

Book

BOARD POLICIES

Section

GENERAL BOARD POLICIES

Title

Comprehensive Assessment System Plan

Number

Status

Pending Board Approval

Adopted

Comprehensive Assessment System Plan

Utah Code Ann. 53A-1-601 through 613. Achievement Tests.

Utah Admin. Code R277-404. Requirements for Assessments of Student Achievement.

Utah Admin. Code R277-404-1.M.

Utah Admin. Code R277-406-6.C.

Utah Code Ann. §63G-2-305

Purpose:

Bonneville Academy Board of Directors believes that valid and reliable results from uniform assessments provide information used by:

- **Students** to determine how well they have learned the skills and curriculum they are expected to know.
- **Parents** to know whether their student is gaining the skills and competencies needed to be competitive and successful.
- **Teachers** to gauge their students' understanding and identify potential areas of improvement in their teaching.

- **Administrators** to evaluate programs and provide additional support.
- **The public** to evaluate schools and districts.

This policy set forth the Board’s philosophy regarding uniform assessments, assigns responsibility for developing guidelines and procedures, requires training and provides opportunities for exceptions to certain assessments. USOE’s Standard Test Administration and Testing Ethics Policy, August 8, 2014. This policy sets forth the expected standards of practice for individuals administering uniform assessments, mandates reporting of violations, and outlines possible state discipline.

Definitions:

“Individualized Education Program” or “IEP” means a written statement, for a student with a disability that is developed, reviewed, and revised in accordance with the Individuals with Disabilities Education Act.

“State Administered assessment” means a formative, interim, summative SAGE, Utah alternate assessment, benchmark reading assessment.

“Guaranteed and Viable Curriculum (GVC)” The purpose of the GVC is to focus and prioritize the content students are expected to learn. Teachers and administrators collaborated to identify the skills and knowledge students need to master at each stage in their education.

Assessment and Evaluation Coordinator:

The Director or his/her designee is responsible to serve as an Assessment & Evaluation Coordinator (AEC). The AEC has the following responsibilities.

Training

- Attend approximately 4 hours of training on ethics, SAGE (USOE computer adaptive tests), kindergarten assessments, etc.
- Provide and document training for all licensed educators in the school on Standard Test Administration and Testing Ethics (USOE PowerPoint, booklet, FAQs).
- Train classified staff who may assist licensed educators in test/survey administration (licensed educator is responsible for ethical testing/surveying practices).
- Train teachers who will use SAGE Online Testing system and troubleshoot during testing window.

Assessment

- Schedule computer lab time for all SAGE and provide a testing schedule to the Board of Directors.
- Coordinate any WIDA/NAEP assessments by locating students and scheduling labs and facilitate any additional staff training.
- Schedule and administer make up tests when needed.
- Ensure that accommodations which are in place for regular classroom instruction are included on a student's IEP, 504, or ELL plan, and are used appropriately during testing.
- Secure and account for all paper-based assessment materials and Test Administration Manuals (TAMs); return them to the Director or destroy them as instructed.
- Account for every test by ensuring appropriate non-participation codes (or special codes) are applied for each student who did not test.

Training:

At least once each school year, the Director will provide professional development regarding guidelines and procedures for standardized assessment administration, including educator responsibility for assessment, security, and proper professional practices. Training shall be based on the USOE Testing Ethics Policy and the training resources developed by USOE.

All educators, and assessment administrator/proctors shall individually sign the Testing Ethics signature page provided by the USOE acknowledging or assuring that the educator shall administer assessments consistent with ethics and protocol.

STANDARD TEST ADMINISTRATION AND TESTING ETHICS

All educators and assessment administrators/proctors shall administer assessments according to the following ethics and protocol requirements.

Preparation For Testing:

Ethical testing begins with ethical teaching. Educators should:

- Ensure students are enrolled in appropriate courses and receive appropriate instruction.
- Provide instruction to the intended depth and breadth of the course curriculum.

- Provide accommodations throughout instruction to eligible students as identified by an ELL, IEP, or 504 team.
- Use a variety of assessment methods to inform instructional practices.
- Introduce students to various test-taking strategies throughout the year
- Use the science reference sheets provided for specific assessments as instructional tools throughout the year.
- Provide students with opportunities to engage with available training tests to ensure that they can successfully navigate online testing systems, and to ensure that technology configurations can successfully support testing.

Educators may also:

- Use formative assessments throughout the year using high-quality, non-secure test questions aligned to GVC Standards

During Testing: Assessment Practices

The Director and test coordinator will ensure:

- All students who are eligible to test are tested, or accounted for according to the specific assessment policy.
- Parents are provided with clarifications and procedures regarding student participation in state testing.
- All tests are administered under the supervision of a licensed educator.
- Educators and school staff serving as assessment administrators or proctors have completed annual ethics training, signed an acknowledgment of the training and accountability for ethically administering tests.
- Hardware, software, and networks at the school site have been tested and are in operating order to administer appropriate tests.
- Each licensed educator or trained employee shall ensure:
- An appropriate environment reflective of an instructional setting is set for testing to limit distractions from surroundings or unnecessary personnel.

