

Information on Grades 3-8 Testing

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Common Core Assessment Principles

- Increases in Rigor
 - Many questions may be more advanced and complex
- Focus on Text
 - ELA tests require students to carefully read and analyze passages
- Depth of Math
 - Math tests require conceptual understanding and real-world application

Expectations for 2013 Tests

- New standards and expectations will likely result in fewer students meeting standards
- This does not mean a decline in student learning or educator effectiveness
- Results will present a more accurate picture of where students are relative to college and career expectations
- Accountability status and educator evaluations will not change based on lower levels of proficiency

Information on 2013 Grades 3-8 Tests

- Information on the 2013 tests can be found on NYSED's website
 - <http://www.p12.nysed.gov/assessment/ei/eigen.html>
- Test guides – with test content and design
- Scoring turnkey training materials
- Estimated read times for each test item

Information to be Provided

- Additional information will be posted on the website soon
 - *School Administrator's Manual*
 - *Scoring Leader Handbook*
 - *Teacher's Directions*
- These materials will provide detailed information on administration and scoring procedures

Proctoring

- There are no changes to rules regarding who may proctor state assessments
- If assigned by their school administrator, teachers may continue to proctor their own students
- Information on proctoring can be found in the *School Administrator's Manuals*:
 - Elementary-/Intermediate-Level Tests: coming soon
 - NYSESLAT: coming soon
 - Secondary-Level Tests:
www.p12.nysed.gov/assessment/sam/secondary/home.html

Reporting Testing Irregularities

- Policies regarding how to report testing irregularities have been changed
- Some irregularities continue to be reported to the Office of State Assessment
- Others are now reported to the **Test Security Unit**
- Information is included in the *School Administrator's Manual* for each test

Report to Office of State Assessment

- Violations of communications device policy
- Confirmed cases of student fraud
- Interruptions of testing sessions (power outages, fire alarms, etc.)
- Administrations outside of scheduled time
- Failure to following scoring protocols
- Lost student answer papers
- **Reports should be made via fax or email**

Report to Test Security Unit

- School officials or staff providing aid to a student during testing or changing student responses
- School officials or staff altering or incorrectly recording an exam score
- School staff instructing other staff to alter an exam score
- Reports should be made at:
 - <http://www.forms2.nysed.gov/ohe/tsei/irf.cfm>

NYSED TEST SECURITY UNIT

STRIVING TO ENSURE
THE INTEGRITY OF THE
NEW YORK STATE
TESTING PROGRAM

Tina Sciocchetti
Executive Director
Test Security and Educator Integrity
New York State Education Department
S/CDN Meeting, March 8, 2013

Test Security Unit Genesis

“We are relying more than ever on state exams. ... If we’re going to use the tests in these ways, we need to be absolutely certain that our system is beyond reproach ... [and] ensure that our tests are not compromised in any way.”

Regents Chancellor Merryl H. Tisch

TEST SECURITY UNIT STAFF

- Two seasoned prosecutors
- Four investigators with combined 85 years of state and federal law enforcement experience
- Dedicated IT support to create on-line, web-based processes and electronic “tip line”

Help Districts Comply with Rules

- Integrity Officer Model
 - 37 BOCES and Big 5 designees
 - Dedicated TSU Investigator for each IO
 - Provide specialized training and investigative support
 - Pipeline to districts for training materials
- IO model allows districts to monitor conduct, provide remediation (“corrective action plans”)
- Move from paper-based to web-based system to provide on-line incident reporting process, electronic forms and guidance

How Can Test Scores Be Compromised by Educators?

1. Retaining 3-8 tests and field tests, using for next exam
2. Opening test materials before designated time
3. Distributing cheat sheets, formulas, definitions before test
4. Giving a student more time to take test
5. Defining words, concepts, or questions, on test
6. Using voice inflection or physical gestures to cue answers
7. Coaching a student during testing
8. Allowing a student to alter exam answers after test handed in
9. Altering a student's answers after test handed in
10. Filling in blank bubbles left by students
11. Adding points to a student's test score to help student pass
12. Altering a student's test score during recording or reporting
13. Coordinated exclusion / suspension of students with poor academic performance
14. Encouraging low performers to stay home during testing



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Test Security Unit

IMPORTANT

BEFORE YOU ADMINISTER THE JUNE 2012
REGENTS EXAMS OR REGENTS COMPETENCY TESTS (RCTs)
PLEASE REVIEW THIS IMPORTANT TEST SECURITY INFORMATION

The State Education Department is devoting greater attention to the security and integrity of the New York State Testing Program. We appreciate your commitment and professionalism as we strive to ensure the most fair administration and scoring of Regents Exams and RCTs. Please accept this reminder of prohibited testing conduct.

