

Local  
Procedures  
for Student  
Assessment

2017-  
2018



Worth  
County  
School  
District

## Worth County School District Local Procedures for Student Assessment

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### Prior to Receiving Test Materials in the School

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- 1. School Test Coordinator and Assistant Test Coordinator will be assigned by the Principal. Both should participate in all training, test preparation activities, and other responsibilities as assigned by the Principal.**
- 2. The School Test Coordinator will receive training from the System Test Coordinator.**
  - a. Will have initial training on State Assessment Handbook policies and procedures.
  - b. Training will include locally developed procedures.
  - c. Will conduct training immediately prior to each test administration on specific test procedures and policies related to the upcoming test.
  - d. Confidentiality/security requirements in State Assessment Handbook are explained and appropriate forms signed indicating that this information was reviewed.
- 3. The System Test Coordinator and the School Test Coordinators will keep a testing log to document anything related to testing.**
- 4. All school level Test Examiners, Proctors, and Monitors will be trained in proper test administration. All Examiners, Proctors, and Monitors will be employed by the Worth County School District.**
  - a. Prepare agendas and training material for training sessions. (Retain a file copy of documentation)
    - i. Include confidentiality training as presented in the State Assessment Handbook and assure that appropriate forms are signed indicating each Test Examiner, Proctor, and Monitor reviewed this information.
  - b. Train all Test Examiners on the procedures for each test administration.
    - i. Training must be done prior to each test specific to the test being administered.
      1. Each test has different requirements.
      2. Previous training or previously giving the test does NOT substitute for current training.
      3. Everyone needs a review of procedures and needs to know changes for the current year.
  - c. Train all Proctors in their roles and responsibilities.
    - i. Proctors need to know what to look for and what they can do and cannot do during a testing session.
    - ii. Train proctors on appropriate ways to address issues or incidents that they think are inappropriate in their testing site.
  - d. Train all monitors in their roles and responsibilities.
  - e. Have participants sign the appropriate Training Certification forms for all training sessions. (Retain for documentation)

- i. Participants should sign the form to verify participation.
  - f. Verify that all potential Test Examiners, Proctors, and Monitors have been trained.
- 5. If testing is conducted in self-contained regular education classrooms, Test Examiners must be someone other than the regular classroom teacher assigned to those students for *all state mandated* assessments.**
- a. Special education teachers and EL teachers may administer the tests to their students.
  - b. Schools may choose to establish testing teams within grade-levels, may rotate same-grade teachers for testing purposes, or may use other appropriate certified personnel.
- 6. Establish testing roster for each Test Examiner listing Test Examiner, Proctor, and students assigned.**
- 7. Prepare a master list of students and their accommodations before each test administration that is verified and signed by the School Test Coordinator and the following personnel based on involvement using the Accommodations Matrix form: Special Education Department designee, EL designee, or 504 designee.**
- 8. Train in a second session Test Examiners who will be giving test accommodations.**
- a. Ensure sign in documentation.
  - b. Review the accommodations to be given.
  - c. Review how the accommodations are to be given.
    - i. Detailed instruction should be given for how to give an “oral reading” accommodation which means the Test Examiner is reading the test to the student.
      - 1. *It is important that “oral reading” has been done this way in the regular classroom so that the student is familiar with this testing accommodation.*
    - ii. Practice in the oral reading of the math test is necessary for appropriate administration.
      - 1. *The use of this accommodation in the regular classroom should closely follow the testing procedure to ensure students are not confused during the testing by the “oral reading” directions.*
    - iii. How many times an item, passage, or answer choices may be read should be clarified.
    - iv. Proper voice tone and inflections, as well as timing, should be reviewed.
  - d. Review who will receive those accommodations.
  - e. Provide in writing to the Test Examiners a list of students and the accommodations that are to be given to each.
    - i. Have Test Examiner sign and date that he/she received the accommodations notification.
    - ii. Emphasize that accommodations may not be altered but must follow IEP, IAP (504), or TPC plans.
    - iii. Test Examiner must give the accommodation written in the plan.

1. Some accommodations by nature may not be needed (i.e., extra time when student finishes within allotted testing time, but student is offered extra time.)
  - f. The School Test Coordinator is the only person allowed to add to or delete a name from the roster of an accommodated test site.
    - i. Any addition/deletion must be confirmed with appropriate personnel.
    - ii. School Test Coordinator should sign and date roster when adding or deleting a name on the roster.
- 9. Establish a secure storage area for test material at each school testing site.**
- a. Locked at all times.
  - b. Limited access to area. School Test Coordinator should have primary access. In emergency cases, the Principal may have access to the area.
  - c. Only two keys should be available to this secure area—School Test Coordinator and Principal.
- 10. School Test Coordinators will receive secure test materials from System Test Coordinator.**
- a. Manually count all packages of material comparing to invoice
    - i. Report discrepancies from packing slip immediately to System Test Coordinator.
    - ii. System Test Coordinator verifies shortage and/or overage and reports to GaDOE and/or testing company.
  - b. Manually count contents of each package comparing to package count indication.
    - i. Packages remain intact.
      1. Packages should not be opened until final stages of preparation for test day.
  - c. Departure and arrival times will be documented by the appropriate Coordinator via testing log.
    - i. Under the supervision of School Test Coordinator, the Director of Maintenance will assist, if necessary, with transport of test materials.

