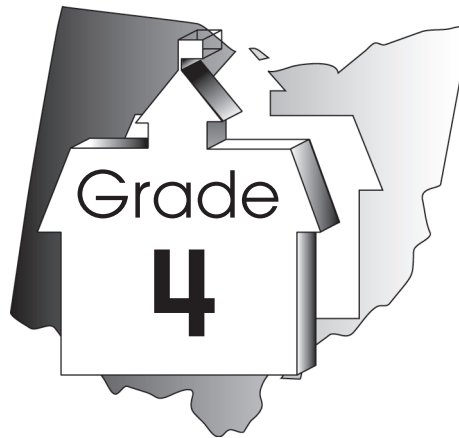


FIELD TEST



Ohio Achievement Tests



Grade 4 Writing

Directions for
Administration

Field Test — March 2007



Center for Curriculum and Assessment
Offices of Curriculum, Instruction and Assessment

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IMPORTANT

The information presented in this manual is essential to the successful administration of the Grade 4 Writing **Field Test**. Please read this manual carefully prior to administering the tests.

Introduction

This *Directions for Administration* manual for Ohio's Grade 4 Writing **Field Test** contains general information about the Ohio Achievement Test program and specific information about administering the March 2007 Grade 4 Writing **Field Test**.

Before administering this field test, Test Administrators (TAs) are encouraged to review the information in this manual to familiarize themselves with the test administration procedures. This information is essential to the successful administration of the achievement field test. Please read this manual carefully before administering the field test.

The March 2007 Grade 4 Writing Field Test has six forms. Classrooms will administer multiple forms. Each form uses the same administration script. Specific information and the administration script for the field test begin on page 8. Districts and schools **will not** receive student results from this field test.

General Information for Test Administrators

This section of the manual provides the general information you need to effectively administer the Grade 4 Writing **Field Test**.

Security Concerns and Procedures

Maintaining test security is one of your most important responsibilities as a Test Administrator. At all times, your district's and the state's written procedures for protecting secure test materials should be followed. The secure test materials consist of the student test booklet, which contains the test questions, as well as student information and student responses. It is illegal and unethical to reproduce or disclose any of this material or cause it to be reproduced or disclosed in any format. Test security is vital to the successful administration of the test. You are responsible for ensuring the security of not only the physical test booklets but also the individual test questions and materials. Your responsibility for maintaining the security of the test questions and materials continues even after the test booklets have been returned to your School Test Coordinator (STC).

Under Ohio law, releasing any test questions or other contents of a test to students or helping students cheat in any other way may be punishable by invalidation of test scores, termination of employment, suspension of certificates to teach, and/or prosecution. Violations of test security provisions in your district's written procedures may be punishable by penalties specified by the district. If you have questions or concerns about your responsibility for test security, consult your STC.

Student test booklets are sent to schools in shrink-wrapped packages. **Shrink-wrapped packages must not be opened until the day of test administration.**

Before and after a test administration, both scorable and nonscorable test materials must be kept in a secure location designated by your STC. Unless directed otherwise by your STC, you are responsible for returning secure test materials to the storage area after the day's test administration. Only those individuals authorized by district policy should have access to these materials. **Under no circumstances should students have access to test materials before or after the test session.**

During the test administration, a TA must be in the room at all times. If students are allowed to leave the room while testing is in progress, they must first turn in their test materials. Students should not leave

in groups to avoid possible discussion of test questions. You must account for all test materials before dismissing students.

For any group of more than 30 students, a monitor must assist you. The ratio of TAs/monitors to students is one administrator/monitor to 30 students in any testing room.

When test administration is complete and you have accounted for all materials, return them immediately to your STC.

At any point, if you believe that a violation of test security has occurred, follow the procedures established by your school district for handling alleged test security violations. Contact your STC regarding alleged test security violations.

Students Who Require Accommodations

There are no special versions (e.g., Large-Print, Braille, English Audio CD Materials, Foreign-Language CD Materials, Bilingual Test Booklet Kit and Oral Translation Kit) of the March 2007 Field Test.

Any student with a disability who would be required to participate in the operational assessments **must** participate in the field test. Students whose IEP team has determined that they should take the alternate assessment **will not** take the field test. If a student with disabilities or a limited English proficient (LEP) student takes a state achievement test, including a field test, the administration of the test should be under standardized testing conditions with only those accommodations provided for in students' IEPs or 504 Plans. A student's assessment results should reflect her or his true ability and should not be influenced by inappropriate accommodations. This section describes how to apply these principles.

