



Maine Test Security Handbook

2018-2019

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Introduction

As required by Maine Statute [20-A §6202](#), the Maine Department of Education (Maine DOE) must establish a statewide assessment program to measure and evaluate, on a continuing basis, the academic achievement of students in Maine’s public schools, charter schools, and private schools whose school enrollments include at least 60% publicly funded students. Results from these statewide assessments contribute to educational decisions made at the federal, state, and local levels about both schools and students. It is critical that consequential test results are accurate, fair, and comparable.

To that end, the Maine DOE has established policies, defined procedures, and must enforce rules to ensure the integrity of the state assessment system. Adherence to Maine’s test security expectations ensures that the assessments will yield high-quality data that can be trusted to support valid and fair conclusions about the academic achievement of both students and schools.

Failure to follow Maine’s test administration and security requirements can potentially lead to one or more of the following consequences:

- Delay in reporting of student, school, district, or state results;
- Invalidation of student, school, district, or state results;
- Investigation by the Maine DOE for possible certification action.

Importance of Test Security

Maine’s state assessments are “standardized,” meaning that the same assessment is administered under the same conditions to all students at a particular grade. As an example, all fourth-grade students across the state:

- are assessed on the same mathematics standards;
- are allowed the use of the same supports and features;
- are provided identical test directions;
- are tested in similar environments; and
- have required IEP and/or 504 plan determinations to receive supports and/or accommodations.

Standardization allows a fair comparison of the performance of students in different schools or subgroups. It also allows the comparison of performance over time.

A condition of standardization is that students have not previously seen test questions. In other words, they are secure test questions. Some test security precautions are intended to prevent unauthorized exposure to test questions.

Another aim of test security is to ensure that performance on the test purely represents the work of the student. Any “help” that goes beyond the prescribed standardized supports leads to inaccurate results that are not comparable.

Unusual things do happen before, during, and after tests are administered, and these incidents are referred to as “test irregularities.” Test irregularities can be unintentional occurrences such as power outages, innocent mistakes in the test administration, or they can be more deliberate. In all of these cases, it is the joint responsibility of state and local assessment leaders to evaluate potential implications and reach the best possible resolution.

Irregularities Can Impact Validity and Comparability

Appropriate testing practices are not always universally understood, and this lack of understanding can lead to test irregularities that may impact the validity or comparability of test results. For example, if an uninformed test administrator in one classroom provided calculators for a non-calculator portion of the mathematics test, results would be impacted unfairly and comparisons to other students would not be valid.

There are many types of events that could impact the validity and comparability of test results, some intentional and some unintentional. Focusing on test security aims to avoid where possible, and to address where necessary, irregularities that threaten the validity and comparability of test results. Areas of concern are sometimes different for paper/pencil tests than they are for online test administrations but it is important to be aware of common events that are applicable to all modes of testing.

Maine Test Security Handbook

To help ensure appropriate administration of state assessments, the Maine DOE seeks to develop a common understanding of what practices are appropriate and to establish procedures to reinforce their consistent implementation.

This *2018-2019 Maine Test Security Handbook* presents the general expectations of the Maine DOE for the administration of statewide assessments in the spring of 2019. Maine’s policies and procedures around test security are presented in four sections as described in the list below:

1. **Prevention of Testing Irregularities** – Best practices for avoiding test irregularities including training to prepare for testing, handling of test materials, expectations for students, appropriate testing environments, etc.
2. **Detection of Irregularities** – Steps to be taken at both the state level and the local level to monitor the test administration and detect/report any irregularities that may threaten the validity of the test results.
3. **Investigation of Irregularities** – Outline of the steps to be taken by the local education leaders in collaboration with the Maine DOE to best understand the incident and its implications should an irregularity require investigation.
4. **Resolution of Irregularities** – Guidelines for working with the Maine DOE to optimally resolve irregularities and to ensure valid results for *all* students.

Section 1 – Prevention of Testing Irregularities

When it comes to test security, we might be wise to listen to Benjamin Franklin’s advice: *An ounce of prevention is worth a pound of cure*. The consequences of a serious test security breach can be costly on many levels. The aim of this section is to highlight ways that state and local assessment personnel can work together to avoid testing irregularities that could threaten the validity of the assessment data.

Maine has several different state-level assessments designed to test different content for unique groups of students. These are collectively known as the Maine Educational Assessments (MEA). The principles and guidance in this *Maine Test Security Handbook* generally apply across all the 2018-19 assessments listed below. Requirements for particular assessments are specified in the corresponding Test Administration Manuals (TAM), Coordinator Manuals, and/or training provided by the Maine DOE.

2018-19 Maine Educational Assessments			
Content Assessed	General Assessment	Alternate Assessment*	Intended Population
Mathematics & ELA/Literacy	eMPowerME	MSAA	All students in grades 3-8
Mathematics & ELA/Literacy	SAT	MSAA	All third-year HS students
Science	MEA Science	PAAP	All students in grades 4, 8, and third year HS
English Language Proficiency	ACCESS for ELLs	Alternate ACCESS (No test in Kindergarten)	English learners in grades K-12

*Alternate assessments are intended for students with significant cognitive disabilities.

Testing Personnel

At the Maine DOE, each of the state assessments has an assigned coordinator who is responsible for ensuring that local assessment personnel have the necessary materials, training, and support to prevent serious testing irregularities. The **State Assessment Coordinator** is critical in the event of a test security concern. Contact information for the State Assessment Coordinator associated with each assessment is displayed on the front cover of this *Maine Test Security Handbook*.

Identification of local testing personnel

District and school assessment professionals play key roles in the secure, fair and equitable administration of state assessments. Roles and responsibilities are likely to vary from one Maine location to another depending on the size and organizational structure of the schools and/or district. In some locations, roles will be split; in other locations, roles will be combined. The following are roles the Maine DOE considers typical:

The district **Superintendent** has ultimate responsibility for testing within the district. The Superintendent must identify an individual to act as the **District Assessment Coordinator (DAC)**. In most cases, the Superintendent will assign an individual to serve as DAC in the Staff Module of NEO at the beginning of the school year. When a DAC is not assigned, that role defaults to the Superintendent. The DAC is a key contact for communication with the Maine DOE and central to any necessary investigation. For computer-based testing, the Superintendent will also assign a **District Technology Coordinator** to ensure that to ensure that devices, networks, and servers are configured and operating properly to support and deliver computer-based testing and computer workstations are set up and operating properly in preparation for and during testing.

At the school level, the **Principal** has the responsibility to ensure the security and integrity of each test administration within their building. The Principal in most cases will identify a **School Test Coordinator (STC)** to handle the logistics and oversight of the test administration. In some schools, the Principal may serve as the School Test Coordinator.

The leadership for some specific assessments may be tailored to a target population. Test Coordinators for an alternate assessment, or for ACCESS for ELLs, may cover an entire district or a specific school.

Test Administrators are the front-line professionals interacting with students to administer assessments in each school. Generally, Test Administrators should be selected from the highest possible ranking from the following list. If a school has exhausted the availability of persons in category “1”, assignments should be made from category “2”, and so on.

1. Certified teachers or administrators employed by the school district
2. Paraprofessionals or non-licensed administrative personnel who have been appropriately trained and signed the *Test Security and Student Data Privacy Agreement*
3. Substitute teachers who have been appropriately trained and have signed the *Test Security and Student Data Privacy Agreement*

Specific assessments may require additional qualifications for Test Administrators. In those cases, those specified qualifications overrule the general qualifications above. Note two such examples:

- For the SAT school day administration, the role most similar to the Test Administrator is called a **Proctor** and that individual must be a district employee.
- For MSAA, the Test Administrators must be teachers or paraprofessionals who work with students daily on academic instruction.

Additional Proctors may be assigned to assist Test Administrators in test administration. The Proctor is an adult other than the Test Administrator who assists with and monitors the test administration. This adult must be approved by the building Principal or School Test Coordinator and can be a teacher, teaching assistant, or special service provider. While not a requirement, the Maine DOE

encourages all districts to work toward having two adults in each room where a test is being administered. Alternatively, districts may use a “roving proctor” to support Test Administrators. The Maine DOE recommends one proctor for every 20 students.

