



Washoe County School District

Every Child, By Name And Face, To Graduation SM

A PRIMER FOR TESTING: POLICIES AND PROFESSIONAL EXPECTATIONS

School Year **2024-2025**

Department of Assessment

Mission Statement

The mission of the WCSD Department of Assessment is to maximize student success to achieve College and Career Readiness by promoting, monitoring and supporting a balanced assessment system. The department collaborates with other district offices and departments to provide valid and reliable data from multiple measures to inform curricular and instructional decisions and facilitates the judicious use of assessment information by a variety of users to answer questions about student learning, progress, and academic achievement.

A PRIMER FOR TESTING: POLICIES AND PROFESSIONAL EXPECTATIONS

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***Employee form included at the end of this packet:

ACKNOWLEDGMENT OF PROFESSIONAL OR CLASSIFIED (ESP) WCSO PERSONNEL

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A PRIMER FOR TESTING: POLICIES AND PROFESSIONAL EXPECTATIONS

2024-2025 School Year

The contents of this *Primer* are subject to revision based on direction from the Nevada Department of Education. Please direct questions and report alleged breaches of test security to Assessment Support at 775-348-0248.

_ INTRODUCTION

A Primer for Testing: Policies and Professional Expectations calls attention to crucial testing security and confidentiality guidelines important to the consistency of the administration of state and district assessments. These pages focus on the standardization and professionalism of the testing policies and procedures in the Washoe County School District (WCSD). This *Primer* is intended for joint use with the Nevada Department of Education (NDE) *Test Security Procedures*; **school principals and test coordinators** should read and become familiar with both documents. **All employees** involved with state or district test administrations must read this *Primer* and participate in annual *Primer* training. Testing staff must read the manuals and guidelines published for each test they will administer and participate in test specific training.

_ PURPOSES OF THE ASSESSMENT PROGRAM

Purposes of the WCSD assessment program, including state and district test administrations, are:

1. to encourage analysis of results and to assist in planning for instructional improvement as established by the district's strategic plan, school performance plans, and best practices for tier 1 of Multi-Tiered System of Supports (MTSS/RTI) for all students;
2. to identify individual student needs based upon the skills and concepts tested to inform school and classroom decisions on differentiated instruction and intervention;
3. to gather and report data that are accurate, meaningful, and professionally sound;
4. to fulfill accountability requirements as established by the Nevada Legislature and the *Every Student Succeeds Act* (ESSA, 2015);
5. to track statistical data longitudinally to view trends or patterns of performance or deficiency and to set meaningful school, teacher, and student growth goals and performance targets; and
6. to establish comparisons among students in the district, in the state, and in the nation.

The professional integrity of every certified and classified (ESP) employee of the district is, therefore, required for the effective implementation of this program.

_ STATEMENT OF RESPONSIBILITY

To meet the purposes of the WCSD assessment program, it is imperative that examinations be administered, in accordance with prescribed state and district protocols, to students eligible according to **their grade level or course enrollment and course completion**, and students eligible under special programs.

Members of the Board of Trustees, the Superintendent, district administrators, assisting central office staff, site administrators, school test coordinators, teachers, and other school personnel are together responsible for effectively implementing the districtwide assessment program.

In promoting the NDE State and WCSD assessment program requirements, school officials will do the following:

1. School Principal

- a. **Provide written assurances** that test security and test administration protocols for Nevada and the Washoe County School District will be carried out at the school level.
 - i. At the start of the school year, each school principal must **sign and return**, the “*Authorization to Administer Tests*” form affirming that their school site will comply with the policies and expectations for administering Nevada state assessments in accordance with Nevada Revised Statutes (NRS) and the Nevada Administrative Code (NAC). Ref: [NAC 390.240](#)
 - ii. Early in the fall, each school principal will **sign and submit** the “*Verification of NRS 390 Mandatory Staff Training*” form certifying that they and their staff completed required annual training in the security and administration of district and state examinations (*Primer* training). Ref: [NRS 390.300](#)
- b. **Prepare and submit a school test security plan** consistent with the *Test Security Procedures* (NDE) and *A Primer for Testing: Policies and Professional Expectations* (WCSD). State, district, and school test security plans must be revised annually. Ref: [NRS 390.270](#)

District and NDE assessment personnel may conduct unannounced on-site observations or audits to verify implementation of school test security plans.

NOTE: Although the principal may choose to assign training, scheduling, or supervisory responsibilities to a school test coordinator, **delegating these duties does not absolve the principal of oversight responsibility** for test security and proper test administration at their site.

2. “School Officials” – School and District Personnel, Governing Members (district, charter)

- a. **Personnel** involved with the testing program must **annually acknowledge in writing** that they have read *A Primer for Testing* and agree to comply with the principles and procedures outlined herein. By signing the form, “*Acknowledgment of Professional or Classified (ESP) WCSD Personnel*”, staff also certify that they have participated in the district and state annual training program, and that they will read test specific manuals and participate in training for all district, state, or national test administrations they are authorized to assist with throughout the school year.
- b. All licensed educational personnel, including classified (ESP) employees who assist test administrators and test coordinators, are required to **read this *Primer*** and **view the associated district and state training** presentations on test security and administration.

DATA ACCESS, USE, AND SHARING

1. Teachers, administrators, and counselors are strongly encouraged to communicate with students and their guardians about assessment data, including results reported formally and gathered during learning.
2. **It is inappropriate to use a single test score for academic placement decisions.**

3. **When comparing assessment scores, consider other factors** such as population tested, transiency rates, socio-economic factors of the population, dropout rates, etc.
4. **Reporting the test and/or examination scores** of individual students to anyone other than authorized school personnel, the student's guardian, or the student is a violation of the privacy rights (FERPA) of the individual.
5. School level access to systems managed by the Department of Assessment is for the purpose of supporting schoolwide instruction, performance goals, and the MTSS process. School level access to assessment and data management systems is not intended for classroom teachers or ESP (classified) staff. User accounts should be deactivated at the end of the school year or when a person leaves the school or their position changes. User accounts must be reauthorized at the start of each school year or when transferring to a different school. Access for school principals may remain active or will be updated to a principal's new school assignment between school years. Classroom teacher and special programs/services educator user accounts are based on active course rosters in the student information system (Infinite Campus).
6. To safeguard the rights of students, guardians, and staff, plans to engage in any research within WCSD that may deal with student test and/or examination scores, *including research conducted by WCSD staff*, must be authorized by the Office of Accountability prior to project initiation.

ASSESSMENT SUPPORT & ONLINE RESOURCES

The Department of Assessment directly supports i-Ready, NWEA MAP, SchoolCity, and districtwide assessments in SchoolCity. The department also supports state* assessments for accountability. Please follow the chain of command for reporting testing irregularities, security breaches, concerns and questions, beginning with the site administrator or school test coordinator.

*WIDA ACCESS & CTE—please direct test administration and reporting questions to the appropriate department: ELD (WIDA ACCESS) or Signature Academies & CTE (CTE).

➤ Resources and Information from Assessment

Website: Departments > Assessment > <https://www.washoeschools.net/Page/346>

Phone: 775-348-0248

Email: AssessmentSupport@washoeschools.net

_ TESTING STAFF

Staff assigned to assist with state, national, and district test administrations, or handle secure assessment materials, must be trained in the policies and professional expectations for testing, roles and responsibilities, and the test administration manual(s) required for their testing role.

Role	Who*	Responsibilities
<p>Classroom Test Administrator (TA)</p> <p style="text-align: center;">*</p> <p>Licensed Educator in Certified or Administrator Position</p>	<p><i>Nevada Licensed Educational Personnel only</i></p> <ul style="list-style-type: none"> •Certified Teacher •School Counselor •Coach, Facilitator, Special Programs Educator •School Administrator 	<ul style="list-style-type: none"> ➤ Supervise students and materials, testing activities, and test security at the classroom level ➤ Prepare the testing environment ➤ Verify identity, eligibility, and allowed tools for testing; document attendance; assign seating, workstations, and testing devices ➤ Ensure students have access to testing accommodations and accessibility supports specified by the test coordinator ➤ Maintain testing room log; sign-in/out all individuals, students/staff entering & leaving the testing room for any reason ➤ Distribute, monitor use of, and collect testing materials (e.g., test tickets, scratch paper, permissible materials, testing devices) ➤ Follow test script and ensure students are taking the assessment in accordance with test security and test administration procedures ➤ Supervise students, circulate the testing room and monitor all activity ➤ Supervise secure test materials; return testing materials to school TC ➤ Report unusual events/suspected testing irregularities to the school TC
<p>Additional Room Proctors</p>	<ul style="list-style-type: none"> •Classified Positions (ESP), Administrative Support •Licensed or Unlicensed Staff 	<ul style="list-style-type: none"> ➤ Assist TA with verifying student identity, distributing and collecting materials, monitoring individuals entering/leaving the testing room ➤ Assist TA in supervising student activity throughout testing period ➤ Ensure students are taking the assessment as instructed by the TA ➤ Notify the TA of unusual student behaviors and activity during testing
<p>School Test Coordinator (TC)</p>	<ul style="list-style-type: none"> •Principal •School Administrator (AP, Dean) •School Counselor 	<ul style="list-style-type: none"> ➤ Select testing staff; schedule and verify TAs & Proctors complete training in test security & test administration ➤ Develop and communicate test schedules; organize and manage secure test materials (e.g., room rosters, test tickets, scratch paper) ➤ Ensure accommodations and supports are provided to individual students in accordance with IEP, 504 and EL testing plans; manage student rosters and test participation ➤ Report unusual events, suspected irregularities and test security issues to District (Department of Assessment); monitor testing sessions ➤ Liaison between school and district/test vendor help desks

The PRINCIPAL ASSUMES ULTIMATE RESPONSIBILITY for the proper administration and security of all assessments at the school.