Students With IEPs or 504 Plans

Accommodations that change the content of the test are not allowable. For example, it is inappropriate to read the reading passages or to define words used in the reading passages, charts, graphs, any other stimulus materials or the test questions. Accommodations in test administration procedures are allowable provided that they are specified in a student's IEP or 504 Plan and meet other criteria defined in Rule 3301-13-03.

Any accommodations for an individual must be specified before the student takes the test and must be documented in the student's IEP or 504 plan.

Limited English Proficient Students

LEP-identified students are allowed extended time and the use of an English and/or a bilingual dictionary while taking this assessment.

Field Test Schedule and Time Allotments

The March 2007 administration of the field test will take place from **March 5 through March 9, 2007**. Districts may set their own schedules for administering the field test during this time. Your STC will tell you the testing schedule for your school. There are no make-ups for the field test. Test only the students present on the administration day.

The Grade 4 Writing Field Test requires an allotment of 2½ hours so that all students have sufficient time to complete the test. Students identified as limited English proficient (LEP), or students whose IEP or 504 plans document the need, may have extended time up to one school day.

A situation may arise in which it is necessary to move some students to another testing location. For example, the majority of students finish the test early, but a few students require the full amount of time and need to move to another room to complete the test. If students move to another location within

the school, you must collect all their test materials and redistribute them at the new location. Test security must be maintained throughout the transition. The transition time is **not** included in the allotted time noted above.

Testing Room Preparation

Arrive at the testing room early to make sure that it is ready for the testing session. Be sure that there is an area in the room where test materials not in use can be stored securely and away from students.

Check the testing room for possible test question “clues” prior to each testing session. Charts, maps and other materials in the classroom that could assist students with test items should be covered or removed prior to the test administration. The Ohio Academic Content Standards are helpful for determining what materials should be removed.

Give each student a workspace that is large enough to accommodate an open test booklet. Workspaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration.

Plan to provide two No. 2 pencils with erasers for each student and to have extra pencils on hand. Remind students that after their test materials have been collected, they may do their silent work. It is advisable to have some generic silent work on hand for students who forget to bring their own.

Oral Script Use

To ensure standardized administration conditions throughout Ohio, this manual contains directions that you will read to the students. These directions contain information that students need to know about the test. Please do not deviate from the oral script.

Read the appropriate script to your students, paying careful attention to the instructions to the TA that are inserted among the oral directions to the students. All information to be read aloud to students is printed in **bold** type. Instructions to the TA are printed in regular, nonbold type.

Procedures During Test Administration

Marking Instructions

Students should be encouraged to complete all written exercises and questions and not leave anything blank.

Colored pencils may be used when needed. Highlighters are **not** recommended because marks may not dry or may bleed through the page.

Please review the following points with students on how to properly fill in the bubbles in their general student test booklet.

- Fill in each bubble completely.
- Erase completely any marks that you wish to change.
- Avoid marking too closely to multiple-choice bubbles. Stray marks may cause the scanner to record a response not intended.
- Use a No. 2 pencil to write all responses.
- Avoid using mechanical pencils.
- Do not use an ink or ballpoint pen. Using a pen will result in the test not being scored.

When testing has begun, check that students are marking and writing their answers in the appropriate places on their test booklets. Be careful not to interfere with the students’ concentration as you check their progress.

If an error occurs, give the student a new test booklet. The student's responses must be transcribed into the new test booklet. Do not erase the student's responses.

Breaks

If your district allows breaks, it is your responsibility to provide them for students during the administration of the test. We recommend providing at least a 5-minute break every 30 minutes, but it is left up to the judgment of the TA to provide as many breaks as students need. These breaks are not part of the testing time. You should tell students before testing what they may do during the breaks (e.g., stand up and stretch).

Follow the directions below when providing a break.