Test Administrators and Proctors must not have a conflict of interest or the appearance of a conflict of interest. They may not serve as testing staff in rooms where their children or students residing in their households are testing.

Preparation of testing personnel

All district and school staff involved in oversight or implementation of any state assessment must participate in required training. Individuals who are charged with handling secure assessment materials, or who have exposure to secure material, must also be trained in procedures to maintain security. For example, if a technology support person troubleshooting a machine views an item on a computer screen, they must understand that secure content may not be discussed or transmitted in any form.

All involved staff must be fully trained in the administration policies and procedures for the specific assessment being administered. The training will include at a minimum:

- Relevant sections of this *Maine Test Security Handbook*
- The Test Administration Manual for the specific assessment
- Training materials provided for the specific assessment on the Maine DOE assessment website: https://www.maine.gov/doe/Testing_Accountability/MECAS/materials
- Material from Maine DOE workshops or online webinars for the specific assessment
- Other instructions as communicated by the Maine DOE

The particular training requirements will vary somewhat across assessments. For ACCESS for ELLs, as an example, there are specific online training courses available through the educator’s Secure Portal account resulting in certification as a Test Administrator.

The DAC, and/or the DAC’s designee for a particular assessment, must ensure that appropriate personnel participate in training offered by the Maine DOE. The DAC (or designee) is responsible for ensuring that clear and comprehensive annual training has been provided on test administration, security, and procedures for all involved parties. The Superintendent and the DAC are ultimately responsible for ensuring that all involved staff understand and comply with state assessment requirements.

The DAC (or designee) should ensure that training is documented. Records of all assessment training materials including presentations, handouts, and sign-in sheets must be maintained for one year following the test administration. If a school experiences a testing irregularity, the Maine DOE may ask for these materials to ensure that the training was appropriate and adequate.

Test Security and Student Data Privacy Agreement

After testing professionals are fully trained, they are required to sign (in writing or digitally) the *Test Security and Student Data Privacy Agreement* associated with the specific assessment in which they will be involved. These agreements vary somewhat across the assessments. As an example, by signing the 2018-19 test security agreement for eMPowerME (Appendix F, *Test Security Agreement Forms*), Test Administrators agree that:

- They are familiar with the Test Administrator Manual and appropriate sections of this *Maine Test Security Handbook*.
- They have participated in required training.
- They will provide a secure testing environment.
- They will properly handle secure test material (e.g., not copy, photograph or discuss).
- They will report test security incidents to the School Test Coordinator.
- They understand that test administrations will be monitored and that data will be analyzed to detect test security concerns.
- They understand potential penalties for non-compliance.

Note: For ACCESS for ELLs, Test Coordinators and Test Administrators sign the *WIDA Non-Disclosure and User Agreement* as part of the online training course. All staff involved in the SAT School Day Administration sign the *SAT School Day Testing Staff Agreement*. These agreements replace the standard *Test Security and Student Data Privacy Agreement*.

These agreements must be maintained by the district for one year following the test administration. In the case of a testing irregularity, the Maine DOE will expect the DAC to be able to produce the signed agreements.

Preparing Students for Testing

Students must be prepared for testing in three ways:

1. Students should have the **opportunity to learn** the content being assessed in a manner that promotes long-term learning and retention of the materials and concepts covered. For MEA assessments, the content is identified in the Maine Learning Results.
2. Students should be familiar with **test-taking strategies** and with the types of formats and scoring used on the tests (multiple-choice questions; constructed-response questions; extended essay; testing platform; online tools; scoring rubrics).
3. Students should understand that their results will be included in their school records; a score report will be provided to parent(s) or guardian(s); and test results will be used by teachers to help improve student learning. It is important that they **do their best work** and that they do it independently.

Student testing integrity

Students should be encouraged to do their best to demonstrate to themselves, the school, and their parents their knowledge and skills. They should know that some parts of the test might be easy for them and some parts might be difficult. Their job is to produce their best work.

In order for state assessments to accurately reflect what a student knows and can do, the student has the following responsibilities:

- Do your best on the state assessment.
- Do your own work.
- Make sure you understand and follow the test directions.
- Respect other students during the test.

Appendix A, *Student Testing Responsibilities*, is available for optional use. Testing personnel may use Appendix A with students in advance of testing, share with parents, have students sign as acknowledgement, etc. This resource may be customized for the local testing situation or the age and needs of the students.

Encouraged student test preparation practices

The following professional test preparation activities are permissible for educators to use:

- Utilize Maine's Learning Results as a resource for curriculum, instruction, and assessment.
- Incorporate content area objectives into the local curriculum throughout the year.
- Communicate to students, parents and the public what state assessments entail, when and how the tests will be administered, and how they will be used.
- Integrate and teach test-taking skills along with classroom instruction.
- Create a positive test-taking environment.
- Use released items, sample items, and other practice materials provided by the Maine DOE as part of an instructional program.
- Ensure that students are familiar with the types of test questions and how they will be scored.
- Make sure students know when the Test Administrator can help (e.g., clarification of directions; help when a computer freezes) and when they cannot (e.g., help with reading a word).
- Ensure that students are familiar with the testing platform for computer-based assessment including but not limited to: how to navigate, how to respond, how to use embedded tools.

Prohibited student test preparation practices

Test preparation cannot in any way expose students, teachers, or the public to secure test questions or test forms. Focusing instruction on secure test content is cheating. The Maine DOE will investigate any such alleged misuse of secure testing material. If found to be true, such activity could lead to: district liability for the cost of item development, test score invalidations, personnel action, and/or certification action.

The following prohibited test preparation practices must be avoided:

- DO NOT discuss, retain, or reproduce any secure state assessment questions, materials, or student responses to secure questions.
- DO NOT use secure test questions or altered versions of secure test questions.
- DO NOT place undue stress on students before, during, or after the test administration.

Testing Environment

It is important to provide an optimal testing environment. The testing room should be quiet, orderly, comfortable, and have adequate lighting and ventilation. This section describes the minimum testing environment requirements. Certain state assessments (e.g., SAT) may dictate a more detailed testing environment policy. Some students may require a unique testing environment as an approved accommodation. In such cases, the accommodation overrides the general testing environment requirements. See individual Test Administration Manuals for specific instructions.

Distraction free environment

The school shall designate an area for the test administration that provides an environment that minimizes distractions and disruptions for students (e.g., classroom, computer lab, or library). A “Do Not Disturb” sign should be placed on the door to alert others that testing is underway.

No accessible instructional materials

Students should not have access to unauthorized notes, textbooks, or other instructional materials. All information regarding the content being measured or test-taking strategies displayed in the testing room, in any manner or form, must be removed or covered. Examples include, but are not limited to:

- Test-taking tips
- Content displays/posters
- Word lists
- Writing formulas
- Definitions
- Mathematical formulas/theorems
- Multiplication tables
- Charts or maps
- Desk tags (e.g. multiplication charts, fraction charts, etc.)

Appropriate student seating

Students must be seated so there is enough space between them to minimize opportunities to review each other’s work.

Certain state assessments (e.g., SAT) may dictate a different seating policy. In such cases, the test-specific seating policy overrides the seating policy found in this *Maine Test Security Handbook*.

Seating charts

Generally, the Maine DOE does not require that seating charts be created to show where each student was sitting for a particular test session. In some cases, a certain test (e.g., SAT) may dictate a different seating chart policy. In the case of a specific requirement, that specific policy overrides this statement.

In some cases, the Maine DOE may require that a particular district or school maintain seating charts. When required by the Maine DOE, the seating charts must be maintained by the district for a period of one year. Model seating charts are provided in Appendices B1 and B2. These charts may be utilized by districts or schools that find them helpful.

Prohibited electronic devices

Students are not permitted access to any unauthorized electronic devices used for communication, for capturing images of the test or testing room, or for data storage that can be used to compromise the validity, security, or confidentiality of the test. Prohibited devices include, but are not limited to: smart phones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players (including listening to music), or voice recorders.

Unauthorized devices must be powered off and stored away from the students' work area at all times during a test session. These devices cannot be used as a substitute for a calculator. Specific calculator policies are covered in the Test Administration Manual particular to each assessment.

If a particular state assessment dictates a different prohibited device policy, the more specific policy overrides the general policy in the *Maine Test Security Handbook*. As an example, it is conceivable that a particular assessment could require that prohibited devices be collected before students enter the testing environment.

