

703 KAR 5:080

Administration Code

For Kentucky's

Educational Assessment Program

[September 2009]

703 KAR 5:080 Administration Code for Kentucky's Educational Assessment Program

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⌘ Rationale

The Kentucky General Assembly continues to require an innovative student assessment program designed to measure progress toward the **education** goals specified in **legislation** ~~the Kentucky Education Reform Act (KERA)~~. Kentucky's assessment and accountability program includes multiple ~~[state required]~~ assessments and **data reports. This Administration Code shall be followed for all state-required assessments [tests] and optional tests administered by school personnel that are reported in Kentucky's accountability system. This regulation applies to test administrations using paper/pencil and computers/digital technology.** This document describes the practices considered appropriate in preparing students for the assessments, in administering them, and in providing for proper security of the assessment materials. ~~[Since the issues involved for each type of assessment are different, they are considered separately.]~~ The following standards were used in determining appropriate practices:

- 1. Professional Ethics:** **The ethical standards of the education profession in 16 KAR 1:020 shall apply to certified personnel engaged in administering the state student assessment program.** No test preparation practice shall violate the ethical standards of the education profession in 16 KAR 1:020. **It shall be considered a violation of this regulation to alter student information (e.g., grade level) or data in the state student information system in order to access or to avoid testing.** ~~[Rewards or motivational strategies related to state required assessments shall be consistent with those applied within the regular curriculum or within the larger school program in general.]~~
- 2. Educational Defensibility:** **Students and schools have the right to valid and reliable test results. All test preparation practices shall be designed and used for the purpose of increasing student learning.** ~~[No test preparation practice, nor assistance during testing, shall increase students' test scores on the state required [statewide] assessment components without simultaneously increasing students' ability to apply the content tested to real life or simulated real life situations.]~~ Activities that are created or implemented, **before or during testing,** for the sole purpose of **artificially** increasing test scores and do not contribute to the **students'** ~~[student's]~~ overall education are considered **a [in]** violation of this regulation.
- 3. Student Ownership:** All assessment work shall be done entirely by the student. ~~To emphasize test security, students may be asked, during~~ **During test administration, students may be asked to read and sign a Student Honor Code that emphasizes the work included in the test is the student's effort alone. If the student refuses to sign the honor code, testing should move forward.**

[H.] Appropriate Assessment Practices

KRS 158.6455 requires that the school accountability system shall be inclusive of all students. The Kentucky Department of Education (KDE) shall hold schools and school districts accountable for the performance of all students. In the absence of assessment information about the performance of a student, the school shall be assigned a non-performance **or zero score** ~~[(low novice)-level]~~ for that student.

Dedicated time for training on this Administration Code and 703 KAR 5:070, Procedures for the Inclusion of Special Populations in the State-Required Assessment and Accountability Programs, shall be provided for every individual (e.g., administrators, supervisors, teachers, instructional assistants, parents, ~~peer tutors,~~ scribes and readers) **potentially** involved in any component of the assessment.

This training shall occur before any test-related processes or test administration begins. Solely reading the regulation shall not be considered adequate training. Training shall include interaction regarding the content of the regulation with supporting examples and situations. Schools and districts may use materials provided by KDE or locally produced.

Everyone involved in any component of assessment shall read~~[,]~~ and comply annually with this Administration Code. Any individual providing support for students with disabilities or limited English proficiency shall receive training **on 703 KAR 5:070** regarding appropriate accommodations, **as well as confidentiality training.** ~~[and confidentiality.]~~ ~~[The reading of this document shall be done prior to any fall test administration. Signature verification of the reading of this document is required. In addition, this Administration Code and 703 KAR 5:070 shall be reviewed by everyone involved in assessment prior to spring test administration. The completed signature page of this document shall be filed within the district in a location agreed upon by the District Assessment Coordinator (DAC) and Building Assessment Coordinator (BAC), and accessible upon request from KDE.]~~

~~[Local district staff shall read and comply with those documents and administration manuals specific to the state required assessment components with which they are involved.]~~ Each test administrator ~~for proctor~~ shall **complete the signature page of this document or group training signature sheet.** ~~[sign a verification form stating that he or she has received and read this Administration Code and the instruction manual. In the administration of statewide assessments, federal and state law (e.g., Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973) shall take precedence over administrative manuals provided by the testing contractors.]~~ **The completed signature page of this document shall be filed within the district in a location agreed upon by the District Assessment Coordinator (DAC) and Building Assessment Coordinator (BAC), and accessible upon request from KDE.**

The accommodation guidelines for the state-required assessments are found in 703 KAR 5:070 Inclusion of Special Populations in the State-Required Assessment and Accountability Programs.

