

Strengthening the School Community thru Training Scenarios

Dina Cruz & Samuel Lopez, M.Ed.



Problem Statement

Who we are and why we are here.



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Test Security Scenarios



Testing Day Issues Scenarios



Choosing Test Proctors Scenarios



Room Setup



Daily Communication



Agenda



What we will highlight

today we will share **many tools and strategies** we use to engage **multiple stakeholders**. We will highlight our **top 6** here today. Stay tuned for **turnkey resources** shared at the end of this presentation.

KIPP Texas

Session Objectives



Learning Objective #1 – As a result of attending this session, what will attendees know or be able to do?

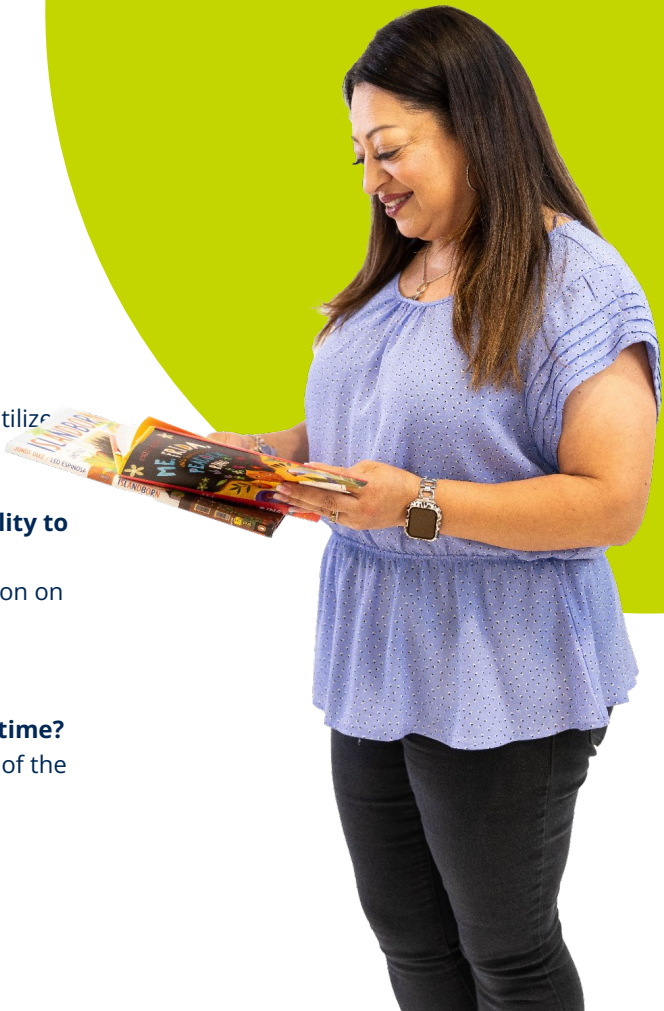
Will be able to have a better understanding of TEA Guidelines for testing and utilize scenarios to train their staff for assessments.

Learning Objective #2 – How will this knowledge affect/improve their ability to lead effectively?

Attendees will be able to adapt scenarios and provide a strong sense of direction on how the community can strengthen the test environment. Help to clarify misconceptions

Learning Objective #3 – How will this practice/process be sustained over time?

Attendees will receive over 20 scenarios that are adaptable to meet the needs of the school. The CTC can add their own scenarios to address any issues that arise throughout the year and incorporate them into their trainings.



KIPP Texas

Who We Are.

KIPP Texas Public Schools is a public charter school district operating in four major Texas cities. For the 2024-2025 SY we will have 54 total schools. We are an open enrollment public school and subject to all state rules for accountability.

Demographics

Hispanic Latino - 66%
Black or African American - 27%
Asian & Others-76%

Special Pops

All schools are Title 1 Schools
Free & Reduced Lunch
Special ED, 504, EB, MTSS (RTI)
Approx. 300 Alt 2 Qualified
Approx 16,000 EB
Total Enrollment, 33,803 (10/25)

Austin
10 Schools

5000

Little
KIPPsters

Houston
32 Schools

22211

Little
KIPPsters

San Antonio
7 Schools

3175

Little
KIPPsters

Dallas
5 Schools

2417

Little
KIPPsters

Dina Cruz

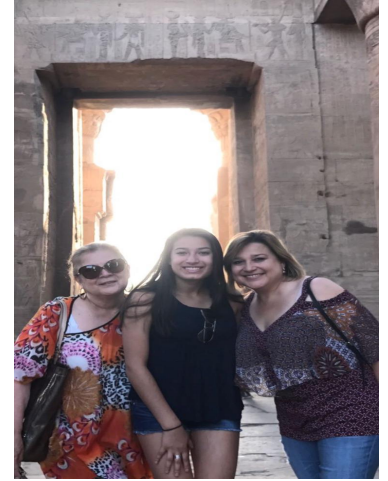
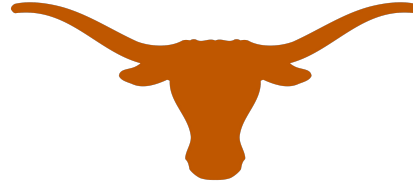
This is my 13th year with KIPP

How time goes by so quickly!
The best thing about my years at KIPP has been building relationships with Amazing People



My KIPP Roles Over the Years

Special Assistant to CEO
Purchasing / Materials Manager
Campus Testing Coordinator
District Testing Coordinator
Regional Assessment Coordinator



Family is Everything

I have been married for 33 years to Gil and have one daughter Cat - she got married (at Disney last year) and I now have a son Johnny!



Fun Dina Facts:

- ★ I love College Football
- ★ I love all things Disney
- ★ I remain on my lifelong quest to travel and see the world
- ★ Trying new food and restaurants
- ★ Dogs!

Sam Lopez

32nd Year in Education

28 years at KIPP
 20 yrs as DTC/Assessments
 17 years as classroom teacher
 3 years as school leader
 2 years with KIPP Foundation



Previous Roles.

6th World History, Non-native Spanish, 5th ELAR, LPAC Coordinator, Principal, Assistant Principal, Saturday School Coordinator, Assessment Specialists, Assessment Coordinator, Culture Trainer, Recruiter. Grade Level Chair, EOY Field Trip planner, Transportation, Athletics, Campus Logistics



Other Life.

Family
 Traveling
 Seasonal Decorating
 Learning

Education & Certifications.

BBA - Accounting UTRGV '92
 MEd Education Administration UTRGV '98
 Principal K-12
 Generalist 4-8
 Elem Self Contained PK-6
 Bil/ESL Spanish PK-8





Your Student Assessment Team (91 years of experience)



Sam Lopez

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"Fearless Leader"



Eric E. Barnes

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"Accountability is my JAM"



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"It's on the Testing Hub"



Dina Cruz

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"Do not wait to check your
tech"



Marleigh Thomas

REGIONAL ASSESSMENT
COORDINATOR AUSTIN

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"Feels good to get stuff
done."

Not tested? Not done!"

KIPP Texas

Problem Statement

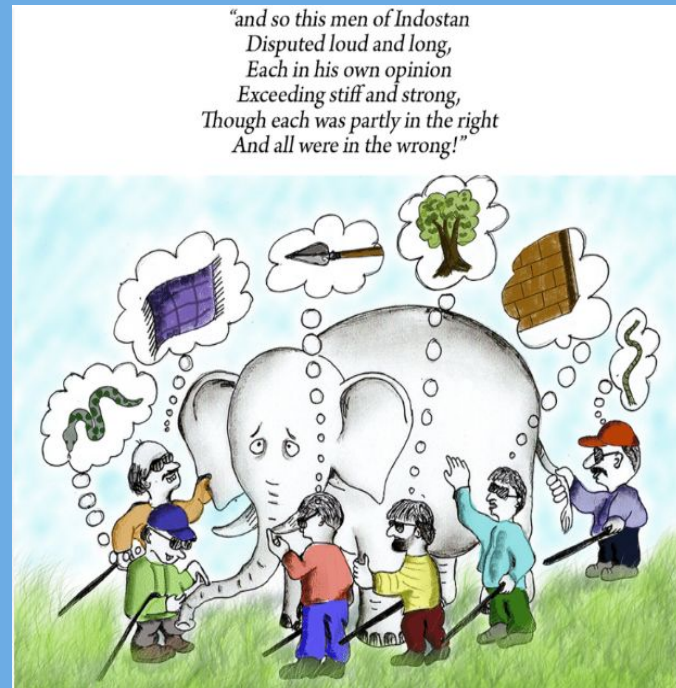
KIPP started with 1 campus and evolved into 54 campuses in four different cities. At first there were four separate and independent regions and then in 2018 we united to become KIPP Texas.

The challenge was how to align all 54 schools on testing procedures and protocols. To address this challenge we created aligned trainings, procedures & protocols, documents, and incorporated training scenarios.

Through these scenarios we have been able to strengthen our alignment across all four regions. We have been using scenarios since 2015 and we continue to utilize them in our trainings.

Please note that these scenarios presented today may or may not apply to you and your staff. You are free to take our scenarios and adjust them to meet your campus/district needs.

Creating alignment is organic and unique to your district.



Reference Materials - 24-25

Reference Materials:

[Administrator Manuals](#)

[DCCR](#)

[STAAR TA 3-8 & EOC](#)

[Manual](#)

Section 1

Test Security Scenarios

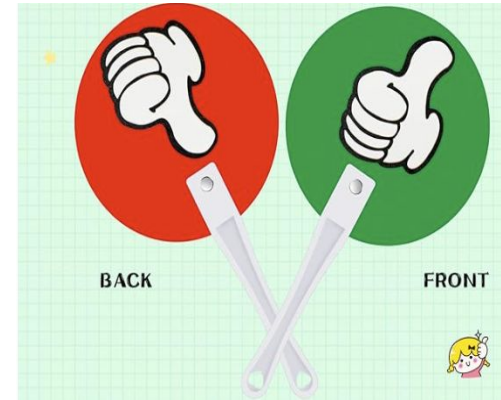
What is the reaction
you want from your
staff?

