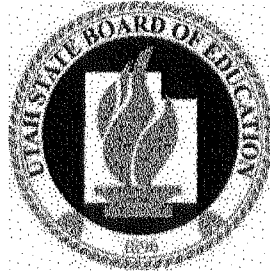


Standard Test Administration and Testing Ethics Policy For Utah Educators



Sydnee Dickson

Superintendent of Public Instruction

Utah State Board of Education

250 East 500 South

P.O. Box 144200

Salt Lake City, UT 84114-4200

Approved by the Utah Board of Education November 2, 2017

Purpose of Testing

When administered properly, standardized assessments allow students to demonstrate what they know and can do. Valid and reliable results from standardized assessments provide information used by:

Students, to determine how well they have mastered the skills and knowledge defined by the Utah Core Standards.

Parents, to know whether their student is gaining the skills and competencies needed to be successful at the next level.

Teachers, to gauge their students' understanding and provide the students with support and advanced opportunities in their learning.

Local Education Agencies (school districts and charter schools), to evaluate programs and provide additional support.

The public, to evaluate schools and districts.

Educators are obligated to provide students with opportunities to demonstrate their knowledge and skills fairly and accurately. Educators involved with state assessments must conduct testing in a fair and ethical manner.

Assessments

State assessments require that educators adhere to all ethical practices and procedures as outlined in this policy. Information about these assessments can be found at the [Assessment and Accountability](http://www.schools.utah.gov/assessment) webpage, (<http://www.schools.utah.gov/assessment>)

State assessments are defined as assessments that are federally mandated, state mandated, and/or require the use of a state assessment system or software that is provided or paid for by the state.

Before Testing: Teaching Practices

Licensed Utah educators are expected to:

- Provide instruction aligned to Utah Core standards using appropriate, locally adopted curriculum
- Provide accommodations throughout instruction to eligible students as identified by an ELL, IEP, or 504 team
- Use a variety of assessment methods, including the formative assessment process, throughout the year to assess student competency and inform instructional practices
- Provide students with a variety of assessment experiences throughout the year
- Use the reference sheets provided for specific assessments as instructional tools throughout the year
- Use the practice and/or training tests to familiarize students with the testing tools and question types

During Testing

Utah LEAs (school districts or charter schools) shall ensure that:

- Students are enrolled in appropriate courses
- Curriculum and instruction in all courses are aligned with the Utah Core Standards
- Parents are provided with clarifications and procedures regarding student participation in state testing
- All tests are administered under the supervision of a licensed Utah educator
- Educators and school employees who administer and/or proctor tests, participate in annual testing ethics training provided by the LEA
- Educators review preparation guidelines and test administration manuals for the assessment
- Hardware, software and network specifications can successfully support test administration
- All school testing coordinators, administrators, and teachers administering tests are aware of their role in the assessment administration

Licensed Utah educators shall ensure that:

- An appropriate environment is set for testing to limit distractions
- All students who are eligible to test are tested or recorded as to why they didn't participate
- A student is not discouraged from participating in testing
- State assessments are administered in-person
- Students aren't penalized who have been opted-out of a state assessment
- Students aren't rewarded for participating in or performing well on a state assessment
 - Some examples of inappropriate practices include, but are not limited to:
 - Excluding from Honors course consideration students who have a SAGE Parental Exclusion (opt out)
 - Parties, gift cards, prizes, special assemblies for only students who took SAGE and/or for only students who demonstrate improvement on SAGE assessments
 - Giving candy bars to students who received a 3 or 4 on SAGE, while students with parental exclusions or those who scored a 1 or 2 receive nothing
 - Students with parental exclusions watch movies while the other students test
- Students are provided an educational activity if they are opted-out of a state assessment
 - Some examples are:
 - LEA, school, or teacher created assessment on course standards

