

Office of Academics & Assessment Policy and Procedures Manual

Purpose

The purpose of this manual is to provide districts and schools with guidance regarding the procedures and policies pertaining to the federal and statewide assessment programs in the state of New Hampshire.

The New Hampshire Department of Education established the Statewide Assessment Program in compliance with the following state and federal statutes and regulations:

1. States, in consultation with Local Education Agencies (LEAs), are required to establish and maintain an assessment system that is valid, reliable, and consistent with relevant professional and technical standards. Within their assessment system, State Education Agencies (SEAs) must have policies and procedures to maintain test security and ensure that LEAs implement those policies and procedures (Section 1111(b)(3)(C)(iii) of the ESEA (20 USC 6311(b)(3)(C)(iii))).
2. Additionally, 2 CFR 200.303 indicates that non-Federal entities receiving Federal awards must establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statutes, regulations and the terms and conditions of the Federal award
3. Proper implementation of this program ensures that: all eligible students have access to the appropriate assessments and that school district staff are trained in assessment administration to maintain security, consistency and uniformity. The Department will monitor and evaluate school district implementation and execution of this program to ensure school, district and state compliance.

All additional reference documents referred to throughout the manual in **italicized/boldface** are available at the NH Department of Education, [Office of Assessment](#) website.

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New Hampshire Department of Education
Statement of Nondiscrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

- Titles IV, VI, and VII of the Civil Rights Act of 1964 – race, color, national origin
- The Age Discrimination in Employment Act of 1967
- The Age Discrimination Act of 1975
- Title IX of the Education Amendments of 1972 (Title IX) – sex
- Section 504 of the Rehabilitation Act of 1973 (Section 504) – disability
- The Americans with Disabilities Act of 1990 (ADA) - disability
- NH Law against discrimination (RSA 354-A)

The following individual handles inquiries regarding the nondiscrimination policies and laws above:

ADA/Title IX Coordinator: Office of the Deputy Commissioner

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the Americans with Disabilities Act of 1990 also, or instead, may be directed to:

U.S. Department of Education

Office for Civil Rights
33 Arch Street, Suite 900
Boston, MA 02110-1491
(617) 289-0111
TTY (877) 521-2172

Additionally, inquiries may also be directed to the:

NH Commission for Human Rights

2 Chenell Drive
Concord, NH 03301-8501
(603) 271-2767

Table of Contents

1.	Statewide Assessment Systems	<u>1</u>
	1.1 NH Statewide Assessment System (NHSAS)	<u>2</u>
	1.2 Dynamic Learning Maps (DLM)	<u>2</u>
	1.3 Scholastic Aptitude Test (SAT)	<u>2</u>
	1.4 Access 2.0 for English Learners	<u>3</u>
	1.5 Performance Assessment for Competency Education (PACE)	<u>3</u>
	1.6 National Assessment of Educational Progress (NAEP)	<u>4</u>
2.	Student Participation	<u>6</u>
	2.1 Participation Requirements	<u>6</u>
	2.2 Registration	<u>6</u>
	2.2.1 NH SAS Student Registration Guidelines	<u>7</u>
	2.2.2 Dynamic Learning Maps (DLM) Student Registration Guidelines	<u>7</u>
	2.2.3 SAT Registration Guidelines	<u>7</u>
	2.2.4 ACCESS Registration Guidelines	<u>7</u>
	2.2.5 Out of District (OOD) Students	<u>7</u>
	2.2.6 Out of State Students	<u>8</u>
	2.2.7 Home Schooled Students	<u>8</u>
	2.3 Accessibility and Accommodations Guidance	<u>8</u>
	2.3.1 Students with Disabilities	<u>8</u>
	2.3.2 English Learners	<u>9</u>
	2.3.3 NH SAS Accessibility Features and Accommodations	<u>10</u>
	2.3.3.1 Universal Tools	<u>10</u>
	2.3.3.2 Accommodations	<u>10</u>
	2.3.3.3 Designated Supports	<u>11</u>
	2.3.4 SAT School Day Accommodations	<u>11</u>
	2.3.4.1 Students with Disabilities	<u>11</u>
	2.3.4.2 English Learners	<u>12</u>
	2.3.5 Tracking Accommodations and Designated Supports	<u>13</u>
	2.4 Special Considerations	<u>13</u>
	2.5 Exemptions	<u>14</u>
3.	Assessment Security & Monitoring	<u>15</u>
	3.1 Test Security Requirements	<u>15</u>
	3.1.1 State Education Agency/New Hampshire Department of Education Responsibilities	<u>16</u>
	3.1.2 Local Education Agency/School Responsibilities	<u>16</u>
	3.1.2.1 LEA Training	<u>17</u>
	3.1.2.2 LEA Test Administrator/Personnel Requirements	<u>17</u>
	3.1.2.3 Test Environment	<u>18</u>
	3.2 Test Security Incidents	<u>19</u>
	3.2.1 Impropriety	<u>19</u>
	3.2.2 Irregularity	<u>20</u>
	3.2.3 Breach	<u>21</u>
	3.3 Assessment Monitoring	<u>21</u>
	3.3.1 Evidence	<u>22</u>
	3.3.2 Test Monitoring Types	<u>22</u>
	3.3.3 Records Retention	<u>22</u>

1. Statewide Assessment Systems

RSA 193: C - New Hampshire Statewide Educational Improvement and Assessment Program

Statewide assessments support student learning and measure students' academic achievement. Annually, New Hampshire school districts and public charter schools are required by state law ([RSA 193-C](#)) and federal accountability laws (Every Student Succeeds Act) to assess students using a standardized assessment. Several assessments are utilized in order to comply with these requirements.

RSA 193-C:6 Assessment Required. A statewide assessment shall be administered in all school districts in the state once in an elementary school grade, once in a middle school grade, and one grade in high school. For those years in grades 3 through 8 in which the school district does not administer the statewide assessment, the school district, in consultation with the department and as part of the statewide education improvement and assessment program, shall develop and administer its own assessment or shall administer a standardized assessment that identifies a pupil's range of learning and yields objective data to use in improving instruction and learning. All public school students in the designated grades shall participate in the assessment, unless such student is exempted from taking the test by his or her parent or legal guardian, or provided that the commissioner of the department of education may, through an agreement with another state when such state and New Hampshire are parties to an interstate agreement, allow pupils to participate in that state's assessment program as an alternative to the assessment required under this chapter. Home educated students may contact their local school districts if they wish to participate in the statewide assessment. Private schools may contact the department of education to participate in the statewide assessment. The department may use the College Board SAT or ACT college readiness assessment to satisfy the high school assessment requirements of this chapter. The statewide assessment results of a student or the student's school district shall not be included as part of the student's transcript unless the student, if 18 years of age or older, or the student's parent or legal guardian if the student is under 18 years of age, consents. A school district shall not penalize any exempted student nor shall the department of education or the state board of education penalize any school district for a lower participation rate. A school district shall develop a form to be signed by the parent or legal guardian of any student exempted from the assessment. The school district shall provide an appropriate alternative educational activity for the time period during which the assessment is administered. The alternative activity shall be agreed upon by the school district and the parent or legal guardian of the student. The name of the parent or legal guardian and any specific reasons disclosed to school officials for the objection to the assessment shall not be public information and shall be excluded from access under RSA 91-A.