Test Security

DACs, administrators[;] and teachers shall ensure the security of the assessment materials before, during[;] and after test administration. When not being used for a scheduled testing session, all assessment materials shall be stored in a secure location with access granted to authorized personnel only.

Test Security

ACCEPTABLE	NOT ACCEPTABLE
It is appropriate for teachers to know the concepts measured by the state-required statewide assessment and to teach those concepts.	Test administrators Proctors with knowledge of the content of any secure test item shall not reveal this content to anyone.
Concepts appropriate for curriculum instruction can be found in Kentucky's content standards Core Content for Assessment .	Test administrators Teachers or other staff, who become aware of specific test items through any means, shall not use this knowledge to prepare students for the assessment.
Test Administrators Teachers may use test items and support materials posted on from previous years released by the KDE website to help prepare their students for the assessment.	No deliberate reviewing or reading of test items by an individual or group is permitted.
All Nonecertified persons helping with testing (packing materials, providing accommodations, escorting students to test sites) must annually sign a nondisclosure form committing to nondisclosure of information and to following appropriate practices as outlined in this regulation.	No one shall take notes about or discuss the content, concepts or structure of any secure test item before, during or after testing.
Test materials may be taken from school or district buildings by trained staff in order to administer test to homebound/hospitalized students or for offsite group	Test materials may not be taken outside district or school buildings for purposes such as bubbling demographics or modifying Alternate Assessment materials.

Test Security

ACCEPTABLE	NOT ACCEPTABLE
<u>administrations approved by KDE or test vendor.</u>	
Students using technology to respond to test items are allowed to save responses to CDs or portable drives, but not to drives or servers.	Electronic or other versions of the secure assessment materials or student responses shall not be maintained in the district.
<u>Test administrators shall collect and destroy (i.e. shred) any notes, rough drafts or scratch paper produced by students during testing to ensure that no test items are compromised.</u>	<u>Scoring of test items, pre-writing areas, or drafts is not permissible.</u>
<u>Visually scanning student response books to meet good faith effort criteria is permissible.</u>	<u>Local district staff may not show items in the test booklets to anyone not administering the test.</u>
<u>Test Administration Manuals shall be distributed to test administrators prior to the testing window.</u>	<u>Student responses shall not be read in their entirety as part of visually scanning for good faith effort criteria.</u>
<u>Tests shall be distributed in the order in which they are packaged.</u>	<u>Test booklets shall not be made available to test administrators until the first scheduled day of testing and shall be secured between testing sessions.</u>
Alert papers (i.e., evidence within a student response that the student may cause harm to self or to others or may otherwise be suffering abuses) may be copied only by the DAC, BAC [G] or school administrator. In this case these local district staff may photocopy the pertinent section of the student response and turn those pages over to the appropriate local authorities to assure the safety of the child and the community. The local district shall direct all local authorities that the student response may contain information related to secure test items. The local authorities shall sign a nondisclosure form.	<u>No one may have test booklets without authorization from the DAC or BAC.</u>
Test Administrators shall destroy any notes, rough drafts or scratch paper produced by	<u>Test booklets shall not be stored in classrooms unless double locked (such as a</u>