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**After Receiving Test Materials in the School**

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**11. School Test Coordinators and designated personnel should check pre-identification labels for accuracy. Labels with incorrect information should not be used.**

**12. Prepare containers at each school for each testing site within the school with the exact quantity of materials the Test Examiner will need.**

- a. Ensure test security and limited access during this process. The Assistant School Test Coordinator will provide assistance.
- b. According to the specific test, either pull test booklets with the same test form number or use the small group kits for oral reading groups.
- c. Testing containers should be kept in secured area until given to Test Examiner and then should be returned to secured area promptly after testing.
- d. Each school should have a plan for preparation of test booklets and answer documents (i.e., adhering labels, writing names on test booklets).

- e. Prepare a form with inventory numbers (count) for each type of testing material in the container for the Test Examiner to verify and sign that the count is correct in his/her container. This is done in the presence of the School Test Coordinator or Assistant Test Coordinator.
  - i. Once a Test Examiner signs verifying or correcting the material count, it is the responsibility of the Test Examiner to return the same number to the School Test Coordinator.
  - ii. Verification is done in the presence of the School Test Coordinator or Assistant Test Coordinator.
  - iii. This is done daily before and after the test is administered.
  - iv. Verification form should include time and signature for signing out materials and for the return of materials.

**13. Have teachers remove/cover all instructional materials from walls, cabinets, desks, etc.**

- a. This should be done 3-5 days prior to testing so students are not disrupted by a change in environment.

**14. Place student desks/tables in positions to discourage communication and cheating among students.**

**15. Principals should verify all instructional materials have been removed, desks arranged appropriately, and windows uncovered.**

**16. Schedule all test sites in areas where there is easy access for Monitors. Doors should be unlocked at all times.**

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**During Testing**

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**17. Cease all specific test prep/review activities during the week of testing.**

**18. Provide students with pencils that have erasers that will not smear or smudge. Be sure they are #2 non-mechanical pencils.**

**19. Have students and Test Examiner verify the book and form number of his/her test booklet when test booklets are first given to students.**

- a. Have students sit in assigned seats and always distribute and pick up the booklets and answer documents in the same order, but students should always be reminded to check their booklets and answer documents to verify their names.
- b. Ensure student name and required information have been accurately bubbled and printed on answer document when appropriate.
  - i. Student names must be on test booklets and answer documents during testing.
  - ii. Student labels must be reviewed to ensure they contain correct information for each student.

**20. Post a “Testing – Do Not Disturb” sign outside testing area.**

- 21. Record the start and stop time of each testing session and or section. This should be recorded on the Student Roster form and turned in to School Test Coordinator along with other test materials each day.**
- 22. Ensure that the script is read exactly as directed and no deviations are made during the testing process.**
- 23. Ensure Test Examiners and Proctors walk routinely by student desks monitoring that students are following instructions, are in the appropriate test sections, and answering in appropriate section of answer document.**
  - a. Test Examiners/Proctors should NOT be on the computer during testing. Computers should be turned OFF during testing.
  - b. Test Examiners/Proctors should turn OFF any personal communication device during testing.
  - c. Test Examiners/Proctors should not be grading papers, reading or otherwise engaged in any activity other than testing. Examiners and Proctors must MONITOR students.
- 24. Ensure the Test Examiner maintains a testing site Incident Log Sheet noting any unusual occurrence in the testing site that could cause an inflated or deflated score.**
  - a. This is a safeguard for the Test Examiner. The more recorded the better informed for a later inquiry.
  - b. Incident Log Form should be turned in each day with testing materials.
  - c. Examples when form is to be used:
    - i. A student gets off line and erases several answers to get back on track.
    - ii. A student puts answers in the wrong section, moves answers to new location, and erases original marks.
    - iii. Student gets sick and/or goes to restroom during test.
    - iv. Diabetic student needs care during test.
    - v. A student is emotionally distressed.
  - d. School Test Coordinator should review log sheets daily.
    - i. Initial and date each review.
      1. This will prevent additions or changes to the log on subsequent days.
- 25. Teachers should report any testing irregularities as described in training sessions to the School Test Coordinator. The School Test Coordinator should contact the System Test Coordinator upon notification of possible irregularity.**
  - a. The School Test Coordinator should complete the appropriate forms and provide detailed written statements from all parties involved.
  - b. The School Test Coordinator should make a copy of all Incident Log Sheets on the last day of testing.
- 26. Document any transfer of student answers to a new answer document caused by erasure holes, soiled or torn answer documents, etc. using the Transcribing or Scribing Answer Document form that witnesses sign at the time of transfer.**
  - a. The form verifies the reason for the transfer.