Unauthorized access to electronic devices is a test irregularity that must be reported.

Security of Testing Materials

To achieve valid and comparable state assessment results, students must have no prior exposure to the test items. It is critical that all staff who have access to assessment materials protect the test from exposure at all times. Test security must be maintained before, during, and even following the test administration since some of the test questions will be used in future test administrations.

The District Assessment Coordinator should work with School Test Coordinators to ensure proper handling of test materials and successful return of all materials. Specifically, school personnel **must** follow these assessment security practices:

- Secure assessment materials must be kept in a locked storage area that is only accessible to the School Test Coordinator and designees. Materials should be locked before and after testing.

- Secure items include, but are not limited to: test booklets, test tickets, answer documents, scratch paper, materials used to provide accommodations, and ancillary materials specific to particular assessments (e.g., Listening & Speaking CD for ACCESS for ELLs).
- Inform all personnel involved in the test administration of the importance of maintaining strict assessment security and of the implications of assessment security breaches.
- Determine which staff are responsible for maintaining a chain of custody over assessment materials and limit access to those directly involved with each of the assessments.
- Distribute and collect secure test materials to/from students individually.
- Implement careful inventory procedures to account for secure materials as they are checked in and checked out by designated staff.
- Account for all secure assessment materials, including test tickets, and MSAA Directions for Test Administration (DTAs) before, during, and after each test session.
- Return answer documents, test booklets, and other secure assessment materials in accordance with the procedures and timelines outlined in the Test Administration Manuals.
- Destroy all test tickets, scratch paper, and MSAA DTAs following guidelines and instructions in the applicable Test Administration Manuals.
- Maintain packing lists, shipping records, and documents used to track the delivery and custody of materials for one year following the test administration. These will be helpful in the event that a discrepancy arises, or the receipt of materials cannot be confirmed.

Any activity that exposes secure test material beyond what is necessary for the test administration is prohibited and must be immediately contained to eliminate further exposure. If a student posted an item on social media, it must be taken down. If a test form was copied and distributed to the teachers in the school, all copies must be retrieved and destroyed. If teachers are discussing an item in the teachers' room, they must immediately be informed of the security impropriety.

In the event that the security of test questions or test forms is compromised, the associated State Test Coordinator identified on the cover of this document must be immediately contacted.

A breach of the security of state assessments could result in invalid district, school or student scores. An uncontrolled breach could even invalidate an entire state (or consortium) test administration and potentially cost hundreds of thousands of dollars and significant staff and student time.

Testing professionals must be careful to safeguard the security of state assessment material. The following are examples of activities that are prohibited:

- DO NOT give students access to secure test questions, except during the actual test administration. (Note: Use of practice tests and released items is permitted and encouraged.)
- DO NOT review actual test items before, during, or after the test administration.
- DO NOT examine or discuss actual test items or test responses with anyone.
- DO NOT copy or reproduce any portion of secure assessment material.

- DO NOT allow media representatives to interview or photograph students or staff during or after the testing window. Students and staff may be interviewed after results are released, but they should be cautioned not to discuss any specific test questions.
- DO NOT leave secure assessment materials, including test tickets, unattended at any time unless they are locked in the secure location designated by the School Test Coordinator.
- DO NOT use, handle, or view online tests, test booklets, or answer documents for any purpose other than those enumerated in proper test administration procedures.
- DO NOT disclose or discuss test questions with students, parents, teachers, other educators, community members, or the media before, during, or after testing. The one exception is to report potential security irregularity to the designated professional. Test administrators, for example, should report any concerns to the School Test Coordinator.
- DO NOT post secure test items or materials on the internet or share by another method of communication.
- DO NOT allow student access to online tests at prohibited times outside of the school day or at off-site locations that are not secure testing environments.

Secure materials must be returned to testing contractors or destroyed in accordance with the procedures and timelines outlined in the Test Administration Manuals. Maintaining adequate oversight and reinforcing proper handling and packing practices will help ensure the accurate and complete disposition of secure items. Most situations that involve the loss or late return of secure materials result from failure to establish or implement basic inventory procedures (e.g., materials control documents, check-in/check-out procedures, accounting for items at the end of each test session).

The loss of secure state assessment materials is a breach of test security and must immediately be investigated and reported. Missing materials must be reported to the appropriate State Assessment Coordinator identified on the cover of this *Maine Test Security Handbook*.

Test Administration

All state assessments require a standardized process of test administration in order to yield fair and accurate results that can be compared to other students. This section outlines many steps that can support this goal as well as the types of activities to be avoided.

Testing window

Each component of the Maine Educational Assessments has its own testing window defining the allowable time span within which the assessment must be administered. Within the designated testing windows, district and school assessment leaders should create the most effective testing schedule for the students in the district/school.

The testing windows for the current school year can be found on the Maine DOE website at: https://www.maine.gov/doe/Testing_Accountability/MECAS/materials. They can also be found in the Test Administration Manual associated with each assessment. It is mandatory that testing only occur during the designated testing windows. The testing windows are designed to provide ample

opportunity to complete testing while confining the exposure of secure test items to a specific time period.

In planning the testing schedule, pay special attention to any students who may require an extended time accommodation or extra time between testing sessions. For some students, it may be critical to begin testing on the early end of the testing window. For others, it may be critical to begin testing sessions early in the testing day.

Testing schedule

The District Assessment Coordinator should work with School Test Coordinators, and the Technology Coordinator where appropriate, to develop test administration schedules based on the school's resources (i.e., staffing, available computers, testing rooms, etc.) and needs, to ensure the overall integrity of the assessment process.

When possible, each test session should be administered simultaneously to all students at the same grade in a particular school. For example, all grade 5 students in a particular school are required to take MEA Science Session 1 at the same time. Simultaneous or same day scheduling limits the opportunity for students who have taken the test to share information with students who have not.

For computer-based assessments, a concurrent test administration may not always be possible due to the need to share computers or availability of proctors and test administrators. In those cases, a schedule should be created that completes a particular test session at a particular grade in the shortest time possible in order to minimize exposure and discussion about the test.

Students who require a make-up test due to absence on testing day and students requiring certain accommodations will necessarily require a different schedule. Also, individually administered assessments (e.g., PAAP, MSAA, Alternate ACCESS for ELLs) will not happen concurrently for all students. However, all testing must happen within the testing windows allowed by the Maine DOE. It is recommended that testing begin early in the testing windows to ensure that all testing can be completed, including any necessary make-up testing.

Testing schedules for eMPowerME, ACCESS for ELLs, Alternate ACCESS for ELLs, MEA Science, MSAA, and PAAP administrations must be documented. A Sample Testing Schedule is provided in Appendix C. Documentation must include:

- Principal
- District
- District Assessment Coordinator
- School Name
- School Test Coordinator
- Location of Testing Session
- Date, Start Time and End Time

- Test/Grade/Subject/Session
- Test Administrator for each testing session

Documentation of testing schedules must be maintained for one year after the test administration. The schedules will be a helpful support during observations of test administrations by the Maine DOE. They will also be critical in the case of a testing irregularity that requires investigation.

Role of the Test Administrator

At all times during the test administration, a Test Administrator must be present. The Test Administrator has a critical role in ensuring a successful test administration that results in meaningful information about student achievement. Some of the important tasks of the Test Administrator:

- Begin all standardized test administration procedures exactly as indicated in the Test Administration Manual.
- Read oral instructions to the students exactly as they are required by the appropriate Test Administration Manual.
- Monitor student behavior closely for adherence to proper test-taking practices.
- Ensure there are no distractions during the test administration (e.g., talking, noises).
- Ensure that students are not viewing other students' devices or answer documents.
- Ensure that all test tickets and other materials used for online test administrations are destroyed immediately after students have completed testing.
- In the case of requests for assistance, simply encourage students to do their best.