Test Security

ACCEPTABLE	NOT ACCEPTABLE
students during testing immediately after each testing session or at the end of the testing day, ensuring that no test item is compromised.]	<u>lockable storage unit inside a locked room). access to these locks shall be limited to authorized personnel.</u>
[Scanning student response booklets/answer sheets for stray marks and good faith effort is permissible.]	<u>Test booklets outside of locked storage shall not be left unattended.</u>
[Test Administration Manuals shall be distributed to administrators/proctors prior to the testing window.]	Secure test materials shall not be reproduced in whole, in part[,] or paraphrased in any way. Examples include: discussing, e-mailing, photocopying, photographing, handwriting, [ø] typing, <u>or posting to social network sites or other internet sites.</u>
[Tests shall be distributed in the order in which they are received in the shrink-wrapped packages.]	[Electronic devices with wireless communication or imaging capabilities (e.g. cell phones or cameras) shall not be accessible by students during the testing sessions.]
[Test Administrators and BACs shall ensure that any testing materials reused from previous years are free of any marks made by students who have used them in the past.]	[Student responses shall not be read in their entirety as part of the scanning for good faith effort checklists.]
<u>If directed by KDE or test vendors for the purpose of test administration, accessing the internet or imaging capabilities on electronic devices during test sessions is permissible.</u>	[Scoring of test items or rough drafts is not permissible.]
	<u>Electronic devices shall not be used in any way to gain a testing advantage.</u>
	<u>Accessing the internet, wireless communication functions, or imaging capabilities on electronic devices during testing sessions for purposes other than test administration is prohibited.</u>
	[Test booklets shall not be made available to administrators/proctors until the first scheduled day of testing and shall be secured

Test Security

ACCEPTABLE	NOT ACCEPTABLE
	<u>between testing sessions.</u>
	<u>{No one may have test booklets without authorization from the DAC or BAC.</u>
	<u>Local district staff may not show items in the test booklets to anyone not administering the test.</u>
	<u>{Test booklets cannot be stored in classrooms unless double locked (such as a lockable storage unit inside a locked room). Access to these locks shall be limited to authorized personnel.}</u>
	<u>{Test booklets outside of locked storage shall not be left unattended.}</u>

[~~Procedures for Reporting Errors in Assessment Materials~~

If an error is found in secure test materials, the following procedure shall be followed:

- ~~• Do not reproduce the test item in any way (photocopying, photographing, handwriting, typing, or e-mailing the question in whole, in part or paraphrasing in any way);~~
- ~~• Identify the location of the error (grade level, subject area, form number or letter, item number, and page number);~~
- ~~• Summarize and/or document the error in general and the documentation shall not unduly compromise the security of the assessment by revealing the content of the item. Acceptable reporting is as follows: Grade 4, Reading, Form 1A, Multiple Choice Item number 2, page 30, no correct answer choice provided.~~
- ~~• Notify the local DAC who shall then notify the KDE, Office of Assessment and Accountability and forward any requested documentation.]~~

Classroom Materials

Classroom materials shall not provide a testing advantage to any student.

Classroom Materials

ACCEPTABLE	NOT ACCEPTABLE
Materials may be placed on classroom walls and bulletin boards for instructional purposes anytime during the year.	Materials containing content information or strategies for solving problems must be covered or removed [or covered] from classroom walls, bulletin boards, or other surfaces (e.g., ceilings, floors, blinds, windows, and clothing) during testing sessions.
Periodic tables or materials without content or strategies for solving problems need not be removed or covered.	Providing [Making] any resources not listed [provided for] in the administration manuals [available to address students' questions] during testing is prohibited.
Staff shall follow the specific directions in administration [test] manuals [of assessments] regarding display of classroom materials to ensure reportable scores.	Dictionaries and thesauri shall not be used on the reading, mathematics, science, or social studies content area tests.
Dictionaries and thesauri, including non-programmable, electronic dictionaries and thesauri may be used only for [on the writing] on-demand <u>writing</u> [subtest] .	Students shall not share calculators within the testing session.
Students shall have access to the types of calculators as designated in the test administration manuals accompanying each state-required [statewide] assessment.	Students shall not leave the testing area to gain access to any calculators, dictionaries or thesauri, blank writing or graph paper, or any resources used for accommodations as specified in 703 KAR 5:070.
Resources specified in a student's Individualized Education Plan, (IEP), 504 Plan or Program Services Plan (PSP) and are[is] consistent with instructional strategies may be provided in the testing environment to be available upon the student's request.	During testing, test [Test] administrators [or proctors] shall not distribute, make available at, or attach to students' workstations any information or materials that are not sent as part of the assessment materials or specified in the test administration manuals. Examples include: copies of acronym sheets or sheets of paper containing a system for organizing answers; textbooks; mathematics manipulatives; computer tools; or other reference resources. [, unless the assistance is specified in a student's Individualized Education Plan (IEP), 504 or [LEP] Program Services Plan (PSP) and is consistent with

