



Howard-Winneshiek Community School District

District Assessment Policy And Procedures Handbook

2021 - 2022

The Purpose of this handbook is to outline policies and procedures that will govern the administration of all district-wide assessments that are used for state and federal accountability purposes. These procedures comply with and address areas identified by the state of Iowa outlined in the [State of Iowa Test Security Manual](#). District-wide assessments that are governed by these policies and procedures include the following:

1. Dynamic Learning Maps (DLM)
2. English Language Proficiency for the 21st Century (ELPA21)
3. Iowa Assessment of Student Progress (ISASP)
4. National Assessment of Educational Progress (NAEP)

DISTRICT TEST COORDINATOR

The District Test Coordinators are responsible for testing related functions and storing materials from Iowa Testing Programs in a secure area with restricted access both prior to and after the testing period. Director of Special Education/Student Services with assistance from Data Coordinator.

TEST PREPARATION

As a function of educating students, staff may prepare students for assessments by providing instruction in the content areas to be assessed. Staff may also prepare students for assessments by teaching general test-taking skills that are applicable to any test or test format.

Staff will not conduct reviews or drills that use actual test items or identical format items of the accountability assessments, use copies of tests from previous years, or review test-specific curriculum content with students at any time.

ADMINISTRATION OF TESTS

**** VIOLATIONS OF TEST SECURITY**

In the administration of standardized tests, it is a violation of test security to do any of the following:

1. Provide inappropriate test preparation such as any of the following:
 - a. Copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason.
 - b. Share an actual test instrument in any form.
 - c. Use test preparation materials or strategies developed specifically for Annual Progress Reporting or the Annual Yearly Progress report.
2. Deviate from the test administration procedures specified in the [Test Administration Manual](#)
3. Provide inappropriate assistance to students during the test administration.
4. Make test answers available to students.
5. Change or fill in answers on student answer documents.
6. Provide inaccurate data on student answer documents.
7. Engage in any practice to artificially raise student scores without actually improving underlying student achievement.
8. Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

After testing is completed:

Paper/Pencil: Test booklets, answer documents and scratch paper are to be returned according to procedures established by the District Test Coordinators.

On-Line: Test Tickets are to be placed back in the envelope provided and attached to the Iowa Chain-of-Custody for Computer-based Testing Materials – ISASP and returned to the designated individual(s) along with any scratch paper, mathematics reference sheets and periodic tables received for testing (Detailed Protocol will be shared with staff each year before the testing window).

CONSEQUENCES OF POLICY VIOLATIONS

If a violation of this policy occurs, as determined by the Superintendent following an investigation of allegations of irregularities, the Superintendent will determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the Iowa Board of Educational Examiners as found at 282 - Iowa Administrative Code chapter 25.

Reports of students cheating on assessments will be submitted to the building principal for investigation and disciplinary procedures.

A staff member found to have committed testing irregularities will be subject to discipline in accordance with law and Board policy. If the staff member is a licensee of the Board of Educational Examiners, the Superintendent will make a timely report to that Board.

If the Superintendent believes that assessment results are invalid, the Superintendent will make a timely report to the Iowa Department of Education.

Minimum State Required Written Procedures

1. Personnel Authorized to Have Access to Tests.

The district has identified the following individuals to have access to testing materials prior to testing, during testing, and post-testing. Depending on the requirements for administration of each district-wide assessment other individuals who are allowed to have access and need to have access may be granted access to testing materials; however, the individuals listed below will be responsible for granting such access and keeping the appropriate documentation regarding such access. District Testing Coordinators: Ann Smith- Director of Special Education / Student Services, Michelle Bakken - Data Coordinator.

2. Personnel Authorized to Proctor Tests.

Proctoring District-Wide Assessments may only be done by a **certified educator** who has completed the required training associated with each of the following assessments.

Para-educators **are not allowed to proctor** any of the assessments.

It is the responsibility of a testing proctor to complete the required training in order to administer the assessments outlined below and provide initialed and signed documentation of completion of the training to the district testing coordinators, before testing begins.

It is the responsibility of the district testing coordinators to ensure that each proctor is provided information about the required training and access to the training that a proctor must complete in order to proctor the assessments outlined below.

Assessment	Testing Manual	Additional Resources	Required Training Information
Dynamic Learning MAPs (DLM)	Dynamic Learning MAPS Test Administration Manual	Iowa DLM Webpage	DLM Test Facilitator Guide
English Language Proficiency for the 21st Century (ELPA21)	ELPA21 Dynamic Screener Manual ELPA21 Summative Manual	Accessibility and Accommodation Manual Iowa ELPA21 Assessment Supports	Iowa ELPA21 Required Training Information
Iowa Statewide Assessment of Student Progress (ISASP)	ISASP Test Administrator Manual	ISASP Accessibility & Accommodations Manual Iowa Pearson Access Home Page	ISASP Training Management System
National Assessment of Education Progress (NAEP)		Iowa Supports: NAEP	

3. Assigning Accessibility and Accommodation Features for the Fair Testing of Individual Students.

Each district-wide assessment has different requirements regarding the accessibility of the assessment and accommodations that can and may be used by students with specific identified needs. In order to ensure that all students are able to access each test and take advantage of the accommodations they are allowed to during the various tests, the district testing coordinator(s) will utilize the accessibility and accommodation manuals for each test to ensure that students have access to acceptable accommodations that are outlined in their IEPs, 504, or ELL plans.

It will be the responsibility of the testing coordinators with the assistance of the data coordinator to ensure appropriate accommodations are enabled on all online tests and that anyone administering an exam where an accommodation is being provided has received the appropriate training to administer that accommodation. Only approved accommodations will be provided to students based on their individual needs. Individuals who are serving as a Human Reader, Scribe, or Translator during any statewide assessment will be required to sign the “Test Security Confidentiality Agreement” (Appendix D – attached) and return it to the district testing coordinators prior to administration of the test in which they will be acting in one of these capacities.

4. Distribution, Handling, and Tracking of Test Materials Before, During, and After Testing

Paper and Pencil Assessment Procedures:

District testing coordinators, data coordinator with the direction of the district testing coordinator and building principals will be responsible for the distribution, handling, and tracking of testing materials before, during and after testing. Prior to testing, all paper and pencil testing materials will be counted, sorted, and stored in a secure location by the district testing coordinator(s). Prior to testing the district testing coordinator(s) will deliver all testing materials to the appropriate building principal who will distribute the testing materials to the appropriate testing proctors prior to testing on the day of testing, upon completion of testing all materials (test booklets, answer sheets, scratch paper, etc) will be returned to the designated individual and secured until the next round of testing or until the materials are picked up the district testing coordinator. In order to ensure that all materials are accounted for during this process, the district will utilize the “Chain-of-Custody” document where every time the testing materials are passed from one person to the next the form will be completed and signed by those receiving the materials. The “Chain-of-Custody” document can be found in Appendix F of this document. All “Chain-of-Custody” documents will be collected and stored in the district testing coordinator’s office for a minimum of 7 years after each testing session.