***IMPORTANT: Who May Not Act as Testing Staff (“high stakes” assessments)**

Failure to comply with the following guidance may result in the invalidation of student tests.

- ▶ Test administrators may not be a relative or ward of the student, nor may they reside in the same household as the student being tested.
- ▶ Staff members and other authorized adults assisting with testing are not permitted in the testing room with any student who is a family member, under their guardianship or living in the same household.
- ▶ High school athletic coaches should not be assigned to a testing room with student athletes.
- ▶ College-readiness and certification exams (ACT, PSAT, AP, etc.): Family members, guardians and household members should be excused from test coordinator responsibilities for an exam if a relative or ward of the staff member is participating in the assessment that same school year or test date. Refer to test vendor guidelines.

_ TRAINING

Qualified individuals who have participated in the annual *Primer* training, subsequent test-specific and “refresher” training(s) may be assigned to administer an examination or serve as a room proctor.

1. Annual training in the administration and security of assessments in the WCSD and NDE testing programs is required of staff involved with the administration, monitoring, and/or handling of secure materials for testing. The principal or school test coordinator shall ensure each faculty member and all other appropriate school personnel have accessed and read the *Primer* and viewed or participated in the associated training presentations. Each person involved with the WCSD or NDE testing programs should understand the policies and professional expectations contained within this *Primer* and **must sign the included acknowledgment signature page**.
2. The principal **retains** signed acknowledgment forms, training logs containing training dates and signatures of participants, and a copy of training materials for a period of **three school years**.
3. Site administrator-led refresher training must be provided prior to each state-mandated test administration, focusing on requirements of the test being administered and review of test security procedures. Detailed practices to cover include handling of test materials, proper test administration and test security procedures, testing irregularities, and information on professional responsibilities and protections for personnel (*Whistleblower Protections*).
4. Testing staff:
 - a. The test coordinator is responsible for selecting testing staff. All testing staff are required to administer and supervise the test in a nondiscriminatory manner and in accordance with all applicable laws.
 - b. **Legal guardians, adult family members and household members of students testing are not allowed in the testing room.** This rule applies to employees (teachers, administrators, principals including the school test coordinator, classified personnel/ESP, etc.) and non-employees.
 - c. Teachers, when practicable, should not monitor their own classrooms during administrations of state assessments for accountability.
 - d. Classroom **Test Administrators (TA)** must be Nevada licensed educators employed by the district or WCSD sponsored charter school. Test administration and primary responsibility for

secure test materials **must** occur under the **direct supervision of authorized licensed Nevada educational personnel** who have participated in the annual training and subsequent refresher trainings in test security and test administration.

e. Substitute classroom teacher qualifications at the time of testing:

- i. A Nevada licensed substitute teacher filling a classroom teacher vacancy and hired long-term at the school may be assigned the role of *Test Administrator (supervisory responsibility) or Proctor*.
- ii. A substitute teacher not filling a vacancy (i.e., temporary hire, non-classroom assignment) should only be assigned to *non-supervisory* roles.

Classroom **Proctors** (individuals who assist the test administrator) may be licensed or unlicensed personnel, substitute or student teachers.

5. Non-secure test administration manuals should be distributed to individual test administrators in advance. Test administration manuals (TAM) may be distributed for preview in digital format. During testing, **pages containing the script to be read aloud to students must be provided in print form to test administrators**. School test coordinators may print the full manual or only those pages containing the test day script. *The Department of Assessment will provide guidance on the advance review of secure testing manuals.*
6. **Read scripts verbatim.** Test administrators, coordinators, and are responsible for complying with the contents of test administration manuals and guidelines. Uniformly administering tests ensures academic skills of students are accurately measured. Testing staff assume a vital role in carrying out standardized testing procedures.

STUDENT AND SCHOOLWIDE PREPARATION

Education decisions are based, in part, on results from high stakes assessments. To ensure that teachers, and education boards at the local, state, and federal levels are making the best decisions they require assessment results that are accurate, fair, useful, interpretable, and comparable. Test data integrity is a shared responsibility. Cheating, falsifying data, security breaches, and other actions of academic fraud compromise the standards of fairness, reliability, and validity.

BEFORE the day of the test, prepare students for the rigors of taking required assessments.

1. Help students understand the purpose of the assessment's purpose and why it is important that the scores honestly reflect their knowledge, skills, and abilities measured by it.
2. Encourage students to take care of their physical needs with rest, nutrition and hydration.
3. Students must TEST INDEPENDENTLY. Provide multiple opportunities for students to practice using online navigation, test tools, and keyboard navigation for computer-based tests. For paper administrations, provide instruction on item types and recording responses on the answer sheet.
4. Inform students about what to expect on the test and during the test administration. Students should not be surprised by what is tested, allowed tools and materials during testing, how to use available tools, or by the format and general length of the test.
5. Students must not help other students, including not assisting with computer-based test navigation tools and technology.
6. Students should have experience with the accessibility supports or accommodations they will use during an assessment.

7. Share tips with students on working through and responding to test items when they are unsure of how to proceed during a test. Model strategies for turning negative thoughts into positives that will help them persevere if they become discouraged.
8. Do not associate rewards or punishments with testing outcomes. Day to day instruction and strategies that help students gain confidence in their knowledge and skills and be comfortable in the testing environment will contribute to individual success.
9. Provide opportunities for students to communicate their concerns to teachers or other school educational personnel.

Promote a positive message around testing and test taking; emphasize standards of honesty.

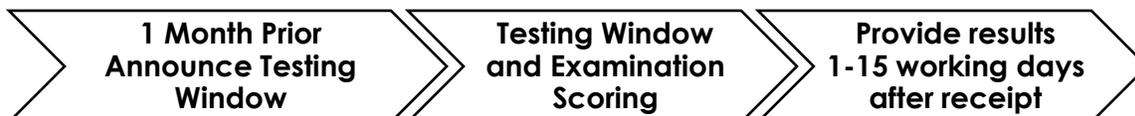
10. Involve guardians of students in communicating and enforcing test day rules and procedures including what to bring and what not to bring, what to expect, and personal conduct in the testing room.
11. Online/Digital Testing: All students must have access to a headset or earbuds for tests that include audio, and for tests with text-to-speech or immersive reader enabled. Decide whether students will be provided headsets or if they may bring their own allowed earbuds (not wireless, not Bluetooth).
12. Provide clear expectations for behavior and activities in the testing room before, during and after a test. Advise students of logical consequences when procedures or instructions are not followed.
13. Inform students in advance, post reminder signs, and directly tell students before starting a test about materials permitted in the testing room and at their workstation. Each testing room must plan for the collection and secure temporary storage of personal and non-permissible items. Share the school's policy regarding collection and return of personal items, and consequences for misconduct.
14. Review the **NO ELECTRONICS policy**. In the testing room, students who use or have with them electronic devices that are not part of the test, whether powered on or off, will have their test invalidated. Violators will be subject to school disciplinary procedures. Adults in the testing room are under the same obligation to power off and store electronic devices.
15. Define "cheating" for students. Students may be unaware of what constitutes cheating and fraudulent behavior in educational testing. Examples of "cheating" include, but are not limited to:
 - Assisting another student with test navigation
 - Looking at another student's test to compare progress
 - Viewing or copying another student's work
 - Passing notes or communicating through gestures or talking during a testing session
 - Copying items from the test to look at outside of the testing session
 - Discussing test items with others during or after the testing session
 - Using a multiplication chart or any pre-printed or hand-written materials (e.g., notes) not authorized for use during the assessment
 - Returning to an already viewed test item after time is called or following an unsupervised break
16. Use a seating chart. Assign seating strategically to prevent and deter wrongdoing, and help monitor student activities.

NOTIFICATIONS AND DISTRIBUTION OF RESULTS

Test specific manuals and guidelines dictate the timing options for each assessment in the Washoe County School District assessment program, including assessments required by the Nevada Department of Education state testing program.

Nevada Administrative Code prescribes when state examinations are to be given and the Nevada Department of Education prescribes the specific date or range of dates on or during which examinations will be administered. Dates for all state assessment activities are subject to change per the Nevada Department of Education and State Board of Education. (NAC 390.220)

Communication with families plays an important role in ensuring students are prepared to participate in their scheduled assessments.



