

Friday Focus Webinar: Reducing Achievement Testing Irregularities

January 9, 2026

DiTullio, Katie

Hello everyone and welcome to our Friday Focus for Reducing Achievement Test Irregularities. My name is Katie DiTullio. I am the Director of Achievement Assessments at ADE. I hope everybody had a wonderful break, rest, holiday season, first week back, and ready to end your Friday with us. So thank you for being here and joining us today.

So... an overview of the topics that we'll be looking at today and how they all connect back to testing irregularities is standardized assessments - What are they? What do they mean? And the purpose of having our security agreements and trainings to help support the standardized administrations, test security, test irregularities, reporting them, technology concerns that do pop up during testing, and then just some tips...preparing and while administering the assessments this spring.

So... standardized assessments are our large-scale assessments where all students, we're hoping, have the same test administrations to keep everything standard, the same instructional expectations prior to and the administrations of the assessments. This is our overview of all of our assessments for our team and the dates and windows that can be found on our website.

And the purpose is that we want to ensure that all of our tests are valid, fair, and reliable assessments. So when we're giving our proficiency and data outcomes is that we truly are giving the same information for all students within Arizona that took our assessments each spring.

If you do have questions or there is a concern that pops up during administration or prior to, please reach out to the appropriate person, which is most of you is who you should be contacted by your districts regarding any test security violations, concerns, or irregularities that occur.

And then going through the proper process of communicating that to our assessments team. So, we do have a different or a new test security agreement every year for all DTCS as well as your testing staff to fill out... and just high-level reminders each year of different security measures of administering our tests. So, please make sure that all of your staff have read through these and that they do sign and have a new one on file every year. In the unfortunate case of an irregularity is submitted where there is a security violation, we can ask and regularly do ask for a copy of this through our investigation process.

As well as that, we do have training modules to explain different security measures and processes throughout our test administration for different roles that people may have through the test administration process before, during and after. As DTCs, yes, you do have to take all of them. We did make some revisions and combine some this year. We made some updates, so please make sure as you're going through those trainings and your staff is, to really pay attention to what those updates and changes are throughout the trainings.

As a reminder, as the first step to hopefully avoid testing irregularities, is ensuring that all of your staff that will have any part or contact with a test administration not only has signed the test security agreement, but they have also taken the Test Security and Ethics module. So DTCs, STCs, your TAs, tech coordinators, your proctors...and this is the piece that a lot of people don't think of and unfortunately can cause a testing irregularity...is that even your non-testing staff who might have access to the test environment also should take the test security agreement and take this training prior to the testing window. And I often get the question, Katie, what do you mean by the people that wouldn't be regularly part of the test administration? So the example I always give is if a student gets sick during the test session and you need to bring the janitor in to clean up the mess, that janitor now just joined your testing environment, and so that is an irregularity. A student got sick. It kind of disrupts the room. That is an irregularity. That doesn't mean there's invalidations. It's just an irregularity to that administration.

And my first question is going to be when I see that report in PAN is did that staff member sign the test security agreement? Did they take the Test Security and Ethics training? If the answer is yes, it's just an irregularity... that test is still, or any students

in tests affected by the incident, are treated regularly. If that staff member, however, did not sign the agreement, did not take the trainings, then any students and tests in that session will likely be invalidated because it's now a not secure person entering your secure testing environment. So there's some campuses that just everybody on the campus takes it in case something happens...the cafeteria workers, the office staff, the nurse, the janitorial staff, everybody takes it just in case. I like to call this the plan ahead. Overplanning...sometimes it's not needed, but there's a plan in place of the just in case it happens. Also, all of your TAs who will be actually in PAN starting the student test and having control of the student test, make sure that they take the Test Administration Responsibilities module on top of the ones that everybody needs to take for security purposes.

Part of planning is having a schedule. So this is an excerpt out of our ASAA TCM about planning ahead, having your plan and schedule for all of your test units to make sure that you are administering all of the correct test units within the window. Also keeping in mind that our online students...

Sorry, somebody pushed a button. So our online schools... also remember we do not have remote proctoring for 2026. So all students do need to test in a physical planned building place, whether it is one of your brick and mortar campuses, or if it is reserving space somewhere in the state where you can give a secure testing environment to administer your units.

Also, as a reminder...I also want to call out in these bullet points one of the topics to really pay attention to and as you're planning your trainings for your sites is to really explain this bullet point to them...there were unfortunately several of these irregularities submitted last year, so please remember that if a student starts a test unit, they should complete that test unit before they go on to another one.