Online Assessment Procedures:

District testing coordinators, data coordinator with the direction of the district testing coordinator, building principals and/or guidance counselors will be responsible for the distribution, handling, and tracking of testing materials before, during and after testing. Prior to testing the data coordinator with direction from the district testing coordinator(s) will print and set up all testing sessions within the test management system and print all testing tickets for each session. The tickets will be kept in a locked cabinet until the day of testing. District testing coordinators, data coordinator with direction from district testing coordinators, building principals and/or guidance counselors will distribute all testing tickets to the testing proctors for that testing group prior to testing and will collect all testing tickets (used and unused) at the conclusion of each testing session. District testing coordinators, data coordinator with direction from district testing coordinators, building principals and/or guidance counselors will also distribute and collect any designated reference materials to the testing proctors. In order to ensure that all testing materials are accounted for during this process, the district will utilize the “Computer-based Chain-of-Custody” document each time the testing materials are exchanged. The “Computer-based Chain-of-Custody” document can be found in Appendix G of this document.

Upon completion of all online testing, the data coordinator with direction from the district testing coordinator will ensure all testing related documents (test-tickets, scratch paper, & reference documents) are collected and securely destroyed.

All “Computer-based Chain-of-Custody” documents will be collected and stored in the district testing coordinator’s office for a minimum of 7 years after each testing session.

5. Monitoring During Testing Administration

“ To ensure the validity and reliability of student results, the Every Student Succeeds Act of 2015 includes the expectation that monitoring of test administration should be demonstrated for all assessments in the State system: the general academic assessments, the general English Language Proficiency (ELP) assessments, the alternate academic assessments as well as other state assessments and district assessments.” (State of Iowa Test Security Manual p. 10).

The minimum requirements for monitoring each of the district wide assessments that are used for accountability are outlined in the table below. It will be the responsibility of the Director of Special Education/Student Services, building principal and assistant principals to conduct the required monitoring visits and provide documentation via the state required checklist for each federally mandated assessment that can be found linked in the chart below.

State Assessment	Minimum required monitoring by the ESSA	District/State Required Checklist
Dynamic Learning MAPs (DLM)	2 monitoring visits, 1 during each of the DLM assessment windows (fall & spring) at any two levels if applicable (Elem, MS, HS)	State of Iowa Test Security Manual Appendix J (also included in this document) * will need to make a copy and/or print out before filling out
English Language Proficiency for the 21st Century (ELPA21)	2 monitoring observations during the ELPA21 at any two levels (ES, MS, HS) (One monitoring observation must be focused on accessibility and/or accommodations)	State of Iowa Test Security Manual Appendix I (also included in this document) * will need to make a copy and/or print out before filling out
Iowa Statewide Assessment of Student Progress (ISASP)	3 monitoring observations during the ISASP at each level (elem., MS, HS) (One monitoring observation must be focused on accessibility and/or accommodations)	State of Iowa Test Security Manual Appendix H (also included in this document) * will need to make a copy and/or print out before filling out
National Assessment of Education Progress (NAEP)	NAEP testing is monitored by Iowa Department of Education staff.	

Reporting test security incidences and handling unforeseeable circumstances.

The following descriptions of irregular testing incidences was taken directly from the Iowa State Test Security Manual (p. 11-12).

Irregular testing incidences are behaviors or events that occur which may give a student an unfair advantage or may compromise the integrity of the test during administration. The Iowa Department of Education recognizes that there may be different levels of severity of irregular testing incidences: (1) improprieties, (2) irregularities, and (3) breaches.

1. Improprieties are incidents or unusual circumstances that have a low impact on the individual or group of students and have a low risk of possibly affecting student performance, test security, or test validity. Examples may include student(s) making distracting noises or gestures during the test, student(s) leaving the room without authorization; medical emergencies; or disruptions such as non-scheduled fire drill, power outages, or weather-related event causing students to leave the room. The District Testing Coordinator will review the incident and take appropriate action according to the district test security policy.

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The District Testing Coordinator will maintain documentation of all improprieties and the resulting action. Guidelines for Documenting Possible Test Security Violations is in Appendix N.

2. Irregularities are incidences or unusual circumstances that may impact the performance of a student or group of students and may possibly affect student performance or interpretation of those scores. Irregularities typically do not have state-wide or nation-wide implications. Examples may include student cheating or providing answers to another student; student accessing the Internet, use of unauthorized electronic equipment (e.g., smartphone, camera, smart watch), or another unauthorized software during the test administration; allowing student(s) to use a calculator during a test prohibiting its use; non-trained personnel administering the test; TA giving incorrect instructions that are corrected prior to students testing; TA providing his/her password to other authorized users; TA coaching or providing nonapproved assistance to students (e.g., verbal clues, pointing, nodding head, leading thinkalouds, asking students to point to the correct answer, or requiring students to answer all questions); providing students with non-allowable materials; allowing accommodations not in the student's IEP or 504 Plan; a technology error that could have compromised the validity of the student or group of students performance. Test Irregularities should immediately be reported to the assigned Iowa Assessment Consultant and the Deputy Director in the Division of Learning and Results through the Testing Incident Reporting Application on the [Iowa Education Portal](#). The Iowa Department of Education's Testing Incident Report Form is in Appendix M.

3. Breaches are incidences or circumstances that compromise the integrity of the test, typically by exposing test materials. Breaches can affect all students and schools, statewide or nationally, participating in the test. Examples may include educator modifying student responses or records; posting items or test materials on social media; allowing students to take test items or scratch paper out of the classroom; copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason; secure test materials being shared with the media; and allowing media or other unauthorized person to observe a secure test administration. Breaches must be reported immediately to the assigned Iowa Assessment Consultant and the Deputy Director in the Division of Learning and Results through the Testing Incident Reporting Application on the [Iowa Education Portal](#). The Iowa Department of Education's Testing Incident Report Form is in Appendix M.

Any testing irregularities as outlined above that occur need to be reported immediately to the district testing coordinator(s). The district testing coordinator(s) will complete the appropriate documentation as outlined above and will report such incidents to the appropriate Department of Education staff member. (Page 12 Iowa Test Security Manual)

Dynamic Learning Maps (DLM) Consultant: Jennifer Denne

English Language Proficiency for the 21st Century (ELPA21) Consultant: Terri Schuster

Iowa Statewide Assessment of Student Progress (ISASP) Consultant: Christi Donald

National Assessment of Educational Progress (NAEP) Consultant: Tom Deeter

General Assessment Incident Reporting: Christi Donald

Incident Investigation and Remediation:

The following procedures were taken directly from the Iowa Test Security Manual (p. 12), and will be implemented should a testing impropriety, irregularity, and/or breach occur during testing.

