

## Superintendent's/Executive Director's Responsibilities After Testing

1. Verify with the DAC that all test security issues have been reported to MDE and are being followed up on as needed.
2. Verify with the DAC that any missing secure test materials have been reported to the service provider or MDE and are addressed as needed.
3. Confirm the DAC will have time to complete Posttest Editing in Test WES.
4. Confirm the MARSS Coordinator has updated all student enrollment records and confirm the DAC has finalized the district's assessment records prior to the close of Posttest Editing so that accurate information is used for final assessment reports and accountability.
5. Confirm the DAC or another designated staff person has access to the GRR system and has time to request and confirm reimbursements for eligible students for college entrance exams.
6. Discuss the final assessment results with the DAC as well as district and school administrators.
7. Prepare for questions from local media and constituents about final test and accountability results.
8. Fully cooperate with MDE representatives conducting a site visit, audit, and/or investigation.

## District and School Assessment Coordinator's Roles and Responsibilities for Testing

The District Assessment Coordinator (DAC) is the district's main contact with MDE, the service providers, and the School Assessment Coordinators for statewide testing.

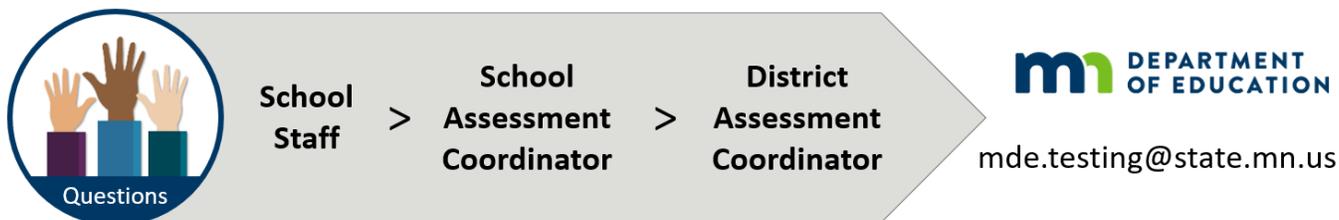


The DAC is ultimately responsible for ensuring the district's security procedures are communicated and being followed, all required trainings are completed, and all secure materials are accounted for.

The District and School Assessment Coordinator roles and responsibilities are combined because the responsibilities may vary from district to district, and some districts do not assign School Assessment Coordinators. This ensures that all responsibilities are reflected under one role.

- If your district has staff assigned as School Assessment Coordinators, responsibilities may be delegated as applicable within the district.
- If School Assessment Coordinators are not assigned, ensure there is a designated contact at each school for questions, if applicable (for example, some smaller districts or charter schools may have only one contact).
- In addition, some districts designate an EL Coordinator or other EL staff to oversee portions of WIDA ACCESS and WIDA Alternate ACCESS administrations. When this occurs, the DAC is responsible for ensuring these staff understand their assigned duties.

The DAC should be the person who calls or emails MDE with policy and procedure questions related to test administration and then distributes the information within the district as needed. In general, the DAC should not direct other district and school staff to contact MDE with questions. This ensures that the DAC 1) knows testing policies and procedures and can serve as the source of information across the district and 2) is aware of all test administration issues within the district. However, if your district experiences any technical issues related to online testing, remind Technology Coordinators and Test Administrators/Test Monitors (following your district policies) to contact the applicable service provider(s) to report the issue and receive further instructions as soon as possible. While MDE should be contacted for questions related to testing policies and procedures, the service providers provide the immediate assistance needed for technical issues.