1. Notifying students and guardians of the WCSD testing program is an integral part of overall assessment orientation and preparation. School administrators, test coordinators, and teachers should communicate with the guardians of affected students **at least one month before** the administration of a state mandated and other high stakes assessments. Communications should make it clear that a student participating in a national, state or district assessment scheduled over several days will not necessarily participate in that assessment every day of the testing window.
2. Except as otherwise directed, **not more than 15 working days** (excluding federal holidays) **after** a school receives the results of a statewide examination, the principal of each school and the governing body of each charter school must certify that the results for each student have been provided to the legal guardian of the student. Documentation of the date of distribution for printed examination results received from a testing vendor must be maintained with the secure testing materials for the school year; certification of mailing or distribution may be requested by the district.
3. For results from districtwide examinations and tests required for graduation, the school or classroom teacher should notify the student and the legal guardian of that student **as soon as practicable and within 15 working days, or as directed**, after the results of the examinations are available.

TESTING PROGRAM OVERVIEW

Procedures are developed to protect the integrity of an assessment and ensure accuracy of results. Depending on the purpose and intended uses of an assessment, procedures related to security, authorized access, and allowed accessibility supports may differ.

1. **Rules and procedures for national and districtwide or district-developed examinations may vary significantly from those prescribed for state accountability and other statewide tests.** Testing staff must carefully read manuals and guidelines provided for each test administered as part of the WCSD Assessment Program. If there is a question about test administration and security procedures for a particular assessment, contact the overseeing department for assistance.
2. **Secure Assessments, Secure Test Content (items, student responses):** Consult test manuals and program guidelines for information on test security and test administration procedures and safeguards. **IMPORTANT:** State accountability assessments, including student responses, shall not be reviewed or accessed for professional learning and development, and shall only be viewed and read as required for the specific test administration or to provide authorized accommodations.

3. **Responsibility:** Teachers and school site administrators are responsible for administering district and state assessments within prescribed windows **to all eligible students**.
 - a. If circumstances interfere with a teacher fulfilling their responsibilities (i.e., leave of absence, extended illness), the principal must implement a plan to **ensure the full administration of mandatory assessments within prescribed windows**.
 - b. Consult district and state program requirements regarding general assessment participation for students who qualify for alternate assessments including the Nevada Alternate Assessment (NAA) and WIDA Alternate ACCESS.
 - c. Required participation and guidance on mandatory test administration is subject to change based on direction from the state (NDE) and/or WCSD Assessment. Changes will be communicated to school principals and updated on posted assessment calendars.
4. **Supports and Accommodations:** Well in advance of a testing window, review accessibility supports and accommodations described in individual plans for each student with special needs. Committees should only select accessibility supports and accommodations that do not invalidate test results, align with the documented needs of the student, and will facilitate equitable access to the assessment. Use of unauthorized accommodations may result in the invalidation of test results.
5. **Staffing:** Teachers and other school staff (educational personnel) authorized to administer state and district assessments must: 1) hold an active educator license in Nevada and, 2) complete training in the administration and security procedures for the assessment.
 - a. Substitute teachers may assist as a proctor. If hired long-term to fill a classroom teacher vacancy a substitute teacher with an active Nevada educator or substitute teaching license may serve as a test administrator and supervise testing.
 - b. Prior to the administration of district, state, or national assessments, test coordinators meet with staff to review test security, schedules and staffing, supports for students with special needs, room preparation, pretest activities, emergency procedures, the test day plan, and responsibilities after the test. Principals and assisting test coordinators must ensure testing staff adhere to all test security and test administration procedures before, during and after testing.
6. **Interim and Screening Assessments:** Participation in state mandated screening and interim assessments is inclusive of all students in tested grade levels.
 - a. Students with significant cognitive disabilities who qualify for alternate assessments, including the *Nevada Alternate (NAA)*, may be excluded from participation in assessments for which there is no alternate assessment. The decision to exclude a student from a general assessment must be made individually during an IEP meeting with all required committee members providing input.
 - b. Use of scores from interim and screening assessments (e.g., MAP Growth, BRIGANCE) for grades reported on the academic report card is not appropriate.
7. **District-WCSD > Final Examinations for Secondary Courses:** Final exams are administered at the end of a course and required for semester, trimester and quarter term high school courses that award one-half credit or more, and some middle school courses.
 - a. Test administrators must adhere to manuals and guidelines for district finals. Final examinations identified as “secure” administrations follow similar security protocols required for state accountability assessments. Exceptions must be authorized.
 - b. The grade weight for end of term or end of course final exams should be communicated at the start of the school year or course. Final exams should count for a set percentage of the overall

academic grade and should be consistent for all sections of a course within the same school. Departments should establish the grade percentage for the final exam and communicate the grading guidelines through the course syllabus.

ASSESSMENTS REQUIRED FOR GRADUATION

To receive a high school diploma in Nevada, students must complete and earn credits for course work required by state law and by their district and **participate in state-required assessments**.

1. **Civics Examination:** Nevada public and charter high schools shall administer an examination containing a minimum number of questions taken from the civics portion of the naturalization test adopted by the U.S. Citizenship and Immigration Services, Department of Homeland Security. Students must take the examination once during high school as a condition of graduation. (NRS 389.009, effective July 2019)
2. **College and Career Readiness (CCR) assessment:**
 - Nevada students will participate in a state selected CCR assessment during spring of their junior year (grade 11) or prior to graduation. Participation in the CCR assessment is required for a standard high school diploma. (NRS 390.600, commencing with 2014-2015 school year and 2016 grad cohort)
 - Nevada students receiving IDEA services and eligible for alternate assessments should take the **Nevada Alternate Assessment (NAA)** during grade 11 instead of the CCR assessment. Participation in the NAA is a requirement for the alternative diploma. (NRS 390.600, effective July 2017)

Achievement on these and other college or career readiness, or language proficiency assessments, in addition to coursework completion and academic performance may qualify a student for seals, endorsements, certifications, or different diploma types at graduation.

STUDENTS WITH SPECIAL ASSESSMENT NEEDS

***Forms and reference materials are linked on the WCSD website: [Accessibility Guidelines & Resources](#)

Allowed accessibility supports, including accommodations and permissible materials, vary for each test administered in the Nevada Department of Education and Washoe County School District assessment programs. Students with special needs, disabilities, or eligible for special programs who receive testing accommodations are required to take the same assessment and reach the same level of proficiency as students who do not use them. Access to appropriate supports, accommodations, and alternate assessments ensures students with special needs, including general education students, have the opportunity and ability to successfully and meaningfully participate in state and district assessment programs. The validity of assessment results depends on each student having access to authorized and appropriate supports and/or accommodations when needed.

Accommodations are different from interventions. All students must be assessed in a valid and reliable manner to gain meaningful results from standardized tests. Consult test administration manuals, and state, district, or test provider policies regarding implementation and use of tools, supports, and accommodations during testing. Decisions regarding students with special assessment needs must be made **individually based** on identified **barriers to the student's access to the assessment** and the ability for the **student to benefit from** the supports and/or accommodations **while allowing the student to be as independent as possible**. Strict adherence to procedures for the provision of accessibility

supports, including accommodations, is essential for standardization, and necessary to produce comparable information about student learning.

Testing accommodations and supports a student will use must be documented.

1. **Principals ensure** students receive appropriate supports and accommodations to facilitate access to test taking. Students with special needs, including English learners (EL) must be provided authorized and appropriate accessibility supports and accommodations as outlined in their individual education plans. **Teachers and staff members at each school will assist the principal in meeting this requirement.** School test coordinators shall maintain a record of supports and accommodations used by individual students during testing for each administration and retain this record with the school's test security documents.
2. **Annually**, within the first instructional quarter and **by November 1** of each school year, review student plans for accommodations and accessibility supports to determine if accommodations and supports for instruction and assessment need to be: 1) continued, 2) continued with changes, or 3) discontinued. If new supports or accommodations are added, ensure sufficient time for the student to learn and use the accommodation or support during instruction and classroom assessments; introduce changes not less than 5 weeks before a testing window.
 - a. **By November 1:** Review and update plans for all IEP, 504, and EL program eligible students participating in the Nevada assessments for accountability.
 - b. **By November 1:** Identify students for alternate assessments and participation in the Alternate ACCESS and/or NAA. Ensure the Infinite Campus profile for each student is correctly flagged for "Alternate Assessment" and aligns with the student's current IEP.
 - c. Attend to published deadlines for requesting authorization of accommodated testing and special requests for students needing non-standard accommodations.
3. **Prior to each test administration:**
 - a. **Confirm IEP & 504 program eligibility** of students who will use accommodations for testing. **Check for students also identified as EL or former EL** and ensure both language and IEP or 504 Plan supports align and are provided during testing.
 - b. Verify students who will be provided testing accommodations and supports are currently utilizing similar supports during daily instruction and on classroom assessments.
4. **Testing Accommodations—IEP and 504 only**

Allowed testing accommodations yield valid scores when judiciously selected and used in a manner consistent with test administration guidelines. The purpose of testing accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than their disabilities. The end goal is to make students' scores more accurately reflective of their abilities on the targeted skills and knowledge being assessed.

Testing **accommodations** remove or lessen the effects of obstacles to the test-taking process that are presented by the disability without reducing expectations for learning or **compromising the validity** of the assessment results.

Testing **modifications** (non-standard accommodations) are changes made to the testing process or to the content of the assessment itself that may *change, lower, or reduce learning expectations* and alter the meaning of the test scores. Testing modifications may dramatically change the construct measured by the test thereby **affecting the validity of the test results**. If a student takes an assessment with an accommodation (non-standard) that invalidates the score, the assessment is no

longer measuring the concepts it was intended to measure. Therefore, the score does not accurately reflect the student's academic achievement.