The State of Iowa ensures integrity of test results. If a test irregularity occurs, the District Test Coordinator completes the Testing Incident Report Form. If the incident is a testing irregularity or a testing breach, the District Test Coordinator or Superintendent immediately reports the incident through the Testing Incident Reporting Application on the Iowa Education Portal. It is important that each school year, the district updates the District Test Coordinator contact information in the Testing Incident Reporting Application.

Improprieties are logged. Irregularities and breaches are staffed with assessment personnel and legal staff, and a course of action is decided upon to investigate any allegations. If an investigation results in findings, a document is prepared, and a formal complaint is filed with the Board of Educational Examiners (BOEE). After BOEE conducts their own investigation, they render Board Approved: March 21, 2022

a decision about personnel issues, and then send the case back to the Iowa Department of Education to address consequences for the school or district. If a county attorney's office is notified of possible criminal actions, those investigations must be resolved before the BOEE process begins.

Testing Incident Report Form – Iowa Department of Education Instructions:

Instructions: In the event of an impropriety, complete at the time of the incident and retain for records to make available to Iowa DOE and BOEE as needed. In the event of an irregularity or breach, complete the online form through the Testing Incident Reporting Application on the [Iowa Education Portal](#).

In the event of an irregularity or breach, complete and follow the instructions provided on the Iowa Department of Education website under Student Assessment for secure reporting. Appendix M: Testing Incident Report Form included in this document also needs to be completed.

THE FOLLOWING APPENDIXES ARE COPIED DIRECTLY FROM THE [STATE OF IOWA TEST SECURITY MANUAL](#)

Appendix C: Test Administrator and Test Coordinators Test Security/ Confidentiality Agreement

Test Security/Confidentiality Agreement for Test Administrators & Test Coordinators

For administration of tests which are part of Iowa's Statewide Assessment System:

- Iowa Statewide Assessment of Student Progress (ISASP)
- Dynamic Learning Maps (DLM)
- English Language Proficiency Assessment for the 21st Century (ELPA21)

I completed the state required training for administering the _____ (test name) on _____ (date).

I understand that access to these secure test materials is restricted. I understand that all test questions and all other materials related to these tests including, but not necessarily limited to, passages, prompts, charts, graphs and tables are considered secure and not to be stored or saved on computers or personal storage devices; shared via email or other file sharing systems; or reproduced by any means. Except when explicitly allowed as described in the *Accessibility and Accommodations Manual* or the *Directions for Administrations* manuals, electronic materials used during assessment may not be printed.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a person to cheat or would in any other way compromise the validity of the test questions. Furthermore, I agree that all student-specific information obtained either prior to or during the administration will remain strictly confidential. I understand all personally identifiable education data is governed by the requirements within the Family Educational Rights and Privacy Act (FERPA) and my responsibility for maintaining the security of student information, test questions and materials continues even after the test concludes and the test materials have been returned.

District & School: _____

Test Administrator/Coordinator Printed Name: _____

Test Administrator/Coordinator Signature: _____

Date: _____

The district/school must maintain a copy of this form and provide it to the department upon request. It should not be returned with other test materials.

Appendix D: Test Security/ Confidentiality Agreement for Human Readers, Scribes, Translators, Sign Language Interpreters, and Paraeducators

Test Security/Confidentiality Agreement for Human Readers, Scribes, Translators, Sign Language Interpreters and Paraeducators

For administration of tests which are part of Iowa's Statewide Assessment System:

- Iowa Statewide Assessment of Student Progress (ISASP)
- Dynamic Learning Maps (DLM)
- English Language Proficiency Assessment for the 21st Century (ELPA21)

I understand that access to these secure test materials is restricted. I understand that all test questions and all other materials related to these tests including, but not necessarily limited to, passages, prompts, charts, graphs and tables are considered secure and not to be stored or saved on computers or personal storage devices; shared via email or other file sharing systems; or reproduced by any means. Except when explicitly allowed as described in the *Accessibility and Accommodations Manual* or the *Directions for Administrations* manuals, electronic materials used during assessment may not be printed.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a person to cheat or would in any other way compromise the validity of the test questions. Furthermore, I agree that all student-specific information obtained either prior to or during the oral administration will remain strictly confidential. I understand all personally identifiable education data is governed by the requirements within the Family Educational Rights and Privacy Act (FERPA) and my responsibility for maintaining the security of student information, test questions and materials continues even after the test concludes and the test materials have been returned.

District & School: _____

Printed Name: _____

Signature: _____

Date: _____

The district/school must maintain a copy of this form and provide it to the department upon request. It should not be returned with other test materials.

Appendix E: DLM Test Security Agreement

The below Test Security Agreement is a part of the DLM test administration training. All test administrators and district users must agree to follow the standards.

The Kite suite provides opportunities for flexible assessment administration. However, all assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2021-2022 are secure tests.

Test administrators and other educational staff who support implementation are responsible for following the Kite test security standards:

- Assessments (testlets) are not to be stored or saved on computers or personal storage devices; shared via email or other file sharing systems; or reproduced by any means.
- Except where explicitly allowed as described in the Test Administration Manual, electronic materials used during assessment administration may not be printed.
- Those who violate the Kite test security standards may be subject to their state's regulations or state education agency policy governing test security.
- Educators are encouraged to use resources provided by Kite suite, including practice activities and released testlets, to prepare themselves and their students for the assessments.
- Users will not give out, loan, or share their password with anyone. Allowing others access to an Educator Portal account may cause unauthorized access to private information. Access to educational records is governed by federal and state law.

Questions about security expectations should be directed to the local assessment coordinator.

I have read this security agreement and agree to follow the standards.

I have read this security agreement and DO NOT agree to follow the standards.

Print Name _____ Signature _____

Date _____ School/District _____

Appendix F

HWCS D - Chain-of-Custody for Paper and Pencil Tests

(Modified form based on sample form provided State of Iowa Test Security Manual)

Instructions: This form is to be completed for students taking a paper-based assessment. This form documents that paper-based test materials were signed out and signed back in by the Building/District Test Coordinator.

Each Test Administrator must sign this form when the listed applicable paper-based test materials are issued. The Building/District Test Coordinator must initial when the materials are returned and sign the form for district records. **A COPY OF THIS FORM SHOULD BE COMPLETED FOR EACH DAY OF TESTING.**

The district/school must maintain a copy of this form and provide it to the department upon request. It should not be returned with other test materials.

