



# District Assessment Handbook

## 2024-2025

# Table of Contents

- Georgia Department of Education Student Assessment Handbook .....4
  - Purpose of PCCSS (Putnam County Charter School System) State and District Assessments .....5
  - Assessment Beliefs .....5
  - Digital Assessment Integrity and Security .....5
  - Non-digital Assessment Integrity and Security.....6
- Definitions .....6
  - Academic Rigor .....6
  - Accommodations .....6
  - Formative Assessments .....7
  - Non-digital .....7
  - Standardized Test .....7
  - Summative Assessments .....7
  - Security and Accountability .....8
- Testing Irregularities .....9
  - Steps for Reporting a Testing Irregularity of District Assessments .....10
  - Steps for Reporting a Testing Irregularity of State Assessments .....11
  - Professional Ethics .....11
- Unexpected Event Contingency.....13
- School Closure (may include internet or power outage) .....13
- Hospital Homebound Students.....13
- Putnam County Charter School System Program Responsibilities.....14
  - Superintendent .....14
  - System Test Coordinator (STC) .....14
  - System Technology Coordinator.....17
  - System Special Education Coordinator.....17
  - System Title III/ESOL Coordinator .....18
  - Principal .....19
  - School Test Coordinator (SchTC) .....20
  - Examiner .....22

Proctor .....23

Appendix .....25

Testing Irregularity Report Form – Statement Report .....25

Test Security Sign-off for System and State Assessments .....26

Professional Standard Ethics: .....28

<b>Superintendent/District Administrator</b>	<b>Mr. Derick Austin</b>	<b>Derick.austin@putnam.k12.ga.us</b>
<b>System Test Coordinator/Assistant Superintendent</b>	Mrs. Laura Melton	Laura.melton@putnam.k12.ga.us
<b>School Test Coordinator Primary/Assistant Principal</b>	Mrs. Holly Hardie	Holly.hardie@putnam.k12.ga.us
<b>School Test Coordinator Elementary/Assistant Principal</b>	Mrs. Joy Williamson	Joy.williamson@putnam.k12.ga.us
<b>School Test Coordinator Middle/Assistant Principal</b>	Ms. Victoria Bivins	Victoria.bivins@putnam.k12.ga.us
<b>School Test Coordinator High/Assistant Principal</b>	Mr. Brian Patrick	Brian.patrick@putnam.k12.ga.us
<b>Accommodations Coordinator/Special Education Director</b>	Mrs. Tiera Bowen	Tiera.bowen@putnam.k12.ga.us

- 1. ALL EXAMINERS MUST COMPLETE GEORGIA LEARNS COURSE...**This course is designed to give School Test Examiners the Georgia requirements and training necessary to administer the Georgia Milestones. School Test Examiners will receive school and district specific information from their School Test Coordinator about completing the required training and earning your training badge. Also applies to GKIDS 2.0, Georgia Alternate Assessment.
- 2. School Coordinators: Monitor student submission during the assessment session and once teachers turn in their test tickets, make sure admin checks that everyone has submitted before all students have exited the classroom.**
- 3. The following applies to all state, district curriculum-based, and norm referenced assessments.**

## **Georgia Department of Education Student Assessment Handbook**

All School Testing Coordinators must be familiar with the GA Department of Education Assessment Handbook to provide guidance and training to all staff before administering all state and district assessments to assure fidelity. The manual provides resources and direction in supporting the integrity of assessments and ensuring the results are valid and reliable for state and district assessments. The Putnam County System Test coordinator will

use the updated manual to train school testing coordinators yearly on requirements and new regulations for the administration of all state assessments.

## Purpose of PCCSS (Putnam County Charter School System) State and District Assessments

- To create assessments that will inform instruction and improve student achievement.
- To administer assessment items and tasks that are aligned to the Georgia K-12 Standards.
- To improve assessment practices across Putnam County Schools by providing standardized processes and employing best practices for teachers.

The system assessment program includes all state assessments and district level assessments.

## Assessment Beliefs

- Assessment is an on-going, spiraling data driven process that guides instruction.
- Assessment quality is more important than quantity.
- Assessment ensures that students understand what they have learned and why.
- Assessment is aligned and integrated with Georgia K-12 Standards
- Assessment is essential to achieve student and teacher accountability.
- Assessment promotes greater learning and growth through differentiated unbiased tasks.
- Assessment needs to have breadth, depth, and rigor.
- Assessment should include opportunities for student self-reflection.
- Assessment is a form of communication.

## Digital Assessment Integrity and Security

To ensure the integrity and security of assessments when assessments are delivered digitally, the district should:

- Ensure only proctors and students are logging into the system.
- Ensure proctors are actively monitoring students during testing.
- Prohibit the use of unapproved electronic devices for proctors and students.  
**Students test on district issued laptop only.**
- Prohibit the use of other devices during testing (e.g., a calculator, unless it is embedded within the assessment.)
- Prohibit the use of outside internet sources.

- Prohibit the use of unauthorized assistance to students (except for the purpose of administering accommodation to students with IEP (Individualized Education Program or 504 program plans)
- Prohibit the screen capture of test items.
- Follow all other testing requirements as learned through professional learning.

### Non-digital Assessment Integrity and Security

To ensure the integrity and security of assessments when administered, the district should:

- Ensure proctors are actively monitoring students during testing.
- Prohibit substituting materials and manipulatives other than those required by the assessment.
- Prohibit the use of other devices during testing (e.g., a calculator, unless it is embedded within the assessment.)
- Prohibit the use of outside internet sources.
- Prohibit the use of unauthorized assistance to students (except for the purpose of administering accommodation to students with IEP (Individualized Education Program or 504 program plans)
- Prohibit the screen capture of test items. **Do not retain any assessment upon completion.**
- Follow all other testing requirements as learned through professional learning.