- Tell students when the break will occur. Make an announcement five minutes before the break occurs.
- Keep students in the testing room. Lunch or recess will not occur as a break.
- **Do not allow talking during the break.**
- Encourage students to stand and stretch at their desks.
- Do not allow students to take out any additional materials during a break. Only the test booklet (closed and face down) and pencils should be on the desk.
- When the entire class (group) has had a break, direct students to resume the test.
- At any time during the test administration, a student may leave the room for a restroom break, but to ensure test security allow only one student to leave at any one time. **The entire class (group) may not use the restroom at the same time.**

Students are not allowed to talk during the test administration. When students finish the test, collect their test booklets and direct them to take out their silent work.

Toward the end of the testing period, but while students still have their test materials, it is good testing practice to remind students to complete the entire test. Do not review a student's test booklet after it is handed in, and do not give it back to the student with instructions to complete the test. It is a violation of the Ohio Revised Code to give students information about correct and incorrect answers or to provide hints that lead them to correct answers.

Procedures Following Test Administration

When the allotted time for a test has elapsed, collect the remaining test booklets. Do not allow any student to leave the room until his or her test booklet has been collected. Collect a test booklet from each student individually. Do not allow students to "pass around" test materials.

Immediately after testing, and before dismissing students, carefully count the test booklets to ensure that you have collected all student materials.

Demographic Page

There are no pre-identification labels for the field test. TAs must complete (or have the students complete) the demographic page on the back cover of the test booklet for each student who takes the test. It is especially important that Section C, "Gender," and Section F, "Ethnicity," are completed for each student.

Students Who Become Sick

If a student becomes ill and vomits on her or his test booklet and is able to continue the test, give the student a new test booklet so that he or she may continue. Later, the student's responses and demographic information should be transcribed into the new test booklet which will be the copy of the test to be scored. The soiled test booklet should be placed in a zip-lock bag and returned to your STC with the unused materials. Please alert your STC to this situation so that she or he can document it on the Material Resolution Form.

If a student becomes ill and vomits on her or his test booklet and is not able to continue with the test, do not give the student a new test booklet. Put the soiled test booklet in a zip-lock bag, seal it, and return it to your STC. An invalidation may be requested for the student who was not able to continue with the test.

Incomplete or Defective Test Materials

A student might receive an incomplete or defective test booklet. Follow the steps below with the student.

- Give him or her a new booklet/document that you have verified as accurate and complete.
- Direct the student to print his or her name on the new test booklet.
- Tell the student that you will write on his or her defective test materials so that what has happened will be clear to anyone.
- Direct the student to continue with the new copy (assuming that the student discovered the defect after testing had begun). Later, you will transfer all responses from the first (defective) document to the second, which will be the copy of the test used for scoring.

As the TA, you will complete the steps below to cross reference all the materials used by a student.

- Write in large, bold letters the word **Defective** on the cover of the flawed test booklet. Make sure the defective materials are not distributed again but are put aside for later return with the nonscorable secure materials.
- Transfer all responses from the first (defective) test booklet to the second, which will be the copy of the test used for scoring.

Things to Remember

Before you begin:

- Verify that you have received the correct number of test materials from your STC.
- Gather and organize all necessary materials:
 - Student test booklets
 - Supply of sharpened No. 2 pencils (pens must **not** be used — use of pens will result in the test **not being scored**)
 - This administration manual
 - Watch or clock
 - Silent work for students who do not bring their own
- Decide when to give students breaks (if relevant) during the testing session. The time for breaks and directions is **not** included in the testing time. Students may not talk with each other during breaks.
- Be aware that a single TA may be alone with 30 students but that a monitor must also be present for each additional 30 students in the testing room.

While administering the test:

- Use the script in this manual. The script is written in **bold** type.
- You may answer questions to clarify general directions, but you may not provide prompts for individual tasks or questions. Other than the general directions, you may not read any test material to students (unless stated in an IEP or 504 Plan).
- Stay in the classroom during the entire test.

After administering the test:

- Collect all student test booklets. Before returning to the STC, be certain that the demographic information on the back of the student test booklets is completed.

ADMINISTERING THE GRADE 4 WRITING **FIELD TEST**

Introduction

This section of the manual provides instructions for administering the Grade 4 Writing Field Test. The oral directions are in the form of a script that contains portions to be read aloud to students, as well as instructions for you. It is important that you become familiar with the contents of this manual before you administer the test.

The Grade 4 Writing **Field Test**

Overview

The Grade 4 Writing Field Test has been designed to measure students' understanding of concepts and skills related to Ohio's academic content standards in writing at the grade 4 level.