Classroom Materials

ACCEPTABLE	NOT ACCEPTABLE
	<u>instructional strategies.</u>
Blank writing or graph paper, blank (clear or colored) overlay sheets, and bookmarks free of content may be made available at student workstations.	<u>Neither students nor test administrators shall use electronic devices such as, but not limited to, cellphones, tablets, e-readers for personal reasons during testing sessions except in the case of an emergency.</u>
<u>After the test administrator has collected an individual student's test materials, the student may have non-content related materials such as books, puzzles, etc. at their workstation.</u>	
<u>Test administrator may use electronic devices to contact school administrators regarding test sessions (i.e. problem with materials, student illness, administration questions).</u>	
<u>Students may use personal electronic devices for test administration as long as the device meets the acceptable use criteria for a particular assessment. Communication and internet features must be disabled.</u>	
<u>Permitted electronic devices such as calculators will be listed in test administration manuals. Best practice is for schools to provide calculators.</u>	

Administration Practices

DACs or BACs shall schedule test administration; arrange for adequate staff to administer the assessment; prepare ~~[an]~~ accurate student testing rosters **and seating charts**; and ensure that all assessment materials are kept secure before, during~~[-]~~ and after the testing sessions.

Administration Practices

ACCEPTABLE	NOT ACCEPTABLE
<p>Words of encouragement and general instructions that direct students to apply themselves to the task at hand, but do not imply evaluation of student work or allow an advantage are permissible. Examples include, "Do your best," "Get started," and "Stay on task".</p>	<p>During testing, test administrators {or Proctors} shall not engage in any behavior that would assist the students in understanding or responding to any item on the test.</p>
<p>{The principal, BAC and anyone assisting with test administration to students in special populations shall ensure that any accommodations provided shall be consistent with the student's evaluation data, IEP, 504, or PSP and the routine delivery of instructional services.}</p>	<p>No one shall coach, edit, [or] point out errors <u>or missing answers</u> in student work on <u>any part or item</u> {the open response or multiple-choice portions} of the test <u>to improve student scores</u>.</p>
<p>{Students who exhibit disruptive behavior prior to or during testing may be tested in a different location from their peers.}</p>	<p>Test administrators shall not encourage students to edit their responses by providing evaluation of student work through tone, gesture or phrase such as "You can do better." or "You can write more."</p>
<p><u>Test administrators may give a general reminder to all students to check their work for unintended blanks or incomplete responses. Test administrators may also make verbal or nonverbal (i.e., writing on the board or projecting time) announcements regarding the remaining time for a test session.</u></p>	<p>No district/school staff shall alter student answers at any time (e.g., <u>changing student answers</u>, erasing answers or adding to <u>constructed</u> [open] response answers).</p>
<p><u>Test administrators are to immediately notify appropriate school administrators of any testing irregularity.</u></p>	<p>{The use of any accommodations for the assessment shall not inappropriately interfere with or influence the administration of the assessment to other students (e.g. reading/scribing for one student within hearing of any other student).}</p>
<p><u>During testing, test administrators shall</u></p>	<p>Students shall not be allowed to move about</p>

Administration Practices

ACCEPTABLE	NOT ACCEPTABLE
<p><u>circulate throughout the testing site to monitor students as they work, verifying that students are working appropriately and individually.</u> Principals and district administrators shall ensure that proper monitoring occurs.</p>	<p>the room during a testing session.</p>
<p>A student can be allowed a restroom break during a testing session as long as the student is monitored at all times.</p>	<p><u>Testing locations or rooms shall not exceed reasonable seating capacity.</u></p>
<p>{During testing, test administrators or proctors shall circulate throughout the testing site to monitor students as they work, verifying that students are working appropriately and individually. Principals and district administrators shall ensure that proper monitoring occurs.}</p>	<p>A student shall not be left alone in a room to take the test.</p>
<p><u>Test sessions shall be scheduled to prevent overcrowding in the testing location(s). Areas accommodating large numbers of students should have adequate staff to conduct active monitoring.</u></p>	<p>[Testing locations or rooms shall not exceed Reasonable seating capacity. Test sessions shall be scheduled to prevent overcrowding in the testing location(s).]</p>
<p>Interval or restroom breaks may be conducted by the test administrators {or proctors} at the discretion of the district/school. The length of time, refreshments served and the monitoring of students shall not affect the integrity of testing in any way.</p>	<p>Space in testing locations shall not limit the <u>test administrator's</u> {proctor's} ability to circulate and monitor students during testing.</p>
<p>Tests should be scheduled to avoid conflicts with lunch; however, if a lunch break is required during testing, lunch shall be brought to the students in the testing area. If there are too many students for this to be reasonable, test materials shall be secured and students shall be escorted to the lunchroom, told not to discuss the test, sufficiently monitored to prevent discussion of test items during the entire lunch period, and escorted back to the testing area.</p>	<p><u>The use of any accommodations for the assessment shall not inappropriately interfere with or influence the administration of the assessment to other students (e.g. reading/scribing for one student within hearing distance of any other student).</u></p>