And a lot of people are like, yeah, Katie, why would we have multiple test units for the students to go into? And the situation that often comes up is when a student is absent and they need to make up a test unit is typically where we find this happens. So the student stays in their regular room, they start Math 1 with their regular class. Then somebody remembers, oh, they were absent for writing. They need to make up writing because writing needs to be done first. So they're taken out of that test

session. They're taken to another room. They start writing. They finish their writing that day, but they don't have time to go back to Math. And unfortunately, several teachers believe that that test unit will be reopened for them on another day. It will not be, so it is very important to make sure that your staff understands once a student is in a test unit, even if it's not the one the teacher planned on them taking at that time and day, they should complete that test unit and if there's time, they can go on to which one they should have. So Math 1, Math 2, Math 1, Reading 1. And if writing is done out of order because a student was absent, that is OK. Even though our guidance is writing needs to be done first, that is for your schedule. So on your school and district's overall schedule, writing should be scheduled first, but if a student misses it, that's OK. They can take their other subjects. They just have to have writing done in the writing window and submitted by the end of the writing window. They can take their other tests and take writing at the end, say.

But the biggest thing is to remember, once a student is in the test unit and they have begun, they have to finish that test unit. It's OK if they're out of order. It's OK if they're taking a different test unit than maybe their classmates are. Do not have them log out and start another unit that day just to avoid not having time to go back and finish what they already logged into. That's my biggest tip there from irregularities that I did see last year.

OK, so test security... so there's a couple different scenarios that can happen that do have different effects throughout the test in test security wise. So there's things that affect whether a student's test is going to be scored or invalidated. There's also some security issues that have item level implications to where even if a student's test is invalidated, it can affect other things that don't include that student's test, but also the bigger picture is....these validations or your test scores with potential invalidations can affect the higher-level test and your accountability. So we will look at these different scenarios, but I also...little tips and tricks throughout... I want to make sure that you remember to lock down all of the devices that your students are testing on, that all other programs should be turned off, shut off. That does include your monitoring software and programs where teachers can remote in. I'll talk more about that, but just reminders throughout is....the technology things can affect #1 technology issues while they're testing but can also bring in irregularities. And also as

a reminder, any breaches to test security should be reported by the DTCs in PAN and ideally it's within the 24-hour window of the occurrence.

OK, so student level implications. So these are some examples which would be considered unethical, and they should be viewed as a violation of the test security and will invalidate a student's test. So some of those examples, I'll let you read through them, but some of them are someone logging into a student's test on Test Nav that's not that student. Minus the exception of if they're on an SPV and it has to be key-entered, obviously the student's not logging in to key-enter their own answers....a TA would. But all other instances, only the student on the secure testing ticket should be logging into their TestNav for their assessment.

Allowing the students to share information, go out on the Internet to look for more information....some high-level ones there. Of course, don't go in and change students' answer choices. Don't check their work to help them improve it or give them edits. All of that would create an invalidation.

And then we have item level implications which these also will result in invalidated tests. So any type of copying of test items. So whether that is a teacher or student takes a picture of a test item, it will be invalidated. The test will, but also those items that are photos taken of, we have to actually take out of our bank and now that is an implication of future tests of we can't use those items because they've now been exposed outside of a secure test environment.

I had another example while I was talking. So sorry. Oh, where was I going? The pictures. Oh, another one that people don't think of is students and what they're putting on their scratch paper. Scratch paper is really intended for them to work out math problems, think out a process in their own way. It should not be used as a way for teachers or to instruct or teach students to copy down whole test items with whole answer choices, and they're doing it on the scratch paper and then they're entering their answer onto the test. That would also be considered a violation because they are copying the test. It's one thing to write down the math problem $3 * 9$ for them to work out. I hope they don't need to write down $3 * 9$. I'm not the math person. It was a way bigger number than that. Or if they're writing down, trying to remember different ELA vocabulary or science vocabulary, just as their own

reminders, not that they were instructed to (When you get your paper, make sure you're writing the stuff down for the test.) Those would be irregularities and would invalidate a test that it is intended for the student to work things out, not copy literally every question, every answer choice on their scratch paper, because now the questions arise....Why do we need all the questions and answer choices copied down? Where is that scratch paper going? Did it all make it to the shredder immediately after that secure session? Or is there some other reason for it? And we don't want to go down that rabbit hole. We don't want to have those thoughts. So it's important that students are just taught scratch paper is there for them to work on, not the expectation of copying every single question down. I do know that there is a belief out there that if students don't write on their scratch paper, did they try their hardest on their test? And unfortunately we can't follow that example that it is up to the students. They own their test of what do they want to work out? What do they want to draft? What do they want to edit? What we worry about is what is entered into the test. Not what they're putting onto that scratch paper, except for any of that scratch paper does need to be securely shredded and gotten rid of at the end of hopefully each test session, but at least end a day, end a week. Please don't wait until the very end of the test window with all your secure papers.

I hope you've had time to read through those. Those are the big ones to really think about. And again, the remote proctor....the remote viewing that many districts have on their computers...please, please, please communicate that in your trainings. Also that if a teacher does remote in to look at a student's screen like that is not considered active proctoring or monitoring of testing it remoting into their screens.