It is important that the IEP or Section 504 committee is familiar with the intention and construct of the assessments a student will take because certain accommodations may become modifications, depending on the grade level of a student and purpose of the assessment. Students who test using modifications (non-standard accommodations) will be considered non-participants for accountability determinations.

Plan to provide accommodations:

- a. Accessibility supports labeled as **accommodations** for a test may only be provided to students **receiving services** under special education and Section 504 as documented in the student's plan.
- b. Students should have sufficient time (at least 5 weeks) to learn and use testing accommodations during instruction and classroom assessments before using them on state or district assessments. The IEP or Section 504 Plan should be revised to reflect current testing conditions (accessibility supports to be used) PRIOR to the testing window and participation in assessments for accountability.
- c. Accommodations for testing must be documented for each student. For participation in state and districtwide assessments committees should identify and select only those accommodations for each assessment that do not invalidate the score.
- d. Complete and attach the NDE **2024-2025 IEP/504 Testing Accommodations Form** to the IEP or 504 Plan for students participating in the Nevada Summative Assessments in ELA and Math (grades 3-8) and the Science Assessments in grades 5, 8, and high school (grades 9 and 10).

5. Designated Supports (a.k.a. Designated Features/Tools, Local Arrangements)

Allowed designated supports yield valid scores when judiciously selected and used in a manner consistent with test administration guidelines.

Designated supports are **not universal tools**. Designated supports allowed for a test are accessibility features, tools, or local arrangements that may be authorized for any student **for whom the need has been identified** by a committee of educators familiar with the student, who understand the purpose of the assessment and the types of supports available for the assessment.

Plan to provide designated supports:

- a. Students receiving services under special education (IEP), those served under Section 504, students identified as English Learners (EL), and general education students may be recommended to receive designated supports allowed for a specific assessment.
- b. As with accommodations, **students should have at least 5 weeks to learn and use designated supports** during instruction and classroom assessments **before using authorized supports on state or district assessments**.
- c. Designated supports for testing must be documented for each student. For students with an IEP or 504 Plan, designated supports are documented within their individual education plans.

6. Language Supports and Accommodations

Examinations are to be administered in English. Translation into any other language during the administration by the test administrator or room proctor of any test material (directions, passages,

questions, answer choices) into another language is prohibited. Options to use dictionaries or glossaries will vary by test. Consult test specific manuals and guidelines for a list of allowed supports.

a. **English Learner (EL)**

- i. Some tests may provide approved translation tools or printed translations. EL supports and designated supports for testing must be documented for a student.
- ii. **Bilingual dictionaries (EL only)** must be glossary style, word-to-word translations in paper format. Consistent with their documented education plan, some EL students may use a bilingual dictionary as a designated support when allowed for math and science tests.

b. **Deaf/Hard of Hearing (D/HH)**

- i. Some computer-based tests may provide embedded video sign language (VSL) for math and science content and ELA listening items, or closed captioning for ELA listening items. For paper administrations, the test may allow for an interpreter to sign directions, math and science content, and ELA listening items. An *American Sign Language* interpreter who has been trained and completes the *Confidentiality Agreement* may also be approved to provide translation during some tests. These accommodations are permitted only for students whose IEP prescribes the accommodations.
- ii. **American Sign Language (ASL) glossaries** must be word-to-signed symbol style in paper format and are permitted only for students whose IEP prescribes this accommodation, and when allowed for the assessment.

7. Confidentiality of Secure Test Content

- a. Test administrators (i.e., Nevada licensed educators) authorized to view secure test content and/or student responses to provide specific documented accessibility supports including testing accommodations (e.g., read aloud of test items, scribe), or as needed for administration of the Nevada Alternate Assessment (NAA), must read, and **sign the *Confidentiality Agreement Form, prior to test administration***. The test administrator indicates with their signature that they will not reproduce or take notes on any materials, not disclose the test contents to any person or entity, not discuss the test with anyone, and not by any means reveal the contents or details from the test. The signed form is to be included in the student's cumulative folder or appropriate program folder and a copy retained with the school's test security documentation for three years.
- b. Signing the *Confidentiality Agreement* form does not grant permission to view secure test content on any or all tests. A test administrator must receive authorization to view test content and student responses as part of administering a test with accommodations **for separate test administrations**.
- c. A teacher should not be assigned to read a test in the grade level or subject area that they teach. Test administrators should not be authorized to view test content for grade levels and subject areas in which their child may be tested during the same school year.

8. Adaptive Technology and Special Computer-based Applications for Testing

- a. Students should have sufficient **time (5+ weeks) to learn and use approved technology** during instruction and classroom assessments before use on state or district assessments. Assistive technology (AT) must be documented in the IEP or 504 Plan for the student PRIOR to the testing window and participation in assessments for accountability.

- b. Devices with wireless capabilities may require additional management to disable features. Complete and retain with testing documentation applicable forms certifying proper test administration.
- c. Alternate Response Options: Students whose 504 Plan or IEP calls for it may use a **keyboard or braille writer** for written responses, including constructed response on paper-based tests. The person administering a test under these conditions must complete the *Certification of Proper Test Administration* form for special keyboard or braille writer.
- d. **Speech-to-Text applications and supporting devices may require authorization for use** during assessments for accountability. Review specifications for allowed technology and consult with the district regarding applications or device features not already approved.

9. Special Order Print Materials

- a. **Printed/paper format** may be available for some online/digital tests to use with students who are incarcerated or in a home/hospital situation or students with documented conditions in which computer testing is not a viable option. Print format requests must be supported by appropriate rationales.
- b. **Braille and large print** versions available for online/digital tests and paper tests must be specially ordered or requested for students requiring these print accommodations. Accommodations for special print formats for testing, braille or large print, must be documented in the student's IEP or 504 Plan.
- c. If special order print materials (i.e., standard print, large print, braille) are produced locally, a copy of the student's IEP or 504 Plan may be requested for verification.

10. Accommodations for Testing Must be Authorized

Students' use of unauthorized accommodations is a **testing irregularity**, and their test is subject to invalidation. IEP and 504 Plan committees should be familiar with the consequences for using testing modifications (non-standard accommodations) on statewide assessments and other high stakes assessments. Use of testing modifications without authorization will result in a testing irregularity.

- a. **A school principal may authorize an "emergency" 504 Plan** to allow certain testing accommodations to be prescribed for a student who incurs a disability, temporary injury (e.g., broken hand, non-permanent eye injury), or is suddenly hospitalized or homebound shortly before the administration of a state or district examination and without sufficient time for the development of a formal IEP/504 Plan.
- b. **Special request testing accommodations** not already allowed for an assessment must be authorized by the test provider. Testing accommodations must not violate NRS or NAC, nor alter the scope, construct or content of what is being assessed. School test coordinators should submit special requests as soon as the need for a student is known or by published deadlines.

Students in special programs, educator support:

- **IEP** – [Special Education Student Services](#)
- **504** – [Department of Counseling](#)
- **EL** – [Department of English Language Development](#)

IEP: ALTERNATE ASSESSMENT PARTICIPATION

Alternate assessments measure different construct knowledge, skills, and abilities and offer a means of assessing the learning of students who cannot participate in the general assessment.

In Nevada, decisions about student participation in assessments affect both the type of diploma that a student will be eligible to receive, and the curriculum and instruction provided in the classroom. The Individuals with Disabilities Education Act (IDEA; 2004) mandates that students with disabilities participate in statewide and districtwide assessment programs, including alternate assessments, with or without accommodations. IEP committees are responsible for determining eligibility for alternate assessments, and indicating whether a student with disabilities will participate in the general assessment, or the alternate assessment when available.

Alternate Assessments: ESSA (2015) defines alternate assessments as being appropriate for students with “the most significant cognitive disabilities.” Further, state departments of education must ensure that “only students with the most significant cognitive disabilities [participate in] alternate assessments aligned with alternate academic achievement standards”.

1. The Nevada Department of Education provides guidance on participation in alternate assessments and implementation of the Nevada alternative diploma. Contact: [NDE Office of Inclusive Education](#) (NDE website, accessed AUG 2024)
2. Eligibility status for participation in alternate assessments is set by the current IEP. The finalizing of an IEP for a student with alternate assessments indicated should auto populate the “Alternate Assessment” field for state reporting in Infinite Campus.
3. Annually and early in the school year, IEP committees review education plans for students to **determine whether a student will participate in general or alternate** assessments. IEP committees are required to consider and respond to six guiding questions when making an assessment determination for a particular student.
4. Prior to November of each school year, IEP committees should **verify eligibility** for and identify new students who will participate in alternate assessments. This timeline helps ensure students receive instruction in tested standards, student response mechanisms are practiced, licensed educational staff are appropriately trained in test administration, and materials for testing are requested and received in a timely manner. **Student transfers and changes to eligibility should be handled promptly** to ensure test materials will be received and required assessments administered within prescribed testing windows.
5. The **Nevada Alternate Assessment (NAA)** is aligned to the Nevada Academic Content Standards (NVACS) Connectors which are Nevada’s alternate academic achievement standards. Accommodations used during testing must be documented in the student’s Individualized Education Program (IEP) and appropriate for the assessment.
6. Participation in the NAA for grade 11 is a requirement for the alternative diploma.
7. **English learners** who qualify for alternate state assessments and are required to take the English Language Proficiency Assessment (ELPA) may participate in either the **Alternate ACCESS or general ACCESS**. IEP committees will consider and respond to questions provided in the *WIDA Alternate ACCESS Participation Decision Tree*. The **Alternate ACCESS for ELs** is an assessment of English language proficiency appropriate for some students who are identified as English learners (ELs) and have a significant cognitive disability. See: [WIDA Alternate ACCESS](#) (WIDA website, accessed AUG 2024)

_ TEST SECURITY

This section addresses “**secure**” assessments including all statewide and some districtwide examinations. Secure tests are student-facing, which means only students eligible to participate in the examination may view the test content during the authorized administration of the assessment.