Administration Practices

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<p><u>The principal, BAC and anyone assisting with test administration to students in special populations shall ensure that any accommodations provided shall be consistent with the student's evaluation data, IEP, 504 Plan, or PSP and the routine delivery of instructional services.</u></p>	<p><u>The order of testing shall not be altered to facilitate the need for calculators or to provide accommodations.</u></p>
<p><u>Students who exhibit disruptive behavior prior to or during testing may be tested in a different location from their peers. A plan to avoid a disruptive situation can be in place prior to testing.</u></p>	<p>Students shall not take more than a single school day to complete a testing session, except where there is a <u>scheduled make-up session. Make-up sessions are conducted for such purposes as absences caused by student illness/injury or serious family/personal circumstance.</u> {submitted doctor's or nurse's statement of sudden student illness or an emergency documented and submitted by the school principal.}</p>
<p>[The testing schedule may be changed only if a shortage of personnel exists for providing accommodations to students. If the schedule is changed, all students in the same grade must complete the same testing section by the end of the school day.]</p>	<p>[The order of testing shall not be altered to facilitate the need for calculators or to provide accommodations.]</p>
<p><u>Test sections shall be administered in the order in which they appear in the test booklets, with students of the same grade being simultaneously tested in the same content area and test session in a given school.</u></p>	<p><u>Testing materials are not to be altered prior to test administration (i.e., trimming rulers, adding or removing information on reference sheets).</u></p>
<p><u>The testing schedule may be changed only if a shortage of personnel exists for providing accommodations to students. If the schedule is changed, all students in the same grade must complete the same testing section by the end of the school day.</u></p>	<p>Students shall not be allowed to work ahead to future test session parts or to return to past test session parts.</p>
<p><u>Alternate Assessment testing materials may be modified to the extent described in the administration manuals.</u></p>	<p>A student may not be given more time on a specific test part than specified in the administration manual, unless the student has</p>

Administration Practices

ACCEPTABLE	NOT ACCEPTABLE
	extended time as an accommodation on an IEP, 504 Plan[;] or PSP.
Students who are absent or missed test sections for any reason may complete these during make-up sessions. The order <u>of the test</u> may be changed for make-up test sessions.	A student shall not be allowed to take a test booklet or answer booklet out of the testing area without proper supervision.
<u>Rulers and reference sheets may be kept after the completion of testing and used for instruction if so stated in specific test administration manuals.</u>	
When administering the <u>state-required</u> {statewide} assessment, the test administrator {or proctor} shall observe any time limits and follow the specific directions in the manuals provided.	
When students with an <u>IEP, 504 Plan or PSP</u> need extended time to complete a test session, this additional time shall begin immediately following the initial administration. If students must move to another test location, they shall be escorted by a school staff member.	

Test Preparation and Student Motivation/Rewards

Schools and districts should ensure that all other regulations regarding curriculum, instructional time, and school finances are adhered to when providing test preparation activities and/or student rewards and motivational activities. **Rewards or motivational strategies related to state-required assessments shall be consistent with those applied within the regular curriculum or within the larger school program in general.**

District and school employees charged with test administration and oversight shall not require teachers and other staff to conduct test preparation or practice activities instead of regular classroom instruction. Teachers and other staff shall not be required to conduct test preparation or practice activities outside the normal work day.

