item?

The USBE Assessment & Accountability section is sometimes contacted about a test question that is of concern to students and/or test administrators (e.g., seemingly no correct answer or test questions functionality).

1. The school test coordinator or LEA assessment director should be contacted to communicate the concern with USBE and/or the assessment vendor help desk.
2. DO NOT take a photograph or email the content of a question to USBE or to the help desk.
3. Call the USBE Assessment content specialist and/or the specific assessment help desk with the specifics about the question.

If you have a question about a specific student or multiple students, how do you share information without violating student data privacy?

- Do not email student names. Ever.
- Be careful and aware with email threads that contain PII. ONLY SSID numbers should appear in email.
- All staff should be trained to provide ONLY the SSID number in all communication with USBE or the assessment help desk.
- Send the information via an encrypted, secure method.

After Testing FAQs

What should proctors do with student materials, such as print-on-request forms, embossed forms, or files downloaded to the computer?

- The test administration manual for the assessment will provide specific guidance on what to do with these accommodated materials.
- Generally, these materials are securely destroyed after being returned to the school test coordinator

Answer: See Page 3

Can schools have class parties or other nonacademic rewards to celebrate the completion of statewide testing?

- Using nonacademic rewards in connection with statewide testing is not permitted.
- No student should be excluded from a nonacademic activity or party based on their participation in statewide tests or their scores earned on the test.
- Student data privacy must be considered when presenting awards based on student participation and scores earned after completing statewide tests.

Answer: See page 3

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Your Turn: Apply What You've Read

Why do these scenarios violate the Standard Test Administration and Testing Ethics Policy?

1. A school has a party for students who scored at or above the assessment's proficiency level. Only students who earned these scores are invited to participate.
2. In a schoolwide assembly, a school wants to award students with achievement certificates who have raised their proficiency on statewide assessments.

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Can teachers use statewide assessment scores as an academic incentive to improve a student's grade?

- [53E-4-303(4b)](#) states that "a teacher may use a student's score on the standards assessment to improve the student's academic grade for or demonstrate the student's competency within a relevant course."

- [R277-404-7](#) specifically states that an "LEA shall allow an educator to provide an academic incentive for a student's performance on a statewide assessment…"

- The score cannot lower a student's grade.

Answer: See page 3

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Can schools use statewide test scores as a prerequisite for course entry?

- Schools cannot prohibit a student from enrolling in an honors, advanced placement, or International Baccalaureate course based on a student's score on a statewide assessment or because the student was exempted by a parent from taking the statewide assessment.

Answer: See page 3

Your Turn: Apply What You've Read

Do these scenarios violate the Standard Test Administration and Testing Ethics Policy?

1. A teacher uses the scores from a statewide assessment in their gradebook for all students in their class. The scores lower some student grades and raise other student grades. Students who have been excluded from statewide assessments are given a zero.

2. Several students have been excluded from statewide assessments. They are in class while the statewide assessments are being administered. The school requires the students to complete an end-of-year final exam in place of the statewide test.

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Where can I find my students' score reports? How soon do I need to share the score reports with students and parents?

- Use the reporting guide for the specific test. These will assist you in finding, reviewing, and interpreting the score reports.
- Test results should be provided to students and parents, along with information on how to appropriately interpret scores and reports (generally included on the individual score reports), within three weeks after testing has concluded, and results have been received by the LEA.