Test Administrators, and Proctors where used, are encouraged to frequently and unobtrusively move through the room and monitor the students' work areas during testing. To perform this function successfully, and to maintain test security, the Test Administrator and Proctor should grant their full attention to testing at all times. They should avoid distractions such as:

- Holding extended conversations with each other
- Reading newspapers or books
- Eating
- Using a computer, cell phone, or other device unless directly required for the assessment
- Tending to other unrelated duties (e.g., grading papers)

Prohibited assessment practices

All educators involved in the assessment process must follow professional standards that ensure the integrity of test scores by eliminating any opportunities for test takers to attain scores by fraudulent or deceptive means. Testing personnel **must not participate** in inappropriate and restricted practices and **must report** any such behavior they observe. The following are examples of inappropriate and restricted practices:

- DO NOT leave a testing room unsupervised at any time. Proctors may leave the room to find a test coordinator, if needed, or assist a student who must leave the classroom.
- DO NOT permit the use of any supplemental reference materials (e.g., graphic organizers, outlines, word lists, multiplication charts) that are not specifically allowed.
- DO NOT make test answers available to students.
- DO NOT assist a student by any direct or indirect means (e.g., gestures, pointing, prompting) in identifying or providing correct or incorrect answers.
- DO NOT read student responses during or after testing. Only a School Test Coordinator may view a student response and only in an emergency situation.
- DO NOT attempt to hand-score student responses to a test, unless required (e.g., PAAP and MSA).
- DO NOT erase or change student responses on a paper-pencil test.
- DO NOT change any student responses in an online assessment.
- DO NOT administer assessments outside of their designated testing window.
- DO NOT coach students during the test, edit their work, or respond to their questions regarding content or answers.
- DO NOT give students hints, clues, or indication of correctness or incorrectness.
- DO NOT allow students to access information on the internet during a test administration.
- DO NOT allow the use of prohibited electronic communication or storage devices.
- DO NOT enhance student responses in any manner, including, but not limited to: darkening, rewriting, correcting, editing, erasing extraneous marks.
- DO NOT transfer student answers to the student answer document or online system, unless: (1) required by an approved accommodation (e.g., Braille or scribe) or (2) is available as a support for a particular assessment (e.g., PAAP) or (3) instructed to do so by the State Assessment Coordinator.
- DO NOT allow a student to return to a test to complete or edit responses after the designated test session has ended.

Retention of Test Administration Documentation

Certain documentation of a test administration must be maintained for **one year beyond the test administration**. Documents may be maintained at the district or at individual school level with District Assessment Coordinators or School Test Coordinators. Test administration documents that must be maintained include:

1. Names of the District Assessment Coordinator and the School Test Coordinators for each administration
2. Assessment training materials, including handouts and sign-in sheets documenting participation
3. Signed *Test Security and Student Data Privacy Agreements*, signed *WIDA Non-Disclosure and User Agreements*, and signed *SAT School Day Testing Staff Agreement*
4. Testing schedules

5. Packing lists, shipping records, and documents used to track the delivery and custody of materials
6. Seating charts (if required)

As will be discussed in later sections of this *Maine Test Security Handbook*, there are circumstances when these documents will be requested by the Maine DOE. If the district or school is selected for a monitoring observation, documentation will be reviewed. In the case of a testing irregularity that requires investigation, such documentation will be very helpful in understanding the circumstances and verifying appropriate practices of staff involved with testing.

Section 2 – Detection of Irregularities

Despite following best practices to prevent testing irregularities, the possibility still exists that mistakes will be made or something unexpected occurs that disrupts the testing session. This section addresses the ways in which irregularities may be detected and reported so that the best possible resolution can be reached in the most efficient and least harmful way.

Reporting Irregularities

Whether intentional or unintentional, any suspected violation of test security by students, proctors, teachers, or administrators must be reported as soon as possible. Many irregularities can be remediated without significant consequences if caught and corrected in a timely fashion.

Reporting by testing professionals

Generally, the staff directly involved in the test administration (i.e., Test Administrators, Proctors, School Test Coordinators) will be in the best position to notice an irregularity in the test administration. These individuals are critical eyes, ears and voices in the detection of irregularities. District Assessment Coordinators must ensure that lines of communication are defined and shared.

The Maine DOE recommends that Test Administrators (or SAT Proctors) report any potential test irregularities to the School Test Coordinator. This is especially important for any irregularities that may: (1) involve a breach of test item security, (2) lead to test invalidation, (3) involve student misbehavior, or (4) involve educator misbehavior. The School Test Coordinator, or other administrator, should report irregularities according to instructions in the table below.

Instructions for Reporting Testing Irregularities	
eMPower	The School Test Coordinator (or other administrator) should call the Measured Progress Service Center at (855) 652-8929 or email maineservicecenter@measuredprogress.org to report details of the irregularity. Any necessary information will be provided to the State Assessment Coordinator by the Measured Progress Service Center.
SAT	The Test Coordinator reports testing irregularities on the <i>Irregularity Report</i> submitted to College Board. Any necessary information will be provided to the State Assessment Coordinator by College Board.
MSAA	The School Test Coordinator (or other administrator) should directly contact the appropriate State Assessment Coordinator designated on the cover of this handbook.
MEA Science	The School Test Coordinator (or other administrator) should call the Measured Progress Science Help Desk at (866) 615-2745 or email MEAScience@measuredprogress.org to report details of the irregularity. Any necessary information will be provided to the State Assessment Coordinator by the Measured Progress Science Help Desk.
PAAP	The School Test Coordinator (principal) should directly contact the appropriate State Assessment Coordinator designated on the cover of this handbook.

ACCESS for ELLs and Alternate	The Test Coordinator (or other administrator) should directly contact the appropriate State Assessment Coordinator designated on the cover of this handbook.
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In many cases, the State Assessment Coordinator (or the Help Desk) will provide instructions that will enable immediate resolution of the irregularity (e.g., unlocking or resetting an online test session).

For more complex irregularities, the State Assessment Coordinator will contact the District Assessment Coordinator (DAC) and possibly initiate an investigation of the irregularity to determine the most appropriate resolution (e.g., starting a test session without required accommodations; staff or student misconduct during testing). The DAC, along with any other appropriate administrator, will collaborate with the State Assessment Coordinator until the concern has been resolved. *Section 3- Investigation of Irregularities* and *Section 4- Resolution of Irregularities* provide information about the Maine DOE protocol for resolving complex irregularities.

Reporting by others

Occasionally, there will be other parties with concerns about a particular testing practice. Students might discuss concerns with their parents. Other educators might observe questionable practices. To capture information from all available sources about potential irregularities, the Maine DOE has created an [Anonymous MEA Tip Link](#). This link is posted on the Maine DOE MECAS homepage and should be communicated to educators and parents along with other assessment information.

This is an anonymous tip link, and follow-up conversation with the reporter will not be possible. Therefore, it is critical that complete information be provided about the concern. Without actionable information, no action will be taken.

Monitoring Test Administration

It is the joint responsibility of the local assessment coordinators and assigned Maine DOE personnel to monitor test administration. The intent is to ensure that assessments are administered in accordance with established policies, and that there is no indication or appearance of test fraud or inappropriate exposure of secure test materials.

Local monitoring

It is the district’s and school’s responsibility to monitor testing practices and enforce the policies and guidelines in the *Maine Test Security Handbook* to promote fair, approved, and standardized practices. The Maine DOE greatly relies on school and district leadership to monitor testing practices and to take self-corrective actions to resolve problems.

Local monitoring of schools during a test administration will help confirm that procedures are being followed and risk of error is minimized. The Maine DOE recommends that District Assessment Coordinators, School Test Coordinators, and Principals make unannounced monitoring visits to

random testing rooms to observe, without disrupting the testing environment. A sample *Test Administration Observation Checklist*, provided in Appendix D, may be customized to meet your needs. In Appendix E, a sample *Interview of School Test Coordinator* is provided which can be customized for use by the District Assessment Coordinator to verify school-level procedures.

Any irregularities that are discovered during local monitoring should be immediately reported as described in the *Reporting Irregularities* section. When reported quickly, the district may be able to resolve the irregularity and avoid a significant number of student test results being invalidated.

Maine DOE monitoring

The Maine DOE has independent assessment monitors that will conduct visits to schools during assessment windows to observe test administration procedures. During any day of testing, an assessment monitor may present at the front office of the school at the beginning of the school day. The assessment monitor will deliver a signed letter on Maine DOE letterhead to the Principal of the school. The assessment monitor will ask for the schedule of testing for the school and choose a room to observe/monitor.