Please note:

Make sure to adhere to your
district policies & procedures and
always check with your DTC

Grab Your Manipulatives

- On your chair you will find one of the following:
 - Green & Red Paddle
 - Blue and Orange cup
- In each scenario we will provide guidance on how to use the manipulatives
- You will form groups of 2 and each of you will get either the paddle or stack of cups
- Thought partner during the scenarios



Test Security Scenario #1 - TS

While in the teacher's conference room Ms. Communication starts to share with everyone in the room about the cool story in today's STAAR ELAR exam. Everyone is just fascinated by her ability to recall the story. A few of the teachers ask her if she remembers some of the questions to which she quickly obliges. One of the teachers who was making copies overheard the conversation and came to notify you.



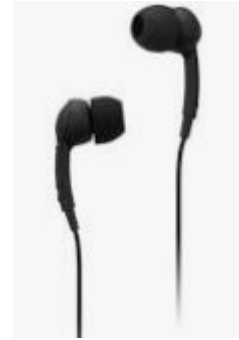
1. What next?
2. What kind of investigation or additional information is needed?
3. Who do you need to interview?
4. What type of testing irregularity is this?
5. How can you train people to avoid these from happening in the future?

1 Serious = orange cup
2 Procedural = blue cup
3 Not an IR=no sign

Test Security Scenario #2 - TS



- As you are actively monitoring and peeking into the sessions and checking on all your oral administration students. You notice that in one room there is one student who is not using their headphones. You ask the student why they are not using their headphones which is needed for their accommodations. Students reply that they don't want to use them?



- 1 Serious - orange**
- 2 Procedural - blue**
- 3 Not an IR - no sign**

1. What next?
2. Would you force the student(s) to use the headphones?
3. Is this a testing irregularity? If so, which type?
4. What is a good protocol to establish at your campus for any student refusing an accommodation?
5. Who would you inform that the student didn't use the accommodation?



Test Security Scenario #3 - IS

Teacher F is conducting an online small group with TTS for the Algebra I EOC. As you are doing walkthroughs, you notice that the teacher is very focused writing something down on their clipboard. You enter the room and discover that the teacher is copying down problems and solving them on a SSOP. When you confront them, they say they were bored and didn't think it was a big deal.



$$\begin{aligned} \textcircled{3} \quad 2y - 8x &= 12 \\ &+8x \quad +8x \\ \hline 2y &= 8x + 12 \\ \frac{2y}{2} &= \frac{8x}{2} + \frac{12}{2} \\ y &= 4x + 6 \\ y &= mx + b \\ m &= 4 \\ b &= 6 \end{aligned}$$

- 1 Serious - orange cup
- 2 Procedural - blue cup
- 3 Not an IR - no sign

1. What next?
2. What kind of investigation or additional information is needed?
3. Who do you need to interview?
4. What type of incident is this?
5. How can you train people to avoid these from happening in the future?

Test Security Scenario #4 - IS

- Ms. Holly Golightly is one of the best test administrators you have on campus. She had all the students put their backpacks at the front of the room, checked all pockets for cell phones, and informed students that all cell phones/electronics need to be turned off and either in their backpacks or lockers. The only thing she allowed students to bring was a book of their choice to read. As she is actively monitoring she notices that one of the books is vibrating. Upon careful inspection she notices that the student has hidden a cell phone in the book (Shawshank It).



1. What next?
2. What kind of investigation or additional information is needed?
3. Who do you need to interview?
4. What type of incident is this?
5. How can you train people to avoid these from happening in the future?

1 Serious - orange cup
2 Procedural - blue cup
3 Not an IR - no sign

Test Security Scenario #5 - TS

- As you are walking the hallways and checking to make sure that all is going well during testing. You discover that one of your test administrators has stepped out into the hallway to take an “emergency” phone call on their cell phone. No one is in the room supervising the students. When asked he claims he can “actively monitor” thru the window on the door.

1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?



- 1 Serious - orange cup
- 2 Procedural - blue cup
- 3 Not an IR - no sign

Section 2

Testing Procedures Scenarios

How do you want
your staff to handle
situations during
testing

Please note:

Make sure to adhere to your
district policies & procedures and
always check with your DTC

Testing Procedures Scenario #1

- You are actively monitoring all of your students and notice that one of your students keeps looking away from the screen/test. The student appears to be looking at something under their scratch paper.



1. What next?
2. What kind of investigation or additional information is needed?
3. Who do you need to interview?
4. What type of incident is this?
5. Do you have a protocol for your campus to follow?

- 1 Serious - orange cup
- 2 Procedural - blue cup
- 3 Not an IR - no sign

Testing Procedures: Scenario #2

- The reading test has started and all went well at the beginning. Students are all using their online tools - highlighting and using their notepads. All of a sudden the internet goes down and you lose your connection.



1. What do you do?
2. Is it a big deal?
3. How can you train your TAs for this situation?
4. Is this an incident report?
5. When should you become involved?



- 1 Serious - orange cup**
- 2 Procedural - blue cup**
- 3 Not an IR - thumbs down**

Testing Procedures: Scenario #3

- Your campus started testing on time at 8:00 a.m. You have a bus break down and the students on that bus arrived at 9:30 a.m. and haven't had breakfast. Of the 20 students on the late bus 15 usually finish within the first few hours, 5 of them usually test until the end of the day. Two of the late testers receive auto text to speech.

1. What do you do?
2. Is it a big deal?
3. Who else needs to know about the late bus?
4. How can you plan for this situation?
5. Who could you recruit to help you handle this situation?



- 1 **Serious - orange cup**
- 2 **Procedural - blue cup**
- 3 **Not an IR - no sign**

Testing Procedures: Scenario #4

- On the day of the RLA test all seems to be going well and the students are halfway done. You hear the code over the intercom that the school needs to go in the Shelter In Place mode.



1. What do you do at this time?
2. What do you need to do to ensure the security of the test?
3. What about after the emergency?
4. Do you continue testing?

1. Save the children - blue cup
2. Save the test - orange cup

Testing Procedures: Scenario #5

- The day of the ELAR test is upon you and one of the students shows up to school with a broken arm. One of your students who wear glasses forgets them at home and another one that broke their glasses. You also have another student who feels ill and hasn't started the test.

1. What do you do?
 - Broken arm
 - Forgot glasses
 - Broken glasses
 - Ill student
2. When should you become involved?



Section 3

Testing Proctors Scenarios

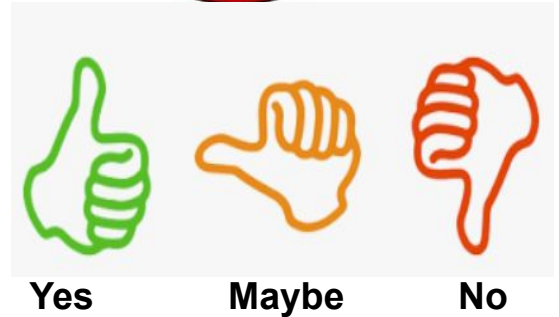
How do you want to align the training and selection of proctors?

Please note:

Make sure to adhere to your district policies & procedures and always check with your DTC

Test Proctor Scenario #1

- Mr. In Control is on his first year teaching and it's been quite a year for him. While he is teaching class his students like to pass notes to each other. There are some students who call him by his first name and play video games on their cell phones. Mr. In Control holds the record for the number of office referrals this year. During benchmarks his room is the one that results in the most testing incidents.



1. **Would you allow this person to proctor? Why or why not?**
2. **What type of training would have this person complete?**
3. **Would this person require special supervision?**

Test Proctor Scenario #2



- Ms. Universe is an excellent teacher and loves teaching our KIPPsters. English is a second language to her and there are times that she struggles with pronunciations and mixes up her tenses. She has great classroom control and the students not only love her but respect her.



1. **Would you allow this person to proctor? Why or why not?**
2. **What type of training would have this person complete?**
3. **Would this person require special supervision?**

Test Proctor Scenario #3

- Mr./Ms. Right has been at your campus longer than you and has been a test administrator ever since the TAAS(1990s) test. During the Interim Assessments he/she is the one that doesn't follow the testing procedures as you have suggested. At time calculators or dictionaries have not been provided. Also, likes to sneak their cell phone and use it during IAs.



1. **Would you allow this person to proctor? Why or why not?**
2. **What type of training would have this person complete?**
3. **Would this person require special supervision?**

Test Proctor Scenario #4

- Ms. Veteran is a very experienced teacher who has the best classroom management in the region. She doesn't play around and students know that about her. Ms. V. does seem to be technology challenged at times and is often having to reset her passwords for her computer. Anytime she experiences any technology issues in the classroom she gets one of the students to help her figure it out.



1. **Would you allow this person to proctor? Why or why not?**
2. **What type of training would have this person complete?**
3. **Would this person require special supervision?**

Section 4

Testing Room Prep Scenarios

How do you want to align your rooms and testing environment?

Please note:

Make sure to adhere to your district policies & procedures and always check with your DTC

To cover or not

A

Rounding

* If the number with the arrow is 5 or more, round the underlined number up (by 1)

* If the number with the arrow is 4 or less, the underlined number stays the same.

There are 598,500 Apple employees in the United States.

a. Round the number of employees to the given place value.

Thousand: 599,000

598,500

Identify number being rounded. Underline & draw arrow to right.

Ten Thousand: 600,000

598,500

Hundred Thousand: 600,000

598,500

CFS

- Draw & label place value chart
- Place number in place value chart
- Identify number being rounded, and underline it.
- Draw an arrow to the right.
- Round up if 5 or more. Round down if 4 or less.

B

Name: John Doe	Evidence: "One day, their mum sent them off to build houses of their own."
Gist: Three little pigs set out to live on their own	Evidence: "The first little pig met a farmer pulling a cart of straw. He asked if he could have some. The farmer agreed and the first little pig began to build his straw house."
Gist: The first pig decided to build his house with straw.	Evidence: "The second little pig saw a woodcutter with a cart of sticks. He asked if he could have some. The woodcutter agreed and the second little pig began to build his wooden house."
Gist: The second big decided to build his house out of sticks	

To cover or not

A



C

"The future belongs to those who believe in the beauty of their dreams." — Eleanor Roosevelt

B



How do we make this room test ready?



What would you cover?

Would you change the layout?