Some examples of prohibited testing conduct include:

- Giving a student more time to take the test than is allowed for that student under State regulations.
- Defining or explaining for a student words, concepts, or questions, contained in the test.
- Suggesting answers to a student during testing or otherwise coaching a student during testing.
- Commenting on an answer a student has provided on the answer sheet while the test is in progress.
- Allowing a student to alter exam answers after the student has handed in his/her test materials.
- Altering a student's answers after the student has handed in his/her test materials.
- Improperly inflating a student's valid, earned test score in order to help the student pass the exam.
- Making any attempt to improve a student's test score during scoring, recording, or reporting.

Some potential consequences of engaging in prohibited testing conduct include:

- The test score of the affected student will likely be invalidated.
- The affected student may have to retake the exam.
- The person who intentionally engaged in testing misconduct could face sanctions and discipline, including termination and/or the loss of his/her New York State teacher certification.

Please report any violation of the testing rules to your administrator and the Department.

* Full instructions concerning the administration and scoring of exams are contained in *Directions for Administering Regents Examinations, June 2012 Administration*, and on the Department's website at <http://www.p12.nysed.gov/assessment>. Any person administering a Regents Exam or RCT must abide fully

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NYSED / Higher Ed / TSEI / TSU Guidance / **Tips for Ethical Testing**

Tips for Ethical Testing

All educators should strive to administer State assessments in the most ethical and honest manner. Ethical testing ensures that test scores are not compromised, promotes a fair testing process, and avoids serious consequences that may stem from cheating. Unethical testing conduct results in the invalidation of test scores, improper assessment of student proficiency, loss of vital services for low performers, unfair advantage over colleagues, and professional discipline such as termination and loss of certification. Avoiding the following prohibited conduct in the administration of New York State assessments will demonstrate your commitment to ethical testing practices and will enhance the integrity of your school's test results.

Before Testing DO NOT:

1. Access secure test booklets and answer sheets prior to the time allowed by state rules;
2. Copy, reproduce, or keep, any part of secure exam materials; or
3. Review test booklets in order to:
 - a. Determine and record correct responses for use during testing.
 - b. Create pre-test lessons or discussions with students about concepts being tested.
 - c. Create a "cheat sheet" for students to use in taking the test, including sharing of formulas, concepts, or definitions, necessary for the test.

During Testing DO NOT:

1. Give students any clues or answers, including:
 - a. Coaching students about proper answers.
 - b. Defining terms and concepts included in the test.
 - c. Pointing out wrong answers to a student, and suggesting that the student reconsider or change the recorded response.
 - d. Reminding students during testing of concepts they learned in class.
 - e. Making facial or other non-verbal suggestions regarding answers.
2. Allow any student more time to take the test than is allowed for that student; or
3. Leave any materials displayed in the room containing topics being tested or write on the board formulas, concepts, or definitions, necessary for the test.

After Testing DO NOT:

1. Review an answer sheet for wrong answers and return it to a student with instructions to change or reconsider the wrong responses;
2. Alter, erase, or in any other way change a student's recorded responses after the student has handed in his/her test materials; or
3. Re-score portions of the test in order to add points so the student will pass.

These are examples of prohibited testing conduct. For the full instructions for the administration and scoring of state exams go to:
<http://www.p12.nysed.gov/assessment/manuals/home.html>

Last Updated: January 22, 2013

Parental Opt Out

- All public and charter school students in Grades 3-8 must take the state tests required for their grade
- There are no procedures for parents or students to opt out of required state tests
- Schools must administer tests to any student present during the testing window, including the make-up period
- Information is posted online at:
 - <http://www.p12.nysed.gov/assessment/ei/2013/student-participation.pdf>

Spring Field Testing

- Dates for spring field tests:
 - **Grades 3-8 ELA and Math: June 3 - 7**
 - **Grades 4 and 8 Science: May 13 - 17**
 - **Regents Exams: early May – May 31**
- Field testing is essential to ensure the validity and reliability of the assessments
- NYSED's goal is to require only the minimum amount of field testing needed to build high quality assessments