RSA 193-C:6 notwithstanding, Federal law requires all States that receive funds under Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) ensure not less than 95 percent of students (and 95 percent of all students within subgroups) participate in the annual statewide assessment (ESSA Section 1111 (c)(4)(E)). This assurance is embedded in NH's accountability system as follows:

Unless a student has a serious illness/medical emergency, severe emotional distress, death in the family, qualifies for NH Alternative assessment or participated in another state's assessment system, that student is counted in the participation rate denominator.

After the participation rate calculation is completed, if a school and/or district has less than 95 percent participation, the number of students under 95 percent will be calculated as zeros in the achievement and growth indicators. For example, if XYZ School has a participation rate of 92 percent, three percent of the scores (95%-92%=3%) will be included in the accountability system as zeros; however, no one particular student will be identified with those zeros.

The NH Dept. of Education must publically report all school and district participation rates and attainment, along with the State's overall participation rate and attainment. The NH Dept. of Education will make every effort to report participation rates and attainment for federal reporting purposes as well as participation rates and attainment for those students who participate in the assessment. LEAs and/or Schools must provide to parents/guardians the results of their child's statewide assessment no later than June 30.

Statewide assessments are an important part of a student’s core educational program in conjunction with student work on classroom assignments, projects, essays and local assessments. State assessment results give teachers, parents, and the community important information about where students are on their path toward academic success by providing:

- A measure of student mastery of content and skills in various academic areas
- A tool for measuring the degree to which students are on track to graduate high school and are college- and career-ready
- Information to guide future instruction in the classroom

New Hampshire's federal accountability plan provides information on statewide accountability and improvement, educator support, student success, and assistance to our most at-risk youths. For more information, please consult the *New Hampshire Consolidated State Plan*.

1.1 NH Statewide Assessment System (NH SAS)

New Hampshire students participate in the NH SAS, the general statewide assessment, for English language arts (ELA), mathematics and science in the following grades and content areas:

General Assessment	Grades	Content
NH Statewide Assessment System (NH SAS)	3 rd -8 th	English Language Arts, Mathematics
NH SAS	5 th , 8 th & 11 th	Science

1.2 Dynamic Learning Maps (DLM)

New Hampshire offers the [Dynamic Learning Maps](#) (DLM) for English language arts, mathematics, and science as the alternate assessment. Students with the most significant cognitive disabilities participate in the Dynamic Learning Maps (DLM) alternate assessment, as indicated in their active individualized education program (IEP). The student’s IEP team makes the determination whether a student with disabilities will participate in the general statewide assessment (NH SAS/SAT School Day) with or without accommodations, or in the alternate assessment.

Please complete the *Accommodations and Alternative Assessment Decision Making Worksheet* (Appendix A)

Alternate Assessment	Grades	Content
Dynamic Learning Maps (DLM)	3rd-8th & 11th	English Language Arts, Mathematics
DLM	5 th , 8 th , & 11 th	Science

1.3 Scholastic Aptitude Test (SAT)

The SAT School Day is the general statewide assessment for grade 11 students in English language arts and mathematics. The New Hampshire Department of Education received approval to utilize the College Board SAT as the 11th grade statewide assessment with College Board SAT in the spring of 2016. This plan is an important step in the Department’s commitment to reduce the amount of time spent on statewide standardized testing for public high school students and ensure that all students are prepared to succeed in college and careers.

The SAT will cover English language arts (reading and writing) and mathematics and will be at no cost for every 11th grade student required to take the assessment.

SAT (School Day only)	11 th	English Language Arts, Mathematics
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1.4 ACCESS 2.0 for English Learners

ACCESS 2.0 is New Hampshire's language proficiency assessment for Kindergarten - Grade 12 students that are identified as English learners (ELs). Federal law requires that all EL students who qualify for English language proficiency services participate in the ACCESS 2.0 annually until the student achieves the exit criteria set by the State.

1.5 Performance Assessment for Competency Education (PACE)

New Hampshire's PACE (Performance Assessment of Competency Education) is an innovative assessment and accountability system. The innovative system was designed to support deeper learning for students and powerful organization change for schools and districts. PACE is grounded in a competency-based educational approach designed to ensure that students have meaningful opportunities to achieve critical knowledge and skills.

The PACE system is designed using a combination of local, common, and state level assessments (see Table below). The core of the PACE innovative assessment system is locally-developed, locally-administered performance assessments tied to grade and course competencies determined by local school districts. In each PACE grade and subject (see Table), one, common complex performance task called the PACE Common Task is collaboratively developed and administered by all participating schools and districts. The PACE Common Tasks are designed to serve as calibration tools, providing evidence about the comparability of judgments related to student achievement across NH PACE districts. Comparability means that if a student is deemed proficient in one district, that same student would also be deemed proficient in another district.

Grade	ELA	Math	Science
3	NH SAS	PACE	Local Performance Assessments
4	PACE	NH SAS	Local Performance Assessments
5	PACE	PACE	PACE
6	PACE	PACE	Local Performance Assessments
7	PACE	PACE	Local Performance Assessments
8	NH SAS	NH SAS	PACE
9	Course-specific common performance assessments	Course-specific common performance assessments	Course-specific common performance assessments
10	Course-specific common performance assessments	Course-specific common performance assessments	Course-specific common performance assessments
11	SAT	SAT	NH SAS

Determinations of student proficiency in the PACE grades/subjects required under federal law are produced using: (1) teacher judgments at the end of the school year regarding which achievement level best describes each of their students; and (2) end of year competency scores for each student. PACE is designed so that the

resulting levels are comparable in rigor and substance to the statewide academic assessment (NH SAS) by using achievement level descriptors that are aligned across the two systems.

The statewide academic assessments (NH SAS) are administered in a few grades and subjects in the PACE system according to when the results will be most useful for informing programs and auditing the innovative assessment system—grade 3 ELA, grade 4 math, grade 8 ELA and math, and grade 11 ELA and math and high school science (see Table).