How do we make this room test ready?

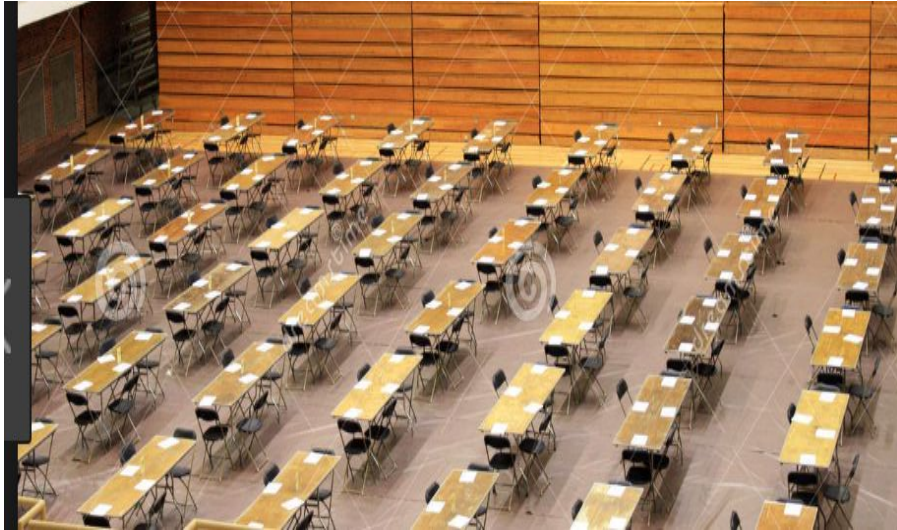
A

Lesser of the two evils

What would you adjust? Why?

B

How do we make this room test ready?

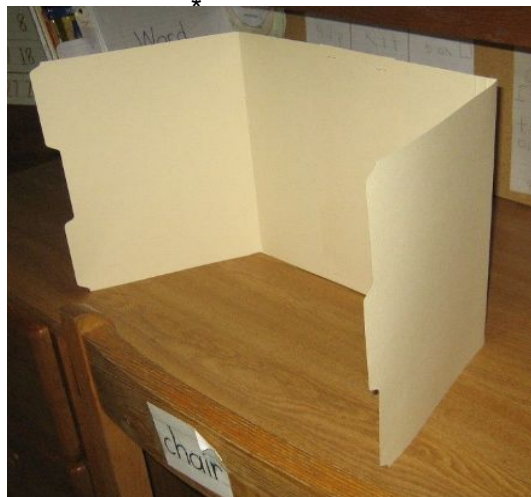
A**B**

Which one does a better job of discouraging cheating?

How do we make them less conducive to cheating?

How do you actively monitor?

Desk Dividers - HP

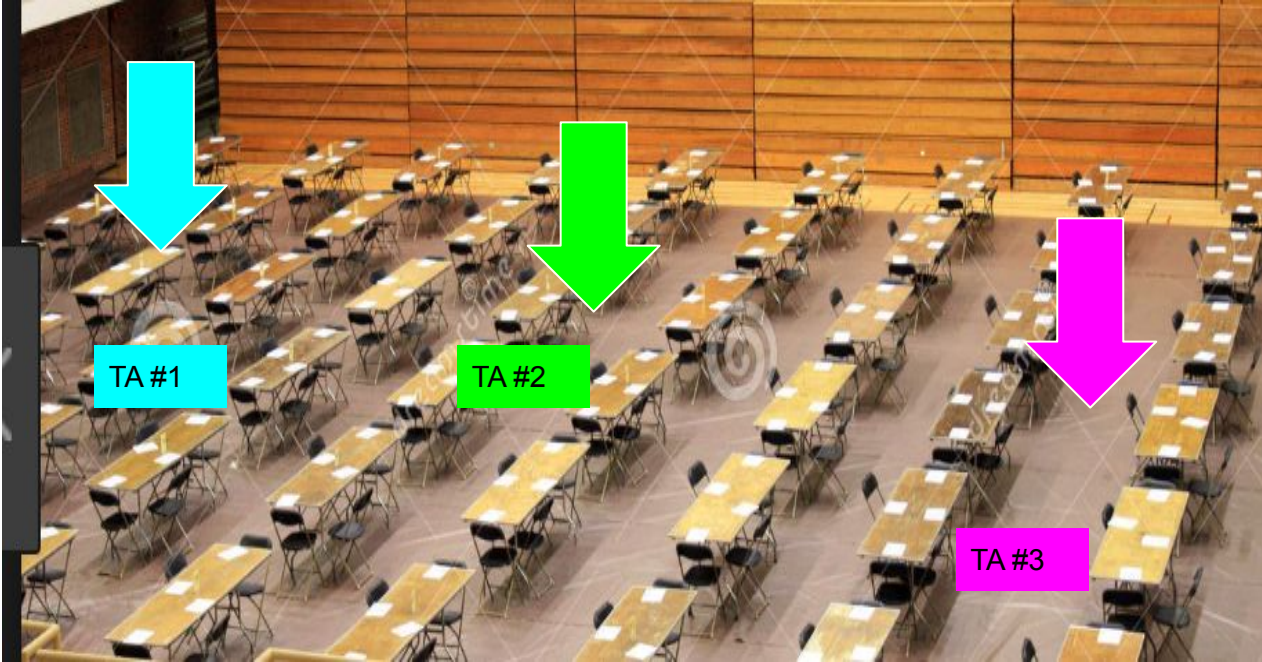


34

Required

purchase or make

Active Monitoring - Designated Areas



How do I make this room test ready?



What would you do to minimize cheating?

Would you change the layout?

Do your TAs know how to determine if the Wireless Access Points are working?

What about technology?

- Focus on what you need to do to get the technology ready?
 - Months
 - Days
 - Testing Day
 - After testing



What needs to be done prior, during, & after?

How do you plan for students forgetting devices, uncharged devices, or damaged devices?

NEW CTCS - Lightning Round #1

- 30 students (same grade, same test)
 - 9 have extra time
 - 4 have oral administration
 - 8 require supplemental materials
 - 3 have behavior issues
 - 1 requires frequent breaks (medical)
 - 2 needs reminders to stay on task

- How many groups?
- How many test administrators?
- How many rooms?
- What things do I have to take into consideration?



NEW CTCS - Lightning Round #2

- 17 students
 - 7 have OA
 - 5 full oral administration
 - 2 at student request
 - 10 have other accommodations
 - 4 have speech to text
 - 2 work at a faster pace than the others
 - 5 students have spelling assistance
 - 1 student has speech to text
- How many groups?
- How many test administrators?
- How many rooms?
- What things do I have to take into consideration?



Section 5

Wrap Up and Additional Resources

How can you utilize these resources to help align your staff?

Please note:

Make sure to adhere to your district policies & procedures and always check with your DTC

Group Task Details

Directions

1. You will be divided into small breakout groups and each group will be assigned a scenario to unpack.
2. As a group you will discuss the scenario and form an action plan.
3. At the end of the 15 minutes work time you will present your scenario and action plan to the group.
4. You should use the scenario slide on the deck linked above to document your plan. You may add an additional slide if needed.

Guidelines

- ★ You will have 15 minutes to complete an action plan for the scenario and record it on the slide.
- ★ The person who is wearing a secondary color will facilitate the group discussion (purple, orange, green)
- ★ The group will play Rochambeau (“ro-sham-boo” - aka rock, paper, scissors) for presenter (winner gets to present).
 - Please put your presenter’s name at the top of your slide

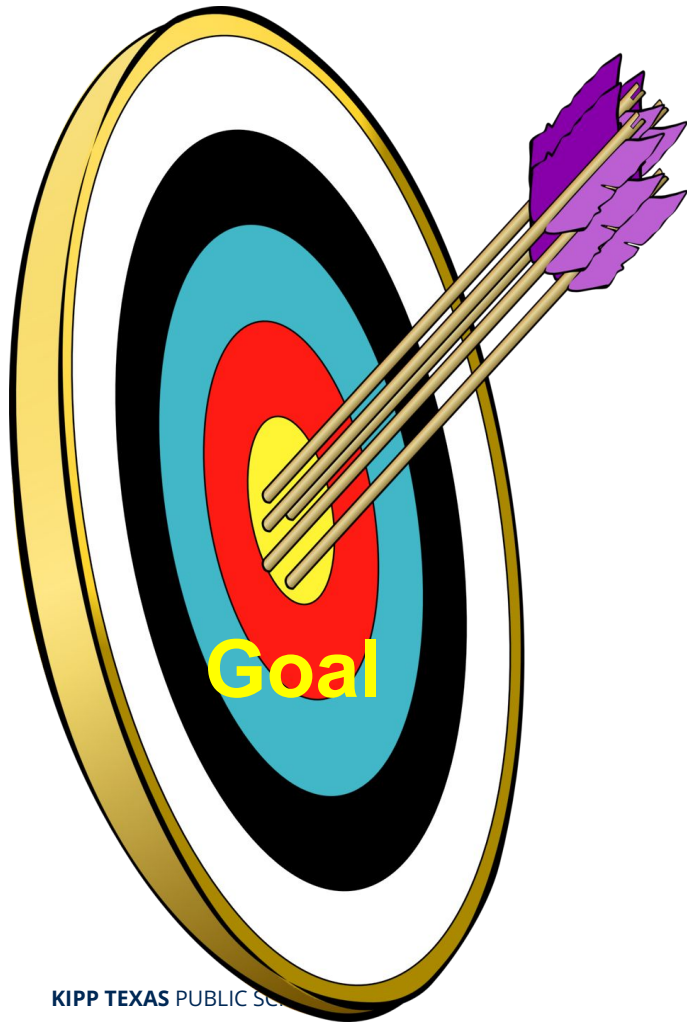
Scenario #1 - My choice - I don't want it.