## Definitions

### Academic Rigor

Rigor refers to academic rigor – learning in which students demonstrate a thorough in-depth understanding of challenging tasks to develop cognitive skills through reflective thinking, analysis, problem-solving, evaluation or creativity. Rigorous learning can occur at any school grade and in any subject. Doing more and longer assignments does not equal rigor. Rigor is about the quality, not the quantity, of student work.

### Accommodations

A change in test administration that alters how a student takes or responds to the assessment. The accommodations allowed on the state assessments are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not

change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores.

Accommodations are designed to provide equity, not advantage, and serve to level the playing field for students with disabilities and English Learners. When used appropriately, they reduce or even eliminate the effects of a student's disability. They do not, however, reduce learning expectations. There are two types of accommodation.

1. **Standard Accommodations** provide access to the assessment without altering the construct measured by the assessment.
2. **Conditional Accommodations** are more expansive accommodations that provide access for students with more severe disabilities or limited English proficiency that would not be able to access the assessment to demonstrate their achievement without such assistance. Conditional accommodation may only be provided to students who meet specified eligibility criteria. State Board Rule restricts this accommodation to a small percentage of students.

All accommodations must be approved through a student's IEP, 504, or English Learner plans.

### **Formative Assessments**

Assessments that provide information to students and teachers are used to improve teaching and learning. Formative assessment is not limited to paper/pencil or those used in calculating a grade.

### **Non-digital**

Assessments that provide information to students and teachers in performance tasks, paper/pencil, and observation rubrics.

### **Standardized Test**

A test designed with specific psychometric properties which is administered and scored following a prescribed procedure so that resulting scores carry the same meaning.

### **Summative Assessments**

A summative assessment is an evaluation tool used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the state-adopted content standards.

## Security and Accountability

Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' assessment scores will be viewed by the Putnam County Charter School System as inappropriate use or handling of test and will be treated as such. Below are guidelines to assist the system personnel in determining which activities might compromise test security or assessment validity. Please note that this list is not exhaustive. Any concern regarding test security must be reported to the school testing coordinator immediately.

It is a breach of test security if anyone performs any of the following:

- coach students during testing or alters or interferes with student's responses in any way.
- gives students access to test questions or prompts prior to testing.
- copies, reproduces, or uses assessments inconsistently with test security regulations. (under no circumstances will any portion of the assessment be copied or distributed to any outside sources).
- makes answers available to examinees.
- reads or reviews test questions before, during (unless specified by the IEP or EL (English Learners) accommodations) or after testing.
- questions student about test content after the test administration.
- fails to follow security regulations for distribution and return of secure test materials as directed or fails to account for all secure test materials before, during and after testing.
- uses or handles secure assessment documents and answer documents for any purpose other than testing.
- fails to follow administration directions for the test.
- fails to properly secure and safeguard pass codes/usernames necessary for online test administration.
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.
- erases or alters response on an answer document.

Failure to safeguard assessment materials or to comply with test administration procedures could adversely affect an individual's certification status. Such must be reported to the Putnam County Charter School System if district or GaDOE (Georgia Department of Education) if it is a state assessment and may be referred to the Educators Ethics Division for the Professional Standards Commission as failure to adhere to established policies and procedures. Under no circumstances may any tests be reproduced or duplicated for individual or group use unless authorized by Putnam County Charter School System and are limited to district assessments only.



Disciplinary Action: Disciplinary Action: The district may act if procedures are not followed in district assessments. Those actions could include a written reprimand, suspension or an ethical violation resulting in a PSC (Professional Standards Commission) referral. In the case of state assessments, the GaPSC (Georgia Professional Standards Commission) is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate: 1. Unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01); 2. Disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01); 3. Order from a court or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. § 19-6-28.1 and § 19-11-9-3); 4. Notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance corporation (O.C.G.A. § 20-3-295); 5. Suspension or revocation of any professional license or certificate; 6. Violation of any other laws and rules applicable to the profession; and 7. Any other good and sufficient cause that renders an educator unfit for employment as an educator.

## Testing Irregularities

All personnel in the district are responsible for following protocol as they become aware of testing irregularities. Security breaches and testing irregularities can have long-reaching impact on students, schools, and systems, as well as upon any personnel who might be responsible for causing or contributing to any circumstance leading to a testing irregularity. Examples of testing irregularities include, but are not limited to missing test booklets/test tickets; copying of (by machine or in handwriting), substituting non-approved materials, or verbal communication about test content; failure to create an appropriate test environment (e.g., relevant teaching aids visible by students during the test session); teachers assisting students with answers during the test session; actual or cloned test items presented to students before, during, or after the test session; testing session disruption for any reason; student cheating (i.e. sharing answers, using electronic devices to copy, send, share answers or test information). Students not being given accommodation as stated in their IEP, 504 plan or EL plan.

Any signs of any testing irregularity must be dealt with immediately. The examiner should contact the School Test Coordinator if any cheating or security violations are suspected. The School Test Coordinator, in turn, notifies the principal, who in turn notifies the System Test Coordinator. The School Test Coordinator should complete all required documentation and send it to the System Test Coordinator immediately.