The monitor should be introduced to the Test Administrator(s)/Proctor(s) and will conduct observations with minimal interference to the test administration. The assessment monitor will have a test appropriate checklist similar to the *Test Administration Observation Checklist* in Appendix D and will also conduct an interview similar to the *Interview of School Test Coordinator* in Appendix E. After the observation, the monitor will report back to the Maine DOE any concerns and any best practices observed. The Maine DOE will provide a copy of the report to the school with suggestions where appropriate.

Schools may be specifically identified for monitoring or they may be randomly selected:

- *Targeted Assessment Monitoring* focuses on schools that have had a previous irregularity or that showed unusual results on a previous state assessment. They may be selected for annual monitoring for a period of years.
- *Random Assessment Monitoring* is focused on a sample of schools selected randomly. These locations will be chosen to ensure regional representation.

Data Forensics Analysis

Following the test administration, the Maine DOE conducts multiple statistical analyses on student assessment data. These “data forensics” analyses help the Maine DOE flag potential testing irregularities. The questions that could be addressed through data forensics analyses are similar for computer-based and paper-pencil testing, but the methodology may be different depending on the test delivery method. Some questions that the Maine DOE could explore through data forensics are:

- *Does it appear that two or more test takers colluded before or during a test?*
A data forensics analysis called “Similarity Analysis” examines data on an item-by-item basis for pairs

and groups of students to determine if responses are more similar than would be expected. If this is true for two students, it may suggest that they shared answers during a test. If the similarity occurs for a classroom, it may suggest the undue influence of a teacher.

- *Does it appear that some students had advance knowledge of specific test questions?*
A data forensics analysis called “Person-Fit Analysis” examines the consistency of student responses across an entire test. Unusual patterns, such as answering difficult items correctly after missing easier items, may suggest that the student(s) received inappropriate assistance on the difficult items.
- *Are there changes to test scores for an individual or a class from one test administration to the next that are greater than one would expect?*
A data forensics analysis called “Unusual Score Gains and Losses” compares scores from one testing occasion to another. Changes greater than typical for student, or especially for a group of students, may suggest coaching on actual test content or “help” during the earlier or later test administration.
- *Does the timing of responses to questions vary considerably from the responses of other students?*
A data forensics analysis called “Unusual Time Expenditure” could detect that a student or group of students is using an unusually long or short time to answer questions. This may suggest something other than a legitimate testing experience. For example, if a student answered questions on a reading test correctly without taking time to read the passages, one might wonder how they got the answers. This analysis can be done on an item-by-item basis on a computer-based assessment.
- *Is there an unusual pattern of incorrect answers changed to correct answers?*
A data forensics analysis called “Corrective Change Analysis” identifies responses that were changed. On a paper-pencil test, erasures are analyzed. On a computer-based test, a comparison can be made between a first response and the replacement response. An unusual pattern of correcting many incorrect responses may suggest that answers were changed by an educator or that students had inappropriate assistance during testing.

In some cases, there are competing reasonable explanations for the surprising patterns. The Maine DOE will be careful not to over interpret the information gathered from data forensics analyses.

Questionable patterns may, for example, prompt additional analyses or increased monitoring of certain schools.

Monitoring Social Media

To the extent practical, the Maine DOE, in collaboration with school districts and testing contractors, is responsible for monitoring the internet and social media for any disclosure of secure testing questions or materials. This includes monitoring the internet for test items captured and shared either from computer screens or from paper test booklets. It also includes monitoring of social media sites for posts



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discussing or exposing secure test material. District or school staff that encounter secure test materials on the internet or hear about students posting such information must immediately report the incident to the appropriate State Assessment Coordinator, as identified on the cover of this document.

Section 3 – Investigation of Irregularities

In investigating irregularities, there are three overarching questions:

- Did the irregularity lead to a breach of test item security?
- Did a misadministration affect the validity of any student performance and resulting scores?
- Was the irregularity deliberate; is there evidence of academic fraud?

For more complex irregularities, the State Assessment Coordinator may determine that an investigation is necessary to ensure an appropriate resolution. The State Assessment Coordinator will communicate with the DAC and any other appropriate administrators throughout the investigative process.

The Maine DOE protocol for test security investigation follows:

1. Once it is determined that an investigation is warranted, the appropriate State Assessment Coordinator will immediately contact the DAC about the reported incident.
2. **If the event involves inappropriate exposure of secure test material**, the most critical action is that the **exposure be immediately contained**.
3. The State Assessment Coordinator and the DAC will determine the most appropriate administrator(s) to support the DAC with the investigation. In most cases, the District Assessment Coordinator and the School Principal will work with the appropriate State Assessment Coordinator through the investigation and resolution process. If the reported incident involves a Principal, the Superintendent (or designee) will work with the DAC. For purposes of this protocol, the team will be referenced as DAC/Administrator.
4. The State Assessment Coordinator will alert the DAC to the Maine DOE protocol instructing the DAC/Administrator that an investigation must be conducted with staff and student(s), as appropriate, as soon as possible after discovering or being alerted to the irregularity.
5. **If student(s) are allegedly involved**, parents must be notified.
6. The DAC/Administrator must send a report to the appropriate State Assessment Coordinator as soon as possible thoroughly documenting the incident, the investigation, and the results of the investigation. The report may be sent to the State Assessment Coordinator by email, and must include as applicable:
 - State IDs (not names) for any students whose results might be impacted
 - Names and roles of involved educators
 - Grade level(s) and test session(s) affected
 - Documentation of test security training

- Record of signed Test Security and Student Data Privacy Agreements
 - Whether in the opinion of the DAC/Administrator test security was violated
 - Scope of any secure test material exposure: what material, exposed to whom, for what period of time
 - Any disciplinary actions taken (student or educator) if applicable
 - Any other actions taken
7. Information about exposure of any secure testing material must be immediately reported by the State Assessment Team Leader to the testing contractor.
 8. The Maine DOE Review Team, consisting of the Chief of Learning Systems, the State Assessment Team Leader, and the applicable State Assessment Coordinator, will review the documentation within one week of receipt. At any point deemed necessary, the Maine DOE may seek legal counsel.
 9. The DOE Review Team will determine whether any student, school, or district assessment results must be invalidated and communicate that decision to the DAC/Administrator as well as the associated testing contractor. Students whose assessment results are invalidated are treated as non-participants in the state accountability system.
 10. The DOE Review Team will determine whether there are questions about teacher or administrator conduct. If not, **go to #17**.
 11. The Review Team will determine the need for the Commissioner's involvement. If there is no need for Commissioner involvement, **go to #17**.
 12. The DOE Review Team will submit a report with recommendations to the Commissioner as soon as possible upon completion of any investigation.
 13. The Commissioner will decide within one week whether to order one or more of the following actions: (a) further investigations; (b) delay in reporting student, school or district results; (c) invalidation of student, school, or district results; (d) investigation by the Maine DOE for possible certification action.
 14. If the Commissioner determines that a certification review is necessary, the information will be forwarded to Maine DOE Certification so that additional inquiry/investigation can be properly conducted. DOE Certification will report independently to the Commissioner.
 15. The Commissioner will communicate with the Superintendent as soon as practical following the completion of the investigation. The response will outline the Department's investigation,

determinations, and any prescribed corrective actions.

16. The State Assessment Team Leader (or designee) will review the report and its recommendations to ensure that all actions called for in the report have been carried out before closing the file. This does not include any activity related to certification beyond the initial sharing of the Commissioner's request for inquiry with DOE Certification.
17. The State Assessment Team Leader (or designee) will send a report to the Superintendent, DAC and Administrator to inform them of any determination(s) and prescribed corrective action(s).
18. The State Assessment Team Leader (or designee) will ensure that all appropriate actions called for in the report have been carried out before closing the file.
19. The State Assessment Team Leader (or designee) will maintain files of all correspondence and reports.

Section 4 – Resolution of Irregularities

Resolving irregularities is a good faith partnership between the school district and the Maine DOE.

Corrective actions aim to:

- Minimize the immediate damage.
- Ensure that any released assessment results are valid.
- Be appropriately transparent.
- Be consistent with all relevant laws and regulations regarding issues such as privacy rights.
- Take action to prevent future testing irregularities.
- Recover costs as appropriate.
- Support school decisions regarding disciplinary action.
- Support any Maine DOE Certification determinations.