PACE is a learning system designed to structure learning and assessment opportunities that allow students to gain and demonstrate their knowledge and skills at a depth of understanding that will transfer beyond K-12 education to success in careers and college. As a coherent system, PACE is designed to foster positive organizational learning and change by supporting the internally driven motivation of educators instead of the all-too-common top-down accountability approaches where districts are simply expected to comply with assessment and accountability systems defined at the state and federal level.

The primary objective of the PACE innovative assessment and accountability system is to improve student outcomes by transforming instruction and assessment in classrooms across the state. The Department of Education believes the following key components will help achieve better results for all students:

- Explicit involvement of local educational leaders in designing and implementing the assessment system;
- Intense and reciprocal support on behalf of the Department for local districts involved in this initiative that will include technical, policy, and practical guidance;
- Using competency-based education approaches to instruction, learning, and assessment as a purposeful approach for ensuring that all students, from the most advanced to the most challenged, move on only when they have mastered critical knowledge and skills; and
- Use of instructionally-relevant, high-quality performance-based assessments, alongside periodic administration of the New Hampshire Student Assessment System (NH SAS) and SAT assessments of state standards in math and English language arts (ELA), for the purpose of tracking and reporting the progress of students, schools, districts, and educators.

1.6 National Assessment of Educational Progress (NAEP)

NAEP is commonly known as "the Nation's Report Card," and is conducted at both the state and the national level. This assessment has been focusing on what America's students know and are capable of doing in various subject areas by testing representative samples of students in grades 4, 8, and 12 in public and nonpublic schools since 1969.

NAEP is governed by the National Assessment Governing Board (NAGB) and is conducted by the National Center for Educational Statistics (NCES), which is part of the U.S. Department of Education. Results are confidential. The names of the students who participate in NAEP never leave the school. Thus, results are not reported in terms of individual students. In New Hampshire results are only reported for the state as a whole or as part of the national results. Results from NAEP are publicly available through NCES.

The Results from NAEP are publicly available through NCES. The [NAEP Data Explorer \(NDE\)](#) allows the public to analyze results at the national (grades 4, 8, and 12) and state (grades 4 and 8) level with disaggregated achievement estimates being provided based on gender, race/ethnicity, socio-economic status, limited English proficiency and several other factors. This level of reporting is made possible through sophisticated student/school sampling techniques used by NCES/NAG to represent the nation as a whole and individual state.

2003 marked the first year that New Hampshire has participated in NAEP since 1998. Up to 2003, states were periodically asked to participate in this assessment and could choose to accept or decline the offer.

Enactment of the No Child Left Behind (NCLB) legislation tied participation in NAEP to the receipt of Title I funding for the district. In New Hampshire this meant in 2003, if any school in a particular school district receiving Title 1 funds is selected, then that school must participate or the entire district risks losing its Title I funding. Beginning in July 2005, the New Hampshire State Board of Education enacted a new rule, Ed 306.24(a)(3) that states: "(a) The local board shall require that each school: (3) Selected by the United States Department of Education, National Center for Education Statistics participates in the National Assessment of Educational Progress (NAEP)."

To ensure accurate results, the relatively small samples of students must be truly representative of the entire student population in the nation (for the national assessments) or the state (for the state assessments). In order to make sure this happens, NAEP selects a representative sample of students by first randomly selecting schools and then selecting the students within those schools who will participate in a given NAEP assessment. Every school has some known chance of being selected for the sample, as does every student within a participating grade.

After each assessment, NAEP releases dozens of sample questions to the public—more than 3,000 questions are currently available.

The administration of NAEP is made possible through a collaborative effort between the federal government, the state, individual school districts, and schools. Each state has a designated NAEP coordinator who assists the federal government in the identification of schools and who facilitates communication between the federal government and the schools. [National Center for Educational Statistics](#).

2. Student Participation

This section goes over participation requirements for all of the assessments provided through the New Hampshire assessment program including NH SAS, DLM, SAT, ACCESS, out of district students (OOD), out of state students, and home schooled students.

2.1 Participation Requirements

GENERAL GUIDELINES: If the student is able to receive instruction, then he/she is able to participate in the statewide assessment.

It is the responsibility of the district to provide timely notification to the parents/guardians of students which statewide assessment will be administered and the timeline for administration.

All students, including students with disabilities and English Learners, are required to participate in all NH Statewide assessments scheduled for their grade, including:

- Students enrolled in public schools
- Students enrolled in charter schools
- Students enrolled in virtual schools
- Students enrolled in private special education schools (located within and outside New Hampshire)
- Students receiving educational services in institutional settings
- Students in the custody of the NH Division of Children, Youth and Families (DCYF)

All students must participate in grade-level tests that correspond with the grade in which they are reported in the Department's i4see management system. Statewide assessments are not a graduation requirement.

2.2 Registration

School districts and public charter schools are responsible for registering students for the statewide assessments. Each school district is responsible for making sure student data is accurate. Districts must include all students in attendance as well as any student in out-of-district (OOD) placement for whom they are fiscally responsible.

- Schools register their eligible students in the required grades, content areas and for the appropriate assessment(s) in the NH Dept. of Education i4see platform.
- Schools upload a student roster submission in i4see.
- The Real Time Student Roster is the most efficient way to add individual students.
- If a student is registered for an assessment and should not test, please work with your district i4see coordinator to remove this student from the student roster.
- If a student is moving or has left your high school, the i4see coordinator must update the Beginning of Year (BOY) report. It is very important that this student is removed from the "Real Time Student Roster" AND the "Real Time Entry/Withdrawal" on the i4see platform.
- Anytime a student changes a grade during the school year, this student must be withdrawn from the grade using a W1 code and re-entered into the new grade using an R1 code. This is the ONLY way to know when a student moved to another grade during the school year. The i4see coordinator does this process.
- All students registered for an assessment should also be included in the i4see BOY submission. If a student arrived after the BOY is submitted, please use the Real Time Withdrawal/Entry to add a student to the BOY report.

2.2.1 - NH SAS Student Registration Guidelines

- Once a student roster submission is uploaded successfully, student data is transferred electronically during a nightly automated update from i4see to the Test Information Distribution Engine (TIDE) system. TIDE is an application, within the NH SAS portal, that manages student and user data for the assessment.
- Please do not wait until the last minute to register students in the event there is an issue with the nightly transfer from i4see to the TIDE system. Student data cannot be manually entered into TIDE.

2.2.2 - Dynamic Learning Maps (DLM) Student Registration Guidelines

- The student must be eligible to participate in the DLM, please see page 10 for specific information.
- In i4see, use the NH-ALT Registration submission.
- Once the NH-ALT Registration submission is uploaded successfully, student data is transferred overnight from i4see to the Kite Educator Portal. The Kite Educator portal manages student and user data for the alternate assessment.
- Students eligible to take the DLM alternate assessment do not participate in the NH SAS or SAT.
- Register students who will be taking the DLM, preferably, by January 1st. Educators have additional tasks to complete in the Kite Educator Portal prior to administering this assessment.