## District and School Assessment Coordinator’s Responsibilities Before Testing

1. Establish and implement district test administration and test security policies and procedures (Chapter 5).
  - Confirm there is an up-to-date written District Policies and Procedures for Statewide Assessments on file. If district policies and procedures do not exist, write such a procedure in collaboration with other administrators prior to test administration.
  - Annually review test administration and test security policies detailed in this *Procedures Manual* (Appendix B), the *Test Security Training*, and other applicable resources and guides; incorporate these policies into the district policies and procedures as needed.
  - Determine if information on district policies and procedures will be provided to staff through trainings or through written resources and subsequently provide the trainings and/or written resources.
  - Provide the district policies and procedures to MDE if requested.
2. Establish the district testing calendar within the testing windows specified in the [Important Dates for Test Administration](#) document posted on the Minnesota Assessment Hub (Minnesota Assessment Hub > Resources & Training > Policies & Procedures).
  - Determine the district testing calendar for WIDA ACCESS, WIDA Alternate ACCESS, MCA, and MTAS/Alt MCA (Chapter 6).
  - Publish the district testing calendar no later than Oct. 1; ensure testing dates (by grade and subject) for each school in the district are updated as needed (Chapter 6).
  - Schedule rooms, computer labs, and devices for testing as needed (Chapter 7).
  - Arrange for Test Monitor(s) and Test Administrator(s) to administer the test(s) and assign students to them (Chapter 7).
3. Complete and verify/document trainings completed by all staff involved with testing (Chapter 7).

- Identify DAC trainings and resources to review and attend MDE trainings.
  - Complete the *Test Security Training* to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
  - Provide training to School Assessment Coordinators on district policies and procedures and assign other training resources as needed. As a School Assessment Coordinator, complete or attend any other trainings required by the district and/or review information on district policies and procedures for testing.
  - Collaboratively develop and implement a plan ensuring all staff involved with testing complete the required trainings.
    - Verify that all staff involved with testing complete the *Test Security Training*.
    - Verify that all Test Administrators who will administer WIDA ACCESS and WIDA Alternate ACCESS have completed the applicable online WIDA training courses and quizzes in addition to MDE-required trainings.
    - Verify that all Test Monitors who will administer the MCA, and Test Administrators who will administer the MTAS/Alt MCA, have completed the applicable MDE-required trainings.
    - Verify that staff have completed any other trainings required by the district.
    - Verify that all staff have received applicable training or information on district policies and procedures for testing.
  - Determine how training completion is tracked by role for all staff and keep records of completed trainings for two years after the end of the academic school year in which testing took place.
4. Identify appropriate tests for students and ensure student data sent to service providers for testing is correct.
- Collaboratively determine with the MARSS Coordinator that all student data is current and submitted to MDE as needed.
  - In conjunction with the MARSS Coordinator and Special Education and English learner staff, ensure students receiving special education services and English learners are correctly identified in enrollment data.
  - Identify and manually add any students not included in the precode files who will be testing (for example, homeschooled students) using Precode Student Eligibility in Test WES (Chapter 6).
  - Identify students who may change grades between the start of the school year and the start of testing and ensure that each student takes the correct assessment (Chapter 9).
  - Determine which college entrance exam will be offered for students in grades 11 and 12 and establish a contract with the applicable service provider (Chapter 2).
  - Work with the Special Education and English learner staff to determine which English learners, according to participation guidelines (Chapter 4), will take the WIDA Alternate ACCESS.
  - Work with the English learner and Special Education staff to determine which English learners require accommodations for the WIDA ACCESS, WIDA ACCESS for Kindergarten, or WIDA Alternate ACCESS as specified in their IEPs or 504 plans.
  - Order required test materials for WIDA ACCESS and WIDA Alternate ACCESS (Chapter 7).