(Check one) _____ ISSAP _____ ELPA21 _____ DLM

Date _____ Grade _____

Recipient Print Name	Signature	Name & Number of Items Received	Correct Items & Number Returned (Y/N)	Initials of Test Coordinator when materials returned

Chain of Custody tracks the delivery and receipt of test materials. Any person who is a recipient of materials should sign the form, in case an investigation is needed to locate missing materials. In the above example, when he went to the school office to collect materials for his class, Tom Deeter (a classroom teacher) received 32 test booklets and 32 answer documents. After testing, Tom returned the materials to the office and was checked in by Sue Young (school secretary). When Sue counted the items received, she found answer documents for all of Tom's students, but only received 31 test booklets. In this way, the School or District Test Coordinator would have evidence to go to Tom and investigate what had happened to the test booklet that was missing. This enables each person to be held accountable for the test materials received and returned. If materials change hands between three or four people, all recipients of the materials need to sign the chain of custody, in case there is an inquiry about missing materials.

Item: e.g., test booklets, answer documents

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Appendix G

HWCS D - Chain-of-Custody for Computer-Based Testing Materials

(Modified form based on sample form provided State of Iowa Test Security Manual)

Instructions: This form is to be completed for students taking a computer-based assessment. This form documents that computer-based test materials were signed out and signed back in by the Building/District Test Coordinator.

Each Test Administrator must sign this form when the listed applicable computer-based test materials are issued. The Building/District Test Coordinator must initial when the materials are returned and sign the form for district records. **A COPY OF THIS FORM IS TO BE COMPLETED FOR EACH DAY OF TESTING.**

The district/school must maintain a copy of this form and provide it to the department upon request. It should not be returned with other test materials.

(Check one) _____ ISSAP _____ ELPA21 _____ DLM

Date _____ Grade _____

<i># Student Testing Tickets Assigned</i>	<i># Blank Scratch Paper Assigned</i>	<i># Mathematics Reference Sheets (If Applicable)</i>	<i># Periodic Tables Assigned (If Applicable)</i>	<i>Test Administrator's Signature</i>	<i>Time Issued</i>	<i>Time Returned</i>	<i>Test Coordinator Initials When Materials Returned</i>

By completing this form, I certify that:

- I have issued the above applicable computer-based test materials;
- All applicable computer-based test materials were returned to me immediately after testing was completed; and
- All applicable computer-based test materials were securely destroyed.

Name and Title _____ Date _____

Appendix H: ISASP Monitoring Checklist for Test Security and Ethics

Iowa Department of Education
ISASP Monitoring Checklist for Test Security and Ethics

This form is to be completed by the monitoring team.

District:

School:

Test Coordinator/ Contact:

Date of Observation:

Content & Grade (being assessed/observed):

Number of Students in Testing Session:

Monitoring Team Member(s):

Monitoring Team Member: Report to the building 10 - 15 minutes before test administration begins.

Before the Assessment	Yes	No	NA (or unable to observe)
Monitoring team: Performs Quality Control (QC) check of Required Documentation at the Building Level:			
Verifies <u>Administrator/Building test coordinator</u> has: <i>documentation</i> of training (test security, ethical practices for testing) provided. Information includes date(s) and method of training provided (whole staff, PLC, grade level, Dept. etc.).			
Verifies <u>Administrator/Building test coordinator</u> has: documentation indicating staff (e.g., test administrators, test coordinators, proctors) involved with testing have signed required Test Security Confidentiality/Agreements. Verifies readers, translators, scribes, and paraeducators have signed Test Security/Confidentiality Agreements (if needed).			
Verifies that Test Administrator/ Proctor is a certified teacher/educator.			
Verifies reporting processes for test incidents, irregularities, and breaches.			
For Paper Tests: Verifies that tests and ancillary materials are stored in a secure, locked area before and between each test session(s) and after testing disposed of/shipped as indicated in the Test Administration Manual.			
For Online Tests: Verifies that test ancillary materials including usernames and passwords are stored in a secure, locked area before and between each test session(s) and disposed of after testing as indicated in the Test Administration Manual.			
Verifies that there is a record of the chain of custody for testing materials.			
In the testing session to be observed, will any students assessed be utilizing accommodations or accessibility features? If yes, list the accommodations/accessibility features assigned regardless of whether the student utilizes it during the testing session.			

Notes:

During the Assessment	Yes	No	NA
Monitor team exhibits professional and unobtrusive behavior at all times while observing.			
For Paper Tests: Verifies students are arranged so that there is adequate spacing between test takers. For Online Tests: Verifies student monitors are arranged so students are not able to view another student's monitor.			
Observes testing environment: bulletin board displays, fact tables, charts and diagrams, and other instructional materials have been removed or covered that may give assistance or advantage during testing.			
Observes testing environment: Verifies there is an adequate number of proctors for the number of students testing in the room as indicated in the Test Administration Manual.			

<p>Observes beginning of testing session: Are directions read to students from the Test Administration Manual? Do students use the audio feature to have directions “read”? Do students use the audio feature to have directions “read” in a language other than English? Do students use a translator to have directions read in a language other than English?</p> <p>Observes testing: Are students able to use the online features of the testing platform (e.g., zoom, highlighters)?</p>	
<p>Observes for testing incidents: Is the Test Administrator/Proctor monitoring students for testing improprieties, irregularities, and breaches (e.g., distracting noises or gestures; unauthorized electronic equipment; taking test materials out of the classroom)?</p> <p>Observes student(s) ending test session: Test Administrator/Proctor does not touch computer mouse. Verifies Submit/End/Review Screen was checked.</p> <p>Observes student(s) ending test session: If a scribe is used, the student verifies responses before submitting their test.</p>	

Notes:

The following pertains to teachers and/or proctors in the testing room:

Observes Appropriate Ethical Practices for Testing: A = Appropriate, I = Inappropriate O = Other (please comment)	A	I	O
Followed procedures outlined in the Test Administrator’s Manual.			
The teacher/test proctor was actively engaged in monitoring students during the administration of the test (e.g., scanning the room for hands, watching for testing incidents, walking around).			
Did not construct answer keys and/or score the assessment.			

The following pertains to teachers, proctors, scribes, translators, interpreters, and paraeducators in the testing room:

Observes Appropriate Ethical Practices for Testing: A = Appropriate, I = Inappropriate O = Other (please comment)	A	I	O
Did not direct or prompt students to use certain strategies at the beginning of the test session or during the test.			
Did not respond to questions during testing that would help the student to understand the question, aid the student in responding to an item, or advise/encourage the student to edit or change a response.			
Did not coach or cue students in any way during test administration.			
Did not read anything from the reading passage to students (Grades 3-5).			
Did not give the meaning of words in the text or in questions.			
Did not require students to use scratch paper, to show their work, or to use the online tools (e.g. the highlighter tool).			
Did not tell students to redo or review any part of the test (especially after verifying the End Review Screen).			