In the case of any state assessments, if any system personnel become aware of testing irregularities within the testing window, the GaDOE Assessment Administration Division Assessment Specialist should be called immediately to determine if the test session can/should continue or if student scores must be invalidated (incidences of cheating will result in invalid student scores). If the decision is made to discontinue the testing process, Assessment Administration Division staff will assist system personnel with re-scheduling and/or re-testing, if appropriate. If the irregularity is revealed following the scheduled testing window, Assessment Administration Division staff should be contacted to determine if the scores on the affected tests are valid. All reports to the GaDOE should be made by the System Test Coordinator within the DOE Digital Platform.

If any persons from the public should contact the Putnam County Board of Education with allegations of classroom/school/system testing irregularities, in these cases, the System Test Coordinator will investigate, determine if possible unethical conduct is involved, make the appropriate report to the Superintendent and/or Assistant Superintendent to determine reporting to the Professional Standards Commission.

## **Steps for Reporting a Testing Irregularity of District Assessments**

School Test Coordinator:

- Communicate with the principal who in turn contacts the System Test Coordinator about a testing irregularity.
- The System Test Coordinator will provide guidance to investigate testing irregularities.
- Written narrative must be provided by all parties involved in the irregularity.
- Return all documentation to the System Test Coordinator

System Test Coordinator:

- Collect Testing Irregularity Information and documentation from School Test Coordinators
- Compile documentation for each incident reported.
- Provide documentation to Superintendent and/or Assistant Superintendent

- Superintendent and/or Assistant Superintendent will determine the course of action to be taken.

## Steps for Reporting a Testing Irregularity of State Assessments

### School Test Coordinator:

- Communicate with the principal who in turn reports to the System Test Coordinator about a testing irregularity.
- The System Test Coordinator will provide guidance to investigate testing irregularities.
- Written narrative must be provided by all parties involved in the irregularity.
- Return all documentation to the System Test Coordinator

### System Test Coordinator:

- Collect Testing Irregularity Forms and documentation from School Test Coordinators
- Compile documentation for each incident reported.
- Call the assessment specialist in the Assessment Administration Division to determine appropriate coding for student answer documents.
- If appropriate log the testing irregularity into the GaDOE online Portal.
- The Assessment Administration Division will inform the district if it is required to report the irregularity to the Professional Standards Commission.

The School or System Test Coordinator is not required to follow up on irregularities concerning common place interruptions (e.g., unexplained fire drills and bomb threats, sudden or severe weather events, alarms, security lock down, sickness, power/internet outage, etc.).

## Professional Ethics

Standardized testing has become a basic component of accountability for students, teachers, administrators, schools and school systems in Georgia and other states. Communities rely on their schools' assessment and standardized scores to determine the success of their schools. When tests are properly administered, scored, and interpreted with a high degree of professionalism they can guide the district to make instructionally sound decisions.

An effective assessment process provides the following benefits:

- Students, based on their individual test scores, will know which skills and knowledge they have mastered toward meeting state standards by grade level.
- Information provided to parents from assessments can help evaluate whether their children are obtaining the skills and knowledge they need to be successful during and after their school experiences.
- Teachers can determine if students have mastered the skills and knowledge needed to advance to the next level and if not which skills and knowledge need improvement.
- The district and community have a means to determine if schools are making improvements from year to year.

Putnam County Charter School System relies on district and state-mandated assessments as a key component of the district and state accountability program and uses the test results to fulfill national requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically. In the pursuit of fair and ethical testing for all stakeholders of Georgia, the following areas shall be addressed before, during and after testing:

- Test Security – Test materials shall be secured before, during, and after testing and scoring to ensure fair assessment of all students.
- Test Preparation – The test should reflect the curriculum being taught and should be developmentally appropriate for the age and level of the test-taker. Students should be familiar with test-preparation skills. Educators should be trained in proper administration procedures and testing practices. Tests should be administered in the appropriate environment.
- Test Administration – Policies and procedures have been developed to implement fair and ethical testing procedures and practices. All eligible students should be assessed. Tests are used for their intended purposes.
- Test Data – Test scoring should be reliable and valid. Test data interpretation shall be appropriately given to stakeholders. Curriculum improvement should be guided by adequate data analyses.

## Unexpected Event Contingency

In an unexpected situation, teachers must first assure the safety of the students and adults, along with damage to property. Beyond that, if possible, the integrity of the test being administered should be maintained. Assessments may be resumed during the same day or the following day without compromising the assessment's integrity. Any interruption for an extended amount of time and/or involves many students should be reported to the District Test Coordinator for more recommendations.

## School Closure (may include internet or power outage)

1. Decisions will be made at the district level to determine the extent of school closure or disruption to assessments and schools will be provided guidance to determine if the assessments will be delayed or can be given online from a remote site.
2. In the event of remote assessments, students will be provided with a device and access to the internet if needed.
3. Schools may also elect to provide onsite testing for students in small groups.
4. The district along with school administrators and teachers will make every effort to assure the integrity of all assessments.

## Hospital Homebound Students

HHB students must participate in required state assessments as determined by the educational plan and should participate in district assessments if appropriate for students at the time of district assessment. The appropriate district school team or IEP team shall develop strategies to ensure these assessment services are delivered. If the student is medically able, according to the licensed physician treating the student for the diagnosis for which they requested HHB service, the student shall take the assessment in the school in which he or she is enrolled (State Board Rule 160-4-2-.31 (5)(d)) (See Hospital Home Bound).