Test Preparation and Student Motivation/Rewards

ACCEPTABLE	NOT ACCEPTABLE
Normal instruction shall continue during the testing window as planned in the school/district curriculum map and lesson plans.	Cessation of all normal instruction during the testing window, except during test sessions, is not acceptable. <u>The order of instruction should not be altered to match the order of content area tests.</u>
Regular review of content as part of the ongoing year-long instructional practice is acceptable.	<u>A culminating review</u> {Review} of {core} content shall not be developed or modified based on information {and content} gained from secure test booklets.
Test taking strategies embedded in regular content instruction are acceptable.	{Test prep courses with no link content instruction and the Program of Studies/Core Content are prohibited.}
<u>Test prep courses and strategies that implement content instruction and Kentucky's content standards are permissible.</u>	<u>Test prep activities that simulate test administration without providing feedback to students to enhance learning and to teachers to improve instruction are prohibited.</u>
<u>Instructional activities that positively contribute to students' overall learning experience are acceptable.</u>	{Engaging students in activities that have no link to instruction or do not positively contribute to students' overall well-being (e.g., establishing punitive consequences related to testing which results in students being excluded from education opportunities) is not acceptable.}
<u>Scrimmages, content review, benchmark</u>	{Administering tests that provide no feedback

Test Preparation and Student Motivation/Rewards

ACCEPTABLE	NOT ACCEPTABLE
<p><u>testing, etc. types of activities are acceptable, if results are used to guide further instruction and to identify and improve areas of student weakness.</u></p>	<p>to teachers and students, but are conducted to teach test-taking skills or to simulate a testing environment is not acceptable.]</p>
<p>[Administering tests that provide information and data analysis to improve instruction and identify areas of strength and weakness for individual students is acceptable.]</p>	<p>If disciplinary problems are determined to exist, students shall not be allowed to modify their initial response to test items.</p>
<p>Student responses may be visually scanned during or after the testing session to determine disciplinary problems.</p>	<p>Individual results from checklists or any other evaluative statements shall not be made available to students until the entire assessment has been administered and submitted to the BAC or DAC. Teachers may not assign grades to student responses based on specific content area evaluations that require creating a specific scoring guide or making the student responses available to support the assigned scores.</p>
<p>When a student's responses to test items are reviewed and are found to contain inappropriate language or drawings (e.g., obscenities), the student may be instructed to answer the questions again on separate sheets of paper for disciplinary purposes. The original responses, along with the rewritten ones clearly marked NOT TO BE SCORED—ITEMS RETAKEN FOR DISCIPLINARY PURPOSES, shall be submitted for scoring to the testing contractor.</p>	<p>Specifying a particular organizer or pre-write method for the good faith effort checklist is not acceptable. Pre-write activities on state-required assessments shall not require students to develop a complete first draft.</p>
<p>Student responses may be visually scanned during or after the testing session to determine good faith efforts based on a checklist created and communicated to students and parents prior to testing. The checklist may include whether students answered all parts of the questions, wrote legibly, and focused on testing during the administration time.</p>	<p><u>Evaluative statements shall not be made to students regarding their responses.</u></p>
<p>Good faith effort checklist may include a pre-writing requirement. The type of pre-write</p>	<p><u>Results or rewards based on from individual checklists shall not be made</u></p>

Test Preparation and Student Motivation/Rewards

ACCEPTABLE	NOT ACCEPTABLE
used shall be determined by the student.	<u>available to students until all testing is complete and materials are returned to the BAC or DAC.</u>
Donations from individuals, businesses, parents, or school staff can be used for student incentives.	Local school board funds, or cash awards from school activity funds generated by students, shall not be used for student incentives <u>or rewards</u> to: (a) attend school during the testing window, (b) participate in assessment activities, or (c) perform well on state-required assessments.
	Extended School Services (ESS) funds shall not be used for test preparation.

Inclusion of Special Populations

An individual who provides any accommodation to a student with disabilities on any component of the **state-required** ~~[statewide]~~ assessment shall be trained in **the** ~~[his/her]~~ role and responsibilities and abide by confidentiality laws (KRS 160.700 et seq), this Administration Code, and the conditions under which each student uses the accommodations as described in the student's IEP, 504 Plan, or **PSP** ~~[Program Services Plan (PSP)]~~.

Properly-administered accommodations are intended to support students in earning valid and reliable test results. Accommodations do not automatically lead to student proficiency.