- A short essay (grade appropriate expectations) related to a Utah Core standard which could be student selected or assigned
- An active proctor is present and active proctoring takes place throughout the entire testing session
- No person is left alone with student tests left onscreen or open
- The importance of the test, test participation, and the good faith efforts of all students are not undermined
- The test administrators and proctors review and follow the Test Administration Manual (TAM) for each assessment
- Accommodations are provided to eligible students, as identified by the EL, IEP, and/or 504 teams, and are consistent with those provided during instruction
- Any electronic devices shall be inaccessible by students, if they can be used to
 - access non-test content
 - distribute test content and materials
- Make-up and test completion sessions are provided for students according to the policies and procedures of the assessment

After Testing

Utah LEAs (school districts or charter schools) shall ensure that the test results are:

- Provided to students and parents within three weeks of the LEA receiving them with information on how to appropriately interpret scores and reports
- Made available to educators for use in improving their instruction
- Maintained according to LEA policies and procedures

Licensed Utah educators shall ensure that:

- All by-products (e.g. scratch paper, notes, student test tickets) of student testing are collected, secured, and destroyed as appropriate
- All test materials are returned to the test coordinator, as appropriate

Utah LEAs (school districts and charter schools) and Licensed Utah educators may NOT:

- Use a student's score on a state required assessment to determine the student's academic grade, or a portion of the student's academic grade, for the appropriate course; or whether the student may advance to the next grade level (R277-404-6. School Responsibilities).
- Prohibit a student from enrolling in an honors, advanced placement, or International Baccalaureate course based on a student's score on a state required assessment or because the student was exempted from taking the state required assessment (R277-404-6. School Responsibilities).

Unethical Testing Practices

Unethical practices include, but are not limited to:

- Providing students with questions from the test to review before taking the test
- Changing instruction to include specific test content
- Rewording or clarifying questions, or using inflection or gestures to help students answer test questions
- Allowing students to use unauthorized resources to find answers (e.g. dictionaries, thesauruses, mathematics tables, online references)
- Displaying materials on walls or other high visibility surfaces that provide answers to specific test items (e.g. posters, word walls, formula charts)

- Reclassifying students to alter subgroup reports
- Allowing parent volunteers to assist with the proctoring of a test their child is taking or using students to supervise other students taking a test
- Allowing the public to view secure test items or observe testing sessions
- Reviewing a student's response and instructing the student to, or suggesting that the student should, rethink his/her answers
- Reproducing, or distributing, in whole or in part, secure test content (e.g., taking pictures, copying, writing, posting in a classroom, posting publicly, emailing)
- Explicitly or implicitly encouraging students to not answer questions, or to engage in dishonest testing behavior
- Administering assessment outside of the prescribed testing window for each assessment

If your actions will cause students to not receive a valid and reliable score that accurately reflects what they know and can do, don't do it!

Testing Ethics Violations

Testing ethics violations are to be reported to the supervisor of the person who may be investigated, the school administrator, the LEA assessment director, or the USBE Assessment department.

Protocol:

- Each LEA must determine local policies and procedures regarding ethics violations
- In most cases, an initial investigation should be conducted at the school level
- The LEA assessment director will review the initial investigation and determine findings
- If the violation is of sufficient concern, the incident may also be forwarded to the Utah Professional Practices Advisory Commission (UPPAC) for review
- If inappropriate practices are substantiated, educators or other staff may receive further training or a reprimand, be subject to disciplinary action, be terminated, and/or lose their Utah teaching license

For more information about the processes in place concerning the investigation of testing ethics violations contact your LEA assessment director.