Please provide additional comments on activities observed:

(SPECIAL POPULATIONS) During the Assessment: Accessibility Features and Accommodations	Yes	No	NA
Monitor team exhibits professional and unobtrusive behavior at all times while observing.			
Observes administration of Paper and Pencil: Observes: Students marking their answers on the paper copy of the assessment. Answer sheets are not generated by the school or district.			
Observes student use of embedded and/or non-embedded designated features (e.g. answer masking, color contrast, general masking, line reader, print-on-request, turn off universal features, zoom). Evidence of Documentation provided matches District Coordinator information. List which designated features students used during the observation:			

Observes student use of embedded and/or non-embedded accommodations (e.g., assistive technology, braille, large print test booklet, scribe, speech-to-text). Evidence of Documentation provided matches District Coordinator information.

List which accommodations students used during the observation:

Notes:

After the Assessment	Yes	No	N/A
Verifies that computers are returned to Pre-testing screen.			
Verifies that all testing materials are collected from students, including scratch paper, if used.			
Verifies that test materials are returned to the secured location.			

Upon completion of the visit please sign and date the form to indicate completion.

Signature Monitor Team Member:

Signature Building Test coordinator:

After the Observation (Required by external monitors and optional for district/ school monitors)

Debrief Administrator/Building Coordinator and provide them with a copy of the report. Report any irregularity or breach of security to State Test Coordinator and District Superintendent.

Test Administrator/ Proctor Interview Questions: (approx. 15 minutes)

1. Describe the district’s protocol for assigning and documenting student testing accessibility features in preparation for test administration. How is it decided? Who is involved? How is it documented?
2. *Online Testing Only:* In what ways did students in your school district practice using the online testing environment using the various features?
3. In the testing session observed, were any students assessed needing accommodations or accessibility features? (yes/no) List the accommodations/accessibility features assigned regardless of whether the student utilized it during the testing session.
4. Describe how the student used the accessibility feature or accommodation during testing.
5. Describe how the student uses the accessibility feature or accommodation during instruction.
6. If any students were unable to complete the test during the session, explain the plan for scheduling the extended time needed.
7. Are make-up sessions for students absent during the scheduled test session administered by the same test administrator (yes/no)? If not, then who administers the make-up tests?
8. Describe the protocol for testing students whose parents have waived services/dual enrolled/alternative school setting (e.g., alternate school, community college, juvenile detention center).
9. What comments or questions do you have regarding administering the ISASP?

Appendix I: ELPA21 Monitoring Checklist for Test Security and Ethics

Iowa Department of Education
ELPA21 Monitoring Checklist for Test Security and Ethics
 This form is to be completed by the monitoring team.

District:

School:

Test Coordinator/ Contact:

Date of Observation:

Content & Grade (being assessed/observed):

Number of Students in Testing Session:

Monitoring Team Member(s):

Monitoring Team Member: Report to the **building** 10 - 15 minutes before test administration begins.

Before the Assessment	Yes	No	NA (or unable to observe)
Monitoring team: Performs Quality Control (QC) check of Required Documentation at the Building Level:			
Verifies Administrator/Building test coordinator has: <i>documentation</i> of training (test security, ethical practices for testing) provided. Information includes date(s) and method of training provided (whole staff, PLC, grade level, Dept. etc.).			
Verifies Administrator/Building test coordinator has: documentation indicating staff (e.g., test administrators, test coordinators, proctors) involved with testing have signed required Test Security Confidentiality/Agreements.			
Verifies readers, translators, scribes, and paraeducators have signed Test Security/Confidentiality Agreements (if needed).			
Verifies that Test Administrator/ Proctor is a certified teacher/educator.			
Verifies reporting processes for test incidents, irregularities, and breaches.			
For Paper Tests: Verifies that tests and ancillary materials are stored in a secure, locked area before and between each test session(s) and after testing disposed of/shipped as indicated in the Test Administration Manual. For Online Tests: Verifies that test ancillary materials including usernames and passwords are stored in a secure, locked area before and between each test session(s) and disposed of after testing as indicated in the Test Administration Manual.			
Verifies that there is a record of the chain of custody for testing materials.			
In the testing session to be observed, will any students assessed be utilizing accommodations or accessibility features? If yes, list the accommodations/accessibility features assigned regardless of whether the student utilizes it during the testing session.			

Notes:

During the Assessment	Yes	No	NA
Monitor team exhibits professional and unobtrusive behavior at all times while observing.			
For Paper Tests: Verifies students are arranged so that there is adequate spacing between test takers.			
For Online Tests: Verifies student monitors are arranged so students are not able to view another student's monitor.			
Observes testing environment: bulletin board displays, fact tables, charts and diagrams, and other instructional materials have been removed or covered that may give assistance or advantage during testing.			

Observes testing environment: Verifies there is an adequate number of proctors for the number of students testing in the room as indicated in the Test Administration Manual.		
Observes beginning of testing session: Are directions read to students from the Test Administration Manual? Do students use a translator to have directions read in a language other than English?		
Observes testing: Are students able to use the online features of the testing platform (e.g., zoom, highlighters)?		
Observes for testing incidents: Is the Test Administrator/Proctor monitoring students for testing improprieties, irregularities, and breaches (e.g., distracting noises or gestures; unauthorized electronic equipment; taking test materials out of the classroom)?		
Observes student(s) ending test session: Verifies Submit/End/Review Screen was checked.		
Observes student(s) ending test sessions: If a scribe is used, the student verifies responses before submitting their test.		

Notes:

The following pertains to teachers and/or proctors in the testing room:

Observes Appropriate Ethical Practices for Testing: A = Appropriate, I = Inappropriate O = Other (please comment)	A	I	O
Followed procedures outlined in the Test Administrator’s Manual.			
The teacher/test proctor was actively engaged in monitoring students during the administration of the test (e.g., scanning the room for hands, watching for testing incidents, walking around).			
Did not construct answer keys and/or score the assessment.			

The following pertains to teachers, proctors, scribes, translators, interpreters and paraeducators in the testing room:

Observes Appropriate Ethical Practices for Testing: A = Appropriate, I = Inappropriate O = Other (please comment)	A	I	O
Did not direct or prompt students to use certain strategies at the beginning of the test session or during the test.			
Did not respond to questions during testing that would help the student to understand the question, aid the student in responding to an item, or advise/encourage the student to edit or change a response.			
Did not coach or cue students in any way during test administration.			
Did not read anything from the reading passage to students.			
Did not give the meaning of words in the text or in questions.			
Did not require students to use scratch paper, to show their work, or to use the online tools (e.g. the highlighter tool).			
Did not tell students to redo or review any part of the test (especially after verifying the End Review Screen).			