Group Presenter: **Monica C.**

- On Testing day you are conducting walk-thrus and notice that several of the students have been provided with headphones but are not using them. You ask for the TH Room Accommodations report and confirm that those students need the headphones because they have TTS as an accommodation. You ask the student why they are not using the headphones and they respond that they don't need them.
1. What next? **Document that student has not been using headphones on accommodations report and follow up with teacher who assigned accommodation to think about removing**
 2. Would you force the student to use the headphones? **No**
 3. Is this a testing irregularity? **No - they have been given access to the accommodation**
 4. What is a good protocol to establish at your campus for any student refusing to use headphones or use an accommodation? **Small group/testing folders so students are comfortable, making sure students have practice using them beforehand; be sure staff knows to document and where/how to document**
 5. Who would you inform that the student didn't use the accommodation? **CTC, teacher, Special Pops lead, parents**



it's
my
choice



School & staff alignment
Set Clear expectations
Clarify misconceptions
Offer different perspectives

Equip staff with problem solving skills
Reinforces the need for testing protocols
Real life application of procedures

Interactive vs reading manual

Learning tool

Scenarios can be adjusted to meet your staff needs

Questions & Contact

Dina Cruz

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Samuel Lopez

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Thank You!

Please note:

Make sure to adhere to your district policies & procedures and always check with your DTC

Check out TSNAP

- Great resource
- Great support
- Great networking

www.tsnap.org



Testing Security Section

[Test Administrator Manual](#) Pgs. 12-19

Please note:

Make sure to adhere to your district policies & procedures and always check with your DTC

Serious Testing Violations

Serious Testing Violations

Incidents caused by district testing personnel that violate the security and confidentiality of an assessment are considered serious testing violations. District coordinators must report serious testing violations to the TEA Student Assessment Division as soon as they are made aware of such incidents. Testing personnel should contact TEA when they are unclear what constitutes a serious testing violation or whether a testing incident has occurred. Serious testing violations, as outlined in TAC [§101.3031](#), are listed in the following table.

Violation	Explanation or Example
Directly or indirectly assisting students with responses to test questions	District personnel must NOT provide answers, assistance, suggestions, hints, or affirmations to students regarding responses to test questions.
Tampering with student responses	District personnel must NOT add, change, modify, or complete student responses in an online assessment, in a paper test booklet, on a scoring document, or while entering responses in DEI.
Falsifying holistic ratings or student responses	District personnel must NOT fabricate or misrepresent students' holistic ratings or responses.

Serious Testing Violations

Violation	Explanation or Example
Viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration materials	District personnel must NOT look at test questions or student responses in online assessments or paper test booklets, whether to aid a student or for their own interest.
Discussing or disclosing secure test content or student responses	District personnel must NOT talk about, write about, distribute, email, or post or chat on social media about test questions or student responses, whether to aid a student or for their own interest.
Scoring students' tests, either formally or informally	District personnel must NOT determine the correctness or incorrectness or completeness or incompleteness of students' responses.
Duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration materials	District personnel must NOT take pictures or screenshots or make photocopies or recordings of test questions or student responses, whether to aid a student or for their own interest.
Responding to secure test questions	District personnel must NOT provide answers to or assistance with test questions and must NOT falsify or tamper with student responses in an online assessment, in a paper test booklet, on a scoring document, or while entering responses in DEI.
Fraudulently exempting or preventing a student from participating in the administration of a required state assessment	District personnel must NOT falsify or misrepresent students' personal information, demographic information, or eligibility status.
Receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, sharing answers)	District personnel must NOT discuss or share responses to TELPAS calibration sets.
Encouraging or assisting an individual to engage in the conduct described above or in any other serious violation of security and confidentiality	District personnel must NOT encourage others to participate or aid others in participating in serious testing violations.

Procedural Testing Irregularities

Accommodation Errors

Examples:

- A student was provided an unallowable accommodation.
- A student was provided an accommodation for which he or she was not approved.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.
- District personnel administered Complex Transcribing, Extra Day, Mathematics Scribe, or an Other accommodation without TEA approval.

Procedural Testing Irregularities

Accounting Errors

Examples:

- Testing personnel lost or misplaced student test tickets or secure test materials (e.g., test session IDs).
- Secure online assessments were left open and visible, or secure test materials were left unattended.
- A student was issued test materials (e.g., test ticket) belonging to another student.
- Students' test results or test performance were improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

Procedural Testing Irregularities

Eligibility Errors

- A student was administered an incorrect assessment (e.g., wrong grade level, wrong language, wrong version).
- A student was administered the same assessment more than once in an administration (e.g., a paper version and an online version).
- An eligible student (e.g., an EB student whose parents waived district English as a second language services) was not administered an assessment.
- An ineligible student was incorrectly administered an assessment (e.g., a student who has completed only the first part of a U.S. History course was administered the STAAR U.S. History assessment).
- District testing personnel failed to properly account for all eligible testers.

Procedural Testing Irregularities

Monitoring Errors

Examples:

- A test administrator
 - left a room unmonitored while students were testing;
 - did not monitor students during a break from testing;
 - reinforced test-taking strategies;
 - did not provide the appropriate ancillary materials (e.g., dictionaries, calculators, reference materials);
 - did not properly prepare a testing environment or device for testing;
 - did not use the test administrator manual during testing, did not read the "SAY" directions to students prior to testing, or deviated from the scripted directions;
 - did not properly complete the required seating chart; or
 - did not give students sufficient time to complete the test.
- A test administrator did not actively monitor students and did not
 - ensure that students worked independently during testing; or
 - prevent students from using cell phones or any other electronic device to take pictures, share postings, or send messages.

Procedural Testing Irregularities

Training Errors

Training errors involve mistakes in training or test security oaths. For example, personnel were permitted to administer assessments, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they were not properly trained or did not sign a test security oath.

Student Cheating

District testing personnel are required to actively monitor students to ensure students are following test procedures and directions. In some cases, however, students might cheat or attempt to cheat by violating or attempting to violate test security procedures. All students are required to follow test procedures and directions and should be reminded of this responsibility. Students taking STAAR EOC assessments are asked to sign an honor statement. Signing the honor statement is not required, but students are still expected to follow test security procedures even if they do not sign it.

District coordinators are required to have procedures in place to prevent the use of cell phones or personal electronic devices to duplicate or capture images or recordings of secure test content during test administrations. If a student duplicates, records, electronically captures (e.g., screenshots or photographs), posts on social media, transmits, or disseminates secure test content, the TEA Student Assessment Division must be contacted immediately. Any

duplicate or captured secure test content must be destroyed upon completion of the district coordinator's investigation. In addition, any test content posted on social media must be removed.

Students must be discouraged from copying and sharing secure test content. TDS includes internal security features designed to protect the integrity of the digital testing environment and the security of the test questions. A student posting captured test content can be identified by a unique code in his or her assessment. In addition, test questions may vary across student test forms.

Student Cheating

Students cheating or attempting to cheat on state assessments, either by providing or receiving assistance, requires action by the campus or district coordinator. After investigating the incident, if district testing personnel determine that a student has been involved in cheating or attempting to cheat on a state assessment, the district or campus coordinator **must**:

- invalidate the student's assessment as required by TAC §101.3031(a)(4) by marking the score code "O" for "Other" and indicating "Cheating" in TIDE for the corresponding assessment; and
- complete the [Locally Determined Disciplinary Action Form](#) to report any disciplinary action taken against students who participated in the cheating incident.

A testing incident form (for either a serious testing violation or a procedural testing irregularity) does **NOT** need to be submitted for students' testing errors such as cheating. If, however, the district coordinator determines that there was a failure on the part of testing personnel to follow test administration procedures (such as inadequate monitoring), a Procedural Testing Irregularity form must be submitted. If the district coordinator determines that testing personnel were involved in student cheating, the TEA Student Assessment Division must be contacted immediately.

Penalties for Violating Security & Confidentiality of Assessments

TAC §101.3031 states that any violation of test security or confidential integrity may result in TEA taking the following actions:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC [§247](#), Educators' Code of Ethics, and TAC [§249](#), Disciplinary Proceedings, Sanctions, and Contested Cases; and
- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with TEC [§39.003](#) or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC [Chapter 39A](#).

In addition, TAC [§249.15](#) stipulates that although charter school test administrators are not required to be certified, any irregularity during the administration of any assessment required by TEC Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC [§12.115](#).

Penalties for Violating Security & Confidentiality of Assessments

As indicated in TAC [§249.15](#), any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation or fails to cooperate with a TEA investigation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term;
- issuance of an inscribed or non-inscribed reprimand;
- suspension of a certificate for a set term or issuance of a probated suspension for a set term;
- revocation or cancellation of a certificate, which includes accepting the surrender of a certificate, without opportunity for reapplication for a set term or permanently; or
- imposition of any additional conditions or restrictions on a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials.

Specifically, TAC [§249.17](#) indicates a mandatory minimum sanction of a one-year suspension of the certificate for an educator who is found guilty of intentionally manipulating the results or violating the security or confidentiality of any statewide assessment.

As stated in TEC [§39.0303](#), Secure Assessment Instruments, Criminal Penalty, a person commits an offense if:

- the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any question in the assessment instrument; and
- the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.

An offense under this section is a Class C misdemeanor.

24-25 KTX Scenarios

Group Task Details

Directions

1. You will be divided into small breakout groups and each group will be assigned a scenario to unpack.
2. As a group you will discuss the scenario and form an action plan.
3. At the end of the 15 minutes work time you will present your scenario and action plan to the group.
4. You should use the scenario slide to document your plan. You may add an additional slide if needed.

Guidelines

- You will have 15 minutes to complete an action plan for the scenario and record it on the slide.
- The person who has the longest last name will facilitate.
- The person who has the shortest first name will present.



Group members:

Who is sharing:

Scenario 1: Creating the Beehive

Three weeks before testing, you are starting to get organized and you recruit some students and office staff members to organize your bins. You provide them with all the supplies and materials they need to get your bins prepared. You fully trust this group and feel that you don't need to check their work. On test day as you are conducting room checks, you notice that some of the bins are missing dictionaries and others have basic calculators instead of graphing calculators for Algebra 1.