Resources

Utah State Board of Education (<http://www.schools.utah.gov>)

Assessment, Utah State Board of Education (<http://www.schools.utah.gov/assessment>)

Utah State Law – Chapter 53A (<https://le.utah.gov/xcode/Title53A/53A.html>)

Utah State Board of Education – Rules (<https://rules.utah.gov/publicat/code/r277/r277-404.htm>)

Utah Professional Practices Advisory Commission (<https://schools.utah.gov/policy/uppac/>)



Parental Exclusion Form: 2017-2018 Elementary Assessments

The data obtained in these assessments may be utilized by teachers and administrators to review student progress toward learning targets, plan instruction, provide teacher feedback, provide important achievement and accountability data to students, parents, and other stakeholders, and summative assessments allow for public reporting about school quality

Please Check Elementary Assessments

- SAGE Summative English Language Arts/Literacy
- SAGE Summative Writing
- SAGE Summative Math
- SAGE Summative Science
- SAGE Interim English Language Arts/Literacy/Writing
- SAGE Interim Math
- SAGE Interim Science
- SAGE Benchmark modules
- DIBELS Dynamic Indicators of Basic Early Literacy
- DLM/UAA Dynamic Learning Maps/Utah Alternate Assessment
- ACCESS 2.0 Access for English Language Learners
- AAPPL Assessment of Performance toward Proficiency in Languages

**Please note that SAGE Formative testlets are not available for the 2017-2018 school year*

As a parent/guardian, I do not want my child to participate in the above assessments during the 2017-2018 school year. This form must be returned annually to your local school.

Student Name: _____ Student ID: _____

Parent Signature: _____ Date: _____

Parent Name (Please Print): _____

My Child's School: _____

My Child's Grade: _____



Utah State Board of Education

Parental Exclusion Form: 2017-2018 Secondary Assessments

The data obtained in these assessments may be utilized by teachers and administrators to review student progress toward learning targets, plan instruction, provide teacher feedback, provide important achievement and accountability data to students, parents, and other stakeholders, and summative assessments allow for public reporting about school quality

Please Check Secondary Assessments

- SAGE Summative English Language Arts/Literacy
- SAGE Summative Writing
- SAGE Summative Math
- SAGE Summative Science
- SAGE Interim English Language Arts/Literacy/Writing
- SAGE Interim Math
- SAGE Interim Science
- SAGE Benchmark modules
- DIBELS Dynamic Indicators of Basic Early Literacy
- DLM/UAA Dynamic Learning Maps/Utah Alternate Assessment
- ACCESS 2.0 Access for English Language Learners
- AAPPL Assessment of Performance toward Proficiency in Languages
- ACT American College Testing
- CTE Skill Certificate Assessments (required for certification)
- General Financial Literacy Assessments
- High School Civics Exam (required for graduation)

**Please note that SAGE Formative testlets are not available for the 2017-2018 school year*

As a parent/guardian, I do not want my child to participate in the above assessments during the 2017-2018 school year. This form must be returned annually to your local school.

Student Name: _____ Student ID: _____

Parent Signature: _____ Date: _____

Parent Name (Please Print): _____

My Child's School: _____

My Child's Grade: _____



Utah State Board of Education

Description of State Assessments:

SAGE Summative English Language Arts/Literacy/Writing (grade 3-11) Summative assessment of Utah Core Standards for achievement and accountability

SAGE Summative Math (grades 3-11) Summative assessment of Utah Core Standards for achievement and accountability

SAGE Summative Science (grades 4-11) Summative assessment of Utah Core Standards for achievement and accountability

SAGE Interim English Language Arts/Literacy/Writing (grades 3-11) Periodic assessment, local school choice, 2 opportunities, no state data collection

SAGE Interim Math (grades 3-11) Periodic assessment, local school choice, 2 opportunities, not state data collection

SAGE Interim Science (grades 4-11) Periodic assessment, local school choice, 2 opportunities, no state data collection

SAGE Benchmark modules Formative instruction (grades 3-11), local school or teacher choice, no state data collection

DIBELS Dynamic Indicators of Basic Early Literacy (grades K-3), five-minute assessment, given fall, mid-year, end of year

DLM/UAA Dynamic Learning Maps/Utah Alternate Assessment (grades 3-11), Spring summative alternate assessment for students with severe cognitive disabilities

ACCESS 2.0 Access for English Language Learners (grades K-12), assessment of English language proficiency given once a year

AAPPL ACTFL Assessment of Performance toward Proficiency in Languages (grade 3-9), student proficiency of target language in a dual immersion program

ACT (grade 11) College readiness assessment, assessing reading, math, English, and science

CTE Skill Certificate Assessments End of course competency-based student assessments in Career and Technical Education required for certification

General Financial Literacy Assessment End of course assessment for General Financial Literacy course.