## Putnam County Charter School System Program Responsibilities

### Superintendent

1. Has ultimate responsibility for all testing activities within the district.
2. Designates the System Testing Coordinator (STC) and notifies the Director of Assessment Administration of any new appointments to this role as they may occur due to changes in personnel or updates to primary or back-up STC positions.
3. Supervises Principals and STC to ensure they fulfill their specific responsibilities for administering tests.
4. Maintains contact with STC to become thoroughly informed of all testing activities.
5. Conducts investigations of reported testing irregularities (e.g., student cheating, unethical professional conduct). Reports unethical professional conduct to the Educator Ethics Division of the GaPSC.
6. Monitors testing activities in the district to guarantee compliance with regulations established by the State Board of Education (SBOE) and current legislation.
7. Informs district board members, parents, and other citizens about requirements pertaining to statewide testing.
8. Ensures that appropriate district personnel attend GaDOE workshops concerning state assessment programs.
9. Ensures that the appropriate personnel complete all necessary readiness checks for online testing.
10. Ensures that personnel enforce prescribed calculator, cell phone, and electronic device guidelines.
11. Reviews and returns certification/verification forms to the Office of Assessment and Accountability at the GaDOE by the due dates.
12. Ensures that Principal's Certification Forms are completed after each test administration and retained as required.
13. Approves all special administrations.
14. Informs district stakeholders concerning the collective achievement of enrolled students by school and system.
15. Ensure that district calendars are planned so that all tests are administered according to the state- published testing calendar.
16. Completes the Superintendent's Certification survey form in the MyGaDOE Portal due January 31 each year for assessments conducted August 1-December 31 as well as July 31 each year for assessments conducted January 1-July 31 each year.

### System Test Coordinator (STC)

1. Must be designated by the Superintendent.
2. Acquires and maintains current information on the statewide testing program, including the section for Students with Disabilities and special populations. The STC is expected to be familiar with guidance and information found in the *Student Assessment Handbook*, the *Accessibility & Accommodations Manual*, and the *Assessment Administration Protocol Manual*. In addition, the STC is expected to

review all communication through emails, Assessment Updates, and guidance posted to the Testing/Assessment website (<http://testing.gadoe.org>) including links to the for-educator's webpage and testing program sites.

3. Asynchronous courses provided through Georgia Learns must be completed annually by STCs, SchTCs, Test Examiners, and Proctors. Staff will receive a completion badge and certificate once they have completed the course successfully. STCs and SchTCs are responsible for collecting documentation of all Georgia Learns course completion certificates from staff and educators prior to any test administration windows and beginning any test sessions.
4. Coordinates all test administration activities within the school system including collaboration with the Technology Director and/or technical staff, Special Education Director and/or designated staff, Principals, and School Testing Coordinator.
5. Coordinates with System Technology Director or Coordinator for the appropriate implementation of technology-based test administrations including scheduling, training, system and device requirements, and other communications.
6. Serves as liaison between the system and the GaDOE for all test administration activities.
7. Coordinates all training plans related to test administration activities (online and paper), ethical behavior of personnel, and test security for personnel and students.
8. Coordinates with various district divisions to ensure successful test administrations (Special Education, Technology, Title III, etc.)
9. Assumes responsibility for carrying out the approved plan for administration of all tests.
10. Furnishes all information and submits all forms required by the GaDOE by specified dates.
11. Ensures principals complete the Principal Certification Form for each administration and maintains these forms for five years.
12. Orders special format tests (Braille, large print, advanced reading aids, etc.).
13. Receives test materials from GaDOE at a designated time and place and maintains them in a secure location.
14. Reviews and follows all procedures in all administration manuals and is familiar with administrators' roles and proctors' roles.
15. Ensures that appropriate security provisions and technology readiness checks are in place/completed relative to online testing environments including security of logins, test tickets, passcodes, seating arrangements, etc.
16. Adheres to test dates, time schedules, and specified instructions set by the GaDOE and returns all materials to GaDOE and/or its contractors as specified and by the prescribed date(s).
17. Ensures that each test setting (room) is suitable, has an assigned trained examiner, and has the appropriate number of trained proctors.
18. Ensures that prescribed calculator, cell phone, and electronic device guidelines are applied in each school.
19. Accounts for all test materials delivered to the school system and for the disposition of specific materials.
20. Attends statewide testing program meetings/webinars and redelivers to district school coordinators.

21. Arranges schedule for staff to monitor schools during testing sessions.
22. Trains all SchTCs in test security protocols and assessment administration policies and procedures and ensures examiners, proctors, the system Special Education Coordinator (on the administration of the GAA (GA Alternate Assessment) 2.0), the system ESOL (English to Speakers of Other Languages) Coordinator (on the administration of ACCESS for ELLs/Alternate ACCESS), and any others who have responsibilities related to testing and/or testing materials receive training by appropriate personnel prior to all assessment administrations.
23. Ensures that principals and SchTCs are aware of and follow the protocols/procedures prescribed in *Student Assessment Handbook, Accessibility & Accommodations Manual, Assessment Administration Protocol Manual*, testing manuals, and other ancillary materials.
24. Maintains a portfolio of all training session materials and rosters of attendees for documentation purposes.
25. Answers questions of all SchTCs and Principals and makes decisions regarding testing, when appropriate.
26. Ensures that SchTCs account for all students in terms of testing requirements.
27. Ensures that all SchTCs or other designated personnel have been trained to assign appropriate accommodations for students accurately in the online platform prior to administration of assessments, and that any corrections made to accommodations include the printing of a new test ticket where required. This requires establishing a protocol for monitoring and reviewing the assignment of appropriate accommodations for students at the district and/or school level.
28. Ensures strict test security and reports to Superintendent concerning testing irregularities (e.g., student cheating, unethical professional conduct).
29. Communicates to the Assessment Administration Division when testing irregularities occur.
30. Distributes test results to the Superintendent and to the schools in a timely manner and ensures that students are informed of the expected date for the return of the test results.
31. Interprets test results to school personnel and appropriate others.
32. Ensures that district calendars are planned so that all tests are administered according to the state- published testing calendar that provides testing dates for the current and future academic years.
33. Ensures that students, parents, and other stakeholders have access to information concerning all test administration and utilization of test results.
34. Works with system personnel to communicate to parents of students with IEPs (Individualized Education Programs) (Individualized Education Program), IAPs, and ELL/TPC plans pertinent information regarding all statewide tests.
35. Monitors each test administration for school or system-level errors and data corrections that may result in the district being invoiced for additional costs.
36. Communicates any special accommodation requests to the Assessment Administration Division at least six (6) weeks prior to the administration of a state-mandated assessment.
37. Provides information for the Superintendent's Test Certification twice a year to