2.2.3 - SAT Registration Guidelines

Eligible Students would include a student has not been previously registered for and/or taken the SAT School Day at grade 11, was not previously included in the district's high school accountability report, or a student that "skipped" grade 11 and has not previously taken the SAT School Day as a "Junior."

- Once the student roster submission is uploaded into i4see, the student data will be submitted to the College Board.
- The status of grade 11 students can be found on the i4see workbench, select *SAT Eligibility* from the dropdown menu under the "Students" tab.
- Students who are required to take the SAT School Day during the spring testing window scores will count and will be included in the accountability file.
- Grade 11 students who were registered for and took the SAT School Day in the previous year cannot take the SAT School Day again or any future year.
- At no time should a grade 9 or grade 10 student be registered for and/or take the SAT School Day. Such students are considered off-grade tested. These test results will not be counted, and the school district may be charged for the test fees.
- SAT Test Coordinators collaborate with their i4see coordinator to view/print the SAT Eligibility report.
- The SAT Eligibility report will show grade 11 and 12 students included in the BOY and their eligibility.
- SAT Test Coordinators may use i4see to look up a student's 8-digit assessment ID and other information.
- Private schools are allowed to participate in the SAT School Day and are responsible for registering their students with the College Board directly. Private schools follow the same guidelines as public schools when registering their students for the SAT School Day.
- Walk-ins are not permitted as the School Day SAT is administered digitally and requires a prior submission.

2.2.4 - ACCESS Registration Guidelines

Schools/Districts are required to upload information for eligible students into the i4see system. This upload must occur by January 1. The data will be submitted by the Dept. of Education into the DRC system.

2.2.5 - Out of District (OOD) Students

Public school students placed in out-of-district placements MUST be included in the district's student roster i4see submission.

- School districts are responsible for registering students who attend an out-of-district placement and ensuring students have access to the appropriate statewide assessments and accommodations.
- Please use the SAU and district codes of the sending district and school code for the OOD placement.
- All testing materials will be sent directly to the OOD placement as long as the correct school code was entered in the student roster

2.2.6 - Out of State Students

Out-of-state students arriving/enrolling at a school after the deadline established in January, are not required to, but may participate in the statewide assessment program. Their scores will not be included in the accountability file.

2.2.7 - Home Schooled Students

Students that are home schooled are eligible to participate in the statewide assessment system if a parent/guardian chooses. The parent/guardian may contact their local district to register for the assessment that is appropriate for the student's current grade level, by January 1st. Homeschool student scores would not count towards the district's accountability.

- Home school students who wish to take a statewide assessment need to be assigned a SASID and 8-digit assessment ID.
- These students should exist in the BOY (and EOY) with an enrollment status set to '4' indicating they are home schooled.
- Home school students must also be included in the student roster i4see submission. If not, then they will not be able to take the assessment.

2.3 Accessibility and Accommodations Guidance

The accessibility and accommodations policies will apply to all students taking the statewide assessments. The application of universal design principles to the NH Statewide assessments, in conjunction with the accessibility and accommodations policies described in this guidance, are intended to reduce barriers to participation in NH statewide assessments for all students, especially students with disabilities and English Learners.

New Hampshire will continue to administer computer-based assessments, with paper-based tests available as an accommodation for students with disabilities who are unable to use a computer due to a disability, as well as for English learners who are new to the country or are unfamiliar with the use of technology.

There are some computer-based accessibility features that are unique to online testing. However, other accessibility features can be applied to paper-based testing for students who are unable to take tests on a computer.

Educators will need to become familiar with the New Hampshire statewide assessment accessibility and accommodations policies, since they provide guidance on the use of individualized supports for student participation in statewide assessments.

2.3.1 - Students with Disabilities

- Decisions about how to assess students with disabilities must be made by a student's IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student's individual abilities and needs.
- A meeting to determine accommodations and/or alternative assessment must occur in the beginning of the school year or as soon as possible and reported in the assessment system by January 1.

- New Hampshire will continue to administer computer-based assessments, with paper-based tests available as an accommodation for students with disabilities who are unable to use a computer due to a disability.
- The student’s team can use the ***Accommodations and Alternative Assessment Worksheet***, to document the process for determining accommodations or the use of the alternative assessment (DLM). This evidence is required and will be reviewed by the Dept. of Education in the Assessment Monitoring process.
- For students with an IEP/504 who are not eligible for the alternative assessment refer to the accommodations guide for the specific assessment, NH SAS, DLM, SAT or ACCESS, to determine the accessibility features and accommodations that are appropriate for each student.
 - ***NH SAS Designated Supports and Accommodations and Universal Tools Guide***
 - ***DLM Accessibility Manual***
 - ***SAT Accommodations Guide*** and ***SAT School Day Services for Students with Disabilities Coordinator Manual***
 - ***ACCESS Accessibility & Accommodations Supplement***
- Students with disabilities that participate in the alternative assessment may not be delayed or prevented from completing the requirements for a regular high school diploma, as students are required under IDEA to have access to the general education curriculum that is based on the State academic content standards.
 - Statewide assessments are not a requirement for grade completion or high school graduation.
- Parents must be notified if a student will take the alternative assessment and that their child’s achievement will be measured based on alternate academic achievement standards. A sample, ***Parent Notification of Alternative Assessment*** or other evidence of parent notification will be reviewed during the Assessment Monitoring process.

2.3.2 - English Learner Accommodations

A team of educators, which includes the school’s NH Certified ESOL teacher, must determine the accommodations for English Learners. Evidence of this decision making process must be maintained by the school and made available during assessment monitoring. An EL student’s level of English proficiency must be considered when determining accommodations for statewide assessments.

- Students enrolled in a U.S. school for less than 12 months and identified as active English Learners, based on WIDA Screener, are not required to take the statewide assessments NH SAS, DLM or SAT. First year status is identified in the i4see system; therefore, a special exemption form is not required.
- New Hampshire will continue to administer computer-based assessments, with paper-based tests available as an accommodation for English learners who are new to the country or are unfamiliar with the use of technology.
- English Learners with disabilities must have a documented IEP or 504 plan and accommodations must be included in that plan. Follow the same procedures as detailed in the section, 2.3.1 Students with Disabilities. Team members and educators responsible for developing a student’s IEP or 504 plans in addition to a certified ESOL teacher, must make decisions regarding the accommodations to provide, and list these in the plan of each student. Evidence of this decision making process must be maintained by the school and available during assessment monitoring.
- Accommodations must be identified prior to assessment administration. Accommodations must be entered into TIDE. Any non-embedded accommodations (i.e., human reader, human scribe) must be acquired prior to testing.
- Translated versions of the NH SAS mathematics and science assessments are available in Spanish. The translated test materials are recommended for English Learners who meet the following criteria:
 - ELs who have been in the U.S. less than 3 calendar years; and
 - ELs who previously had literacy instruction in Spanish.
- Active English Learners may use word-to-word only bilingual glossaries when taking assessments in all subjects, except languages (including English Language Arts).