Please provide additional comments on activities observed:

(SPECIAL POPULATIONS) During the Assessment: Accessibility Features and Accommodations	Yes	No	NA
Monitor team exhibits professional and unobtrusive behavior at all times while observing.			
Observes administration of <i>Paper and Pencil</i> : Observes: Students marking their answers on the paper copy of the assessment. Answer sheets are not generated by the school or district.			

Observes student use of embedded and/or non-embedded designated features (e.g. answer masking, color contrast, general masking, line reader, print-on-request, turn off universal features, zoom). Evidence of Documentation provided matches District Coordinator information. List which designated features students used during the observation:	
Observes student use of embedded and/or non-embedded accommodations (e.g., assistive technology, braille, large print test booklet, scribe, speech-to-text). Evidence of Documentation provided matches District Coordinator information. List which accommodations students used during the observation:	

Notes:

After the Assessment	Yes	No	N/A
Verifies that computers are returned to Pre-testing screen.			
Verifies that all testing materials are collected from students, including scratch paper, if used.			
Verifies that test materials are returned to the secured location.			

Upon completion of the visit please sign and date the form to indicate completion.

Signature Monitor Team Member:

Signature Building Test Coordinator:

After the Observation (Required for external monitors and optional for district/ school monitors)

Debrief Administrator/Building Coordinator and provide them with a copy of the report. Report any irregularity or breach of security to State Test Coordinator and District Superintendent.

Test Administrator/ Proctor Interview Questions: (approx. 15 minutes)

1. Describe the district’s protocol for assigning and documenting student testing accessibility features in preparation for test administration. How is it decided? Who is involved? How is it documented?
2. *Online Testing Only:* In what ways did students in your school district practice using the online testing environment using the various features?
3. In the testing session observed, were any students assessed needing accommodations or accessibility features? (yes/no) List the accommodations/accessibility features assigned regardless of whether the student utilized it during the testing session.
4. Describe how the student used the accessibility feature or accommodation during testing.
5. Describe how the student uses the accessibility feature or accommodation during instruction.
6. If any students were unable to complete the test during the session, explain the plan for scheduling the extended time needed.
7. Are make-up sessions for students absent during the scheduled test session administered by the same test administrator (yes/no)? If not, then who administers the make-up tests?
8. Describe the protocol for testing students whose parents have waived services/dual enrolled/alternative school setting (e.g., alternate school, community college, juvenile detention center).
9. What comments or questions do you have regarding administering the ELPA21?

Appendix J: DLM Monitoring Checklist for Test Security and Ethics

Iowa Department of Education DLM Monitoring Checklist for Test Security and Ethics

This form is to be completed by the monitoring team.

District:

School:

Test Coordinator/ Contact:

Date of Observation:

Content & Grade (being assessed/observed):

Number of Students in Testing Session:

Monitoring Team Member(s):

Monitoring Team Member: Report to the building 10 - 15 minutes before test administration begins.

Before the Assessment	Yes	No	NA (or unable to observe)
Monitoring team: Performs Quality Control (QC) check of Required Documentation at the Building Level:			
Verifies <u>Administrator/Building test coordinator</u> has: <i>documentation</i> of training (test security, ethical practices for testing) provided. Information includes date(s) and method of training provided (whole staff, PLC, grade level, Dept. etc.).			
Verifies <u>Administrator/Building test coordinator</u> has: documentation indicating staff (e.g., test administrators, test coordinators, proctors) involved with testing have signed required Test Security Confidentiality/Agreements.			
Verifies readers, translators, scribes, and paraeducators have signed Test Security/Confidentiality Agreements (if needed).			
Verifies that Test Administrator/ Proctor is a certified teacher/educator.			
Verifies reporting processes for test incidents, irregularities, and breaches.			
For Paper Tests: Verifies that tests and ancillary materials are stored in a secure, locked area before and between each test session(s) and after testing disposed of/shipped as indicated in the Test Administration Manual.			
For Online Tests: Verifies that test ancillary materials are stored in a secure, locked area before and between each test session(s) and disposed of after testing as indicated in the Test Administration Manual.			
Verifies that there is a record of the chain of custody for testing materials.			
In the testing session to be observed, will any students assessed be utilizing accommodations or accessibility features?			
If yes, list the accommodations/accessibility features assigned regardless of whether the student utilizes it during the testing session.			

Notes:

During the Assessment	Yes	No	NA
Monitor team exhibits professional and unobtrusive behavior at all times while observing.			
Observes testing environment: bulletin board displays, fact tables, charts and diagrams, and other instructional materials have been removed or covered that may give assistance or advantage during testing.			
Observes testing: Are students able to use the online features of the testing platform (e.g., zoom, highlighters)?			
Observes for testing incidents: Is the Test Administrator/Proctor monitoring students for testing improprieties, irregularities, and breaches (e.g., distracting noises or gestures; unauthorized electronic equipment; taking test materials out of the classroom)?			

Notes:

Student behaviors
<p>Student response mode:</p> <p><input type="checkbox"/> Used computer/device to respond independently</p> <p><input type="checkbox"/> Used switch system to respond independently</p> <p><input type="checkbox"/> Verbally indicated response to TA who selected answers</p> <p><input type="checkbox"/> Gestured to indicate response to TA who selected answers</p> <p><input type="checkbox"/> Eye-gaze system indicated to TA who selected answers</p> <p><input type="checkbox"/> No observable response mode</p> <p>Did the student complete the testlet (Yes/No)?</p> <p>If no, why was the testlet not completed?</p>
<p>Accessibility features used for part or all of the testlet.</p> <p><input type="checkbox"/> magnification (2x, 3x, 4x, 5x) <input type="checkbox"/> inverted color choice (black background, white font)</p> <p><input type="checkbox"/> color contrast (white or black background and color font) <input type="checkbox"/> color overlay (background different color)</p> <p><input type="checkbox"/> human read aloud <input type="checkbox"/> synthetic read aloud (text to speech) <input type="checkbox"/> language translation <input type="checkbox"/> sign interpretation</p> <p><input type="checkbox"/> calculator <input type="checkbox"/> Braille <input type="checkbox"/> partner assisted scanning</p> <p>Did the student have difficulty with accessibility (Yes/No)?</p> <p>If yes, describe the problem and what the test administrator did.</p>
<p>Rate the student's overall engagement during the session.</p> <p><input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> high</p>
<p>Other observer comments:</p>