allow for submission by the Superintendent by January 31 for assessments administered between August 1 and December 31; and by July 31 for assessments administered between January 1 and July 30 each year.

### **System Technology Coordinator**

1. Acquires and maintains current information on the statewide testing program, including technology requirements for testing programs, training manuals, and testing schedules.
2. Coordinates with the STC for the appropriate implementation of computer-based test administrations.
3. Attends or views GaDOE assessment technology trainings and webinars.
4. Works with the STC to ensure that all schools have technology ready for online testing.
5. Performs readiness checks for the system and district testing devices.
6. Coordinates with schools so district software is installed and ready for use with each testing administration.
7. Coordinates with schools so that test content is available on servers and student responses can properly be sent to the testing vendor.
8. Verifies that district network security including firewalls and content filters are configured to work with the testing vendor to allow for test content and student responses to pass through the district network.
9. Verifies that wired and wireless bandwidth is appropriate for testing as defined in the system requirements documentation and training sessions.
10. Monitors district resources during test administrations for quality assurance.
11. Troubleshoots technology issues as they arise prior to and during test administrations.
12. Completes all post-testing tasks as stated in technology manuals, handbooks, and guides.
13. Verifies all test examiners have completed annual certification and training requirements with WIDA (World Class Instructional Design and Assessment) for administering WIDA ACCESS and WIDA alternate ACCESS as well as appropriate test security and test administration procedures.

### **System Special Education Coordinator**

1. Acquires and maintains current information on the statewide testing program, including the section for Students with Disabilities, which is found in the Assessing Special Populations section of the *Student Assessment Handbook* and the *Accessibility & Accommodations Manual*.
2. Acquires and maintains current information of IDEA (Individuals with Disabilities Education Act), state rules, and waiver process for students with disabilities.
3. Provides technical assistance to special education teachers on test administration.
4. Ensures that all due process rights pertaining to the testing programs are provided for students with disabilities.
5. Ensures that IEP teams understand the appropriate selection of approved accommodations for all state-mandated assessments.
6. Ensures that IEP teams understand the appropriate selection and eligibility criteria

- for students who require the Georgia Alternate Assessment (GAA 2.0).
7. Ensures that appropriate documentation is maintained for all students with disabilities.
  8. Ensures that students with disabilities have the appropriate test-taking experience or have been taught test-taking skills prior to taking the tests.
  9. Informs STC of the number of special format tests (i.e., Braille, state-approved assistive technology, or large print) needed to test students with disabilities for all test administrations.
  10. Informs the STC of any special accommodation requests at a minimum of eight weeks prior to the administration of a state mandated assessment.
  11. Informs the STC of the number of students who must receive each accommodation allowed by state regulations.
  12. Acquires and maintains current information about the alternate assessments (e.g., GAA 2.0 and Alternate ACCESS for ELLs (English language learners)).
  13. Ensures that the following activities are completed by special education personnel in preparation for all state-mandated assessments.
    - a. Discusses the state-required tests with the students and parents/guardians.
    - b. Informs IEP students and their parent(s)/guardian(s) of pertinent test information and the role of the IEP team in identifying test accommodations, if any, which the student may require to participate.
    - c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment (such as promotion/retention requirements, EOCs (End of Course) constituting 20% of the final course grade, and any relevant district policies). Documents the occurrence of this discussion.
  14. Ensures that all special education teachers have been trained to administer the GAA 2.0.
  15. Collaborates with Title III/ESOL colleagues to train the appropriate teachers to administer the Alternate ACCESS for ELLs.
  16. Coordinates with the System Technology Coordinator for the successful implementation of technology-based assessments including technology-related requirements for students with disabilities, scheduling, training, system requirements, and other communications.