Any accommodations provided during assessment shall be consistent with the requirements specified in 703 KAR 5:070, ~~[Procedures for the]~~ Inclusion of Special Populations in the State-Required Assessment and Accountability Programs.

Any violation of 703 KAR 5:070, Inclusion of Special Populations in the State-Required Assessment and Accountability Programs is considered a violation of this Administration Code regulation and will be processed under its guidelines.

Alternate Assessment

Only a student who meets all of the eligibility requirements for the Alternate Assessment Program may participate. Eligible students shall be identified through the Admissions and Release Committee (ARC) process.

Alternate Assessment

ACCEPTABLE	NOT ACCEPTABLE
Students have primary ownership of their assessment pieces. Any intervention from teachers, peers or others should enhance rather than remove or diminish that ownership.	Altering results of Alternate Assessment components is prohibited.
Training is required for administration of the Alternate Assessment components.	The use of any accommodation or assistive device that is not a regular part of instruction (e.g., if the student uses a communication system for the Alternate Assessment [alternate assessment] entry, but does not use the same system as a regular part of his or her instruction) is not permitted.
Alternate Assessment components are considered secure and shall be kept in locked storage until administration.	Adding or subtracting, revising, or working on Alternate Assessment [alternate assessment] materials after the completion deadline is prohibited.

**Procedure [~~Procedures~~] for Reporting Concerns Regarding [~~Errors in~~]
Assessment Materials**

If you have a concern regarding an error, content, appropriateness of an item, etc., do not discuss, in any manner, with others.

To report the concern complete the following steps:[If an error is found in secure test materials, the following procedure shall be followed:]

- 1. Do not reproduce the test item in any way (photocopying, photographing, handwriting, typing, or e-mailing the question in whole, in part or paraphrasing in any way.[;])**
- 2. Identify the location of the error (grade level, subject area, form number or letter, item number, and page number).[;]**
- 3. Summarize and/or document the error in general and the documentation shall not unduly compromise the security of the assessment by revealing the content of the item. An example of acceptable reporting is as follows: Grade 4, Reading, Form 1A, Multiple Choice Item number 2, page 30, no correct answer choice provided.**
- 4. Notify the local DAC who shall then contact KDE, Office of Assessment and Accountability and forward any requested documentation.**

[H.] Violations of the Administration Code for Kentucky's Educational Assessment Program

All district and school individuals (full-time, part-time and volunteers) participating in the administration of the testing program or providing supervision and oversight of test administration shall comply with the Administration Code for Kentucky's Educational Assessment Program. [~~These steps shall be followed for any alleged state testing violation:~~]

Allegations surrounding the administration or the security of the state-required assessments that have been determined by the DAC to have not resulted in a student receiving a testing advantage or disadvantage or did not jeopardize the security of any state-required assessment shall not be filed with KDE for further investigation.

Allegations that need not be submitted to KDE are such things as, but not limited to:

- **Students working ahead in a test booklet while proper monitoring was taking place, and no other student gained a testing advantage.**
- **Students responding in the wrong area of the answer document where appropriate practices were used to correct the answer document and the student did not gain a testing advantage.**
- **Students accessing cellphones for personal communication not related to testing and the student did not gain a testing advantage.**
- **Students with accommodations, but have not provided that accommodation.**

For allegations that are not filed with KDE, a record of documentation of the district's findings or resolution must be kept on file and made available to KDE upon request. The documentation shall include a description of the allegation, explanation of how the allegation does not impact test scores or test security, a description of the actions taken to resolve the issue and any disciplinary measures implemented by the district.

All other allegations where there is uncertainty regarding the seriousness or validity of the test scores or whether the student received a testing advantage shall be filed by following these steps:

STEP 1 An allegation of inappropriate testing practices received at [the] KDE shall be referred to the Testing Allegations Coordinator.

STEP 2 KDE staff shall manage the process for investigating each allegation of inappropriate testing practice. In order to make an investigation possible, an allegation shall include at least the name of the school or school district and a specific allegation. An anonymous allegation of inappropriate testing practices shall be investigated where: (a) the allegation is submitted in writing; (b) the specific name of the school is provided; (c) the names of individuals allegedly committing the inappropriate practices are provided; and (d) the allegation can be corroborated through an identifiable source or document other than the person making the anonymous allegation. Local school district personnel shall be expected to cooperate in the investigation process as requested.