- Collaboratively determine and document—with the Special Education and English learner staff—any universal supports and/or accommodations needed by individual students for MCA and MTAS/Alt MCA (Chapter 4).
  - Work with the Special Education staff to determine which students, according to the eligibility requirements (Chapter 4), will take the MTAS/Alt MCA.
  - Complete Pretest Editing in Test WES for MCA and MTAS/Alt MCA to change test assignments and indicate universal support and accommodation codes as needed (Chapter 7).
  - Complete District Options and District Confirmations in Test WES during Pretest Editing to indicate MCA and MTAS/Alt MCA shipping preferences and confirm information for all assessments (Chapter 7).
  - Communicate information to applicable school staff to ensure that students take the correct assessment (WIDA ACCESS or WIDA Alternate ACCESS; MCA or MTAS/Alt MCA) and/or receive the universal supports and/or accommodations required.
  - Develop a process for documenting reasons students may not be participating in testing (for example, parent/guardian refusals or medical excuse) and communicating information to applicable school staff.
5. Prepare testing conditions.
- Ensure that the applicable staff involved with administering WIDA ACCESS and WIDA Alternate ACCESS are set up with user accounts for the WIDA Secure Portal and WIDA AMS.
  - Ensure that the applicable staff involved with administering MCA and MTAS/Alt MCA are set up as users with active accounts in PearsonAccess Next.
  - Create reporting groups if teachers in the district will access Mathematics and Science MCA and MTAS/Alt MCA preliminary results in PearsonAccess Next (Chapter 11).
  - In collaboration with the Technology Coordinator, use technical resources on the service provider websites to ensure readiness for WIDA ACCESS and MCA/Alt MCA online testing (Chapter 6). This may include working with special education staff and students to test if an assistive technology device is compatible with the vendor’s testing platform.
  - Work with technology staff to prepare for online testing. This includes ensuring all hardware and software requirements are met and equipment is available (for example, headphones, headsets for WIDA ACCESS) (Chapter 7).
  - Plan seating or testing room arrangements for students to ensure independent work and ensure student to Test Administrator/Test Monitor ratios are followed (Chapter 7).
  - Determine which student resources will be used to prepare students for testing and ensure students are familiar with the format and functionality of the test they will be taking (Chapter 7).
  - Determine where students who finish testing in earlier sessions will go while other students finish testing (Chapter 8).
  - For WIDA ACCESS Online, ensure the following preparations are completed in WIDA AMS (Chapter 8):

- Verify students are shown as enrolled in the correct school and district when verifying test sessions. For the Writing domain, verify students are shown in the correct test session (either handwriting or keyboarding).
  - Print test session rosters and student testing tickets and keep them secure until test administration.
  - For MCA/Alt MCA, ensure universal support and accommodation codes are updated in Pretest Editing in Test WES throughout the testing window as needed.
  - For MCA/Alt MCA online testing, ensure the following preparations are completed in PearsonAccess Next (Chapter 8):
    - Verify students are showing as enrolled in the correct school and district, and are eligible for the correct test, when setting up test sessions.
    - Print test session rosters and student testing tickets and keep them secure until test administration.
  - Prepare for administrations using universal supports and/or accommodations, including scheduling for small group and individual administrations and preparing for translated directions and scribes (Chapter 4).
  - Establish a process for inventorying and distributing secure test materials to each school building if test materials are shipped to the district.
  - If test materials are shipped to the schools, notify the School Assessment Coordinators or designated school contact when test materials will be arriving and the quantities to expect.
  - Determine staff who will enter student responses from MCA/Alt MCA paper tests and MTAS data online (Chapter 8).
6. Maintain security of test content and test materials.
- Receive secure paper test materials from the service providers and immediately lock them in a previously identified secure area.
    - If schools are receiving test materials directly from the service providers, confirm that each school has received test materials and that they are locked in a secure area.
    - Inventory or confirm paper test materials have been inventoried using the security checklists and contact the applicable service provider if there are any discrepancies (Chapter 5).
    - Organize secure test materials remaining at the district, ensuring that they are kept secure and not distributed unless needed for test administration.
  - Verify that each school has the paper test materials needed; order additional test materials as needed.
  - Organize secure test materials for online administrations, including student testing tickets and scratch paper, and keep them secure (Chapter 8).
  - For WIDA ACCESS and WIDA Alternate ACCESS, when applicable, confirm that all students have the appropriate paper test materials (Chapter 7). Ensure that preprinted student information on the

labels is accurate and arrange for student information to be filled in (hand-bubbled) on scorable test booklets that do not have individual student labels (Chapter 8).