Any screen that is accessed does need to be submitted as an irregularity and it will be invalidated. That active monitoring and proctoring is walking around to see what the students are doing, not what's physically on their screen. So new things that we have to add each year of technology. So through student level or test level, item level irregularities and occurrences, this does lead to your data. So security breaches, irregularities that result in invalidations, it does affect what your data is going to look like in the end. So the more that we have good test practices, secure practices, and we're limiting our number of irregularities, that limits our number of invalidations, which means our data is much cleaner, much more showing what are our schools and students and classes capable of and doing throughout the year.

All right. So there's going to be some participation in this next section. So find up at the top your reaction button and we're going to practice. So even remotely, we're going to have participation as if we were all in the room together. So, just as a practice question, how many of you have already completed your Test Security and Ethics training in LMS? If you've done it, you can do a thumbs up. You can do a heart. Oh, I love all the thumbs up. Oh, that was exciting. Hearts. Somebody loved it. Thank you.

All right, so we have found our reaction button. So I will ask you some questions throughout this section cause I think these are some of like the high responses or questions that we get. All right, so use of unacceptable resources and items. So just to start, how many...another reaction...How many of you still have a telephone landline in your house? Thank you for the laugh. I think we had much more. Oh, wow's reactions than Yep, we have it. OK, much easier. Who has a cell phone? I know mine's right here next to me. So who has a cell phone? Yep, that should be everybody. And as much as we have our cell phones readily available, we also have to keep in mind, especially going into 2026, so do our students. It's no longer our high school kids, our middle school kids. It's all the kids. Of being very mindful and thoughtful about what are we going to do about the technology piece. And this keeps changing. We've even added a new type of technology to our list that popped up right before testing last year that we didn't even think of that we've had to add to all of our materials for this year. So not only is it just reference materials that is an unacceptable resource.... cell phones, we're used to those, wireless earbuds, smart watches were added a couple years ago. We're now adding smart glasses, and I'll get back to that in a second. But also any type of electronic devices, which is even hard because the students are now taking their test on an electronic device connected to the Internet. So it's very important that we have a plan in place of addressing where are we in technology to help our students and to be able to take their tests appropriately and securely, but how to limit and hopefully not have test irregularities and violations. Smart glasses. I will address that because that is new this year. If a student comes to the STC or the DTC. The first question that should be asked is does the student have a regular pair of glasses that they can use during testing? If the answer is yes, those are the glasses they should wear during testing. If, however, the answer is no, the smart glasses are their only pair of glasses that they can use to access the assessment, you're going to reach out to us. We're going to tell you to fill

out an accommodations request, and this will allow my team to reach back out. And their question is going to be their first question to you is does the student have another pair of glasses to access during the test. If the answer is no, then my team will work to very specifically give guidance of what to do with that student and what your staff needs to do to help that student access their test and be successful in taking their assessment. If these glasses are not reported, we don't have record of an accommodations request, they will result in irregularity and more than likely an invalidation of the test. And people are like, Katie, why, they're glasses? They're not just glasses, they can record the test. So that's the same as somebody taking their phone and recording or taking a photo of test content. That's a violation. That's an irregularity. That's an invalidation. They're just on their glasses. Also, the glasses can read the content that is on the screen and give the student information, especially in writing, to help assist them on their writing. So that would be an irregularity, a violation, and more than likely, an invalidation. And we have this big blanket of other electronic devices and that can include unapproved assistive technology. So the better side is to always err on the side of caution. Send us an e-mail, submit an accommodations request and my team is wonderful in reaching out to get further information and to give guidance of what is allowed and how to help support it and what's just not allowed.

And always have and practice a plan in place for all students. So going back to all that technology, if you just expect your students to give up their cell phones the day of testing, and it's not something that's been practiced or discussed, there's not really a plan, I can tell you they're not giving up their technology, and that is where an invalidation and security breach is more than likely going to happen if there's not a plan and practiced in place. That is where we get into more irregularities. So have a plan for your campuses, for your classrooms, and practice it prior to our state testing. I know there's several schools that we have gone out to to observe that they practice during their district benchmark. They practice during their school-wide common assessment, so the kids are just used to it. This is just another test to get them that they take throughout the school year, that it's not a weird expectation for them. So the more they practice, the more that they're expecting it, the more likely they are to... Yep, this is just what we do while our we take our test. Also as a reminder, so we know that the STCS, our administrators are walking through classrooms, they're supporting classrooms throughout the testing time, but also as a reminder to adults

that when you enter that secure testing room, please be aware of how you're using your cell phone. Please make sure it's muted. Please make sure that you turn off, down, or put in an earpiece for your walkie-talkies. And it is up to the LEA of how strict you are with that. I know in current times that's how you communicate now instead of calling into the classrooms if there's something or the teacher having to call out if they need a restroom break... of communicating more through cell phones or computer emails and chats. It's just being aware how are you using that technology to not disrupt the testing environment. One thing we say on our team is when we go out and observe, don't be the irregularity. Don't be the disruption to the secure testing by having our phone accidentally not muted. Because it does disrupt the students while they're concentrating on their test. I like to use real examples. So walkie-talkie, when I see this one, I'm like, oh, that's so archaic conversation. But I do know some campuses still use their walkie-talkies, and I just think of when an admin came in, just walking through to see how testing's going. Not a big deal until their walkie-talkie went off of something that's occurring in the bathroom. And guess what? My 6th graders were now concerned about. What's happening in the bathroom? Who did it? What grade's going on? Oh, we all now need to go to the restroom because we want to see what's going on. We're no longer thinking about our test, so as much as we need to practice and communicate and have a plan for the students, us adults also need to have a plan in place of what are we going to do with our technology as well, so we're not the disruption of the testing.