Unauthorized access to or disclosure of secure test content, including student responses, to teachers, school personnel, other students, or the public is a breach of test security and may damage the integrity of the assessment program.

1. Secure test materials must be kept in the secure testing storage location or in the custody of authorized Nevada licensed educators (e.g., teacher, school administrator) when in use; non-licensed staff may only assist with handling secure test materials while supervised by the test administrator or test coordinator.
2. **Staff and students must not** make written notes or electronic copies of test and/or examination tasks, items or problems, graphics or illustrations, or any other secure material or content. Such breaches of test security procedures shall be cause for disciplinary action.
3. **Test items, tasks, or questions are CONFIDENTIAL and SECURE.** Test items must not be reproduced, duplicated, or paraphrased in any way, for any reason, by any person or system. **Under no circumstances** shall test and/or examination books or online/digital assessment tasks and questions, used answer sheets, answer keys, test scripts and any other secure material or content be generally circulated among faculty, administrators, or other persons and systems, except during the authorized administration of an examination. Materials provided by the Nevada Department of Education may not be paraphrased or modified (except for enlargement by authorized district staff).
4. Test and/or examination items including listening item scripts, approved answers, unreleased writing prompts, etc. are the **confidential property of the entity that created the examination and may be subject to copyright restrictions.** Pre-ID answer sheets and online test records, including test tickets, containing student identifying information and/or responses together with secure test materials are **not public record, and disclosure is strictly prohibited.**
5. **Test materials and testing sessions are protected, and MUST NOT BE PHOTOGRAPHED, RECORDED OR IN ANY WAY TRANSMITTED.** This does not include the administration of the NAA or other assessments for which a video or voice recording are required for portions of the test. General video surveillance must be directed in a way that does not capture secure test materials (paper, online/digital), audio or visual test content, or student responses from a test administration.
6. To provide specific documented accessibility supports or accommodations, or as needed for administration of the NAA or ELPA (WIDA ACCESS), **prior to test administration the test administrator (licensed educational personnel) authorized to view test content must read and sign the Confidentiality Agreement Form.** Principals will retain signed forms with the school’s test security documentation for three years.
7. Assessments labeled as “student and teacher facing” (i.e., Smarter Balanced Interim Assessments) are authorized for access by Nevada licensed school educators and their students for **use in the intended manner.** Use, display, or distribution of student and teacher facing assessments, including student responses, that results in access by individuals beyond authorized local education agency staff and students is prohibited.

_ TESTING ENVIRONMENT

All students should have the opportunity to test under similar conditions, regardless of physical location.

1. Students **not** participating in a specific assessment are **not allowed** in the testing room during administration of assessments for accountability and other state or national test administrations.
2. Students testing with accommodations may require a separate setting.
3. Room and seating arrangements must provide for the effective observation of test takers and the test environment throughout the testing session, allow for test administrators and room proctors to move easily between test takers, and enable an unobstructed view of each test taker, desk surface, assistive technology and authorized tools, workstation/laptop and keyboard for computer-based tests.
 - a. Desk or table surfaces must provide sufficient space to comfortably accommodate testing equipment and materials, including the use of scratch paper.
 - b. A minimum distance of 3 feet between students on all sides should be maintained; privacy panels or carrels may be used. Follow seating and room arrangement guidelines for specific tests and circumstances.
 - c. Student desk/tabletops must be cleared of any material not specified in the test administration manual. Items and information affixed to desktops must be covered with blank, opaque material.
4. Instructional materials and other materials that provide specific factual information or guidance or might assist students in responding to test questions (e.g., definitions, test-taking strategies, multiplication charts, hundreds chart, fraction-decimal-percent equivalency chart, graphic organizers, annotated samples of essays or paragraphs, sample writing techniques), must be removed or covered with blank, opaque material.
5. All testing materials for students must be distributed or accessed prior to beginning the testing session. All test materials that students will use must remain atop the work area and visible to the test administrator throughout the testing session.
6. Scratch paper may **only** be plain unlined, lined, or grid-only (unlabeled) graphing paper. No other pre-printed material is permitted on the front or back except for student identifying information.
7. If a formula or reference sheet is provided in the test book or as a tool for an online/digital test, it is permitted for use during that test only. **Test books must remain intact** (students must not tear out formula sheets or other pages from test books). The discovery of missing or loose pages may result in a testing irregularity and possible invalidation of test results.
8. Students must not access personal materials during the testing session, including electronic devices. Plan for students requiring access to an authorized medical device or assistive technology to be situated appropriately to avoid interruptions or distractions to other students. **Possession of unauthorized materials and personal items may result in invalid scores.**
9. Additional materials, beyond those specified in the Test Administrator's Manual or documented as designated supports and accommodations must not be provided or made available during test administrations.
10. Unless the activity is required for the administration of an assessment (i.e., Nevada Alternate Assessment/NAA, state approved special accommodation), photographing, recording, or transmitting any part of a test or testing session is PROHIBITED.
11. Monitoring software that would allow test content on student workstations to be viewed or recorded on another computer during testing must be turned off.

12. REMINDER: Adult relatives or wards of students who are testing are **not allowed** in the testing room. This applies to guardians and any adult household member including teachers, site administrators, principals, school test coordinators, classified personnel (ESP), etc. See [Home/Hospital Student Participation](#) guidelines regarding exception for medical care givers.

SECURE TEST MATERIALS

Each school site must designate a secure location for storing test materials, safeguarded materials with sensitive information, signed forms and related test administration documentation, and maintain limited access for authorized personnel only. Information about a school's secure test storage should be documented in the school's test security plan.

Materials provided for state or districtwide secure test administrations may not be modified. Special print versions of secure test materials must be requested through the Department of Assessment or supplying test vendor.

1. All universally required materials (e.g., pencil, test book, answer sheet, test login ticket, scratch paper), must be provided to each student. **All secure materials used during testing** must be documented/logged, collected, and returned. Secure Test Materials include, but are not limited to:
 - Test books, used/unused answer sheets
 - Used scratch paper
 - Calculators that have not yet been cleared
 - Materials for accessibility supports, accommodations (e.g., 100s chart, bilingual glossary)
 - Test tickets, student barcode labels, pre-ID answer sheets
 - Testing room rosters, seating charts, testing room signature logs
 - Test Administration Manuals containing secure information or content for testing (e.g., listening item scripts, calculator clearing instructions)
2. **SECURE materials** (test books, writing prompts, test tickets, materials with student identifying information, etc.), **may not be distributed** to test administrators **until the prescribed date for those examinations**. DO NOT distribute secure materials for testing via email.
 - a. State *and* district tests: **Exchanges of test materials (distribution and return)** between test coordinator/test administrator and test administrator/student must be documented.
 - b. Paper Testing: Document and assign numbered test books to individual students; verify student identity and match pre-ID answer sheets to the correct student.
 - c. Paper Testing: The test administrator must return test books and answer sheets to the school test coordinator in the order in which they were received. In turn, the school test coordinator is responsible for collecting and organizing used answer sheets at the school level and returning them as directed for scoring.
3. Test questions, approved answers, unreleased writing prompts, pre-ID answer sheets and test tickets containing student identifying information and/or responses are the confidential property of the test provider and not public record. Disclosure is prohibited. Permission to access these materials may be granted by the test provider for official investigation purposes.
4. **Do not leave materials and active computer-based testing sessions unsupervised.**
5. **Monitor student use of scratch paper to avoid cheating.** Collect scratch paper from early finishing students; drawing and writing after testing are not permitted.

6. **Before a student is allowed to leave the testing area**, collect and account for **all** testing materials including test tickets, test books, writing prompts, paper/pencil student responses and scratch paper, and other permissible aids. Require students to exit or log out of online/digital assessments prior to dismissal from the testing session.
7. **All testing materials must be accounted for and returned in person** to the test coordinator upon completion of testing **each day and no later than the end of the school day** and stored securely. Movement and custody of materials for testing must be tracked (sign out/in).. Test materials must be secured with limited access when not in use, whether by the test coordinator or temporarily* by the classroom test administrator. Locked storage for secure test materials may not be used for the storage of other materials to which unauthorized individuals have access. **Check with the school test coordinator for secure storage procedures related to assessments administered over multiple days.*

_TEST ADMINISTRATION

Staff from Washoe County School District and/or the Nevada Department of Education may conduct unannounced on-site observations or audits to ensure that administration and test security procedures are being followed, and to verify implementation of the school test security plan.