### System Title III/ESOL Coordinator

1. Ensures that all assessments and, in certain cases, conferences relating to a student's ESOL eligibility (Rule 160-4-5-.02) are documented prior to assigning EL, EL-1, or EL-2 status.
2. Acquires and maintains current information on the statewide testing program (SB Rule 160-3-1-.07), including the section on accommodations for English learners (EL) found in the Accommodations section of the SAH.
3. **Ensures EL-1 and EL-2 students are not administered the ACCESS for ELLs.** EL-1 and EL-2 students have exited ESOL services and are no longer eligible for the ACCESS for ELLs assessment.
4. Provides technical assistance to teachers on test administration.
5. Ensures that appropriate documentation is maintained for all EL students.
6. Ensures that EL students have appropriate test-taking experience or have been

- taught test-taking skills before taking them.
7. Informs the STC of the number of students who must receive each accommodation allowed by state regulations.
  8. Ensures that the following activities are completed by EL/ESOL personnel in preparation for all state- mandated assessments:
    - a. Discusses the state-required tests with the students and parents/guardians.
    - b. Informs EL, EL-1, or EL-2 students and their parent(s)/guardian(s) of pertinent test information and the role of the EL/TPC in identifying test accommodations, if any, which the student may require to participate.
    - c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment (such as promotion/retention requirements, EOCs constituting 20% of the final course grade, and any relevant district policies). Documents the occurrence of this discussion.
  9. Train Title III/ESOL teachers to administer ACCESS for ELLs and collaborates with special education colleagues to train the appropriate teachers to administer the Alternate ACCESS for ELLs.
  10. Verifies all test examiners have completed annual certification and training requirements with WIDA (World Class Instructional Design and Assessment) (World Class Instructional Design and Assessment) for administering ACCESS for ELLs and Alternate ACCESS for ELLs as well as appropriate test security and test administration procedures.

## Principal

1. Has ultimate responsibility for testing activities in the school.
2. Designates a SchTC to coordinate the testing program. The SchTC must hold a GaPSC-issued certificate.
3. Ensures proper online and/or paper testing environments for all test administrations.
4. Ensures that all testing sites are appropriately prepared: updated devices and technology resources, adequate student workspace, proper lighting, good ventilation, enough desks in good repair, instructional materials (e.g., posters, word walls, etc.) removed or covered, etc.
5. Ensures that the appropriate personnel complete all necessary readiness checks for online testing.
6. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting and each testing administration.
7. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified prior to the administration of all testing sessions.
8. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students, entry into test settings by person/persons not serving as the examiner or proctor unless necessitated by emergency/time-sensitive need), and that sites do not have content-related materials posted that could advantage one group of students over others.
9. Assigns appropriately trained personnel to serve as Examiners and Proctors.

10. Arranges appropriate schedules for teachers who will be Proctors and Examiners and for those who will be instructing other students not involved in testing.
11. Informs students and parents/guardians about the purpose of testing, dates, and times for testing, and expected dates for return of test results (see Test Preparation section).
12. Creates an atmosphere in which all staff members know that their cooperation is needed and expected for successful test administration.
13. Advises SchTC, Examiners, and Proctors if emergency situations arise.
14. Monitors the administration of tests.
15. Supervises all testing activities to ensure strict test security.
16. Maintains test materials in a secure location, with restricted access.
17. Ensures that only staff members trained in the proper management of secure test materials handle such materials.
18. Notifies STC of testing irregularities and provides explanation of circumstances.
19. Ensures that the school calendar is planned so that all tests are administered according to the system's testing calendar.
20. Monitors test preparation activities to ensure that secure testing materials are not misused.
21. Verifies all examiners have been trained in test security, educator ethics, and test administration protocols and policies to administer the state-mandated assessments.
22. Reviews and returns the Principal's Certification Form to the STC after each administration.

### **School Test Coordinator (SchTC)**

1. Prepares all testing sites.
2. Assists Principal in assigning Examiner(s).
3. Conducts orientation and training sessions related to test administration, test security, and ethical behavior for all personnel expected to be in direct contact with the test administration process, including Examiners and Proctors.
4. Assigns trained Proctors appropriately in accordance with state guidelines.
5. Coordinates with various schools and/or system divisions to ensure successful test administration (Special Education, Technology, Title III, etc.)
6. Ensures that students have only one opportunity to test during each window.
7. Adheres to system testing schedule.
8. Accounts for all students in terms of testing requirements, including special populations and those requiring testing accommodations.
9. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified prior to the administration of all testing sessions.
10. Ensures that appropriate security provisions are in place relative to online testing environments and materials including logins, passcodes, conducive seating arrangements, etc.
11. Receives test materials from STC and verifies numbers received.
12. Ensures all materials are stored in a secure, locked location with restricted access,

- confirms access is restricted by accounting for keys.
13. Accounts for the security of all test materials during the time the materials are in the building.
  14. Ensures that only staff members trained in the proper management of secure test materials handle such materials.
  15. If applicable, determines the number of paper test booklets and answer documents to be assigned to each testing site and accounts for material distribution and return.
  16. Under supervision, ensures the accuracy of student FTE (Full Time Equivalent) and GTID numbers on each answer document.
  17. Provides each Examiner with a list of student FTE and GTID numbers.
  18. Gives Examiners extra No. 2 pencils, online test tickets, computer peripherals, and resource materials, if appropriate.
  19. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting.
  20. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students, entry into test settings by person/persons not serving as the examiner or proctor unless necessitated by an emergency/time-sensitive need) and that sites do not have content-related materials posted that could advantage one group of students over others.
  21. Distributes test materials to and collects from each Examiner on the testing days.
  22. Ensures Examiners sign out (date and time) materials each testing day shortly before testing begins each day.
  23. Counts materials returned from Examiners each day and accounts for all materials distributed each day of testing.
  24. Ensures Examiners return (sign, date, and time) materials immediately after testing each day.
  25. Maintains dated student sign-in/sign-out sheets for each test administration.
  26. Ensures that at least one certified administrator is present and witnesses student response transcription when/where necessary. Documentation of this process must be retained. Confirms that all necessary transcriptions are completed when necessary.
  27. Notifies Principal and STC of any emergency and helps to decide what action needs to be taken.
  28. Conducts, coordinates, and supervises inspection of all completed answer documents before delivering them to the STC for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.
  29. Packages and returns materials to STC according to directions and timeline.
  30. Notifies Principal and STC of testing irregularities and explains circumstances.
  31. Ensures that for any students not currently enrolled in their school, the following protocol is applied:
    - a. contacts students' schools for verification of test eligibility, and
    - b. requires photo ID and maintains photocopy record.
    - c. The decision to test out-of-system students is a district one. The burden of

identification, establishment of eligibility, and record-keeping ensuring score reports are returned to the appropriate school must be borne by the administering school/system. Systems should collaborate and discuss such cases prior to test administration.