Questions to consider:

1. What next?
 - a. Double check the bins or select a backup to support.
2. How could this have been avoided?
 - a. The way to mitigate this situation the CTC should have not allowed any students into a testing secure room. In addition, the CTC should be held responsible to check each bin.
 - b. Teachers can pre-bin verify their bin.
3. What system can you create during checkout to help you avoid this error?
 - a. Create a checklist for each bin and have teachers check through the bin a day before testing.
 - b. ALL HANDS ON DECK - APIs included
4. What materials are secure and confidential vs. non-secure/confidential and who should have access to them?
 - a. Secure: Testing Tickets, Accommodations, any material with student information included, completed scratch paper/supplemental aides
 - b. NonSecure: Pencils, blank scratch paper, highlighters, calculators, privacy screens



Group members: Symone Richard, Elizabeth Caserta, Vanessa Chiang, Fatoumata Toure
Who is sharing:

Scenario 2: Your building. Your realm.

As you plan for testing you are checking your campus to determine which rooms you can use for testing.

Questions to consider:

1. Who do you need to consult/bring into the conversation?
 - a. *Members of your leadership team & operations team*
2. What are the things you have to keep in mind?
 - a. *what parts of the building will be in “testing mode”, what amount of small groups are needed? what part of the building do transitions happen? how many administrators? how many hall monitors?*
3. What should you check to make sure it is available in each space?
 - a. *seating & desks for number of students, dictionaries, space, clock, blank walls, tissues*
4. How will you maintain communication and supervision if you use these rooms?
 - a. *signs on door, floating support, hallway monitors,*
5. What action steps should you take after the visit?
 - a. *daily email/ recap message*
6. Are there any budget ticket items you need to share with your school leader?
 - a. *anything for accommodations, incentives, computer needs/ headphones, bins, pencils & erasers*



Group members:

Who is sharing:

Scenario 3: Planning for Protocols

In the past, schools were free to start at their leisure and thus your campus is known as a late starting campus. You have been informed that all students need to start testing by 9:00 a.m. What should you do ahead of time to make sure it is a smooth transition from arrival to start of testing and be ready to go?

Questions to consider:

1. Who should you consult with in order to tackle this task?
 - a. Leadership Team, Teachers and staff, APO, facilities
2. Does your arrival procedures need to be changed or updated?
 - a. Not necessarily, but all LT members need to be in hallways or testing spaces to get people moving so your campus can start testing on time
3. Where will the students go when they arrive?
 - a. Students should go to their normal arrival location, but there needs to be a plan on how students will be broken up when it comes to groups.
4. What will you do about breakfast?
 - a. Make sure breakfast is a grab and go situation where students can eat quickly
5. What will you do about delayed buses?
 - a. Give staff a roster of where students will be when it comes to groups so if students are late everyone knows where to go.
 - b. Have someone ready to read directions to late students if the test has already started.
6. What can be done in the days prior to testing to help facilitate starting by 9:00 am?
 - a. Going through a trial run on the procedures so everyone know where they will be for testing.
 - b. Sending out a schedule so
7. What type of communication would you send to parents and share with students?
 - a. Teachers and staff communicated the expectations of timing.



Group members: Amy Robles, Charkitta Butler, Daniel Luck, Stephanie Dusin

Who is sharing:

Scenario 4: Planning for Absences & Delays

You are scheduled to test on Thursday and Friday of this week but you have an emergency (get pulled for jury duty, have to go to a funeral, get COVID, etc.) on your way to school. Friday is the last day of the testing window. What do you need to do in advance to make sure that the school can still test and meet the Friday deadline?

1. Will your school be able to test without you?
Yes, that is the purpose of the back-up CTC.
2. What do you need to do in advance to plan for an emergency?
Pressure test w/ scenarios. Plan for earlier completion.
3. What next?
Communicate w/ school leader, back-up CTC & APO.
4. What other groups of people should you consider meeting with prior to testing?
Ops—they can reach out to IT, facilities and other groups. SpEd Team. GLCs to disseminate information.
5. What training is needed for the Leadership Team prior to this assessment?
Testing security training. Early inspections for rooms, rosters, etc. Duty a

Scenario Group #2 – Oral Administration



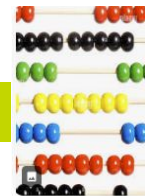
Presenter:

- A 5th grade student recently arrived from another country and English is not their native language
 - During the Fall MAP Science, mClass & iReady reading tests the student struggled taking any of the tests in English
 - Teachers have started reading the test questions and answer choices to the students for all EOMs & Checkpoints
 - Teachers have been working with student in providing them with a lot of intensive English learning in class, focusing on listening and speaking skills
 - Student also spends 45 minutes each day on an online English Learning Program
- Does the student qualify for accommodations?.
 - If so, what accommodations would they qualify for?
 - What would you have to ensure is set in testhound in order for them to receive the accommodations?
 - Who should you include in this conversation?

Please Link any accommodations resources your group used to answer these questions:

Scenario Group #3 – Calculation Aids

4th Grade Student



Presenter:
Amy
Castellanos

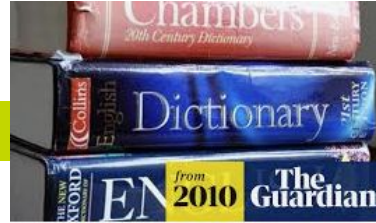
- The math teacher has approached you to see if the student can get a calculator & multiplication chart
- Student struggles with addition, subtraction, and multiplication
- On their math assessments, when it comes to math facts, the student consistently scores less than 30% on their tests
- When provided with a calculator the student is able to pass the exam

Please Link any accommodations resources your group used to answer these questions:

- Does the student qualify for accommodations? What further information might you need to make the decision?
 - Not enough information yet, touch base with SPED team prior to the assessment.
- If so, what accommodations would they qualify for?
 - use of calculation aide and supplemental aids
- What would you have to ensure is set in testhound in order for them to receive the accommodations?
 - Fill in correct Testhound section, ensure SPED has updated accommodations- (who codes them?)
- Who should you include in this conversation?
 - SPED Team, Math teacher, Leadership, CTC
- What if the student is now enrolled in grade 5th? Do they get a calculator?
 - Calculators are only given in 8th grade
 - And unless they are in the IEP



Scenario Group #4 – Dictionary



Presenter:
Marie Lambert

- Zamir is a 6th grade EB, who was in a ESL Sheltered Instruction program until the end of 4th grade
 - Zamir can follow along with most conversations in English, but will sometimes pause the teacher to ask for clarification when she uses abstract language
 - There are times when Zamir's classmates translate complex directions.
 - On writing assignments, Zamir will sometimes ask for help translating words/thoughts from Farsi to English.
- Does the student qualify for accommodations?
Yes
 - If so, what accommodations would they qualify for?
*1:1 Bilingual dictionary / picture dictionary
Oral Admin
Content Language Support*
 - What would you have to ensure is set in testhound in order for them to receive the accommodations?
Their accommodations & EB status
 - Who should you include in this conversation?
LPAC Team
 - Should you consider making special purchases?
Dictionaries if school doesn't have the correct dictionaries

Please Link any accommodations resources your group used to answer these questions:

Scenario Group#5 - Oprah Style Accom.



Presenter:

- A few days before testing you are approached by a teacher/school leader requesting that all of their students receive supplemental aids
 - Teacher states that the supplemental aids contain letters and pictures to help students organize the information presented to them on the test.
 - Teacher states that they have been using them in class since the beginning of the school year.
 - This after you the last day for accommodations has passed and you have met with the special pops to verify accommodations.
 - All accommodations have been reconciled on TestHound, Ellevation, and ESped.
 - The teacher/school leader has not documented these accommodations.
- Would you allow the accommodations on the assessment?
 - No because the deadline has passed and there was no documentation of the accommodations
 - Do all the students qualify for this accommodation?
 - No, prior accommodations must have been made prior to the deadlines. The following students can qualify for this accommodation: MTSS, 504, and SpEd.
 - If so, are there any limits on what type of supplemental aids may be used?
 - Yes there are limits as designated by TEA Guidelines.
 - What would you have to ensure is set in testhound in order for them to receive the accommodations?
 - Documentation of the accommodation being used in class, intervention, SPED. Each of the special pops needs to have it in their system.
 - Who should you include in this conversation?
 - School Leader, ARD facilitator,, MTSS coordinator/committee, EB coordinator, school wide training with staff

Please Link any accommodations resources your group used to answer these questions:

24. What should district testing personnel do if they fail to provide a student with an online accommodation that is required by his or her individualized education program (IEP)?

If the error is discovered while the student is testing, the error may be able to be corrected, and the student will be able to continue testing with the required accommodation.

To turn on the large mouse pointer, the student must log out, log back in, and apply the appropriate attribute using the test attributes screen.

To turn on the following accommodations, the student must log out, district testing personnel must turn on the accommodation in TIDE, and the student must then log back in:

- Text-to-Speech
- Auto Text-to-Speech
- Speech-to-Text
- Basic TI Calculator
- Spell Check
- Permissive Mode
- Word Prediction (Co:Writer)

To turn on the following accommodations, the student must have answered fewer than five questions and must log out, the assessment must be reset and the accommodation turned on by district testing personnel, and the student must log in to the reset assessment:

- Content and Language Supports
- Braille
- ASL Videos

For content and language supports, refreshable braille, and American Sign Language (ASL), if the student has answered five or more questions, the accommodation error **CANNOT** be corrected and the assessment cannot be reset. District personnel must decide if the absence of the accommodation warrants the invalidation of the assessment. If it does, an "O" score code and a rationale of "Testing incident" must be entered using the *Create Requests* task in the *Appeals/Score Codes* module in TIDE. If an invalidation is not warranted, no action needs to be taken. An "S" score code will be automatically applied at the end of the administration without further action by the student or by district personnel. District personnel should consider whether the assessment is required for graduation and should also inform the parents of the error.

If an accommodation error is discovered after the student has finished testing, the error cannot be corrected. District personnel must decide if the absence of the accommodation warrants the invalidation of the assessment and follow the steps in the previous paragraph.

For all these circumstances in which district testing personnel failed to provide a student with an accommodation that is required by his or her IEP prior to the beginning of the assessment, a [Procedural Testing Irregularity form](#) for an accommodation error must be completed.

Scenario Group #6 - Bandaid or Bleed



Presenter:

- On the day of IA#1 the special pops lead approaches to you about an accommodation they failed to mention/verify during your special pops meeting.
- All accommodations were reconciled on TestHound, Ellevation, & ESped
- You have all materials, test administrators, and TH reports ready to go and testing will start in 15 minutes.