DLM Teacher-Delivered Testlet
<p>Subject:</p> <p><input type="checkbox"/> ELA – Reading <input type="checkbox"/> ELA – Writing <input type="checkbox"/> Mathematics <input type="checkbox"/> Science</p>
<p>Preparation/ Set up:</p> <p><input type="checkbox"/> Student's typical classroom <input type="checkbox"/> Computer Lab <input type="checkbox"/> Small room for individual testing <input type="checkbox"/> Homebound <input type="checkbox"/> Other:</p> <p>Testing device:</p> <p><input type="checkbox"/> Computer with keyboard & mouse <input type="checkbox"/> Computer with Touchscreen <input type="checkbox"/> Tablet</p> <p><input type="checkbox"/> Computer with adaptive display (e.g. electronic whiteboard, projection) <input type="checkbox"/> Other:</p> <p>List any other testing devices used:</p>
<p>Testlet Information Page (TIP):</p> <p><input type="checkbox"/> Teacher referred to TIP before administration <input type="checkbox"/> Teacher referred to TIP during administration</p> <p><input type="checkbox"/> Teacher did not have TIP</p>
<p>Materials Use/ Set-up:</p> <p><input type="checkbox"/> The test administrator had materials prepared before starting to assess with the student</p> <p><input type="checkbox"/> The test administrator arranged student/materials for optimal test administration</p> <p><input type="checkbox"/> Substituted materials</p> <p>List any substitute materials the test administrator used:</p>

Test Administrator (TA) behaviors.	Yes	No
Encouraged engagement and interaction		
Discussed vocabulary or defined words in the testlet for the student		

Connected words or pictures to student experience/ prior knowledge	
Read one or more screen aloud to the student	
Clarified directions or expectations for the student	
Repeated question(s) before student responded	
Asked the student to clarify or confirm one or more responses	
Repeated question(s) after student responded (gave a second trial at the same item)	
Allowed student to take a break during the testlet	
Used verbal prompts to direct the student's attention or engagement (e.g. "Look at this.")	
Used pointing or gesturing to direct student attention or engagement	
Physically guided the student to a response	
Reduced the number of answer choices available to the student	
Other:	
For ELA Reading testlets only: modeled concepts about print (reading left-to-right, correspondence between spoken and written word)	
For ELA Reading testlets only: pointed out rhymes, syllables and sounds in words	
For ELA Writing testlets only: connected writing task to student background knowledge and experience	
For ELA Writing testlets only: ensured that student had access to a writing tool	
For ELA Writing testlets only: modeled concepts about print (reading left-to-right, correspondence between spoken and written word)	
For ELA Writing testlets only: transcribed student's verbal responses by writing words or sentences for the student	
For ELA Writing testlets only: transcribed student's selection of individual letters to spell words	

Student behaviors	Yes	No
Was distracted by something outside the testlet activity		
Indicated confusion with what testlet activity required		
Changed a response after his or her initial selection		
Used materials outside of Kite Student Portal to respond to testlet items		
Other:		
Did the student ask the test administrator a question? If yes, what was the question?		
Did the student complete the testlet? If no, why was the testlet not completed?		

Student behaviors
Student response mode: <input type="checkbox"/> Verbally indicated response to TA who selected answers <input type="checkbox"/> Gestured to indicate response to TA who selected answers <input type="checkbox"/> Eye-gaze system indicated to TA who selected answers <input type="checkbox"/> No observable response mode
Accessibility features used for part or all of the testlet. <input type="checkbox"/> Language translation <input type="checkbox"/> Sign interpretation <input type="checkbox"/> calculator <input type="checkbox"/> human read aloud <input type="checkbox"/> synthetic read aloud (text to speech)
Did the student have difficulty with accessibility (Yes/No)? If yes, describe the problem and what the test administrator did.

STATE OF IOWA TEST SECURITY MANUAL

Rate the student's overall engagement during the session.

low medium high

Other observer comments:

The following pertains to teachers and/or proctors in the testing room:

Observes Appropriate Ethical Practices for Testing: A = Appropriate, I = Inappropriate O = Other (please comment)	A	I	O
Followed procedures outlined in the Examiner's Manual.			
Did not construct answer keys and/or score the assessment.			

The following pertains to teachers, proctors, scribes, translators, interpreters, and paraeducators in the testing room:

Observes Appropriate Ethical Practices for Testing: A = Appropriate, I = Inappropriate O = Other (please comment)	A	I	O
Did not direct or prompt students to use certain strategies at the beginning of the test session or during the test.			
Did not respond to questions during testing that would help the student to understand the question, aid the student in responding to an item, or advise/encourage the student to edit or change a response. Did not coach or cue students in any way during test administration. Did not give the meaning of words in the text or in questions. Did not require students to use scratch paper, to show their work, or to use the online tools (e.g. the highlighter tool). Did not tell students to redo or review any part of the test (especially after verifying the End Review Screen).			
Observes student(s) ending test sessions: Verifies Submit/End/Review Screen was checked.			

Please provide additional comments on activities observed:

(SPECIAL POPULATIONS) During the Assessment: Accessibility Features and Accommodations	Yes	No	NA
Monitor team exhibits professional and unobtrusive behavior at all times while observing. Observes student use of embedded and/or non-embedded accessibility features (e.g. color overlay, magnification device, preferred language translation of directions, noise buffer, paper-and-pencil test, read aloud, student reads test aloud). List which designated features students used during the observation:			

Notes:

After the Assessment	Yes	No	N/A
Verifies that computers are returned to Pre-testing screen.			
Verifies that all testing materials are collected from students, including scratch paper, if used.			
Verifies that test materials are returned to the secured location.			

Upon completion of the visit please sign and date the form to indicate completion.

Signature Monitor Team Member:

Signature Building Test Coordinator:

Appendix M: Testing Incident Report Form

Testing Incident Report Form - Iowa Department of Education

Instructions: In the event of an impropriety, complete at the time of the incident and retain for records to make available to Iowa DOE and BOEE as needed.

In the event of an irregularity or breach, complete the online form through the Testing Incident Reporting Application on the [Iowa Education Portal](#).

Assessment Name:	
Test: (e.g., ELA, Listening)	
Date:	
Session # (online testing)	
Grade:	
Student ID (if applicable):	
Type of Incident	<input type="checkbox"/> Impropriety <input type="checkbox"/> Irregularity <input type="checkbox"/> Breach
Description of Incident:	
District:	Superintendent Name:
District Test Coordinator (DTC) Name (Print):	DTC Signature:
DTC Email:	DTC Phone #:

Appendix N: Guidelines for Documenting Possible Test Security Violations

Guidelines for Documenting Possible Test Security Violations

When creating or carrying out an investigation plan, take the following considerations into account.