- b.* The student transfers own answers while monitored by a certified staff member, preferably the School Test Coordinator, unless there is a reason that it is not reasonable for the student to do so. (Student is too young, sick, unavailable, disabled, or time issues)
  - c.* Student and witness sign form indicating that he/she moved answers.
  - d.* If adults transfer the answers, one transfers and the other verifies that answers were appropriately transferred. Both sign form as witnesses.
- 27. Instruct Test Examiners, Proctors, and Monitors NOT to read a student test. The only exception for Test Examiners would be for an “oral reading” accommodation.**
- 28. Report any problem with a student test booklet to the School Test Coordinator immediately.**
- 29. Instruct Test Examiners, Proctors, and Monitors NOT to discuss test questions or answers with anyone, including students.**
- 30. The System Test Coordinator, School Test Coordinator, and Principal will verify that testing procedures and protocols are being followed in the testing sites. The System Test Coordinator will monitor all testing sites.**
- 31. Test Examiners should contact the School Test Coordinator immediately if any situation arises that might impact test results.**
- 32. The School Test Coordinator should contact the school Principal and System Test Coordinator immediately if any situation arises that might impact test results.**
- 33. Make-up testing must be done using the same testing procedures as the original testing.**

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**After Testing**

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- 34. Testing materials should be collected and verified promptly after each testing session.**
- 35. Materials should be kept secure until return to the District. School Test Coordinators should follow packaging directions after inventory of completed tests as found in School Test Coordinator’s manual or Directions for Administration.**
- 36. Return testing materials to District as soon as possible and document date and time for departure and arrival.**
- 37. Testing materials should be collected by the system and counts verified for return to scoring companies.**
- 38. Materials returned from schools should be signed for and dated by the System Test Coordinator or his/her designee and placed into the system’s inventory.**
- 39. Package answer documents noting on a master list the box number with a list of the classes submitted in that box.**
- 40. Package testing materials for return recording the box number and what materials are returned in that box.**

- 41. If school is responsible for packaging materials for return to state/companies, then the system should spot check matching numbers and recorded contents for accuracy.**
- 42. Assure that shipping directions and time lines are followed.**
- 43. Secured test documents for shipping should be maintained in a secure location, never “left at main desk” or “out in the open” for pickup by a carrier.**
- 44. The System Test Coordinator will notify the School Test Coordinator when test scores arrive at the District.**
- 45. Each School Test Coordinator will ensure the prompt distribution of test scores at his/her school.**
  - a.* Test scores should not be e-mailed under any circumstance.
- 46. Retain all testing rosters, lists, signatures, agendas, sign-in/out forms, logs, and other system/school materials for documentation purposes.**
- 47. Compile and check-off the required Principal’s Certification Form as required after each test administration.**
  - a.* These will be maintained at the system level for five years.
- 48. Complete the Superintendent’s Certification Form on January 30 and July 31 as required.**



## **STUDENTS WITH DISABILITIES' PARTICIPATION IN STATE AND LOCAL ASSESSMENTS**

Decisions regarding the participation of students with disabilities in state and local assessments (to include ITBS and CogAT) will be made, on a case-by-case basis, by each student's IEP team. The IEP team should (a) consider the purpose of the assessment, (b) consider the feasibility of the student's participation, (c) determine what accommodation(s), if any, the student will need and document this in the student's IEP, and (d) document in the IEP the decision for the student to participate in the assessment or for the student not to participate.

If the student's IEP team recommends that she/he not participate in the regular statewide assessment, then the IEP must (a) document the reason the student will not participate in the regular statewide assessment, then the IEP must (a) document the reason the student will not participate, and (b) identify participation in the Georgia Alternate Assessment (GAA). The IEP team must ensure the student meets the eligibility requirements to participate in the GAA.

The Worth County School District follows all guidelines for the participation and administration of the GAA as outlined in the Georgia Department of Education's Student Assessment Handbook, GAA test coordinator's manual, and GAA Examiner's manual.



**Transcribing or Scribing Answer Document**

Test: \_\_\_\_\_

Student Name: \_\_\_\_\_  
Last First MI

Grade: \_\_\_\_\_

School:  WCPS  WCES  WCMS  WCHS

Transcriber: \_\_\_\_\_  
Please Print

Certified Witness: \_\_\_\_\_  
Please Print

What type of test?  Regular  Braille  Large Print

Why was it transcribed or scribed?

- IEP, 504, ELL/TPC Plan
- Soiled/Damaged Answer Document
- Other: (Explain)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We affirm that the answer document was transcribed or scribed based on the responses of the student named above. Answers were recorded exactly as dictated or recorded by student and were not edited or altered.

\_\_\_\_\_  
Signature of Transcriber Date

\_\_\_\_\_  
Signature of Certified Witness Date