Description of Test Materials

The test booklet for the Grade 4 Writing Field Test is designed so that students can write their responses in the test booklet.

Students will be expected to show all work and write all answers in the test booklet. Additional pages or papers added to the test booklet will **not** be scored.

The student will print her or his first and last name on the cover of the test booklet.

Materials Needed for Testing

For the test administration, you must have the following items available:

- Student test booklet for each student;
- A supply of sharpened No. 2 pencils (pens must **not** be used — use of pens will result in the test **not being scored**);
- This administration manual;
- A watch or clock;
- Silent work for students who do not bring their own.

Silent work may be either a book or work that is **not related to the test**. This book or work should be chosen before the testing day. The student will take out this work only when he or she has finished the test and his or her test booklet has been collected.

Time Allotment

TAs should allot 2½ hours of student work time for the administration of the Grade 4 Writing Field Test. The 2½ hour period does **not** include any break time that TAs elect to schedule as part of the testing, nor does it include the time needed to complete the demographic page on the back cover of the test booklet.

Key Steps for Administering the Test

- Provide a test booklet and a pencil to each student.
- Explain to students that they will be taking a writing test.
- Inform students that they need to be quiet during the test and that if they have questions, they should raise their hand.
- Let students know that you will provide breaks (if applicable).
- Let students know that this is a chance to show what they know.
- Instruct students to write their first and last names on their booklets.

Reminder

- Students with disabilities are allowed accommodations that are based on their IEP or 504 Plans.
- Limited English proficient (LEP) students may have extended time and the use of an English and/or a bilingual dictionary, although the test must be completed in one school day.

Administering the Test

Read aloud word for word the material that is printed in **bold** type. The material in regular type is information for you and should not be read to students. You may repeat any part of these directions as many times as needed. However, do not suggest answers and do not evaluate student work.

Students are **not** permitted to use reference materials such as print or electronic forms of dictionaries, thesauruses or spell-check software (except LEP students, who may use English and/or bilingual dictionaries). Allowable accommodations are permitted for students with a signed IEP or 504 Plan.

After students are seated in the desired arrangement, read aloud the following script **before** distributing the test booklets.

Script

You are now going to take the Ohio Grade 4 Writing Field Test. It is important that you do your best work on this test. Otherwise, it will not really show how well you can do in writing. You can make sure your test scores give a true picture of what you know and what you can do by doing your best on the test. Remember to do your own work. You are not to copy or share your work with anyone.

You have a book to read or some work that you can do at your desk in case you finish early. I will refer to this book or work as your silent work. Place your silent work where you can find it easily, but you are not to take it out at any time during the test. After you have completed the test and I have collected your test booklet, you can take out your book or other silent work.

Make sure that you have a pencil on your desk. If you need another pencil during the test, raise your hand and I will give you one. If you need to change an answer, make sure you completely erase the answer you do not want.

Are there any questions?

Answer any questions.

I will hand out the test booklets now. Do not open your test booklet until I tell you to do so.

Make sure that each student receives a test booklet and has a pencil. Hold up a test booklet and point to the place on the cover where students are to print their names.

Print your first and last name carefully on the line provided on the cover of the test booklet.

Allow time for students to print their names.

Turn to page 1 in your test booklet and read along as I read the directions.

Directions:

Today you will be taking the Ohio Grade 4 Writing Field Test. This is a test of how well you write. Three different types of questions appear on this test: fill-in, multiple choice, and response to writing prompts.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, look at it carefully to help you answer the question. Then choose or write the answer that you think is best.
2. When you write your answers, write them neatly and clearly in the space provided using a pencil.
3. When you are asked to select the answer, make sure you fill in the circle next to the correct answer. Mark only one answer.
4. If you do not know the answer to the question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your Student Test Booklet.
5. If you finish the test early, you may check over your work. When you are finished and your Student Test Booklet has been collected, you may take out your silent work.

If your district DOES NOT offer a break, say:

After you begin, you should continue until you see the word STOP in your test booklet. You may look over the pages of the test to make sure that you have answered all the questions. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your test booklet.

If your district DOES offer a break, say:

After you begin, you should continue until I announce that it is time to stop for a short break. I will tell you when to stop.

Are there any questions?

Pause for students' questions.

We are now ready to begin. You may turn to page 2 in your test booklets and start working.

Record the start time in the box on the next page.