OK, so the test environment again, keeping it secure, keeping it undisruptive as much as possible. Here are just some high-level reminders, visual aids in the room - either needs to be removed or covered. I will come back to that... to not give potential assistance to students. And that is, I know we often think of like the posters that we have up on the wall, but also we know that our testing schedule, some days we're instructing, some days we're testing. It's very important that each day when you're going to be testing inside of your that specific classroom is we're taking a new eye and make sure did I write anything on my whiteboard for my lessons yesterday or my lesson on Friday and now Monday we're testing. Take it all off, anything again over plan, anything in the gray area I would consider... Let's be on the safe side and cover, erase, take down versus it could be OK, it might not. And then an irregularity occurs. Arranging students so that they do have space to #1 comfortably take their assessment, but also so they can't easily see each other's materials, whether it's their

screens, their books, or their scratch papers. Reminders of who can and cannot be in the testing room. So parents, relatives, student teachers, volunteers, they are not permitted in the secure testing rooms. They can help in other ways of the school. They just can't be the ones that come into the rooms. And also as a reminder that if there is a staff member whose student child is also testing, they should not be entering those rooms. If it's the coach's student or child that's in 3rd grade...have an assistant principal who's monitoring 3rd grade just to be sure that there's no questions or issues arise from that.

And also that all test administrators, proctors, and any adult who will have access to your assessment secure rooms, they must be an employee of the district, school, or charter. And I know that we get this question because there's some contracted employees and that substitutes are contracted and recently retired teachers who stay in the same classroom but technically, they're contracted from a third party. There's all sorts of scenarios, and I know in the one training it does say employees or contractors, and we've put that in because there are some special staffing circumstances of schools that we're aware of where their whole staff is contracted, but it's all under the same company technically. So they still have control over those contracted employees, whereas typically other third parties contracted in, this is really to secure you, your school, and your testing environments because if one of them does violate test security, a contractor who comes in because they work on your air conditioning. I'm trying to think of different examples that came up last year, but they came in to do maintenance on air conditioning...they came in to do maintenance on the technology. I can't think of another one. I had it earlier. They enter your test environment and even if you had them take the training, you had them sign the TSA, but they now, for whatever reason, get on their phone, they're disrupting your test environment. It's really down to what consequences can you now put on that contractor because they've disrupted your test session. They have potentially caused an irregularity that could be invalidated...because they took a picture or something that you weren't truly aware of, but you find out about. Or it could be that they just disrupt it, and it's submitted and maybe your test scores drop and it really is in place to protect you and your school or district or charter... of who's having access to these rooms where your tests are being administered. That relates to your data and accountability.

All right, we're going to do another activity. So your thumbs up. I'm going to show you some examples of posters or things posted in a room and you're going to tell me thumbs up. Yep. This would be OK to stay up during testing, or no reaction if you think, Nope, this should not be up. So they will just pop up on your screen, and you just give your reaction if Yep, you think this one, I will let this one stay on my wall.

A number line.

Another poster.

All right, just a clock.

An alphabet line and this could be in cursive also.

Just a cute little poster for the wall.

Another clock. I love the clocks.

OK, good. Thumbs up on that one. OK, what about social studies? A historian?

OK. And one more, just a little poster.

OK, I'll let those reactions calm down. Is there anybody that's like, oh, the more I look at these, I might have changed my answer on a couple of these, the more I think about it. Anybody?

OK.

Now let's see what would be allowed or not allowed to be posted on the wall, and this is going to go clockwise. I hope you can see them. And I bet this one - gray area - err on the side of caution. So I know the question will be, but Katie, these are clocks. That's just a motivational, "You got this." Think...this is our peer mediator questions that we ask. Yes, during regular instruction, that is what those are. During testing, though, they can be applied as reminders to students. They can be applied to...it might not be the content that is being assessed, but just like the historian poster, there's things in there that can clue to Writing, to reading as reminders. And then the "You got this." I'm sure this is the most controversial one, but Katie, it's just motivational. We got this. Yes, it can be applied to testing, not just an everyday "We got this." It can be associated with testing. "You got this." We can... we practice or just a check mark as a reminder to check your work that would also be considered an irregularity and would probably result in invalidations if that was submitted. So again, being overcautious, especially in gray areas where it's not explicitly obvious, would be the better choice just to make sure we're not introducing something that

could influence students. And we don't know how students might be influenced in different ways as reminders, whereas us as adults know what the intent of that poster is. But to a student, it's like, Oh yeah, what is the most important information? Is this relevant? Do I need to include it in my essay? We're subliminally giving them reminders and clues. That's an irregularity. So again, err on the side of caution. I even had to switch out one of these posters that I had on here for days and it showed like a hand like... teaching is nourishing and it's water dripping on a little plant growing. I'm like, oh, that's great. That is teaching. And yesterday suddenly I looked at, I'm like, wait, watering a plant, that's science. Like we're giving them a clue of potentially what they might need for science. And I had to switch out a yes poster, so there's a lot of gray area, I get it, and mistakes happen. But again, if we err on the side of caution, we're likely to limit those irregularities that could occur.