- Districts must document accommodations for EL students using the sample form entitled ***Documentation of Accommodations for an EL Student*** or equivalent documentation. This must be completed by January 1. Evidence of the accommodations determination must be kept on file at the school and be available during assessment monitoring.
- For EL students that also are identified as having a disability, it is required that both the process for determining accommodations for a student with a disability and the process for determining accommodations for an English Learner are followed. The student’s IEP/504 Team of Educators must include a certified ESOL teacher.

2.3.3 - NH SAS Accessibility Features and Accommodations

The following must be provided to *all* students, including students with disabilities and English Learners for the NH SAS ELA, Math and Science assessments,

- Untimed test sessions
- Blank scratch paper (including blank, lined, or graph paper)
- Assistance, as needed, from a test administrator in using the computer-based testing platform

The availability, selection, and use of for NH SAS are listed in the following categories:

- *Universal Tools*, which provide tools and supports for *all* students;
- *Accommodations* for students with disabilities and students who are English Learners.
- *Designated Supports* intended for students who have a specific need identified by a team of educators which must be authorized by the principal or administrator; and

Please refer to ***NH SAS Designated Supports and Accommodations and Universal Tools Guide*** for a detailed list and description and for determining which accommodations and designated supports are appropriate for a student.

➤ **2.3.3.1 - Universal Tools**

Universal tools are access features of the assessment that either are provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. The Universal Tools listed in the document are not considered to be accommodations or modifications, and are designed to yield valid scores that meet the requirements of ESSA when used in a manner consistent with the Guidelines.

➤ **2.3.3.2 - Accommodations**

Accommodations are changes in procedures, materials and supports that increase equitable access during the NH SAS for individual students with documented disabilities and English Learners with or without disabilities. Accommodations are not modifications. Accommodations are designed to yield valid scores that meet the requirements of ESSA when used in a manner consistent with the Guidelines. They allow eligible students to show what they know and can do while removing identified, non-construct related barriers during test administration.

- The New Hampshire Department of Education has identified digitally embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan.
- Team members and educators responsible for developing a student’s IEP or 504 plans must make decisions regarding the accommodations to provide, and list these in the plan of each student.
- Accommodations need to be identified prior to assessment administration and entered into TIDE. This should be completed by January 1.
- Evidence of this decision making process must be maintained by the school and available during assessment monitoring.
- Any non-embedded accommodations (i.e., human reader, human scribe) must be arranged prior to testing to ensure availability to eligible students during their test administrations.

- Testing of students using accommodations must occur in groups of 10 students or less.
- One exception to the IEP or 504 requirements is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

➤ **2.3.3.3 - Designated Supports**

A team of educators (in the school) in collaboration with the parent/guardian, and with the authorization of the principal or administrator, must determine Designated Supports for a student who has an identified need.

- Designated Supports are not modifications. They are designed to yield valid scores that count as participation in the New Hampshire Statewide Assessment.
- It is necessary to use the Designated Supports in a manner that is consistent with the guidelines that are part of the ESSA requirements.
- A consistent process or procedure should be established to determine the supports for individual students and educators making the determinations should be trained.
- Documentation showing the process of determining Designated Supports for individual students must be maintained and available during assessment monitoring.
- At no time should Designated Supports be used as a Universal Tool.
- The NH Department of Education has identified Designated Supports for students that are digitally embedded and non-embedded (i.e., human reader, human scribe) must be arranged prior to testing to ensure availability to eligible students during their test administration and entered into TIDE.

Once school-level personnel and decision-making teams determine which universal tools, designated supports, and accommodations are appropriate for a student, their choices must be entered into the TIDE system so they are reflected in the assessment the student receives and so that an accurate record is kept of the student's testing environment.

These tools, designated supports, and accommodations can be entered into TIDE in two different ways:

- For an individual student: School or District level personnel can go to the Test Setting and Tools.
 - View/Edit Test Settings and Tools page in TIDE
 - Individually check boxes to indicate which testing tools the student will receive.
- For multiple students: School or District level personnel can go to the Test Setting and Tools.
 - Upload Test Setting and Tools page in TIDE
 - Download a template that can be completed with the testing tools for multiple students.

This must be done prior to testing to ensure that all embedded supports and accommodations are present in the student's test.

2.3.4 - SAT School Day Accommodations

➤ **2.3.4.1 - Students with Disabilities**

Accommodations are designed to yield valid scores that meet the requirements of ESSA when used in a manner consistent with the Guidelines. They allow eligible students to show what they know and can do while removing identified, non-construct related barriers during test administration.

- Determinations for accommodations for students must be documented in an Individualized Education Program (IEP) or 504 accommodation plan. Team members and educators responsible for developing a student's IEP or 504 plans must make decisions regarding the accommodations to provide, and list these in the plan of each student. This must be completed before January 1.
- Evidence of this decision making process must be maintained by the school and available during assessment monitoring.

- New Hampshire School Day SAT utilizes the accommodations identified by College Board that result in a college reportable score for students. Please refer to the ***SAT Accommodated Manual*** and the ***SAT School Day Services for Students with Disabilities Coordinator Manual*** for a detailed list and description and for determining which accommodations and designated supports are appropriate for a student.
- Schools will be required to submit a request to College Board’s Services for Students with Disabilities (SSD) for approval for testing accommodations for students.
- Schools will be responsible for providing the accommodations to students with documented disabilities who have been approved by College Board.
- Approval by College Board for testing accommodations is required for a college reportable score. Providing accommodations without authorization may result in the student’s scores being canceled.
- If a student is denied use of an accommodation, or an accommodation is not on College Board’s list of accommodations, please contact the Office of Assessment at the Dept. of Education, Michelle Gauthier 603-271-3582 or Michelle.Gauthier@doe.nh.gov so that we can create a plan for the student to be able to access the School Day SAT.