- All students who are eligible for testing are tested.
- A student is not discouraged from participating in state assessments, but upon a parent's opt-out request, the student is provided with a meaningful educational activity.
- Tests are administered in-person and testing procedures meet all test administration requirements.
- Active test proctoring occurs: walking around the room to make sure that each student has or is logged into the correct test; has appropriate testing materials available to them; and are progressing at an appropriate pace.
- No person is left alone in a test setting with student tests left on screen or open.
- The importance of the test, test participation, and the good faith efforts of all students are not undermined.
- All information in the Test Administration Manual (TAM) for each test administered is reviewed and strictly followed.
- Accommodations are provided for eligible students, as identified by an ELL, IEP, or 504 team. These accommodations should be consistent with accommodations provided during instruction throughout the instructional year.
- Any electronic devices that can be used to access non-test content or to record/distribute test content or materials shall be inaccessible by students (e.g., cell phones, recording devices, internet-capable devices). Electronic security of tests and student information must not be compromised.
- Test materials are secure before, during, and after testing. When not in use, all materials shall be protected, where students, parents cannot gain access.
- No one may enter a student's computer-based test to examine content or alter a student's response in any way either on the computer or a paper answer document for any reason.
- All assessments shall be administered consistent with the designated assessment windows.

After Testing:

- Each licensed educator or trained employee shall ensure:
- Test administration manual instructions for ending testing sessions are followed.

- Make-up and test completion sessions are provided for students who miss all or part of the test, as appropriate for and according to the policies and procedures of each assessment.
- All test materials are organized and returned to the Site Test Coordinator, as appropriate.
- All by-products of student testing are collected and protected between and after testing sessions, and securely destroyed as appropriate. This includes notes, outlines, graphic organizers, student drafts, etc.

Educators may not change student answers in any way, for any reason.

Test Results:

All assessment materials, questions and student responses for required assessments shall be designated protected, consistent with Utah Code Ann. §63G-2-305, until released by the UBOE.

Individual student test results should be:

- Provided to students and parents upon request, with information on how to appropriately interpret scores and reports.
- Made available to educators for use in improving their instruction.
- Maintained according to USOE policies and procedures.
- Kept confidential.

Individual student test results may not be considered in determining:

- A student's academic grade for the appropriate course; or
- Whether a student may advance to the next grade level.

Test results may not be used to calculate scores for an employee's formal performance evaluation.

Testing Ethics:

Administrators, educators, and staff are accountable under Board Policy and these procedures and guidelines and must comply with all ethical and procedural requirements when preparing for, administering, and accounting for assessments and their results. Employees violating these provisions may be subject to disciplinary action, up to and including termination from

employment. Additionally, licensed educators violating testing procedures and/or ethics are subject to referral to the Utah Professional Practices Advisory Commission for disciplinary action related to their educator license.

It is unethical for employees, including educators, to jeopardize the integrity of an assessment or the validity of student responses.

Unethical practices include:

- Providing students with questions from the test to review before taking the test.
- Changing instruction or reviewing specific concepts because those concepts appear on the test.
- Rewording or clarifying questions, or using inflection or gestures to help students answer.
- Allowing students to use unauthorized resources to find answers, including dictionaries, thesauruses, mathematics tables, online references, etc.
- Displaying materials on walls or other high visibility surfaces that provide answers to specific test items (e.g. posters, word walls, formula charts, etc.).
- Reclassifying students to alter subgroup reports.
- Allowing parent volunteers to assist with the proctoring of a test their child is taking or using students to supervise other students taking a test.
- Allowing the public to view secure test items or observe testing sessions.
- Reviewing a student's response and instructing the student to, or suggesting that the student should, rethink his/her answers.
- Reproducing, or distributing, in whole or in part, secure test content (e.g., taking pictures, copying, writing, posting in a classroom, posting publically, emailing).
- Explicitly or implicitly encouraging students to not answer questions, or to engage in dishonest testing behavior.
- Administering tests outside of the prescribed testing window for each assessment.

Reporting Violations:

Ethical violations of state law, Board Policy, or these assessment procedures and guidelines shall be reported immediately to the Academy Director. If the individual is uncomfortable reporting

to the Academy Director state procedures allow for reporting directly to the state assessment director.

- In most cases, an initial investigation will be conducted at the school level by the Academy Director and will determine findings with regard to the alleged violation.
- If the allegations are found more likely than not to have occurred, the Academy Director will employ the Academy's Employee Discipline and Dismissal Policy. In applying the provisions of this policy, the employee may receive further training, a reprimand, or other additional disciplinary action up to and including termination.
- If the violation is of sufficient concern, the Board of Directors may forward the incident to the Utah Professional Practices Advisory Commission for review.

Parent Request to Exempt Student:

At the request of a student's parent or guardian, a school shall excuse a student from taking a state administered assessment or certain academy administered assessments. The state administered assessments and academy administered assessments to which opt out provisions apply are listed at:

<http://www.schools.utah.gov/assessment/Home/2016ParentalExclusionForm.aspx>

A school or educator may not impose additional procedures to exercise this right nor may any penalty or adverse consequences be imposed upon the student. A parent desiring to exempt their student from state (or certain academy) administered assessment(s) shall annually complete the USOE Standardized Assessment Opt Out Form and provide it to the responsible school administrator a minimum of one (1) day prior to the administration of the assessment. School grading, teacher evaluation, and student progress reports or grades may not be negatively impacted by students excused from taking a state administered assessment. Additionally, no school or employee may reward a student for merely taking a state administered assessment or a academy assessment listed on the USOE Standardized Assessment Opt Out Form.