1. Refer to the school's emergency plan for site procedures. The principal or test coordinator is responsible for communicating the emergency plan during testing to all campus staff, including those not assisting with the test administration.
2. **Electronic devices are strictly PROHIBITED** unless one is required for a specific assessment, or a student has a documented accommodation for a specific device. Electronic/assistive technology devices must be authorized for use during the test administration.
 - a. Test administrators, room proctors and others assisting with test administration must turn off and store (away from their person, not in wearable pockets) all personal and classroom electronics, including cell phones, iPads, Smart and Bluetooth devices, etc.
 - b. During testing, computers should only be used by testing staff for accessing the test administration portal as required, and to provide video monitoring of students during authorized remote test administrations.
 - c. Follow the school's procedures for collection and temporary storage of personal and prohibited electronic devices *before* starting the testing session.
 - d. Allowed Devices: Before testing, device features may need to be enabled or disabled. Clear data from the device before and after testing. Clear test information from AT devices used to support accommodations for speech-to-text ("voice-to-text") and word completion, or typed responses.
3. A mobile phone for staff is allowed in the testing room if it is the only means of contacting the school office during testing. The mobile phone may be used only to call out or receive calls pertaining to the scheduled testing session (e.g., test administration, requests for assistance, emergencies). Text messaging, email, or access to other applications is prohibited.
4. **Failure to strictly adhere to consistent and uniform test administration procedures, including student cheating, may result in the invalidation of student scores and damage the integrity of the assessment program.**
 - a. **Students found guilty of cheating or plagiarizing** on any state or other high stakes assessments **or found in possession of a prohibited electronic device during a test administration period** are subject to disciplinary action **and will have their answer sheet or online/digital test form invalidated.**

- b. **Prohibit the reading of test items and passages by anyone other than the students being tested**, except as indicated in the test instructions or to deliver authorized accommodations.
 - c. **Paper Testing**: Pre-ID answer sheets and online/digital tests for **absent or otherwise non-participating students must not be invalidated**. Do not submit unused answer sheets for scoring. It is imperative that the answer portion of used answer sheets not be altered in any way, except for erasing stray marks.
5. **Safeguard against security threats** to paper and online/digital test administrations:
 - a. **Cheating threats**: accessing unauthorized personal devices, colluding with others, using cheating aids, using a proxy test taker, discussing items, copying answers, etc.
 - b. **Stealing threats**: capturing content by digital photography methods, taking notes on items or transcribing questions verbally (on paper or recording device), etc.
6. **Follow the school planned schedule**. Test administrators must ensure that the appropriate examination is administered on the correct day (and parts given in the correct order) as directed by the school test coordinator. Test administrators should understand and follow procedures for allowing breaks during testing (monitored group and individual breaks), students needing additional time, and the school's emergency plan during testing.
7. At least one test administrator and sufficient room proctors must be provided in each testing room to adequately supervise and monitor. A ratio of one test administrator to 30 students is recommended for standard testing conditions. Test administrators and room proctors must remain with students and **be observant and non-disruptive** throughout the testing session.
8. Students must be supervised by **Nevada licensed educational personnel** while having access to testing materials and online/digital testing applications. Examination materials must remain in the custody of licensed personnel or securely stored. School test coordinators should check testing rooms periodically to verify proper monitoring by the test administrator and assist as needed.
9. For all tests in the statewide assessment program, all individuals present in the testing room must be documented including persons assigned to the room (testing students, testing staff) and other authorized and unauthorized individuals entering the room at any time during a testing session. **Testing room logs must be dated and capture individual signatures and times** (enter/exit room, start/finish testing). Attach testing room logs to the attendance roster/seating chart for each session. Test session documentation (e.g., rosters, seating charts, time & signature logs, incident reports) is retained at the school site for three years.
10. Prior to starting a test, the **identity and eligibility** of students in the testing room **must be verified and attendance documented**. Administration of examinations to students NOT eligible to take them or re-administration of a high stakes test without express authorization is strictly prohibited. For all statewide tests, verify each student against the roster provided for the testing session. The school test coordinator should verify eligibility and may add or remove students from a testing group.
11. **For students taking college and career readiness assessments** (e.g., ACT, SAT, AP, certification and qualifying assessments), at the start of a testing session:
 - a. Each student must present a government issued **photo ID** (e.g., school ID, driver license) for verification of identity. Consult test administration manuals for other approved methods of identity verification. Identification issued or verified by a family member is not accepted.
 - b. **Students must provide a signature next to their name** on the testing session roster. The time must be noted at the start and end of the testing session.

12. If a test administrator or proctor must log in to an application for administration of a test, the test administrator's computer should be monitored throughout the testing session.
13. **Follow the script and procedures for before, during and after testing provided** in the test administration manual. **Carefully adhere to all test administration and testing accommodations instructions.** Students may use **only** materials and/or supplies that are permissible as specified in the test administration manuals, documented in the student's education plan including IEP, 504 Plan, and EL plan, and when required or authorized for a test administration.
14. Before allowing a student to start a test, ensure that allowed **accessibility features and accommodations** have been enabled (online/digital testing) and/or **local arrangements, accommodations and other permissible materials** provided. If authorized test features and/or accommodations are not enabled (online/digital) or provided when a student begins a test, stop or pause the test and immediately notify the school test coordinator. **The student must remain supervised, and all test materials kept secure** while waiting for direction from the test coordinator.
15. If a student is unable to respond to test items using the online/digital testing platform or on the provided answer sheet for paper administrations, the authorized test administrator may be authorized to transcribe student responses into the online system or onto the answer sheet for scoring. The test administrator must sign the *Confidentiality Agreement Form* before transcribing student responses. *Reminder: Transcribing is the act of transferring a student's independently recorded response from the student's paper or assistive technology into the testing platform or onto the answer sheet. Scribing involves a student dictating to a person and is not allowed when responding to writing items.*
16. All permissible materials for the testing session must be distributed or accessed **before testing begins**. Students may not access materials in their desks, backpacks, etc. once the testing session has started. Access to personal items is permissible **only after** secure test materials have been collected, students have exited out of online/digital tests, and **the testing session has concluded for ALL students in the testing room**.
17. Students should be provided with scratch paper to work out test items. Monitor use of scratch paper to avoid cheating. Used scratch paper must remain intact, should not be torn or folded, and must be destroyed (shredded) by the school test coordinator.
18. **ACTIVELY CIRCULATE and focus attention on students.** Throughout the testing session, monitor students and their use of materials to ensure they are on task, adhering to procedures, and working and responding in the correct section of the test. It is **never appropriate** for supervising adults to engage in other activities (e.g., grading assignments, checking email, reading, handicrafts) or doing anything that takes attention away from students testing.
19. Monitor student access to different test sections to ensure students are only working in the section authorized for that session. Students **MUST NOT** be allowed to access other sections of a test without being directed by the test administrator. **Prior to being dismissed**, students must complete the scheduled part or section of a test, exit the test, and log out of the application.
20. **Ensure students respond** to test items and use navigation and embedded tools or operate technology for computer-based tests **WITHOUT assistance from others**.
 - a. **During test administration** assistance is limited to repeating, in English only, the test instructions from the administration manual. Test administrators/room proctors must not, inadvertently or intentionally, give hints or clues that indicate an answer, help eliminate answer choices, suggest a problem-solving strategy or the need for a student to improve their work, or communicate with gestures, signals, rewards, etc.

- b. **Students may not provide assistance to other students.** This includes **not assisting** with navigation or embedded tools and technology for computer-based tests. Interaction (verbal, gestures, written notes, etc.) between students during testing or while in possession of secure test materials is prohibited.
21. **Concerns about the contents of a test, test item, problem, question, or task**, should be communicated directly to the test coordinator or school principal **the same day**. Test administrators and room proctors do not need to review items or tasks and should only take note of basic details required to inform the test provider about a potential issue. The test coordinator will follow procedures for reporting the item issue to the test provider. Reported item issues are reviewed by the test provider (vendor or district) and/or the Nevada Department of Education (state assessments).
22. Follow procedures for breaks included in the **test administration manual**. **Collect all test materials and pause online/digital tests** before escorting a student out of the testing room.
- a. Students and adults leaving or returning to the testing room must sign and record the time on the testing room log.
 - b. **Breaks must be supervised** by trained staff. Students must not interact with other students or access non-permissible materials and personal items throughout a testing session including during breaks or transitions while a test is in progress.
 - c. For tests that do not allow students to resume testing after an unsupervised break, students must complete the test or test part before leaving the testing room.
 - d. It is not appropriate to excuse students to another class, lunch, recess, or other school activities prior to completion of a test part or section. The student may not be allowed to return and complete a test section after a break or dismissal. Incomplete test sections may be scored as is. Consult guidelines for accommodated testing over multiple sessions or days.
23. Students who finish early and are not excused from the testing room must be supervised and remain quiet.
- a. Test materials, including scratch paper, must be collected prior to a student accessing independent reading materials. **After testing** activities include reading a book or resting in the assigned seat; writing and drawing are not permitted.
 - b. Students must not access personal items.
 - c. Maintain a **test conducive environment** and continue to **monitor all student activity** of testing and non-testing students.
24. **For assessments without time limitations**, students who are working productively at the end of the scheduled testing period should be allowed additional time in a test conducive setting.
25. **If students will move to another location** before completing their test, the student's test materials must be collected and kept secure through all transfers between trained licensed educational personnel and testing rooms.
26. At the conclusion of a testing session or prior to transitioning students to an extended time location, all electronic devices including computers, assistive technology, or calculators must be cleared of all test activities, unless the device will be transferred with the student.
27. Secure testing materials, including test tickets, test books, writing prompts, student responses, and scratch paper must be collected by the test administrator and accounted for before a student is

allowed to leave the testing area for any reason. Return ALL test materials to the school test coordinator the same day.