Would you allow the accommodations on the assessment?

Yes

Does the student qualify for accommodations?

Yes

What would you have to ensure is set in testhounnd in order for them to receive the accommodations? ESPED Ellevation

Procedural irregularity on Sped side internal depending on circumstances

Who should you include in this conversation?

School leader, CTC, ARD Facilitator

Please Link any accommodations resources your group used to answer these questions:

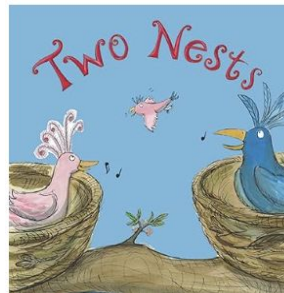
Scenario Group #1- One Bird, Two Nests

Team members: Kendall Anderson, Carla Price, Tabiatha Penson, Sheryl Holmes-Rivera, Gabrielle Schwarzlose, Keith Donkor

- The student is an EB who has been identified as a student who may benefit from extra time and oral administration
- During End of Module /Unit tests the student is allowed extra time to complete tests and receives oral administration on each assessment
- On his 1st Interim assessment the student was not provided with the accommodations
- On the 2nd Interim assessment the student was provided with the accommodations and scored 15 percentage points higher
- When student receives the accommodations during classroom assessments, the student requests for specific items to be read aloud, and scores higher
- There are times that on class assignments or quizzes the student doesn't ask for the extra time and they score well

Please Link any accommodations resources your group used to answer these questions:

We used the table to determine committee responsible.



- Does the student qualify for accommodations?

Yes

- If so, what accommodations would they qualify for?

TTS (student request) & Content Language Supports

- What committee has the authority to assign accommodation(s)?
 - **LPAC Committee**
- What would you have to ensure is set in testhound in order for them to receive the accommodations?
 - **TTS (student request) and Content Language Supports selected**
- What if after you meet with Special pops you find out that the student has had a recent ARD and assigned a full oral administration rather than at request TTS, what next?

25. For an oral administration of an online assessment, what is the difference between text-to-speech (TTS) and auto TTS?

- TTS and auto TTS are embedded supports within TDS for students who meet the eligibility requirements for an oral administration of an online assessment. District personnel must select one of these two options in TIDE for students who are eligible for this accommodation.
- **TTS allows a student to independently select and change the level of reading support during the test administration. Auto TTS automatically reads aloud the text on the screen and does not allow a student to independently select or change the level of reading support during the test administration.**
- For more information regarding oral administration, refer to the Oral and Signed Administration policy document in the [Accommodations](#) section of these *Coordinator Resources*.

Examples and Resources for Committees/CTC:

[Auto TTS vs TTS - quick sheet](#)

[Example Video of Auto TTS in action](#)

[Example Video of TTS in action](#)

[Oral Administration – what can be read](#)

Scenario Group #2 – Oral Administration



Presenter:
Adalyn Burke

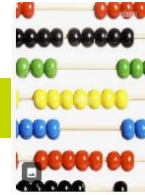
- A 5th grade student recently arrived from another country and English is not their native language
- During the Fall MAP Science, mClass & iReady reading tests the student struggled taking any of the tests in English
- Teachers have started reading the test questions and answer choices to the students for all EOMs & Checkpoints
- Teachers have been working with student in providing them with a lot of intensive English learning in class, focusing on listening and speaking skills
- Student also spends 45 minutes each day on an online English Learning Program
- Does the student qualify for accommodations? **Yes, this student would qualify.**
- If so, what accommodations would they qualify for? **TTS, Content and Language supports, Bilingual Dictionary, OA**
- What would you have to ensure is set in testbound in order for them to receive the accommodations? **All accommodations need to be enabled in the corresponding platforms (Ellevation?)**
- Who should you include in this conversation? **We should include LPAC + DOME, teacher, parents, CTC**

Please Link any accommodations resources your group used to answer these questions:

- [Content and language supports](#)
- [Oral/signed administration](#)

Scenario Group #3 – Calculation Aids

4th Grade Student



**Presenter:
Christopher**

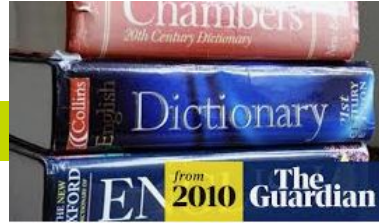
- The math teacher has approached you to see if the student can get a calculator & multiplication chart
- Student struggles with addition, subtraction, and multiplication
- On their math assessments, when it comes to math facts, the student consistently scores less than 30% on their tests
- When provided with a calculator the student is able to pass the exam

Please Link any accommodations resources your group used to answer these questions:

<https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793210174/Calculation+Aids>

- Does the student qualify for accommodations? What further information might you need to make the decision? Student does not qualify for accommodations. Check if student meets the criteria for approval.
- If so, what accommodations would they qualify for? Does not qualify for any accommodations. Could consider scratch sheet of paper or other supplemental aids.
- What would you have to ensure is set in testbound in order for them to receive the accommodations? Make sure that whatever is in their IEP/504 is in the plan.
- Who should you include in this conversation? CTC, Specialist, Teacher, SpEd Coordinator.
- What if the student is now enrolled in grade 5th? Do they get a calculator? Only if the disability affect mathematics calculations.

Scenario Group #4 – Dictionary



Presenter:

- Zamir is a 6th grade EB, who was in a ESL Sheltered Instruction program until the end of 4th grade
 - Zamir can follow along with most conversations in English, but will sometimes pause the teacher to ask for clarification when she uses abstract language
 - There are times when Zamir’s classmates translate complex directions.
 - On writing assignments, Zamir will sometimes ask for help translating words/thoughts from Farsi to English.
- Does the student qualify for accommodations? Yes
 - If so, what accommodations would they qualify for? Text to Speech, Small group, oral administration
 - What would you have to ensure is set in testhound in order for them to receive the accommodations?
 - Who should you include in this conversation? DOME and MTSS
 - Should you consider making special purchases? Farsi to English (dictionary) *ask if Zamir can read Farsi

Please Link any accommodations resources your group used to answer these questions:

Scenario Group#5 - Oprah Style Accom.



Presenter:
Susan and
Timaka

- A few days before testing you are approached by a teacher/school leader requesting that all of their students receive supplemental aids
 - Teacher states that the supplemental aids contain letters and pictures to help students organize the information presented to them on the test.
 - Teacher states that they have been using them in class since the beginning of the school year.
 - This after you the last day for accommodations has passed and you have met with the special pops to verify accommodations.
 - All accommodations have been reconciled on TestHound, Ellevation, and ESped.
 - The teacher/school leader has not documented these accommodations.
- Would you allow the accommodations on the assessment?
 - No we don't do blanket accommodations and all know accommodations need to be logged into Test Hound to make sure we don't have any irregularities in the future.
 - Do all the students qualify for this accommodation?
 - no
 - If so, are there any limits on what type of supplemental aids may be used?
 - What would you have to ensure is set in testhound in order for them to receive the accommodations?
 - Must be explicit on what the supplemental aids are and which subject they should be used in.
 - Who should you include in this conversation?
 - SPED Coor
 - MTSS Coor
 - Multilingual Coor
 - 504 Coor
 - Interventionist

Please Link any accommodations resources your group used to answer these questions:

- [Supplemental aids](#)

Scenario Group #6 - Bandaid or Bleed



Presenter:
Chelsea
Flugence

- On the day of IA#1 the special pops lead approaches to you about an accommodation they failed to mention/verify during your special pops meeting.
- All accommodations were reconciled on TestHound, Ellevation, & ESped
- You have all materials, test administrators, and TH reports ready to go and testing will start in 15 minutes.

Please Link any accommodations resources your group used to answer these questions:
[KTX Assessment Handbook](#)

Would you allow the accommodations on the ass

- **We would not allow this student to have this accommodation on this particular assessment. Since there is a deadline to have all meetings about accommodations and to reconcile them, the student would have to wait until the next IA to have these accommodations only if they qualify.**

Does the student qualify for accommodations?

- **We would need to explore and gain evidence through a process to see if the student qualifies for these accommodations. Once we have the evidence we can set the accommodations for this student for the next round of testing.**

What would you have to ensure is set in testhound in order for them to receive the accommodations?

- **We would need to ensure that the accommodations have come through from the ESPED or Ellevation platform. If they have, then the accommodations will be added for the student on the next test. If not, then the student would not get these accommodations.**

Who should you include in this conversation?

- **Leadership, Special Pops Lead, DOME, possibly RAC**

24. What should district testing personnel do if they fail to provide a student with an online accommodation that is required by his or her individualized education program (IEP)?

If the error is discovered while the student is testing, the error may be able to be corrected, and the student will be able to continue testing with the required accommodation.

To turn on the large mouse pointer, the student must log out, log back in, and apply the appropriate attribute using the test attributes screen.

To turn on the following accommodations, the student must log out, district testing personnel must turn on the accommodation in TIDE, and the student must then log back in:

- Text-to-Speech
- Auto Text-to-Speech
- Speech-to-Text
- Basic TI Calculator
- Spell Check
- Permissive Mode
- Word Prediction (Co:Writer)

To turn on the following accommodations, the student must have answered fewer than five questions and must log out, the assessment must be reset and the accommodation turned on by district testing personnel, and the student must log in to the reset assessment:

- Content and Language Supports
- Braille
- ASL Videos

For content and language supports, refreshable braille, and American Sign Language (ASL), if the student has answered five or more questions, the accommodation error **CANNOT** be corrected and the assessment cannot be reset. District personnel must decide if the absence of the accommodation warrants the invalidation of the assessment. If it does, an "O" score code and a rationale of "Testing incident" must be entered using the *Create Requests* task in the *Appeals/Score Codes* module in TIDE. If an invalidation is not warranted, no action needs to be taken. An "S" score code will be automatically applied at the end of the administration without further action by the student or by district personnel. District personnel should consider whether the assessment is required for graduation and should also inform the parents of the error.

If an accommodation error is discovered after the student has finished testing, the error cannot be corrected. District personnel must decide if the absence of the accommodation warrants the invalidation of the assessment and follow the steps in the previous paragraph.