Remember, you may answer questions about the general directions, but you may not suggest ideas or answers or clarify specific test question directions. You may not evaluate students' work.

Observe students to determine that they understand the directions. First, help those students who have questions. Then circulate among students, checking that they are recording their answers properly.

Remember to allow 2½ hours for students who may need the maximum amount of time to complete the test.

If you are taking a break, five minutes before the break say:

We will now take a short break in five minutes.

After five minutes, say:

Stop working, put down your pencil, and close your test booklet. Do not take anything out. You may not work on the test or on your silent work at this time. During the break, you may not talk to other students.

Observe the time and write it down. (Breaks are optional)	Start time _____
	1st break time _____
	1st resume time _____
	2nd break time _____
	2nd resume time _____
	3rd break time _____
	3rd resume time _____
	4th break time _____
	4th resume time _____
	Stop time _____

Give the students a five-minute break. Booklets may remain on students' desks but must be closed. When the time for the break has passed, resume the script at this point. Say:

Now we are going to continue with the writing test. Now turn to the page where you stopped before the break. Does everyone have the right place?

Pause.

You may begin.

Mark the resume time in the box above.

Collecting Test Booklets

When students have completed the test, they should raise a hand so you can collect their test booklets. Make sure each student has printed his or her first and last name on the front cover of the test booklet. Allow students who have finished the test early to do their silent work at their desks. Have a supply of generic silent work to distribute to students who have completed the test.

When only a few students are still working, you may choose to follow your district's plan for moving students who need additional time to another area in the building. The transition time is not included in the 2½-hour maximum amount of time allowed for each student.

For those students who require the maximum amount of time, at the end of the 2½-hour time, say:

Stop. Put your pencil down and close your test booklet. I will now collect the test booklets.

All materials should be returned to your STC.

Test Administrator Comment Form

Please complete and return the Test Administrator Comment Form, which can be found at <http://www.ode.state.oh.us/> keyword "Documents and Forms." The purpose of the form is to collect comments and suggestions for improving test materials and procedures. Make as many copies as you need.

APPENDIX A

STANDARDS FOR THE ETHICAL USE OF TESTS

3301-7-01 STANDARDS FOR THE ETHICAL USE OF TESTS

Effective 2/1/95

- (A) Standards included in this rule are intended to provide guidance for determining whether or not a practice related to assessment is consistent with the principle of performing one's responsibilities with honesty, integrity, due care, and fairness to all and to ensure the integrity of the assessment process and the reliability and validity of inferences made from the assessment results. Except as otherwise specified, the following definitions are used in this rule:
- (1) "Assessment" shall include but not be limited to standardized achievement testing, state proficiency testing, district wide competency-based education assessments, and any other grade-level or age-level assessments conducted schoolwide or districtwide;
 - (2) "School district" shall mean all city, exempted village, local, cooperative education, and joint vocational school districts in the state;
 - (3) "Appropriate staff" shall include any certificated or non-certificated employee or volunteer who has direct access to the assessment instrument(s) or participates in activities related to preparing students for the assessment, administering or scoring the assessment, and interpreting or using the assessment results.
- (B) Each school district is responsible for ensuring that all appropriate staff have knowledge of the standards of ethical practice related to assessment and testing and for monitoring the educational practices of said individuals in terms of these standards. Each district's responsibility shall include, but not be limited to, the following:
- (1) Communicate to all appropriate staff at least once annually the standards for determining what is unethical or inappropriate practice contained in paragraphs (C) through (E) of this rule, as well as any additional standards adopted by the district;
 - (2) Clearly define and communicate at least once annually to all appropriate staff how the standards and/or procedures will be monitored, what sanctions will be imposed, and in what circumstances such sanctions will apply;
 - (3) Clearly define and communicate to all appropriate staff the purpose(s) for each schoolwide and districtwide assessment;
 - (4) Clearly define and communicate to all appropriate staff at least once annually all security procedures established by the district for each type of assessment identified in paragraph (A) (1) of this rule, including procedures required by the state pursuant to the provisions of rule 3301-13-05 of the Administration Code;
 - (5) Provide any other information and staff development necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering and/or scoring the assessment, and interpreting or using the results from an assessment;
 - (6) Establish procedures for reviewing materials and practices used in the school or district to prepare students for assessments and communicate these procedures at least once annually to all appropriate staff;
 - (7) Periodically review materials and practices related to preparing students for assessments; administering and scoring assessments, and interpreting and using assessment results;