_ TESTING IRREGULARITIES

Contact > WCSD Assessment Support: 775-348-0248 or AssessmentSupport@washoeschools.net

All stakeholders should understand the importance of academic testing and how **irregularities can damage the district, school, community, students, and integrity of the assessment program.**

Definitions:

- **“Irregularity in testing administration”** means the failure to administer an examination in the manner intended by the person or entity that created the examination or assessment.
 - **“Irregularity in testing security”** means an act or omission that tends to corrupt or impair the security of an examination or assessment.
1. Irregularities in test administration include, but are not limited to:
 - a. Student tested without documented accommodations or supports;
 - b. An interruption occurs causing or requiring testing to stop (e.g., technology issues, power outage, medical emergency); or
 - c. A student logs in to the wrong test or unintentionally submits an online/digital test before completing it.
 2. If a student is not able to complete testing as the result of an irregularity in test administration, **do not release the student**. Report the issue to the school test coordinator who will contact WCSD Assessment Support. Provided the student has had no break in supervision and/or depending on circumstances, a student may be able to continue their test on the same day, or on a later date.
 3. A formal report of irregularity must be submitted to the district test director and should include collected evidence and statements detailing what happened.
 4. Irregularities resulting in the invalidation, voiding, or exclusion of a started or completed test must be reported.
 - a. Regardless of the reason for invalidation (or voiding) of a test, completed and partial tests must be appropriately coded/marked and submitted or returned.
 - b. Excluding tests administered with unauthorized accommodations or modifications, a student whose test has been invalidated will count as having participated on the assessment for state and federal accountability. Scores from invalidated tests will not be imported into the district student information system or other data and reporting systems.

_ REPORT SUSPECTED IRREGULARITIES & SECURITY BREACHES

In accordance with Nevada Revised Statutes (NRS) 390.350 through 390.430, the Board of Trustees declares that all students, school officials*, and others are strongly encouraged to report any suspected irregularities in testing administration or testing security. A *Summary of Whistleblower Protections for Testing Administration* is distributed annually from the Nevada Department of Education and is linked on the [Department of Assessment homepage](#).

*School official: a licensed or unlicensed employee of the school district or governing body of a charter school.

1. In the event of an alleged or suspected breach of test and/or examination security or unauthorized disclosure of test and/or examination content (for both state and district examinations), **the situation must be reported to the school test coordinator and school principal within 24 hours.**
 - a. The test coordinator or principal must notify WCSD Assessment Support or the Director of Assessment by phone or email **within 24 hours** of the time the alleged or suspected breach has been brought to their attention. Begin an investigation.
 - i. All evidence and documentation related to investigations of suspected irregularities are confidential and must be retained for three consecutive school years.
 - ii. If the school has video surveillance equipment capable of downloading and saving a digital clip of the alleged occurrence, that clip should be retained as evidence.
 - b. For state-mandated examinations, the Director of Assessment, *or their designee*, will immediately report a breach of test security or suspected irregularity in test administration to the Nevada Department of Education test security coordinator.
 - c. **Within 14 calendar days** the school principal must submit the online Report of Testing Irregularity. The report should include all related evidence and documentation. WCSD Department of Assessment will receive notification when a report is submitted.

Within 14 calendar days WCSD Department of Assessment will review and submit the completed Report of Testing Irregularity to the NDE (state).
 - d. For alleged breaches of test security or irregularities in test administration on WCSD (local) examinations, contact WCSD Assessment Support: 775-348-0248 or AssessmentSupport@washoeschools.net
 - e. A summary of reported violations may be reviewed by the WCSD Superintendent and Board of Trustees.
2. In certain instances of repeated test administration irregularities at the same school in consecutive years, the Nevada Department of Education may determine that an examination must be administered again at the expense of the school district or governing body of the charter school.
3. **NRS 390.405 of the Nevada Revised Statutes specifically prohibits any school official from directly or indirectly using their official authority to influence another school official in an effort to interfere with or to prevent the disclosure of information concerning a testing irregularity.** The NRS provisions “do not abrogate or decrease the effect of any of the provisions of NRS that define crimes or prescribe punishments with respect to the conduct of school officials.” (NRS 390.430) This means there shall be no retaliation for the disclosure of information but there may be consequences for the breach of test security or irregularity in test administration.
 - a. If any reprisal or retaliatory action is taken within two years of the disclosure, a process of appeal by that school official will result in a hearing before the State Board of Education.
 - b. A person who willfully discloses untruthful information concerning testing irregularities shall be guilty of a misdemeanor and is subject to disciplinary action.
 - c. A school official (licensed or unlicensed employee) may be demoted, suspended, dismissed or not re-employed or their license may be suspended for failure to observe and carry out state or school district plans for ensuring the secure administration of required examinations.

Quick Reference: Terms and Definitions: “Reprisal or retaliatory action” is action that is taken because the school official disclosed information concerning testing irregularities.

_ INVESTIGATION PROTOCOL

Reported instances of alleged breaches of test administration or test security shall be investigated by the school district and/or the Nevada Department of Education.

1. If investigated by the school district, the Director of Assessment, *or their designee*, shall work collaboratively with the WCSD Legal Division, Human Resources, the school principal, and appropriate district administrator(s), to investigate the alleged breach of test administration or test security.
2. All investigative findings will be submitted to the NDE test security coordinator, even if it is later determined that an irregularity did not occur. If investigated by the Nevada Department of Education, the Director of Assessment *or their designee*, shall obtain other testimony or conduct further investigation as directed by the NDE.
3. Both the school district and the Nevada Department of Education may issue a subpoena, as needed, to compel the attendance or testimony of a witness or the production of relevant materials. If the witness refuses to attend, testify, or produce relevant materials, the school district or the Nevada Department of Education may report that refusal to the district court.

For information, see *Test Security Procedures* from the [Nevada Department of Education](#).

>< Reference: WCSD EMERGENCY PLAN DURING TESTING

*The safety of students and staff is foremost. When possible, test materials should be secured before exiting during an evacuation.

Emergency Situation Requiring EVACUATION

- Students** are instructed to not engage in conversation nor discuss items on the test at any time during this process.
- The **TA**/test administrator instructs **students** to put their answer sheets in the test books and leave materials on desks. **Online/digital tests must be paused and exited** or students should log out of the testing platform and/or browser prior to being dismissed from a computer-based testing session.
- The **TA**/test administrator **or room proctor** must log out of online/digital tests requiring proctor log in.
- The **TA**/test administrator quickly scans the room to see that test books are visible on student desks or students have left all secure materials at their workstations.
- The **TA/test administrator** is the last person to leave the room (and first person to enter upon returning).
- The **TA**/test administrator follows the **school's emergency plan and evacuation procedures for exiting the room**.
- TA**/test administrator accounts for and closely monitors the students, restricting student interaction during the evacuation process.
- The **TA**/test administrator documents the time of the interruption so that students may be allowed the remaining amount of time that is left for the examination. (Especially important during timed administrations!)

Upon Return to the Classroom after an EVACUATION

- The **TA**/test administrator is the first to enter the room.
- Students** must wait to be seated.
- PAPER:** The **TA**/test administrator collects the test books, directs students to their seats, and does an accounting of the test books and answer sheets. When it is determined that all test books and other materials have been accounted for, the **TA**/test administrator returns the test books and answer sheets to students and follows the test manual directions regarding the remaining time. Document the start time.
- ONLINE:** Students taking online/digital tests are seated the same as before and all secure materials are verified for each student; redistribute test tickets as needed for students to resume testing. The **TA, or room proctor assisting the TA**, instructs students how to resume tests following test administration manual procedures. Document the start time.
- At their earliest opportunity and on the same day, the **STC**/school test coordinator must notify appropriate WCSD personnel of the incident and complete the report of testing irregularity.

LOCK-DOWN Procedures

- The **TA**/test administrator follows the same procedures as required for evacuation except students must remain in the room according to the **school's lock down procedures**. If appropriate and feasible, testing may continue.

POWER OUTAGE

- ONLINE/DIGITAL:** Tests should automatically pause and suspend. All secure testing materials should be collected from student workstations and **students** should be instructed to not discuss items from the test. Restrict student interaction.
- PAPER:** If it is determined that there is sufficient light, testing continues for paper administrations.
- PAPER:** If it is determined that there is insufficient light and testing cannot continue, follow these procedures:
 - The **TA**/test administrator instructs students to put their answer sheet inside their test book and close the test book.
 - The **TA**/test administrator collects all testing materials and **students** are instructed not to discuss items from the test.
 - The **STC**/school test coordinator locates a viable testing room.
 - **TA**/test administrator closely monitors the students and restricts student interaction throughout the relocation process.
 - The **TA**/test administrator and **STC**/school test coordinator carry the test materials and escort students to the new testing room.
 - The **TA**/test administrator documents the time of the interruption so that students may be allowed the remaining amount of time that is left for the examination.
 - The **TA**/test administrator redistributes the test materials to students and resumes testing.
- At their earliest opportunity and on the same day, the **STC**/school test coordinator must notify appropriate WCSD personnel of the incident and complete the report of testing irregularity.