Determination

Based on the evidence collected, the Maine DOE Review Team will create a summary report of the findings, and make one or more of the following determinations:

1. NO IRREGULARITY: The Maine DOE determines that there was no irregularity.
2. IRREGULARITY RESOLVED: The Maine DOE determines that there was an irregularity and that it was properly handled by the school.
3. BREACH OF TEST ITEM SECURITY: The Maine DOE determines that there was inappropriate exposure of secure test material.
4. INVALID TEST ADMINISTRATION: The Maine DOE determines that there was a problematic irregularity in the test administration that may be accidental or ill-informed, rather than deliberate.
5. STUDENT MISCONDUCT: The Maine DOE determines that the test irregularity may involve deliberate student misbehavior (e.g., possible cheating attempt).
6. EDUCATOR MISCONDUCT: The Maine DOE determines that the test irregularity may involve deliberate teacher or administrator misbehavior (e.g., possible cheating attempt).

Corrective Action

Once a determination has been made, the Maine DOE will prescribe and/or recommend corrective actions. The corrective actions will be intended to remedy the current situation caused by the irregularity and/or to prevent similar irregularities in the future. The specific corrective actions will be tailored to specifics of the irregularity and its context. Some of the possible corrective actions that could be required and/or recommended for particular determinations are provided.

1. NO IRREGULARITY: No corrective action required.
2. IRREGULARITY RESOLVED: No corrective action required.

3. **BREACH OF TEST ITEM SECURITY**: Possible corrective actions include:
 - a. Maine DOE reports exposed test material to testing contractor.
 - b. Student scores are invalidated as needed with no opportunity of retesting. This will directly impact school and district accountability.
 - c. Superintendent is required to inform the local school board of a misadministration and any resulting invalidation of scores.
 - d. Superintendent is required to inform the local school board of the security breach and any resulting invalidation of scores.
 - e. School or district is placed on Maine DOE Targeted Monitoring List.
 - f. If district error is responsible for costs associated with additional test development or additional testing, those costs may be passed on to the district.
 - g. The Maine DOE appoints an assessment monitor to supervise test booklets and test tickets until the day of testing. The state-appointed monitor closely observes testing and collects, returns and/or disposes of materials following testing.
4. **INVALID TEST ADMINISTRATION**: Possible corrective actions include:
 - a. Student scores are invalidated as needed with no opportunity of retesting. This will directly impact school and district accountability.
 - b. Superintendent is required to inform the local school board of a misadministration and any resulting invalidation of scores.
 - c. Principal is required to inform parents/guardians of students whose test scores will be invalidated.
 - d. School or district is placed on Maine DOE Targeted Monitoring List.
 - e. Superintendent is required to file a training plan with the Maine DOE for the following year's test administration.
 - f. School is required to prepare a seating chart for the next year's test administration.
5. **STUDENT MISCONDUCT**: Possible corrective actions include:
 - a. Student scores are invalidated as needed with no opportunity of retesting. This will directly impact school and district accountability.
 - b. Principal is required to inform parents of the incident and any resulting invalidation of scores.
 - c. Any student disciplinary action will be left to the discretion of the parents and the school administration.
 - d. Principal is required to utilize the *Student Testing Responsibilities* in Appendix A for future test administrations.
 - e. School is required to prepare seating charts for the next year's test administration.
6. **EDUCATOR MISCONDUCT**: Possible corrective actions include:
 - a. Student scores are invalidated as needed with no opportunity of retesting. This will directly impact school and district accountability.
 - b. Superintendent is required to inform the local school board of the security breach and any resulting invalidation of scores.

- c. Superintendent is required to inform the local school board of a misadministration and any resulting invalidation of scores.
- d. School or district is placed on Maine DOE Targeted Monitoring List.
- e. The Maine DOE appoints an assessment monitor to supervise test booklets and test tickets until the day of testing. The state-appointed monitor would closely observe testing and collect, return and/or dispose of materials following testing.
- f. Personnel involved in the irregularity may be excluded from administering future assessments.
- g. The Superintendent will be notified so that the district may take necessary personnel action.
- h. At the discretion of the Maine Commissioner of Education, the involved personnel may be referred for review by Maine DOE Certification.

The School Decision

The school may accept the remediation or will have two weeks to request an appeal. If an appeal is requested, the Maine DOE will assign an independent review panel to review the case.

Independent Review Panel

If the school or district requests an appeal, an independent panel review will be conducted. An independent review panel is made up of, at minimum three panel members. Each member will be an independent consultant with experience as a school administrator and no conflict of interest with either the Maine DOE or the school/district. The panel will make recommendations to the Maine DOE that will include, but not be limited to, the extent to which the panel finds the Maine DOE findings valid and the appropriateness of the resolution. If the panel finds that the Maine DOE resolution was proper, the district may be required to pay for the independent review panel expenses.

The panel's report will be sent to the Maine DOE, and the Maine Commissioner of Education will notify the school and district of the final determination.

Documentation

Actions are documented during all phases. Documentation will be reviewed annually by the Maine DOE Assessment Team to generate recommendations to improve Maine's assessment procedures.

Appendices

Appendix A: Referenced on page 10
Student Testing Responsibilities

Appendix B1-B2: Referenced on page 12
Test Administration Seating Charts

Appendix C: Referenced on page 15
Sample Testing Schedule

Appendix D: Referenced on page 21
Sample Test Administration Observation Checklist

Appendix E: Referenced on page 21
Sample Interview of School Test Coordinator

Appendix F: Referenced on page 9
MEA Test Security Agreement Forms (STC, TA/Proctor)

Customizable MS Word versions of the above referenced forms are located on the [Test Security webpages](#).

APPENDIX A: Student Testing Responsibilities

Students are encouraged to do their best to demonstrate their knowledge and skills to themselves, the school, and their parents or guardians. Some parts of the test might be easy for them and some parts might be difficult. Their job is to show their best work.

In order for state assessments to accurately reflect what a student knows and can do, the student has the following responsibilities:

Expected Conduct:

- Do your best on the state assessment.
- Do your own work.
- Make sure you understand and follow the test directions.
- Respect other students during the test.

Inappropriate and Prohibited Conduct:

- DO NOT communicate with anyone about the test questions, not during the test and not after the test. This includes written, electronic, verbal or gestured forms of communication.
- DO NOT copy another student's answers.
- DO NOT request or accept help from another person.
- DO NOT answer a test question or any part of a question for another student.
- DO NOT use any material or equipment that is not allowed by the instructions.
- DO NOT use prohibited devices such as phones or calculators.
- DO NOT do anything to unfairly affect your score or the score of another student.
- DO NOT take test questions from the testing room.



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APPENDIX B1: Test Administration Seating Chart – Sample 1

School:	Room #:	Date:
Test Administered:	Subject/Grade Level:	
Test Administrator:	Start Time:	
Proctor(s):	End Time:	

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28		

Seat #	Student Name	Paper- Test Booklet # Computer- Student Login	Form #	Test Completed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
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23				
24				
25				
26				
27				
28				

Seat #	Student Name	Paper- Test Booklet # Computer- Student Login	Form #	Test Completed
1				
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30				

APPENDIX C: Sample Testing Schedule

Testing schedules must include the following information and be retained by the district or school for one year beyond the test administration.

- Principal
- District
- District Assessment Coordinator
- School Name
- School Test Coordinator
- Location of Testing Session
- Date, Start Time and End Time
- Test/Grade/Subject/Session/Form
- Test Administrator for each testing session

District:					Principal:			
School:					District Assessment Coordinator:			
Date:					School Test Coordinator:			
Test	Grade	Subject	Session	Form	Location	Test Adm.	Start Time	End Time
<i>eMPower</i>	<i>4</i>	<i>Math</i>	<i>2</i>	<i>13</i>	<i>Room 17</i>	<i>Mrs. Smith</i>	<i>9:00</i>	<i>9:50</i>

APPENDIX D: Sample Test Administration Observation Checklist

School Name:	
Test Administrator:	Proctor(s):
Observer:	Test:
Date of Observation:	Grade/Subject

	Item	Code*	Comments
1	No instructional materials that may provide clues or answers are visible in the room.		
2	The desks/tables are arranged with enough space between them to minimize opportunities to review each other's work.		
3	Desks/tables are clear of all materials except what is allowed in the test administrator manual.		
4	Electronic devices were collected or otherwise stored away and unavailable for student use.		
5	The Test Administrator read directions clearly, loudly, and exactly as printed in the Test Administration Manual.		
6	Students worked independently of each other.		
7	The testing room was free of disruptions (talking, fire drills, intercom announcements).		