SAT Coordinators can request accommodated test formats for students who need them through College Board. The following formats can be requested online:

- Large-print test book
- Braille test book
- Braille graphs and figures
- MP3 audio
- Reader script
- Assistive technology-compatible
- Large-block answer sheet

SAT Coordinators may only order accommodated materials for students whose requests for accommodations have been approved by the Services for Students with Disabilities (SSD) Coordinator. Consult with the SSD coordinator to determine which students need to test with accommodations. College Board strongly encourage SAT School Day coordinators to wait to place test orders until they verify with their SSD coordinator that all student accommodations have been approved.

➤ **2.3.4.2 - English Learners**

EL students who use supports, during the SAT School Day, will receive college reportable scores. College Board is offering testing supports for English learners (EL) during SAT School Day. EL students can use as many of our testing supports as they need.

Testing supports include:

- Translated test directions are available in 13 languages each for SAT School Day.
 - Albanian
 - Arabic
 - Bengali
 - Chinese
 - Gujarati
 - Haitian-Creole
 - Hindi
 - Portuguese
 - Polish
 - Spanish
 - Russian
 - Urdu
 - Vietnamese
- Download the translated directions on [SAT’s website](#) and give them to students on test day. It is not necessary to request these in SSD Online.
- Use of bilingual word-to-word glossaries
 - The bilingual word-to-word glossaries students use on test day must be from the College Board’s approved list, available on [SAT’s website](#). Schools will provide the necessary glossaries to students on test day, collecting them when testing is complete. It is not necessary to request these in SSD Online.

- 50% extended testing time
 - To ensure that student scores are processed correctly and on time, SSD coordinators must go to SSD Online’s EL Supports tool to request extended time. Follow the tool's instructions to submit requests.
 - Schools don't need to submit documentation, but the use of supports should be based on the students' documented need.
 - After requests are approved, students' names will be listed on the school's Nonstandard Administration Report (NAR) so that coordinators know the correct room assignments.
 - When EL students use 50% extended time on test day, time is added to each test section.
 - Students using 50% extended time for EL purposes will test in the same room(s), and use the same test materials, as all other students using 50% extended time for Reading.
 - Extended time for EL students can only be used on the test date for which it was requested. Unlike accommodations for students with disabilities, EL supports are temporary.

Eligible students who meet the following criteria at the time of testing can use EL supports:

- They are enrolled in an elementary or secondary school in the U.S. or U.S. territories.
- They are an English learner as defined by their state or by federal policy.
- They use the same supports in class or for other assessments.
- If a student requires an accommodation that is not on College Board’s list of accommodations, please contact the Office of Assessment at the Dept. of Education, Michelle Gauthier 603-271-3582 or Michelle.Gauthier@doe.nh.gov so that we can create a plan for the student to be able to access the School Day SAT.

2.3.5 - Tracking Accommodations and Designated Supports

To assist schools in the provision and tracking of accessibility features and accommodations used during testing, the Department recommends that test coordinators develop a table or spreadsheet prior to test administration that lists **where**, **when**, and **with whom** students will be testing. Include which accessibility features and accommodations they will need, to ensure that each student receives those features and/or accommodations to which he or she is entitled. This evidence must be maintained by the school and available during assessment monitoring.

Schools may request guidance from the Department throughout the year as they plan for the use of test accommodations and other supports for the students who need them, or if there are questions on inputting accommodations for students into TIDE. Please contact the Office of Academics & Assessment at michelle.gauthier@doe.nh.gov or 603-271-3582 with any questions.

2.4 Special Considerations

Each year, students with very serious, chronic, and fragile medical or other conditions can and do participate successfully in New Hampshire’s Statewide Assessment System. However, there are rare and unique situations in which a student is unable to participate in any part of the statewide assessment.

Such decisions must be made with the greatest care and restraint. Exemptions for participation in the statewide assessment must be submitted to the New Hampshire Department of Education for approval. Please complete the ***Request for State Approval of Special Considerations*** and submit to the Dept. of Education.

The following exemptions **may** be considered:

- Medical emergency/serious illness
- Severe emotional distress
- Death in the family
- Student who participates in another State’s assessment system

Conditions that generally DO NOT qualify for a State-approved exemption:

- Medical Fragility – All medically fragile students are expected to participate in statewide assessments unless a significant and documented medical emergency exists in addition to medical fragility
- District-provided, home-based or out-placement facility-based educational programs
- Students with acute, short-term minor illnesses (e.g., the flu) or injuries
- Students with broken arm(s) (these students can usually participate with accommodations)
- Mental health conditions that do not permit students to receive instruction
- Students placed in correctional facilities that do not have access to statewide assessments
- Student or parent refusal to test

Severe Emotional Distress

In rare instances, a student may be unable to complete or participate in any part of the statewide assessment due to documented significant and fully incapacitating emotional trauma that extends across the entire remaining assessment window.

- Severe emotional distress qualifies if it prevents the student from participating in instruction offered either at school or at home.
- Sometimes the distress requires a student to be hospitalized in a mental health facility. Severe emotional distress of this kind must be identified and verified in writing by a licensed mental health professional and kept on file by the school district. The request must be submitted to the Dept. of Education. The decision will be provided to the school within 5 working days and the resulting form must be maintained by the school and available during assessment monitoring.

2.5 Exemptions

New Hampshire [RSA 193-C:6](#) permits parents to exempt their student from participating in any required statewide assessments. The school district must provide an appropriate alternative educational activity for the period during which the assessment is administered. Written notification must be provided by the parent to the school indicating the exemption and an alternative activity shall be agreed upon by the school administration and the parent or legal guardian of the student. Please refer to the ***Parent Exemption from Statewide Testing Example Form*** for an example a school district can use. Exemption forms must be maintained by the school and available during assessment monitoring.

3. Assessment Security & Monitoring

The New Hampshire Department of Education shall establish this Statewide Assessment Security and Monitoring Program to evaluate school district implementation and compliance with both Federal and State law and regulations related to statewide assessments.

Implementation of this program will bring the state into compliance with the following state and federal statutes and regulations:

States, in consultation with Local Education Agencies, are required to establish and maintain an assessment system that is valid, reliable, and consistent with relevant professional and technical standards. Within their assessment system, State Educational Agencies must have policies and procedures to maintain test security and ensure that LEAs implement those policies and procedures (Section 1111(b)(3)(C)(iii) of the ESEA (20 USC 6311(b)(3)(C)(iii))).

Additionally, 2 CFR 200.303 indicates that non-Federal entities receiving Federal awards must establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statutes, regulations and the terms and conditions of the Federal award

Proper implementation of this Assessment Security & Monitoring program is intended to ensure that all eligible students are assessed and that school district staff are trained in assessment administration to maintain security, consistency and uniformity.