And these are some examples of irregularities that we do see submitted regularly. On the left are ones that would likely not be invalidated unless there's more information, but it is an irregularity. It is a disruption to the testing environment, so we would want these submitted in PAN just as a documentation of it. The ones on the right are ones that are also regularly submitted, and they would more than likely be invalidated and the number one is the misuse of secure testing tickets. So, it could be the example I used earlier. A teacher logs into a student's test, not for key-entry. This also is the swapping of testing tickets that two students get the other student's ticket, or a student is absent and their ticket is accidentally given to another student. That is still misuse of the secure testing tickets. The other one that we saw several of last year is that when the testing is done, everybody's logged out. We're putting our technology away, and the TA wants to send the secure testing tickets and scratch paper to the office to lock up or shred because we're done using them and they send their classroom helper. Students cannot transport secure testing materials. Adults need to transport secure testing materials, so test books, test tickets, scratch paper. All of that should be handled by adults, not students. So that's a very large encompassing irregularity category and also reading the reading test to students on any of our forms. Reading the reading units are not allowed to be read. That is why there's not text to speech on the reading section for all students online. And then, of course, possession of cell phones during the test.

So entering and exiting the testing environment. This is also a question that we get

quite often, is when students need extra time to test, so we do not have timed tests.



Students can take as long as they need, as long as they're actively taking the test, but sometimes the majority of the class is done. We have a couple of students, so please have a plan in place of what you're going to do and where these students are going to go. Number one, remember that those students need to be escorted by an adult, that the TA has the testing tickets, the scratch paper to the next adult that's going to walk them to the library, to an empty classroom, wherever they're going to continue testing. And they go from that testing room to their overflow room is what we used to call it. If it is coming up on lunchtime, we do not go from the testing room to lunch to get a lunch, not go to lunch, but get it and then go to the testing room. Students should, if they're still testing, should not be going to lunch. So be mindful of our schedules when it comes to lunch time, but also having that plan in place for those kids who are not done testing, who are not going to lunch on their own, that those lunches can be brought to them, whether it's coming to the general classroom because the whole class is still testing and it's lunch time or for your overflow kids of how is their lunch going to get to them in the overflow room. So again having that plan in place because full classes that are still taking the test, or any students still taking the test, are not to go to lunch, go to recess, go anywhere except for from secure testing room to secure testing room that would invalidate. Also thinking of this is if a student is in the secure room, they finish, they go to lunch, they go to recess, but the TA realizes they didn't submit their test. Do not bring them back to the secure room. Our tests auto submit each night, so that student's test will submit that night. It will still go forward to be scored even if they don't hit that submit button. If you bring them back in, that is an irregularity and that will be invalidated. So do not bring them back into the secure testing room if they've left it to finish something or even just to submit their test, it's OK.

Middlebrook, Candis

Hey, this is Candis. Could we briefly go, I'm sorry, to the previous slide real quick. We just had a couple of questions about the left side of the slide will most likely not be invalidated because a student went home sick is on that list and we had a couple of questions in the chat about that. Would you be able to clarify? Is that a test irregularity that needs to be submitted?

DiTullio, Katie

I would say yes, this is a way to document it. So just in case it comes back of why was my student's score in math might have been a bit little bit lower than what we expected. It's now been documented whether the school remembers like, oh, this is the day you went home sick. We can get the question. We can look, I'm like, Oh yeah, there was an irregularity submitted or the DTC can check there was an regular submitted. That's student went home sick during Math Unit 2. So it's just a way to document in case something looks weird because the student was testing, they were in the session, and then they left before they finished. So it's just a way to document all that, just like there's a fire drill. Yes, every student who was testing does need to have an irregularity submitted for it, and I know the question is, but Katie, you're not going to validate it anyways. Why? It's because when the data comes back and accountability comes back and potentially there's a dip in that data and the question's going to be what happened. And if the district or school, the charter, submits an appeal to State Board, their first place is to come back to us and say, were you guys notified that something happened during their test window? But there was some sort of disruption to a standard testing environment and we can easily say yes, they submitted that on this day. Well, these test subjects or units were being given, there was a fire alarm. So that can kind of disrupt and get the kids out of focus. We have e-mail, so anytime we get those questions from State Board when appeals are happening, we can easily say yes, there was something submitted that was communicated to us or we have no idea that didn't come to us. So it kind of is just that trail of documenting it, making sure it's documented and Just kind of a coverage of if something happens later on to easily go back to.