*Use Codes: NA = Not Applicable 1=Exemplary 2=Acceptable 3=Minor Issue 4=Major Issue

	Item	Code*	Comments
8	Booklets/test tickets were distributed to and collected from the students individually by the Test Administrator/Proctor(s) and not passed by students.		
9	The Test Administrator answered only questions related to the directions.		
10	Only one student at a time was given a break during a test session and they were monitored during that time.		
11	Students only worked on appropriate sections of the test and did not return to or go forward to other sections.		
12	All students remained quiet as everyone completed the test session.		
13	Test tickets/booklets, answer documents, and scrap paper were never left unattended.		
14	The testing room was supervised at all times.		
15	The Test Administrator/Proctor(s) were actively monitoring the room at all times.		
16	Testing signs were posted on testing room doors (e.g., Do Not Disturb, Electronic Devices Not Allowed, Quiet Please Testing in Progress).		
17	List any observed accommodations provided to students		

*Use Codes: NA = Not Applicable 1= Exemplary 2=Acceptable 3=Minor Issue 4=Major Issue

APPENDIX E: Sample Interview of School Test Coordinator

School Name:
School Principal:
School Test Coordinator:
Interviewer:
Interviewee:
Date of Interview:

	Item	Code*	Comments
1	Was the School Principal or School Test Coordinator able to produce a schedule of the testing occurring that day?		
2	When not being used for a test administration, are test tickets/booklets stored in a secured, locked location with limited access? Did you see the locked secure storage space?		
3	Did you see an organized plan for distributing and returning materials to Test Administrators on each day of testing? Were materials for the observed test administration(s) handled consistent with the plan?		
4	Does the School Test Coordinator have a signed <i>Test Security and Student Data Privacy Agreement</i> for everyone that is in contact with the test? Did you see signed agreements for the Test Administrator/Proctor(s) involved in the observed test administration(s)?		
5	Is there evidence that Test Administrators and Proctors have been trained in test administration and test security? Did you see documentation that such training occurred for the Test Administrator/Proctor(s) involved in the observed test administration(s)?		
6	Once the observed test administration was completed, were secure materials immediately delivered to the School Test Coordinator?		

*Use Codes: NA = Not Applicable 1= Exemplary 2=Acceptable 3=Minor Issue 4=Major Issue

APPENDIX F1: School Test Coordinator (STC) Test Security Agreement Form

**2018-19 MEA Mathematics and ELA/Literacy
eMPowerME
Test Security and Data Privacy Agreement
School Test Coordinator**

School Test Coordinator Test Security Agreement

As a School Test Coordinator for the eMPowerME Mathematics and ELA/Literacy assessment, I agree that:

1. I have provided training for my school's Test Administrators/Proctors based on the eMPowerME *Test Administration Manual*, the *Test Security Webinar*, and other eMPowerME test-related webinars.
2. I will accordingly provide a secure test environment and securely handle printed materials.
3. I will report any potential test security incidents to the DOE and/or District Assessment Coordinator.
4. I am aware that test data will be analyzed to identify any patterns indicative of a test security concern.
5. I have read and will comply with the *2018-2019 Maine Test Security Handbook*, and understand monitoring may occur to ensure that assessments are administered in accordance with established policies, and that there is no indication of test fraud or inappropriate exposure of secure test materials.
6. I understand that failure to comply with the security requirements described in the *School Test Coordinator Manual*, *Test Security Webinar* and *Maine Test Security Handbook* may result in one or more of the following penalties:
 - delay in reporting of student, school, or SAU results,
 - invalidation of student, school, or SAU results, and/or
 - investigation by the Department of Education for possible certification action.

Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the test administration about individual students, including: student demographics, student test settings, student test responses, and incidents that occur during testing, except to the District Assessment Coordinator as needed. As a School Test Coordinator, I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

I understand and voluntarily accept and agree to the conditions outlined above in the Test Security Agreement and the Student Data Privacy Agreement.

Name (print or type): _____

Signature: _____

Date: _____

APPENDIX F2: Test Administrator/Proctor Test Security Agreement Form

**2018-19 MEA Mathematics and ELA/Literacy
eMPowerME
Test Security and Data Privacy Agreement
Test Administrator/Proctor**

Test Administrator/Proctor Test Security Agreement

As a Test Administrator/Proctor for the eMPowerME Mathematics and ELA/Literacy assessment, I agree that:

1. I am familiar with the eMPowerME *Test Administration Manual*, and have participated in the *Test Security Webinar* and other eMPowerME test-related webinars.
2. I have viewed the Maine DOE Test Security Webinar.
3. I will comply with the *2018-2019 Maine Test Security Handbook*, and understand monitoring may occur to ensure that assessments are administered in accordance with established policies, and that there is no indication of test fraud or inappropriate exposure of secure test materials.
4. I will accordingly provide a secure test environment and securely handle printed materials.
5. I will report any potential test security incidents to the School Test Coordinator.
6. I am aware that test data will be analyzed to identify any patterns indicative of a test security concern.
7. I understand that failure to comply with the security requirements described in the *Test Administration Manual*, *Test Security Webinar* and *Maine Test Security Handbook* may result in one or more of the following penalties:
 - delay in reporting of student, school, or SAU results,
 - invalidation of student, school, or SAU results, and/or
 - investigation by the Department of Education for possible certification action.

Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the test administration about individual students, including: student demographics, student test settings, student test responses, and incidents that occur during testing, except to the School Test Coordinator as needed. As a Test Administrator/Proctor, I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

I understand and voluntarily accept and agree to the conditions outlined above in the Test Security Agreement and the Student Data Privacy Agreement.

Name (print or type): _____

Signature: _____

Date: _____

APPENDIX F3: School Test Coordinator Test Security Agreement Form

**2018-19 MEA Science
Test Security and Data Privacy Agreement
Principal/School Test Coordinator**

Principal/School Test Coordinator Security Agreement

As a Principal/School Test Coordinator for the MEA Science assessment, I agree that:

1. I have provided training for my school's Test Administrators/Proctors based on the *Principal/Test Coordinator, Test Administration Manual, Test Security Webinar* and any MEA Science test-related webinars.
2. I will accordingly provide a secure test environment and securely handle printed materials.
3. I will report any potential test security incidents to the DOE and/or District Assessment Coordinator.
4. I am aware that test data will be analyzed to identify any patterns indicative of a test security concern.
5. I have read and will comply with the *2018-2019 Maine Test Security Handbook*, and understand monitoring may occur to ensure that assessments are administered in accordance with established policies, and that there is no indication of test fraud or inappropriate exposure of secure test materials.
6. I understand that failure to comply with the security requirements described in the *Principal/Test Coordinator Manual, Test Administration Manual, and Maine Test Security Handbook* may result in one or more of the following penalties:
 - delay in reporting of student, school, or SAU results,
 - invalidation of student, school, or SAU results, and/or
 - investigation by the Department of Education for possible certification action.

Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the test administration about individual students, including: student demographics, student test settings, student test responses, and incidents that occur during testing, except to the District Assessment Coordinator as needed. As a School Test Coordinator, I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

I understand and voluntarily accept and agree to the conditions outlined above in the Test Security Agreement and the Student Data Privacy Agreement.

Name (print or type): _____

Signature: _____

Date: _____

APPENDIX F4: Test Administrator/Proctor Test Security Agreement Form

**2018-19 MEA Science
Test Security and Data Privacy Agreement
Test Administrator/Proctor**

Test Administrator/Proctor Test Security Agreement

As a Test Administrator/Proctor for the MEA Science assessment, I agree that:

1. I am familiar with the *Test Administration Manual*, have participated in the *Test Security Webinar* and any MEA Science test-related webinars.
2. I have viewed the Maine DOE Test Security Webinar.
3. I will comply with the *2018-2019 Maine Test Security Handbook*, and understand monitoring may occur to ensure that assessments are administered in accordance with established policies, and that there is no indication of test fraud or inappropriate exposure of secure test materials.
4. I will accordingly provide a secure test environment and securely handle printed materials.
5. I will report any potential test security incidents to the Principal/School Test Coordinator.
6. I am aware that test data will be analyzed to identify any patterns indicative of a test security concern.
7. I understand that failure to comply with the security requirements described in the *Test Administration Manual*, *Test Security Webinar*, and *Maine Test Security Handbook* may result in one or more of the following penalties:
 - delay in reporting of student, school, or SAU results,
 - invalidation of student, school, or SAU results, and/or
 - investigation by the Department of Education for possible certification action.

Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the test administration about individual students, including: student demographics, student test settings, student test responses, and incidents that occur during testing, except to the School Test Coordinator as needed. As a Test Administrator/Proctor, I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

I understand and voluntarily accept and agree to the conditions outlined above in the Test Security Agreement and the Student Data Privacy Agreement.

Name (print or type): _____

Signature: _____

Date: _____



APPENDIX F5: MSAA School Test Coordinator Test Security Agreement Form



2018-19 MEA Mathematics and ELA/Literacy
MSAA
Test Security and Data Privacy Agreement
School Test Coordinator

School Test Coordinator Test Security Agreement

As a School Test Coordinator for the MSAA alternate Mathematics and ELA/Literacy assessment, I agree that:

- 1. I will monitor the required training for my school's Test Administrators within the MSAA system. All TAs must pass the final Quiz with at least 80% accuracy to access test materials.
2. I will accordingly provide a secure test environment and securely handle printed materials.
3. I will report any potential test security incidents to the District Assessment Coordinator.
4. I am aware that test data will be analyzed to identify any patterns indicative of a test security concern.
5. I have read and will comply with the 2018-2019 Maine Test Security Handbook, and understand monitoring may occur to ensure that assessments are administered in accordance with established policies, and that there is no indication of test fraud or inappropriate exposure of secure test materials.
6. I understand that failure to comply with the security requirements described in the Test Administration Manual, Test Security Webinar and Maine Test Security Handbook may result in one or more of the following penalties:
- delay in reporting of student, school, or SAU results,
- invalidation of student, school, or SAU results, and/or
- investigation by the Department of Education for possible certification action.

Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the test administration about individual students, including: student demographics, student test settings, student test responses, and incidents that occur during testing, except to the District Assessment Coordinator as needed. As a School Test Coordinator for the MEA Mathematics & ELA/Literacy, I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

I understand and voluntarily accept and agree to the conditions outlined above in the Test Security Agreement and the Student Data Privacy Agreement.

Name (print or type): _____

Signature: _____

Date: _____

APPENDIX F6: MSAA School Test Administrator Test Security Agreement

**2018-19 MEA Alternate Mathematics and
ELA/Literacy - MSAA
Test Security and Data Privacy Agreement
Test Administrator**

Test Security Agreement

As a Maine Test Administrator of the Multi-State Alternate Assessment (MSAA), I agree that:

1. I am familiar with the MSAA *Test Administration Manual*, and have completed the required training modules within the MEAA system at 80% accuracy or better.
2. I have viewed the Maine DOE Test Security Webinar.
3. I will comply with the *2018-2019 Maine Test Security Handbook*, and understand monitoring may occur to ensure that assessments are administered in accordance with established policies, and that there is no indication of test fraud or inappropriate exposure of secure test materials.
4. I will accordingly provide a secure test environment and securely handle printed materials.
5. I will report any potential test security incidents to the School Test Coordinator.
6. I am aware that test data will be analyzed to identify any patterns indicative of a test security concern.
7. I will send all printed test materials and scratch paper to my Test Coordinator and cleanse all computers of test materials.
8. I understand that failure to comply with the security requirements described in the *Test Administration Manual*, *Test Security Webinar* and *Maine Test Security Handbook* may result in one or more of the following penalties:
 - delay in reporting of student, school, or SAU results,
 - invalidation of student, school, or SAU results, and/or
 - investigation by the Department of Education for possible certification action.

Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the test administration about individual students, including: student demographics, student test settings, student test responses, and incidents that occur during testing, except to the School Coordinator as needed. As a Test Administrator for the MEA for Mathematics & ELA/Literacy, I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

I understand and voluntarily accept and agree to the conditions outlined above in the Test Security Agreement and the Student Data Privacy Agreement.

Name (print or type): _____

Signature: _____

Date: _____

APPENDIX F7: PAAP School Test Administrator Test Security Agreement

**2018-19 MEA Alternate Science - PAAP
Test Security and Data Privacy Agreement
Test Administrator**

Test Security Agreement

As a Maine Test Administrator of the Personalized Alternate Assessment Portfolio (PAAP), I agree that:

1. I am familiar with the PAAP *Test Administration Manual*, and have the training webinar on the Maine DOE PAAP webpage: https://www.maine.gov/doe/Testing_Accountability/MECAS/materials/paap.
2. I have viewed the Maine DOE Test Security Webinar.
3. I will comply with the *2018-2019 Maine Test Security Handbook*, and understand monitoring may occur to ensure that assessments are administered in accordance with established policies, and that there is no indication of test fraud or inappropriate exposure of secure test materials.
4. I will accordingly provide a secure test environment and securely handle printed materials.
5. I will report any potential test security incidents to the School Test Coordinator.
6. I am aware that test data will be analyzed to identify any patterns indicative of a test security concern.
7. I understand that failure to comply with the security requirements described in the *Test Administration Manual*, *Test Security Webinar* and *Maine Test Security Handbook* may result in one or more of the following penalties:
 - delay in reporting of student, school, or SAU results,
 - invalidation of student, school, or SAU results, and/or
 - investigation by the Department of Education for possible certification action.

Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the test administration about individual students, including: student demographics, student test settings, student test responses, and incidents that occur during testing, except to the School Coordinator as needed. As a Test Administrator for the MEA for Mathematics & ELA/Literacy, I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

I understand and voluntarily accept and agree to the conditions outlined above in the Test Security Agreement and the Student Data Privacy Agreement.

Name (print or type): _____

Signature: _____

Date: _____

APPENDIX F8: PAAP Principal Certification of Proper Test Administration



District/School Code:

This Test Security Agreement shall be completed on line within Measured Progress' iServices. Principals will be sent log-in information.

Principal Certification of Proper Test Administration

Maine Personalized Alternate Assessment Portfolio

School Information

District Name: **2018 - 19**
School Name:

I, as principal, certify that our school has followed proper procedures as described in the Maine PAAP Administration Handbook and will comply with the 2018 – 19 Maine Test Security Handbook. Both handbooks can be located on the [Department's website at http://www.maine.gov/doe/Testing_Accountability/MECAS/materials/paap](http://www.maine.gov/doe/Testing_Accountability/MECAS/materials/paap). I certify that each of the following statements is true:

1. I have coordinated the PAAP in my school and ensured compliance with all PAAP administration procedures and test security procedures.
2. I will report any potential test security incidents to the District Assessment Coordinator.
3. Each teacher who conducted the PAAP in my school followed the instructions given in the Maine PAAP Administration Handbook.
4. Each student with a disability in my school participated in the PAAP as a result of a decision made by his or her IEP team, and this decision is listed in the student's IEP plan.
5. The entries submitted in each portfolio reflect the performance of the student for whom the portfolio is being submitted, and no tasks have been altered or misrepresented.
6. I am aware that test data will be analyzed to identify any patterns indicative of a test security concern.
7. I have read and will comply with the 2018-2019 Maine Test Security Handbook, and understand monitoring may occur to ensure that assessments are administered in accordance with established policies, and that there is no indication of test fraud or inappropriate exposure of secure test materials.
8. I understand that failure to comply with the security requirements described in the Test Administration Manual, Test Security Webinar and Maine Test Security Handbook may result in one or more of the following penalties:
 - delay in reporting of student, school, or SAU results,
 - invalidation of student, school, or SAU results, and/or
 - investigation by the Department of Education for possible certification action.

Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the test administration about individual students, including: student demographics, student test settings, student test responses, and incidents that occur during testing, except to the District Assessment Coordinator as needed. As a School Test Coordinator for the MEA Mathematics & ELA/Literacy, I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

Principal's Signature Date