- Each assessment instrument in the New Hampshire Statewide Assessment Program is procured and disseminated to local school districts by the State of New Hampshire under the authority of the Commissioner of Education.
- Assessment materials (physical and intellectual) are the property of the State of New Hampshire and may not be retained by school personnel.
- These assessments may not be copied or reproduced in any way. Independent contractors are strictly prohibited from reviewing or in any way reproducing NH SAS, DLM, ACCESS 2.0 or School Day SAT test items and materials.
- Reproducing or copying any part of any of the New Hampshire Statewide summative assessments, in whole or in part is a violation of the assessment security procedures established by the States of New Hampshire.

3.1 Test Security Requirements

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results. The New Hampshire Department of Education's policies and procedures are designed to prevent, detect, investigate and resolve security breaches.

All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information.

Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

The NH Dept. of Education believes that intentional educator misconduct in statewide testing is rare and that many threats to test data integrity can be prevented with training and point-of-testing reminders of security procedures for both educators and students. As such, those responsible for administering tests and reporting their results are required to take steps to ensure that test scores are accurate and meaningful. When scores are aggregated for federal and or state accountability there is always the potential for fraud.

Any unethical or illegal conduct, even by a single educator, has the potential to have a widespread negative impact on the integrity of test data, and could result in reporting false information about the performance of individual students and school systems.

3.1.1 - State Education Agency - New Hampshire Department of Education Responsibilities

Prior to Testing Window:

- Ensure that contracts with testing vendors include support for activities related to monitoring test administration, including forensic analyses.
- Ensure the integrity of computer-delivered tests.
- Strengthen test security by training test administrators, safeguarding test materials and access to online systems, and requiring timely test administration reports from contractors.
- Ensure that local school districts have put in place procedures that will prevent irregularities from occurring.
- Provide an annual review of test security, including ethical and unethical behavior, keeping materials secure, appropriate monitoring during testing, configuring physical spaces to prevent cheating, and reporting observed misconduct.
- Provide a process for school district reporting and investigating misadministration and misconduct, both intentional and unintentional.
- Local districts must develop internal processes for reporting and investigating misadministration and misconduct, both intentional and unintentional.
- Provide the NH DEPT. OF EDUCATION processes for following up on reported misadministration and misconduct.

During Testing Window:

- Conduct unannounced onsite visits during test administration to review compliance with test security policies.
- Respond to and investigate possible test administration irregularities.
- Monitor schools identified as high risk for having test administration irregularities and share the results of monitoring with local school districts.
- Conduct unannounced site visits to monitor test administrations.
- Provide documentation of corrective action recommendations and resolution.

After Testing Window:

- Analyze data to detect and analyze test administration irregularities.
- Respond to and investigate possible test administration irregularities.
- Strengthen prevention and handling of test administration irregularities, including formal processes for timely reporting by local districts and timely resolution by NH Dept. of Education.
- Provide documentation of corrective action recommendations and resolution.

3.1.2 - Local Education Agency/School Responsibilities

- Have a process and procedure in place as well as an associated timeline for ensuring that Test Administrators, Coordinators, Proctors (and any other individuals who will be administering any secure assessment) have read and understand all test administration materials, information and forms associated with the New Hampshire Statewide Assessment System.
- Schools and districts should also have a process in place for monitoring social media for the posting or discussion of any secure assessment items and/or materials.
- The local school districts will read, confirm understanding of, and abide by all NH DEPT. OF EDUCATION test security policies and procedures.
- Local school district principals will annually submit test security assurances to certify that they have read, understand, and will abide by all NH DEPT. OF EDUCATION test security policies and procedures. All local school district principals must sign and return Test Security Assurances to the NH Department of Education prior to assessment administration.

- The local school districts will have policies and procedures in place that align to and support NH Dept. of Education test security policies and procedures.

➤ **3.1.2.1 - LEA Training**

Plans supporting adequate training on test security procedures for Test Administrators, Test Coordinators, Test Proctors, and any individuals supporting test administration should be on file with each educational facility. Such training should include, but not be limited to, training on item security, adherence to Online Test Administrator Manual policies, appropriate proctoring methods and assessment system specific trainings. NH SAS, DLM, SAT and ACCESS assessments have required, online training sessions that must be completed in order to be able to administer the assessment.

With regard to overall test security, the New Hampshire Department of Education recommends that each LEA have in place a process and associated timeline for ensuring that:

- There are clearly defined protocols that describe which individuals (staff or otherwise) may be designated as Test Administrators or in other roles related to administering a secure NH assessment.
- There is a process in place for monitoring social media for the posting of any secure assessment materials.

➤ **3.1.2.2 - LEA Test Administrator/Personnel Requirements**

Statewide assessments provide summaries at the school, district, and state-levels. To do this with validity, accuracy and fairness, all educational and support staff that handle—or otherwise have access to—NH Statewide Assessments test materials are expected to comply with the following requirements.

Prior to testing, all personnel who are assigned a role within the assessment systems, handle, have access to and/or administer secure statewide assessments for the NH SAS, DLM, SAT or ACCESS 2.0 must:

- Read and agree to the Test Security Requirements and affirm their understanding of the consequences if any requirements are violated.
- Agree that prior to testing, between testing sessions, and following testing, students must not be exposed in any way to any of the secure test questions. Staff must avoid reviewing/sharing/talking about secure test items in any way with any person(s). NOTE: This does not prohibit the use of benchmark, interim, or practice items.
- Agree that photocopying, hand copying or otherwise reproducing (e.g. taking a picture or screenshot) of all or any part of the test or student answers is strictly prohibited. Assessment materials must remain secure throughout all phases of the testing process.
- Agree that knowingly engaging in activities that will adversely affect the validity, reliability, or fairness of the tests used in any of the statewide assessments is strictly prohibited.
- Agree that the use of secure test materials at times and for purposes other than those approved by the New Hampshire Department of Education is strictly prohibited.
- During test administration, teachers/test administrators must monitor students by frequently moving unobtrusively about the room. Teachers/test administrators are to devote total attention to students and to avoid involvement in paperwork or any other activity that distracts from actively proctoring.
- Agree to the understanding that all responses to test items must represent each student's own independent and unaided thinking and must remain unchanged after test administration is complete. All persons are strictly prohibited from changing or editing students' answers to test items, either by providing hints or clues to wrong or incomplete answers during test administration or by deleting or correcting wrong or incomplete answers, or by providing answers in other ways.
- Agree that providing students with the answers to test items at any time before, during, or after test administration has been completed is strictly prohibited. This includes provision of cues, clues, hints and/or actual answers in any written, printed, electronic, verbal and/or non-verbal

form.