For all these circumstances in which district testing personnel failed to provide a student with an accommodation that is required by his or her IEP prior to the beginning of the assessment, a [Procedural Testing Irregularity form](#) for an accommodation error must be completed.

2324.KTX.IA#2 & SAFT
Scenarios Day 1
Wednesday 1.17



Scenario #1 - Fixing the Missing

On the math test date, one of the site visitors approaches your TA that a student is missing their accommodations. The accommodation is not listed in the Test Hound Room Accommodations report. You look at your special pops meeting notes and it isn't documented on them. The site visitor points out to you that it was an oversight on their side and that it should be corrected immediately because it is documented on their IEP.

1. Should you make the adjustment? **Not immediately**
2. What if your SL or SLM instructed you to make the change? **Inform them we need to contact RTC before we can make any changes**
3. What needs to occur regardless if the change is made to the accommodation? **Communicate with RTC**
4. What type of irregularity is this? **Procedural**
5. Whom should you call? **Sped coordinator, RTC**
6. How do we avoid this in the future? **Ensure we communicate deadlines clearly and meet carefully with special populations**

Scenario #2 - Oprah Style Supplemental Aids

On the day of the reading test, you notice that all students have been provided with a blank scratch paper and with a graphic organizer. You look at the Test Hound Room Accommodations report and only 2 students have been assigned supplemental aids. Upon further review, you find out that the ELAR teacher provided TAs with the documents and asked them to distribute them to all students. ELAR feels that the students will be able to use these to score well. These documents were never shown to you prior to today.



1. What is your first action step?
 - **Ask TAs to collect Blank Graphic Organizers from students, except those students who been assigned Supplemental Aids.**
2. Is this allowable?
 - **NO!**
3. What type of irregularity is this?
 - **Procedural**
4. Which members need to complete the irregularity report?
 - **CTC, ELAR Teacher, and TAs.**
5. What is the follow-up conversation you would need to have with the ELAR teacher? School Leader?
 - **Coaching to ELAR Teacher regarding Test Accommodations & Allowable Materials, Need to complete an Irregularity Report, and additional coaching to TAs regarding testing material verification**
6. Should you handle this alone? Why or why not?
 - **No, SL should be informed about the issue. CTC can also consult with RAC for further guidance and support.**
7. Anyone else need to be informed of this situation?
 - **RAC**
8. How can this be avoided in the future?
 - **Clarify instructions regarding accommodations during training.**



Scenario #3 Team Beats the Individual Step 1-3 and Amy 4-7

On the day of the Algebra 1 exam, your TA is actively monitoring and notices a group of students who seem to be collaborating on the test. The TA is not sure of what to do next.

1. What is the first thing that the TA should do?
 - a. Put emergency sign out, CTC will come to assist
 - b. TA can rearrange the students in the classroom and the seating chart.
2. At what point does the TA have the hall monitor call you?
 - a. Right away! To ensure that the CTC is aware of the situation.
3. When do you start the investigation?
 - a. It depends on the situation. If we are notified early on we investigate at the end of the session and take statements.
4. What would determine if students were cheating?
 - a. On the same question at the same time, passing notes to each other.
5. Are you able to look at the students' responses to determine if cheating occurred?
 - a. NO! We have to contact the RAC.
6. Should the test be submitted?
 - a. Yes. Submit the test and investigate and stay in contact with RAC to determine scoring.
7. Is this a testing irregularity? If so, which type?
 - a. Procedural irregularity.



Scenario #4 Active Monitoring - Non-Exemplary Style

Testing had started and testing has gone well in the first hour. The birds are singing, the flowers are blooming, and all your students showed up to test. No make-ups, hurray! So you decide to take a walk and see how things are going on at your campus. You visit several rooms in the first hallways and all is well. You decide to go to the next hallway and on the way you see that your hall/restroom monitor is reading a book and has their laptop open. Next you go into the large testing room and notice that all the TAs are gathered at the front of the room socializing with each other.

1. What conversation would you have with your hall monitor? Remind the hall monitor that it against the protocol to read or have technology and to let them know that you will place their laptop and book with their other belongings. Proceed with a follow up conversation with their coach included.
2. How would you respond if the hall monitor told you that they were never told they couldn't read? Tell them there was a separate slide in training that specifically said "you can't read" must actively monitor. Thanks for being diligent and always ask questions if they don't understand.
3. What conversation would you have with the social butterfly TAs? Let the TAs know this is not the appropriate time to be socializing and they need to be actively monitoring to ensure students are on task.
4. How could you avoid each of the situations from happening in the future? Communicate, communicate, communicate! Make sure to go over these scenarios during testing training, re-stamp in testing huddle the morning of, you can provide a one-pager with do's and don'ts for proctors and hallway monitors. And making sure you check in with any staff member that might've missed the

5. What type of irregularity is it? Procedural

Scenario #5 - Oh no they didn't

Testing day has arrived and you have all your materials ready to go. Students are being sent to their testing rooms. TAs start to reach out to you to let you know that there are several students who have showed up with uncharged devices. You also have a handful of students who forgot their devices at home. Then you have a few who report that their device has not been working for several days so they have been using their personal one. You start counting to 10.



**OH NO
:YOU:
DIDN'T**

1. How do you address the uncharged devices? **Have extension chords/power strips in each room**
2. How do you address the students without a device? **Ask other grades not testing to borrow**
3. How do you address the students with their personal device? **Cannot use, wifi connection, not secure browser**
4. What are some way to prevent this from happening? **Gather student computers the night before;Have all devices at school leading up to testing**
5. What if all your devices are tied up? **Have students test on a make up day.**
6. Is there any communication you would send to students and parents prior to test? **Yes, a weekly letter for about 2 weeks letting parents know to charge and send**
7. What type of budgeting decisions would need to be made for the upcoming 24-25 school year?- **ideally 1:1 with a testing set of chromebooks**



Scenario #6 - I'm Taking My Baby

On the day of the science test, all goes well. As test administrators are returning their materials, one of them tells you that a student in their group will need to do a make-up the test because they didn't finish it. The TA proceeds to let you know that someone from the front office came to pick-up the student because the parent was picking them early to go a doctor's appointment. This is the first time you've heard of this.

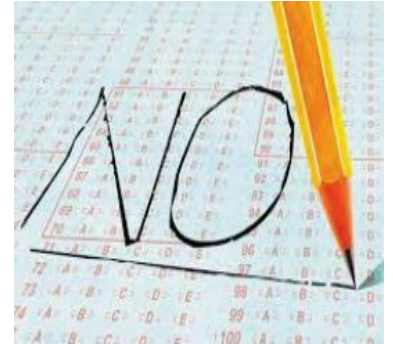
1. Can the student resume testing the next day? Student cannot test the next day. CTC has to notify the Regional assessment coordinator. Potentially complete a score code appeal.
2. Why did the front office not let you know that a student was being picked up early? This is question that needs an answer. Any student leaving should be communicated through CTC to see if accommodations could be made on the parents behalf.
3. What communication can be sent home to students and parents? Communicate through OPS team to send out a newsletter on platforms to try our best to avoid this from happening.
4. How can you create a better system to ensure this doesn't happen again? Be sure that communication is being sent out to OPS & families in reasonable time frame.
5. Are there any valid reasons why a student should be able to go home without completing the test? Only if they are sick.
6. Moving forward - what is a key action step you will give your test administrators and office staff? To make sure that they are communicating with the CTC if a student has to leave.
7. Is this an irregularity? Yes

Scenario #6 - Not My Baby's Cup of Tea



A few days before testing you receive an email from one your student's parents stating that their child will be opting out of testing. The parent forwards you several documents that they found on the internet outlining how they have a right to opt out. In the email the parent also states that they want their child to receive quality instruction on the day of testing. You take a deep breath and start to process the email.

1. When should you respond to the email?
2. How would you respond to the email?
3. Where would you look for guidance?
4. Is this something you should do alone?
5. Does a parent have a right to have their child opt out?
6. What do you do with the child on testing days if they opt out?
7. Does the grade level make a difference on how you respond to the parent?



Scenarios

Group Task Details

Directions

1. You will be divided into small breakout groups and each group will be assigned a scenario to unpack.
2. As a group you will discuss the scenario and form an action plan.
3. At the end of the 15 minutes work time you will present your scenario and action plan to the group.
4. You should use the scenario slide on the deck linked above to document your plan. You may add an additional slide if needed.

Guidelines

- ★ You will have 15 minutes to complete an action plan for the scenario and record it on the slide.
- ★ The person who is wearing a secondary color will facilitate the group discussion (purple, orange, green)
- ★ The group will play Rochambeau (“ro-sham-boo” - aka rock, paper, scissors) for presenter (winner gets to present).
 - Please put your presenter’s name at the top of your slide

Scenario #1 - My choice - I don't want it.