STUDENT GETS SICK and Vomits on a Test, Testing Device, at their Workstation

- All testing: Document the start time of the test and time the interruption (illness) occurred; maintain supervision and monitoring of student and test materials.
- **PAPER:** If a student gets sick and vomits on the test, the test must be placed in a plastic bag, sealed, and returned to WCSD. Refer to test administration procedures or contact the district test director for guidance on continuing a test with new unused materials. Working with the building custodian, follow the **school's process for cleaning biohazardous waste**.
- **ONLINE/DIGITAL:** The online/digital test should be paused and suspended. If well enough to continue move the student to another workstation and follow procedures for resuming the in-progress test. Working with the building custodian, follow the **school's process for cleaning biohazardous waste**.

>< Reference: IMPORTANT DEFINITIONS

Terms and definitions are taken/adapted from NRS and the Nevada Department of Education, *Test Security Procedures*. Use when referring to the NDE and WCSD assessment programs.

Testing Staff

Licensed Educational Personnel employed as a substitute in WCSD and hired as a “long-term” substitute to fill a classroom teaching vacancy, may be authorized to assume testing roles based on their hiring status. Principals may contact Assessment Support to verify whether an individual should serve as a test administrator for state or district assessments. *Note: This guidance refers to secure and high stakes test administrations. District assessments intended for formative use, specifically to inform instruction, may be administered by a licensed educator assigned to fill-in for a teacher on a long- or short-term basis.*

- **“Long-term substitute”** refers to a Nevada licensed educator assigned long-term to a school site, documented in Infinite Campus as the teacher of record, filling a specific classroom teacher vacancy. A “long-term substitute” may serve as a Test Administrator (TA) and Proctor.
- A substitute teacher hired for short-term, day-to-day, or roving assignments may assist as a testing room proctor only and may perform other duties that do not involve supervisory responsibilities for secure test materials or testing students.

“School official” means the following:

1. A member of a board of trustees of a school district;
2. A member of a governing body of a charter school; or
3. A licensed or unlicensed person employed by the board of trustees of a school district or the governing body of a charter school.

“District Test Director” is appointed by the school district superintendent and refers to the individual who represents an individual school district on all matters of testing, including, but not limited to, the following:

- Serving as a liaison between the local school district and the Nevada Department of Education
- Assisting the local board of trustees in the development of a district test security plan
- Organizing the district testing calendar
- Ensuring that school principals and school test coordinators are adequately trained and informed of all relevant test administration guidelines and procedures
- Disseminating and collecting testing materials

“School (or Site) Test Coordinator” is the school principal or a licensed individual appointed by the school principal and refers to the person who represents* the school on all matters of testing that may include, but are not limited to:

- *Assisting* the school principal by serving as a liaison between the school and the district test director;
- *Assisting* the school principal in the development of school test administration procedures;
- *Assisting* the school principal in providing annual training for school officials involved in test administration;
- *Assisting* the school principal in organizing the test schedule;
- *Assisting* the school principal in the dissemination and collection of test materials; and
- *Assisting* the school principal in assigning school officials to administer or proctor the assessments.

****Although school principals may delegate testing responsibilities to a school test coordinator, the school principal assumes final responsibility for the proper training and administration of all state- and district-mandated testing.***

“Classroom Test Administrator” or “Test Administrator” is assigned by the school principal or school test coordinator and refers to a Nevada licensed* school official, **trained in 2024-2025 test security and administration procedures**, whose responsibilities may include, but are not limited to:

- Administering the assessment to an assigned group of students in accordance with all test security and test administration procedures;
- Assuming **primary responsibility** for the verification of the identity and eligibility of each student participating in the assessment (in accordance with procedures outlined in the district test security plan);
- Assuming **primary responsibility** for the dissemination and collection of each student’s test materials;
- Assuming **primary responsibility** for the direct supervision of students during their participation in the assessment;
- Ensuring that students are taking the assessment in accordance with test security and test administration procedures;
- Following up on unusual behavior or activity on the part of the students; and
- Assuming **primary responsibility** for ensuring that applicable time limits are being adhered to.

**Licensed educational personnel who hold a current standard or professional educator license in Nevada.*

“Classroom Proctor” or “Proctor” may be a licensed or unlicensed district employee assigned by the school principal or test coordinator and refers to a school official, **trained in 2024-2025 test security and administration procedures**, whose responsibilities may include, but are not limited to:

- **Assisting the classroom test administrator** in supervising students during their participation in the assessment;
- Ensuring that students are taking the assessment in the manner in which they were **instructed by the test administrator**;
- Immediately **notifying the test administrator** of any unusual behavior or activity on the part of students;
- **Assisting the test administrator** in the dissemination and/or collection of test materials; and
- **Assisting the test administrator** in ensuring that applicable time limits are being adhered to.
- Proctors may *not* be given supervisory responsibilities (students, secure test materials).

State and Local (District) Assessments

“Examination” means achievement and proficiency examinations that are administered on a state and districtwide basis to pupils pursuant to NRS 390.105 and 390.820, and 390.600-390.610. Examinations in the Nevada Department of Education and Washoe County School District assessment programs include but are not limited to the following:

1. English Language Arts (ELA) and mathematics in grades 3-8;
2. Science in grades 5, 8, and High School;
3. College and Career Readiness (CCR) assessment;
4. NWEA MAP Growth: Reading assessment in grades K-3;
5. Alternate state assessments; and
6. Any other examinations that measure achievement and proficiency of pupils and which are administered to pupils statewide or districtwide.

Testing Irregularities

“Irregularity in testing administration” means the failure to administer an examination in the manner intended by the person or entity that created the examination or assessment.

“Irregularity in testing security” means an act or omission that tends to corrupt or impair the security of an examination or assessment, including, without limitation:

1. Failure to comply with state or district security procedures;
2. Disclosure of questions or answers to questions on an examination or assessment in a manner not otherwise approved by law; and
3. Other breaches in the security or confidentiality of the questions or answers to questions on an examination or assessment.

“Reprisal or retaliatory action” is action that is taken because the school official disclosed information concerning testing irregularities and includes, without limitation:

1. Frequent or undesirable changes in the location of an office;
2. Frequent or undesirable transfers or reassignments;
3. The issuance of letters of reprimand, letters of admonition or evaluations of poor performance;
4. A demotion;
5. A reduction in pay;
6. The denial of a promotion;
7. A suspension;
8. A dismissal;
9. A transfer; or
10. Frequent changes in working hours or workdays.

The NRS provisions “do not abrogate or decrease the effect of any of the provisions of NRS that define crimes or prescribe punishments with respect to the conduct of school officials.” (NRS 390.430) This means that there shall be no retaliation for the disclosure of information but that there may be consequences for the breach of test security or irregularity in test administration.



2024-2025 School Year

**ACKNOWLEDGMENT OF PROFESSIONAL OR
CLASSIFIED (ESP) WCSD PERSONNEL**

***A PRIMER FOR TESTING:
POLICIES AND PROFESSIONAL EXPECTATIONS***

My signature on this form indicates that **I have read *A Primer for Testing: Policies and Professional Expectations*** for the **2024-2025 school year** and that **I understand** the information it contains related to proper test security and test administration.

My signature also indicates that

- **I have participated in the training** featuring the “Primer” PowerPoint Presentation about test security and professional expectations as presented by the principal of this school, their designee, or appropriate district personnel.
- I understand and will carry out my **duties and responsibilities for test security and confidentiality**, and the **proper administration of assessments** in the WCSD (district) and NDE (state) testing programs.
- I will not be in the testing room or proctor high stakes and accountability assessments for **any student who is a relative or ward, or residing at my same address**, and I will **adhere to policies** intended to protect myself and participating relatives or wards from possible conflicts of interest and the appearance of impropriety.
- I understand and acknowledge the potential **consequences that may result from my failure to observe and carry out the requirements** of the state, district and school test security plans.
- **I will not** PHOTOGRAPH, RECORD, or in any way TRANSMIT part or all of a test or testing session, unless specifically authorized for the administration of the assessment.
- **I will not** READ, REVIEW or DISCUSS SECURE TEST ITEMS unless expressly authorized for the assessment and carried out in the intended manner, observing all security and copyright restrictions.
- **I will not** COPY, DISTRIBUTE, TEACH, or in any way publicize SECURE TEST AND/OR EXAMINATION ITEMS, STUDENT RESPONSES, or any part of a secure test and/or examination.
- I accept responsibility for **reading, understanding, and carrying out procedures in accordance with manuals and training** for each assessment I will administer or support in the WCSD and NDE testing programs.

This signed page must be returned to the principal at the school where you will administer or assist with testing.

Signature _____

Print Name _____ Date _____

Title or Position _____

School _____

Note: The school principal will retain signed copies of this acknowledgement form for a period of **three years** with the school’s testing documentation. Signed acknowledgment and confidentiality forms and associated training documentation may be requested in response to questions or in connection with a testing irregularity.