1. Recommended information to collect and include on the Testing Incident Report Form:
 - A timeline and summary of events
 - A list of school staff involved along with statements
 - A list of state student ID numbers of those involved along with statements
 - Copies of security compliance forms for involved staff members
2. Possible questions to be asked and answered:
 - What is the nature of the incident, who is involved, and what is the risk to students, test security, and data integrity?
 - How many were involved or will be affected (staff and students)?
 - Are all secure test materials accounted for and secure?
 - Has cheating occurred?
 - Is it necessary to take steps to ensure data integrity?
 - Is the incident over or does it continue to pose a threat to test security or data integrity locally, statewide or nationally?
3. Results and next steps:
 - Summary of determination of type of impropriety
 - District remediation
 - If it is an irregularity or breach, follow the Incident Reporting, Investigation, and Remediation Flow Chart in Appendix L
 - District/ school plan to ensure this type of incident does not occur in the future

Appendix O: Securing Electronic Devices Examples

Securing Electronic Devices Examples

One of the largest threats to test security is the use of electronic devices during the administration of the assessment. There is a potential that students could take pictures of test items and share those with other students or post on social media. This is the highest level of test incidents resulting in a breach of the assessment and a potential of the test item not being able to be used again. Schools must have a plan for securing electronic devices and communicate the plan along with the consequences for not following expectations with students and families. There are different ways in which schools can secure electronic devices and is a local decision. The following are a few examples in which electronic devices may be secured. Some examples may require more closely monitoring than others.

- Students are not allowed to bring the electronic devices into the classroom. The devices must either be stored in their locker or left at home.
- Students may bring the electronic devices into the classroom, but they must be turned off and stored in their backpack.
- Students may bring the electronic devices into the classroom, but they must be turned off and stored in a central location determined by the teacher. The central location could be a table, a clear bin, calculator caddy, etc.
- Students may bring the electronic devices into the classroom, but they must be turned off and stored in a basket on top of the student's desk/ table. **Note:** *This approach will require more closely monitoring as the devices are easier for the student to access.*

DISTRICT DEVELOPED
Iowa Statewide Assessment of Student Progress (ISASP) Protocol
Howard-Winneshiek Community School District
Updated January 2022

Must be completed and turned in by March 15, 2022

***This protocol must be reviewed by every 3-11 teacher and associate who will be involved with the ISASP.

****Prior to ISASP Testing:**

[FAQ:](#) (From Iowa Pearson)

I have viewed the Test Administration Training found at <https://ia.tms.pearson.com> and understand my role. (Initials: _____) (Updated 1/7/2022) (Approximately 60 minute video) Use: HOWARD-WINNESHIEK COMM SCHOOL DISTRICT (Make sure you click on 2021-2022 year on left side)

I have read and understand the [Test Administration Manual](#). (Initials: _____) (updated 1/7/2022)

I have read and understand the [Accessibility and Accommodations Manual](#). I understand the difference between universal features, designated features, and accommodations. I am prepared to implement the accommodations according to my students' needs: Universal, designated and/or accommodations (Initials: _____) (updated 1/7/2022)

For students with a 504 plan, I have met with our school counselor to verify accommodations and have a plan to meet these accommodations. (Initials: _____)

For students with an IEP, I have met with the special education teacher to verify testing accommodations, testing schedule, and location for testing. (Initials: _____)

***Only certified teachers may proctor the assessments. Paraeducators can be human readers, scribes and/or translators. **All students** must take the assessment in the presence of a certified teacher.

I understand the [Test Security/Confidentiality Agreement for Human Readers, Translators, and Scribes](#) and I am prepared to sign the document. Everyone must sign this agreement and turn into my building principal. (Initials: _____) (updated 1/7/2022)

I have read the [read aloud guidelines](#) and prepared to implement them according to the directions and the accessibility and accommodations guidelines. (Initials: _____) (updated 1/7/2022)

I have read the [scribe guidelines](#) and prepared to implement them according to specific students' IEP accommodations and the accommodations manual. (Initials: _____) (updated 1/7/2022)

*** (If you teach ELA) I have reviewed the [English Language Arts Blueprint](#). (Initials: _____)

*** (If you teach Writing) I have reviewed the [Writing Arts Blueprint](#). (Same as ELA blueprint) (Initials: _____)

*** (If you teach Math) I have reviewed the [Mathematics Blueprint](#). (Initials: _____)

*** (If you teach Science) I have reviewed the [Science Blueprint: Grades 5, 8, 10](#) (Initials: _____)

(All updated 1/7/2022)

Board Approved: March 21, 2022

*****Have students sign the week of practice work**

Howard-Winneshiek is required to have a “Student Honor Code”. This Honor Code needs to be reviewed with students and they need to sign in advance of testing. Turn signed Honor Codes into the principal. This document outlines expectations for student behavior during and after testing. [Student Honor Code](#).

Complete practice tests with students. (links below) (All updated as of 1/7/2022)

[Reading Practice tests](#): (Click on the appropriate grade level link) (Initial when completed: ___)

[Writing Practice tests](#): (Click on the appropriate grade level link) (Initial when completed: ___)

[Math Practice tests](#): (Click on the appropriate grade level link) (Initial when completed: ___)

[Science Practice tests](#): (Click on the appropriate grade level link: grades 5, 8, 10 only) (Initial when completed: ___)

Preparing your classroom:

*Cover up/take down any instructional materials/teaching aids (including posters on the wall and nameplates on the desks) that may give students an unethical advantage. (Initials: _____)

Counselors/Administration will complete a tour of each room to inspect and verify set up prior to testing day.

*Arrange desks in each room where testing will occur so that students can not see each other’s papers. (Initials: _____)

*If there are any security cameras in the testing room, adjust them so they cannot capture images of student papers or computer screens. (Initials: _____)

During ISASP Testing week:

Review Chapters 2-5 of the [Test Administration Manual](#). (Updated 1/7/2022)

[Check in/Check out Test Booklets and Scratch Paper daily](#) (Updated 1/7/2022)

I have reviewed each section of this protocol and initialed when completed. I am prepared to administer and proctor the Iowa Statewide Assessment of Student Progress. I will turn this sheet in along with the Test Security/Confidentiality Agreement for Human Readers, Translators, and Scribes into my building principal. Building Principal will initial they have received both of these documents and will be prepared to turn into Michelle Bakken.

As a proctor of this assessment, I will follow all established procedures. I understand the consequences if I violate these procedures. (Initials: _____)

Follow All Test Administration criteria according to the manual.

Follow All Testing Accessibility and Accommodations according to the manual.

Monitor students testing

Assist students with the mechanics of taking the test as needed. I understand that failure to comply with the above protocols and procedures could result in a professional conduct and ethics violation (Iowa Code 282—25.3 (272)).

Printed Name: _____ Signature: _____

[Protocol and Test Security Agreement Documentation](#) (Updated 1/7/2022)