## Examiner

1. Must be GaPSC certified and adheres to the Georgia Code of Ethics for Educators. As required by State Board Rule 160-3-1-.07, certified educators (**teachers, interpreters, counselors, administrators, and paraprofessionals**) must administer all state-mandated assessments. The term **Certified Educator** in this statement is defined as those educators directly involved with the instruction of students, and who must hold a **clearance certificate** as defined by the GaPSC. Educators without Georgia certification from the GaPSC must not administer state assessments. District must be mindful of certificate expiration dates and ensure that all examiners possess a valid/unexpired certificate at the time of test administration. The term **Examiner** refers to the person administering the assessment.
2. At least annually, and more frequently where required, participates in, and completes all training related to test administration, test security, and ethical behavior.
3. Reviews and follows all procedures in handling all administration materials.
4. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified prior to the administration of all testing sessions.
5. Documents the daily receipt (date, time, and number received) of test materials and the daily return of test materials.
6. Ensures the security of test booklets while they are in the testing site before, during, and after testing.
7. Provides No. 2 pencils, erasers, pens for writing tests, and resource materials (if appropriate).
8. Follows procedures for testing as given in the *Examiner's Manual*, including reading all directions word-for-word to students.
9. Confirms that all assigned students have entered and bubbled in the test form number correctly if one is required.
10. Maintains control of testing situation and keeps students on task. **Examiners must actively circulate and monitor students throughout the testing session(s).**
11. Monitors test administration and communicates with the SchTC and/or the Technology Coordinator or designee when test administration, technology, and/or student issues arise.
12. Applies and enforces prescribed calculator, cell phone, and electronic device guidelines.
13. Observe students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to SchTC immediately.
14. Allows no student to leave the test room unless there is an emergency/health/restroom need.

15. Counts and verifies all testing materials each day prior to dismissing students.
16. After testing, inspects answer documents for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning. SchTC and/or STC must have a protocol in place to ensure the examiner review has been completed, is accurate and all necessary coding/labeling is complete.
17. Returns all test materials to SchTCs immediately after testing each day, including special format tests, such as Braille or large print.
18. Ensure that no content-related instructional materials are displayed in the testing site. Charts, diagrams, and posters should not be visible. Chalkboards/Whiteboards should be free of any writing except for test procedure information.
19. Sign Language interpreters may review the test before administering the assessments to their students. However, it is unethical for interpreters to reproduce or disclose any secure material or to cause it to be reproduced or disclosed in any form. Video sign language is the preferred mode for online assessments, where available.
20. Has completed annual certification and training requirements with WIDA (World Class Instructional Design and Assessment) for administering WIDA ACCESS and WIDA alternative ACCESS and appropriate test security and test administration procedures.

## Proctor

1. Participates and completes all training related to test administration, test security, and ethical behavior.
2. Assumes responsibility for assigned students.
3. Monitors a specific area if a large testing site is used.
4. Monitors online test administrations and communicates with Examiner when test administration, technology, and/or student issues arise.
5. With Examiner supervision, assists in preparing test materials for distribution to students in a classroom on days of testing.
6. Ensures that desks are clear of everything except test materials.
7. Assists the examiner in applying and enforcing prescribed calculator, cell phone, and electronic device guidelines.
8. With examiner supervision, assists in distributing and collecting classroom test materials.
9. With examiner supervision, answers questions regarding test procedures but does not explain items or answer any questions regarding the content of the test.
10. Remains in testing site during entire testing time.
11. Observe students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to SchTC immediately.
12. Reports any unusual circumstances to Examiner immediately (e.g., suspicion of cheating).
13. Circulates among students during testing to discourage misconduct and to be available to answer student questions.

14. Avoids standing by a student's desk too long or touching a student, as this may be distracting.
15. Monitors students with disabilities, 504 students, or EL students who may require closer observation than other students or who need special assistance.
16. With examiner supervision, assists in accounting for all classroom test materials (Test materials should be returned to the SchTC by the Examiner).
17. Assists the Examiner in maintaining strict test security.
18. Completes all GADOE (Georgia Department of Education) required assessment and test security training as published in the Student Assessment Handbook and posted in Assessment Updates.



## Appendix

### Testing Irregularity Report Form – Statement Report

---

**Name:**

**Position:**

**Date of Incident:**

**What assessment?**

**What happened?**

**Who was Involved?**

**When did it happen?**

**Where did it  
happen?**

**Signature:**

**Date:**

---

## Test Security Sign-off for System and State Assessments

The need to be careful regarding test security is critical. Staff members who are not involved in testing should also be aware of the school's responsibility for test security. Paraprofessionals, custodial staff, and others in the school who may be in classes during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules.