Did I cover that, Candis?

Middlebrook, Candis

Yes, I think so. I think we have a few more questions coming in and I know we're running short on time. So, I just want to let everybody know that you can keep putting your questions in the chat and if we don't have time to address them all here, we will follow up with an FAQ document.

DiTullio, Katie

OK.

Yes, and I did just see one that came in. We would not invalidate a student going

home sick. It just documents it. But the student will not be allowed back in to finish their test. So it documents that. So even if they did one question and got sick and left, it counts as they attempted, so they will have an overall score, but they will not have an opportunity to finish the test when they come back either. We will not reopen that test. So that's why that would not be invalidated, but it is an irregularity.

Middlebrook, Candis

Thank you, Katie.

DiTullio, Katie

Oh sorry, I just saw the newest one come in. If the students saw any test content, we do not reopen the test. That was their attempt, whether they answered a question or not. If they logged in, they cannot have it reopened. So it's good to...part of your trainings with your teachers is do that check. Is anybody not feeling well after lunch before you have them log in? Does anybody first thing in the morning? Yeah, I was up night all night puking. Probably not the best to have them log into that test if they're still not feeling 100%. So it's OK to do that check and not have a student start the test of sending them to another room. And they might not get sick, but they might get sick. But if they log into the test and they see content, whether they answer one question or not, that was their attempt. It's a hard line we have to put. I know it's hard, but it is a hard line we have to put that they just can't be back in the content.

OK, I've covered most of those. So this is just kind of a summary. We do take irregularities. We look into them. Some are easier to answer, some are harder to answer. We might have to ask you some follow-up questions. So first of all, I do just want to say we appreciate our DTCS who submit all of these, who answer our questions, who give us a whole narrative, so we don't even have to ask a question. You gave us the five W's. Sometimes we will reach out and ask for a picture of what you're describing of the poster, what was on the board, what was the scratch paper not allowed? What was the organizer that was given? We will ask for more information before a final, final decision and sometimes we do have a little kind of committee group that meets to go over irregularities that come in. So it's not just me making the decision or somebody on my team making the decision of we're going to invalidate that we do. If we have to invalidate, we do take it seriously of.

We understand like it is invalidating a student's test score. So we do think about that. But what were the training say? What did the manual say? Was this something prior communicated that should be taken as a procedure, knowledge of test security, and for some that involve a whole class, a whole grade, unfortunately maybe a whole school, we do also take that to our leadership team before final decisions are made on some of the bigger, harder, more gray area decisions before we'll invalidate that because we do know that that is going to affect accountability in the school data besides the students don't get their test scores, so we do put a lot of steps in place. For one, obviously if it's the student had their cell phone out, that's an irregularity, that's going to be an invalidation. If they got their notes out of their desk, that's an invalidation. We're not taking that one to leadership, but there are a couple others that fall into that gray area. So that's why it's good to have plans in place. Over-plan and don't let the gray area kind of figure itself out. It's a yes or no, but thank you DTCs. Oh, and also DTCs are who report the actual irregularities to us in PAN, but just do know that we do have other people that reach out to us to inform us something happened. We have teachers that reach out, other staff, but also we have a lot of parents that e-mail us and like this just doesn't seem right what my students said when they got home from testing today to where we come back to you, DTCs, and say, hey, can you look into this because this is what a parent told us from their child's perspective, to start the investigation that way of was there an invalidation or an irregularity or sorry, an irregularity or test security violation?

All right, so reporting irregularities. This is in PAN. Your TCM has the directions to help you. So I'm going to go a little quicker through these.

Technology concerns. If there's something during testing that just won't clear that you're still getting a code, the student's login just isn't working. Pearson Level 2 support is available. Also, you can e-mail our inboxes and ask us. We could send you to Level 2 depending on the technology issue if it's something that we can't see and clear out either. So yes, you can still e-mail us for advice. But if it's just something with that device that it's just not connecting to the test or it keeps kicking the student out, number one, try a separate computer. If it's still not working, we're going to direct you to Pearson Level 2 Technical Support.

Common error codes that pop up as well as different statuses a test can be in. My

number one advice here is do not or make sure teachers are not putting tests in ready status if the student's not in the room. I know it's easy just to put ready status for all the tests and who's ever there logs in and their test is ready, but sometimes it could be somebody else gets that testing ticket and that student's not at school, but their test is taken. It could be marked complete because it was in ready status and never came out of ready status. Just for security, open the tests that are ready to be taken at that time. Exited is just like pausing. They go to the restroom, they're changing rooms because of overflow. They're going to the nurse. They're exiting their test. They can be resumed by the TA. Completed means that they hit submit and then marked complete means that the student was in, but they didn't complete the test and at the end of the day that's the auto submit that our system does. So that's why don't bring that kid back in from recess just to hit the submit button. It will automatically submit at the end of the evening for them. Or the kid who gets sick, goes to the nurse's office and never comes back, it'll mark complete at the end of the day.