High School Civics Exam Locally administered civics exam, questions from the US immigration and naturalization test, passing rate of 35 out of 50 questions required for graduation

Parental Exclusion FAQ

What are parental exclusions?

Utah Code 53A-15-1403 permits parents, or students over the age of 18, to request to be excused from tests administered statewide. This includes the Student Assessment of Growth and Excellence (SAGE) summative exams, as well as many others.

Which tests can a parent exclude their students from taking?

According to Utah Code 53A-15-1403(9), parents may exempt students from any assessment that is mandated by the federal government or the state of Utah or that requires the use of a state assessment system or software paid for the state. Each year, the State Board of Education publishes a list of all qualifying assessments.

Can parents exclude their students from any testing mandated by the district, school, or teacher?

Utah Code 53A-15-1403 only applies to state and federally mandated assessments. District, school, or teacher mandated assessments do not qualify.

Where can I find a parental exclusion form?

The State Board publishes a parental exclusion form each year, which includes all qualifying assessments for that year and is available at <http://schools.utah.gov/assessment/Home/2016ParentalExclusionForm.aspx>. Many districts and charters publish their own parental exclusion forms as well.

Can I submit a parental exclusion form directly to the state?

No. Parental exclusion forms should be submitted directly to the school, district, or charter.

Can a parent choose which tests to exclude for their students?

Yes. The parental exclusion form should include a list of assessments, and the parent may choose any or all of them for exclusion.

How long is a parental exclusion form valid?

A submitted parental exclusion form is only valid for the year it is submitted. If the parent or guardian wishes to exclude their student the following school year, then a new form will need to be submitted.

If a student is enrolled in more than one district or charter school, can a parent only submit a parental exclusion form to one of them?

A parental exclusion form is only valid in the district or charter school it is submitted in. If a student is enrolled in more than one district or charter, the parent will need to submit a separate form to each of them.

If a student has already started taking an assessment, can a parent still submit a parental exclusion form?

A parent may submit a form before, during, or after a student has started testing; however, in order to guarantee that a student does not see any of the assessment, the parent will need to submit the form at least 24 hours before the student is scheduled to test. If the student has already started or has completed the assessment, the district or charter will invalidate the test results.

Can a teacher reward a student for taking a state-mandated test? Can a teacher punish a student for a parental exclusion?

Utah Code 53A-15-1403 indicates that teachers may not reward or punish a student for being excluded from testing. Schools are required to provide an alternative learning experience for the student while the rest of the class takes the assessment.

If a parent excludes a student from the state-mandated civics exam, can the student still graduate?

No. Since the civics exam is a graduation requirement, the student must complete it in order to graduate.

How many students are excluded from SAGE testing each year?

A small but growing number of students are excluded each year from SAGE testing. In 2015, roughly 4% of all expected tests were excluded, and in 2016 the ratio was 5%. In general, charter schools have higher exclusion rates than districts, though the percentage varies greatly from school to school.

USBE publishes a report each year showing the percentage of excluded tests in each district and charter.

2014-15 report: <http://www.schools.utah.gov/assessment/SAGE/Resources/2014ParentalExclusionReport.aspx>

2015-16 report: <http://www.schools.utah.gov/assessment/SAGE/Resources/2015ParentalExclusionReport.aspx>

How are parental exclusions counted in school accountability?

State-level accountability (such as school grades) does not include parental exclusions in the school's participation rate. Federal-level accountability does not recognize parental exclusions, and so these students are considered nonparticipants and count against the school's participation rate.

Please contact the USBE Assessment Office if you have other questions (801) 538-7600.