Situations may arise which call for unplanned reactions. New questions may arise about what can and what cannot be done in relationship to testing issues. Therefore, test coordinators may have to make decisions on what actions should result. Attempting to analyze each situation by asking the following questions may help to decide the proper action to take:

- Could this give one student an improper or unfair advantage over others?
- Could this give one teacher's class an improper or unfair advantage over others?
- Could this give a student or teacher advance knowledge of the test?
- Could this be considered as teaching a child a small amount of information that is known to be on the test, or is highly likely to be on the test, rather than teaching skills and the entire curriculum for the subject area to be tested?
- Could this be considered unethical or a violation of board rule, professional teaching practices, the provisions in the GaDOE *Student Assessment Handbook*, or the instructions in the Examiner's Manual?

If the answer to any of the above was yes, then the action would be improper and should not be taken. This does not mean that teachers should not prepare students for standardized tests. They could have a daily review of skills or concepts that are to be tested. They should also be taught appropriate test-taking skills. Teachers should contact the School Test Coordinator for any questions about testing issues.

Following is a list for consideration prior to testing. The list should not be considered all-inclusive.

### **Must Do:**

- Contact the School Test Coordinator if any question arises about tests or test security. The school principal must also be made aware of any issues involving testing or test security.
- Keep all testing materials stored in a secure place accessible only by the principal and the test coordinator. The GaDOE recommends that tests be stored in a locked cabinet

in a locked room. If an adequate number of locked cabinets are not available, then test materials are to be stored in a locked room to which only the principal and test coordinator have access. Restricted access should be confirmed prior to receipt of test materials.

- Be certain that everyone involved in the testing process has been trained and informed of responsibilities around test security. Provide sign-in sheets and rosters as well as training agendas. Attendance at training must be mandatory and well-documented. Untrained examiners must not be allowed to test.
- Be certain that all materials issued to persons administering tests are counted carefully when given out and when returned. Keep a daily log of checkout times and return times. If a problem occurs, notify the School Test Coordinator immediately.
- Distribute testing materials as close to the actual testing time as possible.
- Be certain that all the people receiving materials sign a checkout sheet when they receive the materials. This sheet should show the date and time.
- Make certain that all materials are returned immediately after the testing session. Teachers are responsible for turning them in and coordinators are responsible for verifying that they do.
- Be certain all people returning materials sign a check-in sheet. This sheet should show the date and time.
- Be certain that materials are issued only to people who have been carefully advised of their responsibilities for test security. Only staff members who have been trained in the proper management of secure test materials should handle such materials.
- Follow instructions in the test manual exactly. This is especially important because manuals change each year. Not doing so can invalidate test scores.
- Be certain that the test coordinator, principal, or principal's designee is present when demographic data (name, student number, etc.) is entered on test booklets for grades K-12 if this is done in advance. This should be done in a central and well supervised location.
- Take down or cover any content materials displayed in the classroom if the item could help students during the test.
- Teachers should collect and turn into the School Test Coordinator any scratch paper used during a standardized test and the School Test Coordinator should destroy it. Scratch paper must not be used for a test if the test directions do not allow it.
- Teachers should notify the School Test Coordinator of any problems that occur during testing. School Test Coordinators should immediately notify the principal in writing of any problems and then notify the System Test Coordinator. If necessary, the System Test Coordinator will notify the GaDOE.
- Make certain that everyone involved in testing in any manner is aware of the items in this list and the list below.

- Make certain that everyone involved in testing is aware of professional practices and the consequences of violations.

**Must Not Do:**

- Allow anyone to see test forms for any state-mandated test before they are administered—not even for a brief look regardless of the reason.
- Copy tests or test materials in any way—no photocopies, no handwritten copies, no notes may be made about test content, including secure GAA portfolio entries.
- Allow anyone else to copy tests, testing materials, or make notes about test content.
- Keep tests or testing materials at the end of the testing session or the assessment window.
- Give students the answer, or any clues to the answer, to any test item.
- Make notes about test content during test administration.
- Use any information about actual test items, regardless of how it is obtained, to help students prepare for the test. Such information may not be shared with anyone for any purpose. This does not include appropriate sample test items or practice materials.
- During instruction, teach a particular problem or bit of information because it is known to be on the test. (This does not mean that skills and concepts, which are listed in the objectives or on test profiles, should not be emphasized—they should be.)
- Add anything to, or delete anything from, the directions in the test manual. This violates standardized test conditions and may invalidate scores. Directions may be clarified.
- Discuss test items or actual test content with anyone at any time. This does not prohibit discussions about test objectives, test profiles, test results, or test preparation.
- Select and distribute test materials, test forms, writing prompts, etc. in a manner designed to provide a student/group of students with an advantage over others.
- Alter or interfere with a student’s responses.
- Remove secure test materials from their secure storage location for reasons.
- Other than the preparation of materials for testing, actual test administration, and the completion of tasks prescribed by test administration manuals or the *Student Assessment Handbook*.

**Professional Standard Ethics:**

Standard 11:

**Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

- committing any act that breaches Test Security; and
- compromising the integrity of the assessment.

### **Reporting**

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or district procedures require reporting sooner. Educators should be aware of legal requirements and district policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).

(b) The Commission notifies district and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

### **Disciplinary Action**

(a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators,
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators,
3. order from a court of competent authority or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support.
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation
5. suspension or revocation of any professional license or certificate.
6. violation of any other laws and rules applicable to the profession; and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute

teacher or in any other position during the period of his or her revocation, suspension, or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification.

**I received a copy of the Putnam County Schools Assessment Handbook for “*Test Security Information for System and State Assessments*” and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing of both system and state assessments.**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_