Answer: See page 3

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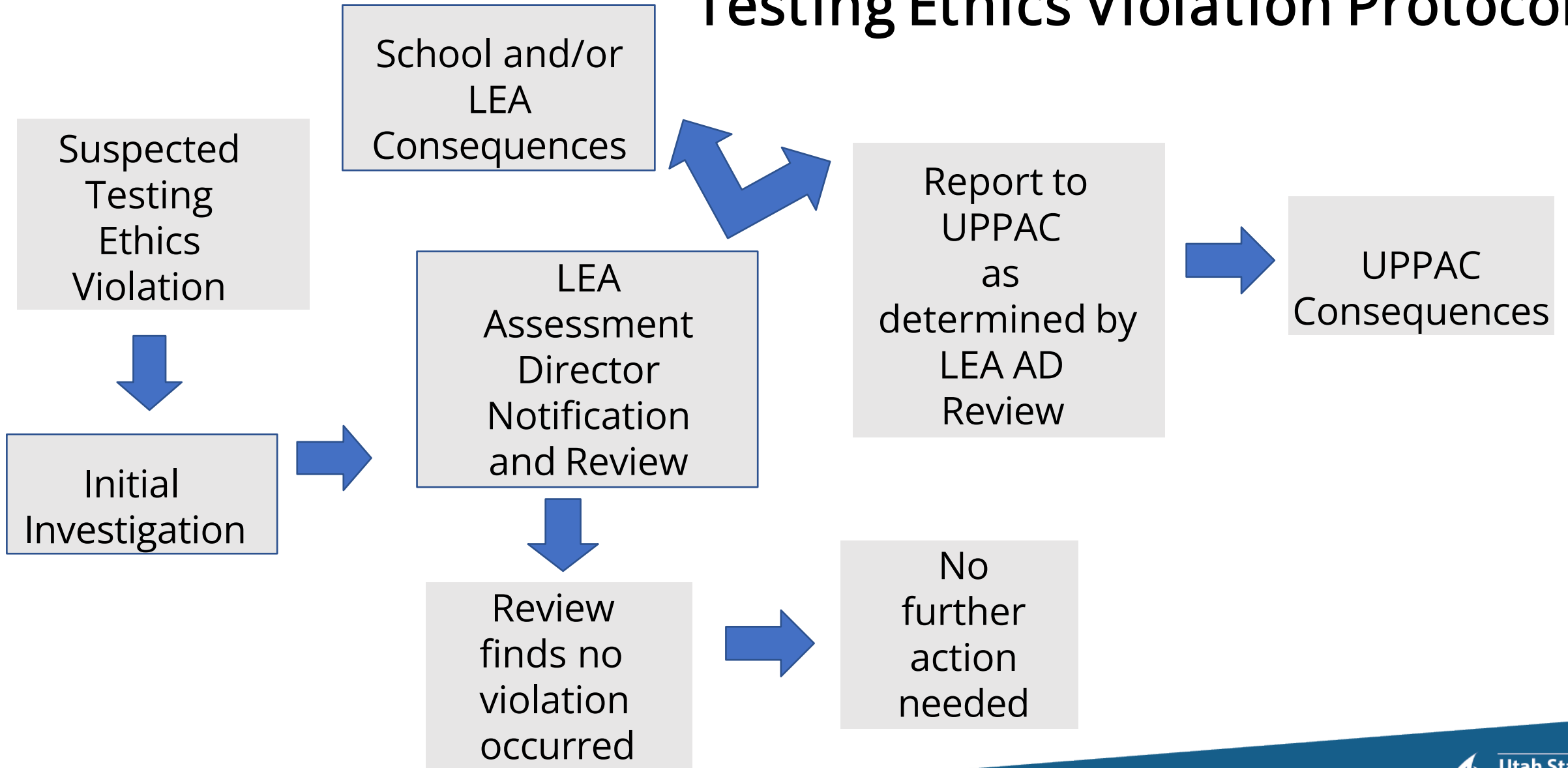# Reporting Testing Ethics Violations

If there is a suspected violation:

You can contact whomever you feel most comfortable:

1. School Administration
2. LEA Administration
   - Your LEA assessment director
3. Utah State Board of Education (USBE)
   - USBE Public Education Hotline [Public Education Hotline](#)
   - Cydnee McCarty Cydnee.mccarty@schools.utah.gov
   - Test Administration Coordinator: TBA
4. Utah Professional Practices Advisory Commission (UPPAC)

Testing Ethics Violation Protocol

School and/or LEA Consequences

Suspected Testing Ethics Violation

Initial Investigation

LEA Assessment Director Notification and Review

Report to UPPAC as determined by LEA AD Review

UPPAC Consequences

Review finds no violation occurred

No further action needed

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Formative Assessment Tools

Formative Assessment Process

- Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to give teachers and students the opportunity to identify strengths and weaknesses with specific knowledge, skills, and abilities outlined in the Utah Core Standards.
- It is often referred to as assessment for learning.

Formative Assessment Tools

- The Formative Assessment Tools provided by the Utah State Board of Education (USBE) are productivity tools for Utah teachers and students.
- The purposes of these tools are different than summative assessments and have different administration processes.
- Read and follow the test administration manual or website for the specific formative assessment tool
- Review and use the training materials, guidance for using formative tools, and request access to recorded trainings on Formative Assessment tab

Formative Assessment Tools

Formative Assessment Toolkit
- Designed to support educators by increasing capacity to leverage the formative assessment process to inform personalized instruction and more effectively work with students to build competency.

Utah Compose
- Provided to help Utah public school students in grades 3-12 improve writing through practice, applying immediate feedback, and guided instructional support

Utah Test Item Pool Service (UTIPS)
- Allows all Utah K-12 educators to write assessment items in a variety of formats that can be auto-scored. The Utah Core Benchmarks are accessed via UTIPS.

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Your Turn:
Applying the Formative Assessment Process

- Please share examples of the variety of formative assessment opportunities and experiences in your classroom or how you support the various assessments in your current role.

- How do you and your school use the data from these formative assessment opportunities and experiences to influence your instructional planning or to set learning goals for your school?

- How do students use the feedback provided from these formative assessment opportunities and experiences to set their personal learning goals?

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Standard Test Administration and Testing Ethics Resources

Test Administration and Testing Ethics Resources

- Utah State Board of Education
- Assessment, Utah State Board of Education
- Utah State Law - Chapter 53E
- Utah State Law - Chapter 53G
- Utah State Board of Education Administrative Rules
- Board Rule R277-217
- Utah Professional Practices Advisory Commission (UPPAC)
- Assessment Literacy Self-Directed Course
- Assessment Literacy for Facilitators