STEP 3 The Testing Allegations Coordinator shall report all findings for each allegation to the Board of Review. This Board shall consist of members appointed by the Commissioner of Education representing various Divisions within ~~the~~ KDE or agencies outside the Department of Education.

STEP 4 The Board of Review shall review the findings and make a recommendation to the Commissioner of Education.

STEP 5 The Commissioner of Education shall make a final determination and then notify the school district superintendent of this determination. If one or more of the allegations is determined to be valid and warrants invalidation or change of scores, the Commissioner of Education shall direct the **appropriate department staff** ~~[Deputy Commissioner]~~ to make appropriate adjustments in a school's or district's scores.

If one or more of the allegations is determined to be valid and it appears that a school district employee is responsible for the wrongdoing, within 45 days of the date of notification by the Commissioner of Education to the school's district superintendent of the final determination or at the point which the local district superintendent has confirmed the wrongdoing by a certified staff member, whichever is earlier, the local district superintendent shall:

- a.) report in writing to the Commissioner of Education whether or not disciplinary action was taken or considered necessary; and
- b.) comply with his reporting responsibility to the Education Professional Standards Board pursuant to KRS 161.120.

The Commissioner or his designee shall also communicate findings of allegations investigations to the Education Professional Standards Board for their information and action.

If individual student, school or district scores are adjusted as a result of the Commissioner's final determination, the changes shall be reflected in the next scheduled score report release.

KDE may require schools with serious test security issues, as determined during the allegation^{2s} process, to follow specific testing guidelines (e.g., two-person control of test booklets) during future test administration.

STEP 6 After the local district receives the letter from the Commissioner of the action to be taken by the Department, the school may challenge the action by appealing the next **accountability classification** ~~[performance judgment]~~ it receives. **This process is described in 703 KAR 5:240, Accountability Administrative Procedures and Guidelines.** ~~[This process is described in 703 KAR 5:240, Statewide Assessment and Accountability Program; School Building Appeal of Performance Judgments.]~~

[IV.] Review of Secure Assessment Components by Parents and Persons not in the Employment of a Kentucky Public School District

~~[Some parents and others outside the employment of a local public school district have expressed interest in reviewing the secure components of the statewide assessment, prior to the administration and release of those components. Local school district central office staff shall be responsible for reasonable security of the assessment materials; therefore, local]~~ **Local** districts shall not be required to allow reviews of secure materials. ~~[, considering the potential demand that would stretch local district staff beyond its capacity to provide for that security.]~~ **Parents and others outside the employment of a local public school district who have expressed an interest in reviewing the secure components of the statewide assessment can request a time to review materials at the KDE offices in Frankfort.**

[The] KDE may permit this review, [~~maintaining a statewide assessment program nondisclosure statement in the Office of Assessment and Accountability,~~] based on the availability of appropriate staff to supervise the review activities **and on the condition that the reviewer signs a nondisclosure form before reviewing test materials.**

[V.] Proper Reporting of Student Data and Nonacademic Indicators

~~[(Attendance, Retention, Dropout Rate, Graduation Rate and Transition to Adult Life)]~~

Student data and ~~[the]~~ Nonacademic Indicators ~~[of attendance, retention, dropout rate, graduation rate, and transition to adult life]~~ are reported publicly for schools and districts. Local districts shall be responsible for submitting this data as accurately as possible and are responsible for informing ~~[the]~~ KDE of any known errors in the data reported. Reporting of incorrect data for the purpose of inaccurately affecting public reports shall be considered a violation of this Administration Code and shall be treated as described in [**Section III**] of this document.

Schools and districts shall follow guidance and direction provided by KDE on the release of data during the data review period. Releasing embargoed data without consent of the KDE shall be **considered a violation of this regulation.**

[VI.] Signature Page

TO BE SIGNED UPON COMPLETION OF TRAINING

District _____ School _____

By signing, I acknowledge having received a copy of the Administration Code for Kentucky's Educational Assessment Program (703 KAR 5:080) and have participated in training for this regulation. I also agree to comply with the complete content of the regulation and understand that I will be held professionally accountable. [~~I have received, read and will comply with the:~~]

**Administration Code
For
Kentucky's Educational Assessment Program
703 KAR 5:080**

Signature

Date