Group Presenter: **Monica C.**

- On Testing day you are conducting walk-thrus and notice that several of the students have been provided with headphones but are not using them. You ask for the TH Room Accommodations report and confirm that those students need the headphones because they have TTS as an accommodation. You ask the student why they are not using the headphones and they respond that they don't need them.
1. What next? **Document that student has not been using headphones on accommodations report and follow up with teacher who assigned accommodation to think about removing**
 2. Would you force the student to use the headphones? **No**
 3. Is this a testing irregularity? **No - they have been given access to the accommodation**
 4. What is a good protocol to establish at your campus for any student refusing to use headphones or use an accommodation? **Small group/testing folders so students are comfortable, making sure students have practice using them beforehand; be sure staff knows to document and where/how to document**
 5. Who would you inform that the student didn't use the accommodation? **CTC, teacher, Special Pops lead, parents**



it's
my
choice

Scenario #2 - Quick Codes

Group Presenter: Jonny

Quick Access Code

Go to illuminate.online and enter:

X729RT6

- You have spent the past weeks getting everything organized for IA#2 and have all your materials sorted. You have provided your TA with a list of the quick codes and which students should be receiving them. Once testing has started you are called by the hallway monitor that you assistance is needed in one of the rooms. Upon arriving the TA informs you that the quick codes you provided aren't working?
- 1. What next?**
 - Check whether Quick Access Codes is being typed by students correctly
 - Check Quick Access Code settings in Illuminate
 - Create NEW Quick Access Codes, if needed
 - 2. Is this a testing irregularity?**
 - This is NOT an irregularity
 - 3. What could you have done prior testing day to ensure that the quick codes were working?**
 - Check Illuminate settings for each Quick Access Code
 - Check whether you provide the correct/corresponding Quick Access Code to each TA
 - Use the Quick Access Code Tracker
 - 4. What is the best possible way to quickly remedy the situation at hand?**
 - Creating individual Test Tickets

Scenario #3 - Illuminate

Group members: Savita, Kimberly, Crystal, J

Group Presenter: Kimberly



- You have made all the preparations to IA# and ready to tackle the week. All students have started testing and about 30 minutes into testing, some students are getting kicked out. You also have some students that are getting an error message.
- 1. What next?
 - a. If other students are able to test and are not affected, let them continue to test while you reach out to the RAC for next steps. (have a teammate gather information about how many students are affected and what test) Students having the issue should pause and put their head down and remain quiet while waiting for instructions.
 - b. Have students log out and log back in to see if the test will work
- 2. Is this a testing irregularity?
 - a. No, this is not a testing irregularity, but I would contact my RAC to keep them updated about the issue. I would also put in a zendesk ticket so they are aware of it.
- 3. What guidance will you provide your staff?
 - a. If we are not able to continue testing after two hours we will activate the contingency plan, update RAC
- 4. Should you be able to test students on paper?
 - a. No, No paper test allowed
 - b. Proceed with makeup day
- 5. How does a contingency plan fit into this scenario?
 - a. A contingency plan may need to take place if students continue having trouble testing. Depending on the guidance RAC, students may need to test another day all together and an alternative schedule needs to be provided.

Scenario #4 - Quick codes again

Group Presenter: Albertorio & Allen

You are notified by the TA a student received that the student use the incorrect quick code and did not receive the their accommodations. The student is on question #8.

1. What next?
 - a. Pull up master accommodations and make sure student is supposed to receive accommodations
 - b. Stop testing, verify accommodations, then get correct code and have them start new test
2. Is this an irregularity?
 - a. yes
3. How can you fix it?
 - a. Provide TA with right code
4. How can this be avoided in the future?
 - a. Individual test tickets could be an option.

Auth Info
Access Code: FF4X3T4
Access Code: H2AGDK8

Scenario #5 - Oh no they didn't

Group Presenter:

You are working diligently on getting your materials organized for the upcoming IAs when one of your trusted sources comes to share some news with you. The trusted source informs you that one of the teachers has taken parts of the upcoming IA for their subject and administered during class. The teacher has not provided any accommodations or any other reference materials. Half the students have taken the test and some have completed it.

1. What next?

Notify the RAC, school leader and possibly the teachers coach. Let the teacher know to stop administering the exam immediately.

2. Is this an irregularity?

100%

3. How can you fix it?

Stop all other students from pre-emptively taking the IA, document all students who have already taken it, pull the teacher with the school leader to discuss next steps.

4. How can this be avoided in the future?

Ensure teachers don't have ANY access to IA materials; triple stamp in Staff PD that the IA is a blind exam; remind APs/coaches to check teacher plans to ensure IA materials are not used

5. Who should you enlist in your investigation?

Report to RAC, gather student statements, gather statements from reporting teacher, administering teacher, and the administering teacher's coach who checks their LPs

Scenario #6 - Two Birds with Different Feathers

Group Presenter: Tamra

You are approached by one of your TA and they inform you that one of the students used the wrong email to log into Illuminate and instead used another student's email address. The student is almost done with the test. The other student is schedule to test on the next day.

1. What next? Allow the student to keep working (they've seen most of the test and this will prevent any further interruptions) and immediately reach out to your RAC.
2. Is this an irregularity? Yes
3. How can you fix it? Listen to your RAC :)
4. How can this be avoided in the future? Make sure there is a test ticket printed that includes the student's email address and the code they're supposed to use, remind monitor to ensure students under the right name, explain the why of the test tickets in the training.



Past Scenarios

Please note:

Make sure to adhere to your district policies & procedures and always check with your DTC

Test Security Scenario #2

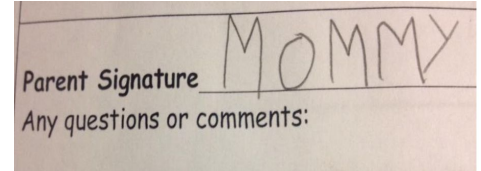
- Mr. Dudley Do-Right is administering the STAAR Math test. He puts the time remaining on the board and reads the script from his “What can You Say” Help chart at the appropriate intervals throughout the test. Each time he is sure to remind students to bubble their responses on the answer document. When the allotted time is up, Mr. Do-Right collects the test booklets and answer document. While placing them in alphabetical order he notices that one of the student’s answers document has several questions that weren’t bubbled in.



1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?

Test Security Scenario #3

- Mr. West has been administering tests for over 10 years and feels like he doesn't have to complete the test security training videos on the TEA website. He decides to alter last year's certificates to reflect this year's dates. While organizing the test security completion certificates you noticed that the training dates Mr. West's certificates look different than all the others.



1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?

Test Security Scenario #4

- Ms. Swift is administering the STAAR test and decides to pass out the testing materials. All students receive their test booklet, answer documents, scratch paper, and highlighters. Students start their test and are diligently working on it. You come in to the room and noticed that the dictionaries are all on the book shelf and not being used by students.



1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?

Test Security Scenario #5

- Mr. Jack Trades is serving as oral test administrator during the math test. The students in his group are “at student” request oral administrations. He starts testing the students and all is going well according to him. You walk in and noticed that Mr. Trades doesn't have the Oral Administration Manual and is reading the number 5,286 as five-thousand, two hundred and eighty-six.



1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?

Test Scenario #8

- Mr. Vigilante has started his students testing on time and all the students are working diligently. One of the students raises their hand and informs Mr. V. that their test is missing a few pages. Mr. V. remembers that he has an extra one from one of the absent students and gives the students that test booklet. The student proceeds and completes the test several hours later. Mr. V. makes no mention of this until he is returning his test materials after testing is complete.



1. What next?
2. What type of incident is this?
3. What kind of investigation or additional information is needed?
4. Who do you need to interview?
5. How can you train people to avoid these from happening in the future?
6. Which parts of the Incident Report Form do you fill out?

Testing Procedures: Scenario #1

- Students are testing and after 2 hours several students start to turn in their tests. The test administrator informs students that they can read a book or sit quietly at their desk. One of the students falls asleep and starts snoring pretty loud.



1. What do you do?
2. Is it a big deal?
3. How can you train for this situation?
4. Is this an incident report?
5. When should you become involved?

Testing Procedures: Scenario #3

- During English I testing one of the students completes their test but decides not to turn it in. The test administrator is “actively monitoring” and notices that the student has their head down. TA assumes the student is taking a little break and leaves them alone. Student ends up falling asleep and drools on the answer document.



1. What do you do?
2. Is it a big deal?
3. How can you train for this situation?
4. Is this an incident report?
5. When should you become involved?

Testing Procedures: Scenario #4

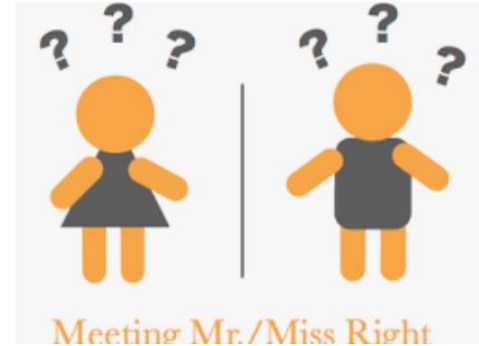
- You have a student in class who requires frequent breaks throughout the test. The student's plan states that the student is to take a break every 30 minutes. The student is under extended time.

1. What do you do?
2. Is it a big deal?
3. How can you train for this situation?
4. Is this an incident report?
5. When should you become involved?



Test Proctor Scenario #3

- Mr./Ms. Right has been at your campus longer than you and has been a test administrator ever since the TAAS(1990s) test. During the Interim Assessments he/she is the one that doesn't follow the testing procedures as you have suggested. At time calculators or dictionaries have not been provided. Also, likes to sneak their cell phone and use it during IAs.



1. **Would you allow this person to proctor? Why or why not?**
2. **What type of training would have this person complete?**
3. **Would this person require special supervision?**

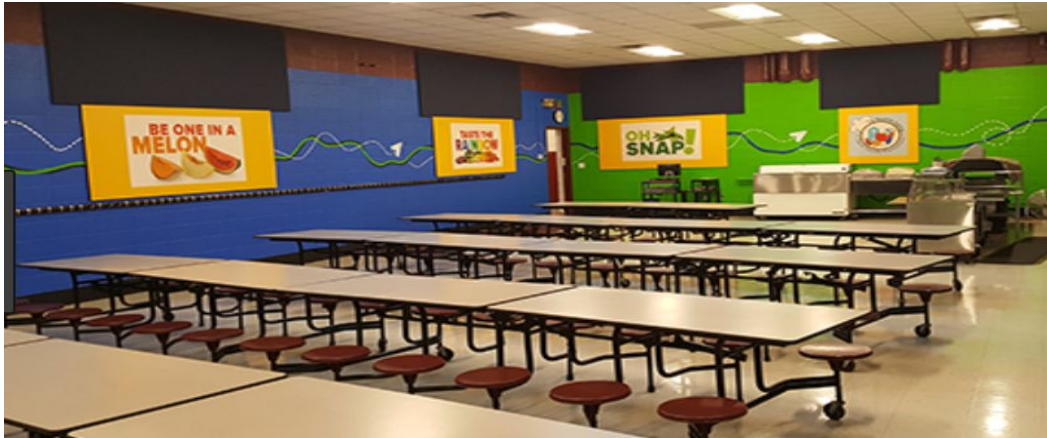
How do you make this room test ready?



How do we make this room test ready?



How do I make this room test ready?



How do I make this room test ready?



How do you make this room test ready?



How do we make this room test ready?



How do I make this room test ready?