- Distribute the applicable WIDA ACCESS and WIDA Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to Test Administrators so they can become familiar with the scripts and prepare for test administration.
- Distribute the applicable MCA *Testing Directions* to Test Monitors so they can become familiar with the script and prepare for test administration.
- Define the chain of custody for providing secure test materials to Test Administrators/Test Monitors.
  - The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
  - Record and assign all secure paper test materials on the *Test Materials Assigned to Students Checklist* or applicable district-provided checklist. Secure test materials should not be distributed prior to the day of testing (exceptions to this are specified in Chapter 5).
  - Distribute materials to WIDA ACCESS for Kindergarten, WIDA Alternate ACCESS, and MTAS/Alt MCA Test Administrators prior to testing to allow for administration preparation and adaptation of materials to meet individual student needs (Chapter 5).
- Provide MTAS/Alt MCA Data Collection Forms if scores/responses will be centrally entered by the district or school prior to the closing of the testing window.

## **District and School Assessment Coordinator's Responsibilities on Testing Days**

1. Distribute materials to Test Administrators/Test Monitors on the day of testing and ensure secure test materials, including student testing tickets and scratch paper, are kept secure between testing sessions according to district procedures.
2. Ensure that WIDA ACCESS and WIDA Alternate ACCESS *Test Administrator Scripts* and MCA *Testing Directions* are followed.
3. As the DAC, answer questions from School Assessment Coordinators or designated school contacts and Test Administrators/Test Monitors, as needed.
4. Conduct (or designate trained staff members to conduct) random, unannounced visits to testing rooms within the district to observe staff adherence to state and district policies and procedures and test administration policies and procedures (Chapter 5). This monitoring is in addition to the active monitoring being done by the Test Administrator/Test Monitor in the testing room and is meant to simulate the site visits conducted by MDE at a district and school level.
5. Fully cooperate with MDE representatives conducting a site visit or audit, as applicable (Chapter 5).
6. Collect information about and document testing irregularities using the *Test Administration Report (TAR)* (Chapter 5).
7. If security violations occur, contact MDE within one business day and document the violation through Assessment Security Records (ASR) in Test WES within two business days (Chapter 5).

8. Monitor testing progress to ensure all students complete testing during the testing window.
9. For WIDA ACCESS and WIDA Alternate ACCESS, indicate appropriate test codes in WIDA AMS or on scorable test booklets as needed and/or keep notes for entry during Posttest Editing (Chapter 9).
10. For MCA and MTAS/Alt MCA, indicate applicable test codes in PearsonAccess Next as needed and/or keep notes for indication during Posttest Editing (Chapter 9).

## **District and School Assessment Coordinator's Responsibilities After Testing**

1. Ensure that designated staff have entered student responses from MCA/Alt MCA paper test books and MTAS data online. All information must be entered before the testing windows close in order for the tests to be scored and reported (Chapter 8).
2. Ensure that secure paper test materials, student testing tickets, and scratch paper are kept in a locked, secure location after testing. Following district procedures, materials may be collected at the district or school level or kept secure between testing sessions by the Test Administrator/Test Monitor.
3. Use security checklists to verify receipt of all secure paper test materials from the assigned Test Administrator/Test Monitor after testing is completed. Collect copies of the security checklists from each school.
4. For all WIDA ACCESS and WIDA Alternate ACCESS scorable test booklets, confirm that there are no additional markings or bubbled information on the test booklets that may affect how the test booklet is scanned and scored (Chapter 8).
5. Arrange for the secure disposal of all test materials not required to be returned, as outlined in the applicable resources and guides. The secure disposal must be completed no more than two business days after the closing of the testing window (Chapter 10).
6. Prepare materials for pickup by the carrier on the designated date(s). Ensure that all boxes containing the secure testing materials are in a secure location known to appropriate school staff or are returned to the district office.
7. Follow procedures for returning scorable test materials for WIDA ACCESS and WIDA Alternate ACCESS by the deadline to ensure student tests are included for Posttest Editing and reporting.
8. Follow procedures for returning secure test materials for all assessments as outlined in the applicable resources.
9. Ensure that all materials returned are received by the service providers.
10. Complete a TAR for all administered assessments as needed and keep on file at the district for two years following test administration; completed TARs must be available if requested by MDE (Chapter 5).
11. Collect security documents (such as security checklists) from each school. Keep on file at the district for two years from the end of the academic school year in which testing took place (Chapter 5).
12. Review assessment records and resolve discrepancies in Test WES during Posttest Editing (Chapter 10), including verifying or indicating test codes. Work with the MARSS Coordinator to resolve any issues in enrollment data submitted to MDE.
13. Request reimbursement for eligible students for college entrance exams as needed (Chapter 2).