- (8) Provide channels of communication that allow teachers and other educators, students, parents, and other members of the community to voice their concerns about practices they consider inappropriate; and
 - (9) Establish procedures for investigating any complaint, allegation, and/or concern about inappropriate practices, insuring protection of both the rights of individuals and the integrity of the assessment process.
- (C) In monitoring practices related to preparing students for an assessment, each school district shall use, but not be limited to, the following standards for determining what practices are unethical and/or inappropriate:
- (1) Any preparation activity that undermines the reliability and/or validity of inferences drawn from the assessment results;
 - (2) Any practice that results solely in raising scores or performance levels on a specific assessment instrument, without simultaneously increasing the student's achievement level as measured by other tasks and/or instruments designed to assess the same content domain;
 - (3) Any practice involving the reproduction of actual assessment materials, through any medium, for use in preparing students for an assessment;
 - (4) Any preparation activity that includes questions, tasks, graphs, charts, passages or other materials included in the assessment instrument or in a parallel form of the instrument, and/or materials that are paraphrases or highly similar in content to those in actual use;
 - (5) Preparation for the assessment that focuses primarily on the assessment instrument or a parallel form of the instrument, including its format, rather than on the objectives being assessed;
 - (6) Any practice that does not comply with, or has the appearance of not complying with, statutory and/or regulatory provisions related to security of assessment instruments used in schoolwide or districtwide programs; and
 - (7) Any practice that supports or assists others in conducting unethical or inappropriate preparation activities.
- (D) Except as specifically permitted by written instructions provided by the developer or as provided through an individualized education program (IEP), each school district shall use, but not be limited to, the following standards for determining what practices related to administering and scoring assessments are unethical and/or inappropriate:
- (1) Any assessment instrument used for purposes other than that for which the instrument has been validated;
 - (2) Any practice resulting in a potential conflict of interest or one that exerts undue influence on those administering or scoring the assessment, making the assessment process unfair to some examinees;
 - (3) Any modification in procedures for administering and/or scoring the assessment that results in nonstandard and/or delimiting conditions for one or more students;
 - (4) Any practice that allows persons without sufficient and appropriate knowledge and skills to administer and/or score the assessment;

- (5) Any administration or scoring practice that produces results contaminated by factors not relevant to the purpose(s) of the assessment;
 - (6) Any practice of excluding one or more students from an assessment solely because the student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of the group may be affected;
 - (7) Any practice such as a gesture, facial expression, use of body language, comment, or any other action that guides students' responses during an assessment;
 - (8) Any practice such as providing to students, either immediately preceding or during administration of an assessment, any definitions of words or terms contained in the actual assessment instrument;
 - (9) Any practice such as erasing, darkening, rewriting, or in any other way correcting or altering student responses to an assessment task either during or following the administration of an assessment; and
 - (10) Any practice that supports or assists others in unethical or inappropriate practices during administration and/or scoring of assessments.
- (E) In monitoring practices related to interpreting and/or using assessment results, each district shall use, but not be limited to, the following standards for determining what practices are unethical and/or inappropriate:
- (1) Providing interpretations of, and/or using, assessment results in a manner and/or for a purpose that has not been validated;
 - (2) Making false, misleading, or inappropriate statements and/or unsubstantiated claims that lead to false or misleading conclusions about assessment results;
 - (3) Any practice that permits certificated employees or volunteers without the necessary knowledge and skills to interpret the results of an assessment;
 - (4) Any practice that violates, or places at risk, the confidentiality of individually identifiable information;
 - (5) Any practice that provides an interpretation, or suggests uses, of assessment results without due consideration of the purpose(s) for the assessment, the limitations of the assessment, the examinee characteristics, any irregularities in administering and/or scoring the assessment, or other factors affecting the results; and
 - (6) Any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways.
- (F) Chartered nonpublic schools that administer state proficiency tests shall apply the standards contained in this rule to determine whether or not unethical and/or inappropriate practices are used by staff or volunteers to prepare students for, administer or score, and/or interpret or use the results from these tests.
- (G) Each school district and participating chartered nonpublic school shall cooperate with the state board of education in conducting an investigation of alleged unethical assessment practices by school district employees or volunteers.