All right, tips. So submitting final answers. So I know that sometimes we get that question of they accidentally submitted their test. If you haven't been in the sample test, which I highly recommend all staff go into the sample test and submit. There's three times that they have to say yes, I want to submit the test and if the student, yes, wants to submit the test, it is submitted. We will not reopen these tests because we have put these opportunities in for them to be like, Are you sure? Are you really sure? OK.

Also, if a student is going to the restroom and these keep popping up, it's very important to be in the sample test so that they understand. Don't hit that submit button because you're going to the restroom, you just want to log out so you can return. Which leads me to... it is very important that you have the students practice in the sample test. The sample test is not just for how to predict how they're going to do on the real test, because this isn't going to tell you that. This is to help them be comfortable in the platform, be comfortable with all the buttons. What does everything do? Both the teachers' understanding what the student's seeing, but also so students are comfortable, especially your third and 4th graders, the poor little third graders. It's their first time, typically. It's all new to them. So it's very important that they have that opportunity to be in there, touch everything, play with everything,

understand all the tools, because if they've only been in there once or twice, #1, they're not as comfortable in operating the technology items, especially ORF. How do they start their recording to get the best ORF reading and score that they can, but also it's all new and they want to play and click on everything. They're not focused on taking the test like we would like them to be. They're clicking that they can play with text to speech, they can play with the colors. They have X's to cross out. They can magnify. Get that all out of their system. Let them play multiple times so that when they take the test, this isn't novel to them. They're like, OK, I'm ready to take my test. Also, we are doing some updates to each of the subjects, so look for our Bulletin February 1st. I know it's a weekend...that's coming at the end of the month, beginning of February, to tell you that we have updates live. So it's not replacing what's in there, we're just adding on to what has been in there. So I think every subject has updates and I know all ELA grades and all science grades have updates. I think math... I know we did some updates last year, so there will be new things in TestNav. So they have their sample test. We have regular and ASL available. And we have a student readiness tool that is a fun little video system, grade appropriate for each of the grades, that also walks them through to let them play in TestNav and click everything and how to use everything that we also recommend. OK, that was a lot. I know this is a big topic. Questions that I haven't already answered. Is there anything I missed, Candis?

Middlebrook, Candis

Yes, I'm going back through the chat. I have tried to answer as many as I could as we were going through. We do have a question from early on. Can AzSCI be administered before writing since the science window opens prior to the writing window?

DiTullio, Katie

Absolutely. That's why we open it before writing. So science, hopefully your scheduling is to get it out of the way before AASA opens. So yes, it can absolutely be before writing.

Middlebrook, Candis

And I think back on one of the slides where you had test irregularities listed on the

slide, we received a question. Do we need to submit a test irregularity if the test administrator's cell phone makes a noise during testing?

DiTullio, Katie

Again, erring on the side of caution, I probably would just in case. And again, that doesn't mean all just submitting an irregularity doesn't mean it's going to be invalidated, it's just documenting. So it's an irregularity within the room.

Middlebrook, Candis

And we have a question about a third party that comes in and takes care of special needs students, including the teaching component. Can they be a test administrator if they complete all the trainings?

DiTullio, Katie

So that would be a situation where send us an e-mail. Those are those special exceptions that we know are out there because that's who the student's more comfortable with. But we had also given guidance that there should be a staff member present in the room and if possible be the one key entering, even if the contractor is the one supporting the students or the test, but that there is a staff member also present, again protecting you to make sure that there's just no irregularity that does occur, but the student is comfortable with that contract employee as well, so they can be successful.

Middlebrook, Candis

And we are at 2:00. Do you want to address the rest of the questions through an FAQ which we can post on our website?

DiTullio, Katie

If you would like to stay longer, I am fine staying longer to answer questions. If you need to drop, all these will be in the FAQ, but I can go through and keep answering if everybody's OK with that.

Middlebrook, Candis

OK, we have a question about where to access the student readiness tool.

DiTullio, Katie

OK, let me go back. That's an easy screen to go back to. So when you are on the app or the website for our sample test down here, "Mic Check and Sample Test", this menu comes up and it is right here... the student readiness tool. I think that's it. My font's really small on my screen. I think it's that one.

Middlebrook, Candis

Yes, it is.

DiTullio, Katie

OK.

Middlebrook, Candis

OK, regarding not being able to tell students to go back and review their answers... when students, typically the young students, get to the end of their test but have not yet submitted and they ask what they should do, what would you like us to say in those instances?

DiTullio, Katie

So what I've seen as a really good practice is the TA has their TAD and reads that final box direction to them. That if it's on something that's been practiced and they're just used to through CFAs or benchmarks, that would be my best point of advice so that they know, cause I think it says if you're now done with your test, select submit. I have seen that in practice in many classes where each time the student finishes they raise their hand and the teacher just reads that line from the TAD.

Middlebrook, Candis

OK, next question. STCs must be present on their campus that is administering the test on that day. Is that correct?