14. Retrieve final assessment results from Secure Reports and prepare for questions from the media and community and educational partners (Chapter 11).
15. Work with principals to share assessment results (as specified in the District Policies and Procedures for Statewide Assessments) and communicate information on what it means to abide by the embargo and ensure the constraints for embargoed final assessment results are adhered to.
16. Distribute Individual Student Reports (ISRs) to parents/guardians by Dec. 1 (Chapter 11).
17. Fully cooperate with MDE representatives conducting a site visit, audit, and/or investigation.

## ***School Principal's Roles and Responsibilities for Testing***

In conjunction with the DAC, the School Principal's role is to designate the School Assessment Coordinator, if applicable, and other school staff members who will serve as Test Monitors or Test Administrators.

### **School Principal's Responsibilities Before Testing**

1. Designate a School Assessment Coordinator, if applicable, and a Technology Coordinator for the school. If a School Assessment Coordinator is not assigned, identify a school contact unless you or the DAC is fulfilling that role (for example, some smaller districts or charter schools may have only one contact).
2. Be knowledgeable about proper test administration and security as outlined in this *Procedures Manual* and other applicable resources and guides.
3. Complete the *Test Security Training* each school year to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
4. Complete or attend any district-required trainings and/or review information on district policies and procedures for testing.
5. Verify with the District or School Assessment Coordinator that all staff involved in testing, including Test Administrators and Test Monitors, complete the required trainings for administering the tests.
6. To reinforce a culture of academic integrity, communicate the importance of test security and the expectation that staff will keep test content secure and act with honesty and integrity during test administration.
7. Provide adequate secure storage space for all secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
8. In conjunction with the Technology Coordinator, ensure that sufficient and adequate computers/devices, headphones/headsets, mice, and/or keyboards are available and that rooms are set up appropriately for online testing.
9. Ensure students have had a chance to become familiar with the format and functionality of the test they will be taking.
10. Fully cooperate with MDE representatives conducting a site visit, audit, and/or investigation.

## School Principal's Responsibilities on Testing Days

1. Ensure that all test administration policies and procedures and test security requirements in this *Procedures Manual* and other applicable resources and guides are followed.
2. Fully cooperate with MDE representatives conducting a site visit, audit, and/or investigation.

## School Principal's Responsibilities After Testing

1. In conjunction with the District or School Assessment Coordinator, ensure that all secure test materials are collected, returned, and/or securely disposed of as required.
2. Discuss the assessment results with the School Assessment Coordinator as well as district administrators and the DAC and determine how results will be shared with staff (as specified in the District Policies and Procedures for Statewide Assessments). In conjunction with the DAC, ensure the constraints for embargoed final assessment results are adhered to.
3. Prepare for questions about test results.
4. Fully cooperate with MDE representatives conducting a site visit, audit, and/or investigation.

## Technology Coordinator's Roles and Responsibilities for Testing

The District Technology Coordinator (or Assessment Technology Coordinator) is responsible for ensuring that the district is prepared for online test administration, and also for providing technical support to district staff.

1. Acquire user accounts for PearsonAccess Next, WIDA Secure Portal, and WIDA AMS from the DAC.
2. Complete the *Test Security Training* each school year to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
3. Complete or attend any district-required trainings and any service provider technology trainings and review information on district policies and procedures for testing.
4. Review all technical documentation available on the service provider websites.
  - Prepare computers and devices for online testing, following requirements outlined in the *Site Technology Readiness Checklist for Deploying WIDA Online Assessments*.
  - Prepare computers and devices for online testing, following requirements outlined in the *Infrastructure Readiness Checklist for MCA/Alt MCA*.
5. Fully cooperate with MDE representatives conducting a site visit, audit, and/or investigation.
6. Provide technical support/troubleshooting during test administration and contact the service provider help desk(s), as needed.