DiTullio, Katie

Um...I haven't heard of that rule. I would say that it's a best practice in case something does happen on your campus that the STC is there, available to support your TAs. Do we have direct guidance about that anywhere, Candis?

Middlebrook, Candis

I don't think we have specifically stated that.

DiTullio, Katie

Yeah, I think it's just a good practice.

Middlebrook, Candis

I agree. And yes, thank you. That is a requirement for ACT. I see Justin's comment about that.

DiTullio, Katie

Okay, thank you, Justin.

Middlebrook, Candis

OK, next, yes, next question. If you're on the last day of the test window, but a student has more than two units left to take, in that scenario, do you want us to have that student take more than two test units in the day?

DiTullio, Katie

Unfortunately, yes. Again, giving them those significant breaks in between because that would be make-ups, not how did you plan your school-wide schedule to make sure that there's no more than two test units on a day. Make-ups are a little bit different, but just remembering to give that student their breaks in between each of those test units.

Middlebrook, Candis

I think we are at the end of the questions. We will definitely go back through and see if we missed any. I see one more just came in, but we will, like I said, go back through the list and make sure that we didn't miss any. If we did, we will address them in the FAQ. The new question that came in is we have cameras in every classroom. Should we rearrange desks so that the screens face away from the camera?

DiTullio, Katie

The answer would be yes, because again, we don't want the test content to

potentially be captured in any way where it can be disseminated outside of that environment. So yes, have where the camera is looking at student faces, not the backs of students.

Middlebrook, Candis

And a follow up on the STC question. If the STC (this is for AASA or AzSCI), If the STC had to leave campus or becomes ill, can the test administrators continue testing as long as they are in contact with the DTCS?

DiTullio, Katie

Absolutely, yes. Please tell your DTC if the STC is out for some sort of reason, just so they're aware and make sure that the staff knows who to communicate with or contact in case something arises.

Middlebrook, Candis

OK, a new question, another question. I think I missed this one earlier. If going back to who completes the Test Security and Ethics training, if the janitor does not speak English, how should we administer that training to them?

DiTullio, Katie

Um, I would say if somebody...because modules can be given in a group setting. So I would say just make sure that there's someone else who is fluent who can translate for them so that they just understand what the meaning of the training is and things to do and not do, obviously, just so that they're aware of what it means to have a secure testing room that they might be entering of things that they should not be doing.

I don't. We do not have the agreement in other languages. Again, I believe it would be a translation on the LEA's part of communicating of what is it saying.

Again, we hope it doesn't happen where they have to come in, but it does happen and that is our first question of anybody who enters the room. Did they take the training and sign so that they know what not to do when they enter the room?

Did I miss any others that just came in? Oh, what if the STC is responsible for more than one campus?

Again, it's communicating. Make sure the staff has been communicated with of who to contact and how to contact in case something arises while that STC is on another campus. Is an admin stepping in to be that support in those cases? But, yeah, it's having that plan in place to make sure it's communicated with staff of what to do and who to contact in case something happens.

Um, I did see Tara... a list of common error codes from PAN.

Is that available Sheri? Is that sounding familiar? Common error codes from PAN, but not just the Pearson website with all the codes.

Davenport, Sheri

We do have a list of common error codes that we will most likely include in our next Assessments Bulletin that's coming out in February.

Middlebrook, Candis

You can also find it in the Technology training module that's in LMS.

DiTullio, Katie

Thank you so much for all of your questions. And those of you that did stay on, I know that this is a huge topic. I was really trying to find...can I get this in an hour and be able to answer your questions? And it's a big task. So I hope the information that we gave you is helpful. It's giving you insight, things to think about as you're getting ready for your trainings and just those reminders. We all have to shift our brains as we're going into different parts of the school year and different tasks that we're responsible for in that season or part of the school year to start getting you thinking about those trainings for your staffs and having, remembering, and communicating your plans in place and what to do so it's not a scramble in March of it's time for testing, but just starting to think about what are those steps and getting everything ready. So just like we want the kids to practice and be prepared so it's not novel to them, the adults need the same... communication, a plan, a practice. Ask the questions. We are always available also for you. I didn't make it past that.

You can always find us on emails. If you have questions, reach out. Please ask your questions. Even if you think it might be silly, please ask us the question because again, we would rather be clearer than something not being asked and then it turns into an irregularity. We would like to avoid as many of those. So please ask your questions. Even though we could get the question five times a day, it could be

routine to us, but we do understand that it is new to you and your first time asking the questions. So please ask those questions and we will get those answers to you as quickly as we can. We have a very knowledgeable team that knows all these different pieces. I just don't want to end it in case there's more questions coming in. Again, all the questions will be addressed in case we missed it in the FAQ. So we will address these if we miss any more questions.

Thank you. Thank you so much. We look forward to a great testing season and working with all of you in the coming weeks and months. And again, I hope everybody rested over the holidays and we are ready to go for spring testing. So thank you everyone.