- Agree that all persons are strictly prohibited from attempting to score—formally or informally—test items from the NH Statewide summative assessments and that scoring is the responsibility of the test vendor.
- Agree that the use of cell phones or unapproved devices during testing are prohibited and devices will be securely stored to ensure students do not have access immediately prior to, during the assessment, during testing breaks. This is to ensure that students do not have access to using devices or other prohibited aids to complete any part of the assessment.
- Complete training specific to the statewide assessment that is being administered. NH SAS, DLM, ACCESS and SAT have embedded trainings that are required to be completed before any personnel is allowed to administer that assessment.
- Sign an ***Affirmation of Test Security Form*** acknowledging having read and understood these expectations. The ***Affirmation of Test Security Form*** must be signed by both the school administrator/principal and the personnel administering, coordinator and/or handling any component of the assessment. The form must be maintained by the school, a copy provided to the staff member if requested, and made available during assessment monitoring.

➤ **3.1.2.3 - Test Environment**

<p>All persons are prohibited from providing students with the answers to test items at any time (before, during, and after test administration has been completed). This includes provision of cues, clues, hints and/or actual answers in any written, printed, electronic, verbal and/or non-verbal form. Use of secure test materials at times, and for purposes other than those approved by the New Hampshire Department of Education is <i>strictly prohibited</i>.</p>	
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials must be removed or covered, including but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain definitions, maps, math formulas).
Student seating	Student seating must be spaced to minimize opportunities to look at each other's work.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students must be actively monitored and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources that are permitted for each specific test (or portion of a test).
Allowable Accommodations	Provide access to allowable and appropriate testing accommodations to remove barriers to participation so that these students may provide their own responses without giving them an advantage over other students.
Access to assessments	Only students who are testing can view items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Trained Teachers and Test Administrators may have limited exposure to items in the course of properly administering the assessments; however, personnel may not actively review or analyze any items.
No answer key development	No form or type of answer key may be developed for test items.

Using Test Items	Using test items in <i>any</i> form (including rewording actual test items) during the testing process is <i>strictly prohibited</i> .
Monitor Testing	During the test administration, Test Administrators must monitor the testing process by moving unobtrusively about the room. It is difficult to observe testing in progress if one merely sits or stands in the front of the room. The Test Administrator is to devote <i>complete attention</i> to the students being tested and to avoid involvement in paperwork or any other activity that distracts from actively proctoring the test.
DURING AND AFTER TESTING	
No access to responses	Personnel are not permitted to review student responses or students' notes on scratch paper.
No copies of test materials	No copies of the test items or materials may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items or materials. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, e-mail, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items or materials must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	Personnel may not review, discuss, or analyze test items or materials at any time, including before, during, or after testing.
Prohibited from changing or editing student work	Responses to test items must represent the student's own independent, unaided thinking and must remain unchanged after test administration. All persons are prohibited from changing or editing students' answers to test items, either by providing hints or clues to wrong answers during test administration or by correcting wrong answers recorded, or provided in other ways, by the student.

3.2 Testing Security Incidents

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident.

- Individuals may report test security incidents directly to NH Dept. of Education by phone or by email and individuals may remain anonymous if they choose to do so.
- The NH Dept. of Education will invalidate test scores in cases where the findings support a conclusion that the integrity of the scores cannot be assured.
- Disciplinary action against educators found to have violated test policy and procedures is generally enacted by the local school district but could result in disciplinary action from the Dept. of Education depending on the violation.
- All improprieties, irregularities, and breaches must be recorded in the Test Security Incident Notification Form.

3.2.1 - Impropriety

Description

Impropriety is an unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity.

Examples

- Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
- Student(s) leave the test room without authorization.
- Testing staff leaving related instructional materials on the walls in the testing room.

Reporting Procedure

- Report the incident to an administrator such as the District Test Coordinator, School Test Coordinator or Principal immediately.
- Local administrators take corrective action and document impropriety within 24 hours in *Test Security Incident Notification Form*. Retain form for assessment monitoring.
- Should an appeal be required, then enter the incident in the TIDE system and submit *Test Security Incident Notification Form* to the Dept. of Education.
- State authorizes TIDE appeal (if appropriate).

3.2.2 - Irregularity

Description

An unusual circumstance that affects an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity.

Examples

- Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
- Student(s) accessing the Internet or any unauthorized software or applications during a testing event. Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, iPods, or electronic translators) during testing.
- Disruptions to a test session such as a fire drill, school-wide power outage, or other acts.
- Testing staff failing to ensure administration and supervision of the NH SAS Assessments by qualified, trained personnel.
- Testing staff giving incorrect instructions that are not corrected prior to testing.
- Testing staff giving out his or her username/password (via email or otherwise), including to other authorized users.
- Testing staff coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
- Testing staff providing students with non-allowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
- Testing staff allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP).
- This includes Test Administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student's information.
- Testing staff providing a student access to another student's work/responses.

Reporting Procedure

- Report the incident to an administrator such as the District Test Coordinator, School Test Coordinator or Principal immediately.
- Local administrator notifies the superintendent and submits the *Test Security Incident Notification Form* to the Dept. of Education by the end of the day.

- The NH Dept. of Education will follow up on reports of irregularities and requires the school district superintendent to investigate and report their findings so that appropriate corrective action can be taken or recommended.
- State authorizes TIDE appeal (if appropriate).

3.2.3 - Breach

Description

An event that poses a threat to the validity of the test and exposure of secure materials or a repeatable security/system risk. These circumstances have external implications. All breaches in test administration are handled at multiple levels.

Examples

- Testing staff modifying student responses.
- The live Student Interface or TA Interface being used for practice instead of a live test administration.
- Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
- Testing staff allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.
- Adult or student copying, discussing or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
- Secure test materials (e.g., writing prompts, test items, or reading passages) being shared with the media, or allowing media to observe a secure test administration.
- Adult or student improperly removing secure testing materials, such as test items, stimuli, reading passages, writing prompts or scratch paper from the testing environment.

Reporting Procedure

- Report the incident to an administrator such as the District Test Coordinator, School Test Coordinator or Principal immediately.
- Local administrator notifies the superintendent immediately and submits the *Test Security Incident Notification Form* to the Dept. of Education immediately.
- The NH Dept. of Education will immediately follow up on reports of test breach and requires the school district superintendent to investigate and report their findings so that appropriate corrective action can be taken or recommended. State will notify the testing vendor of the breach immediately.

3.3 Assessment Monitoring

All public school districts will be monitored at least once during a 5-year cycle based on random selection or on past compliance concerns. Of the randomly selected districts:

- 25% will be monitored on-site
- 75% will have a desk monitoring procedure

Additional school districts may receive a special on-site monitoring and compliance review based on any of the following criteria from prior year testing:

- Observed statistical irregularities or discrepancies with student assessment data (e.g., statistical improbable growth in the percentage of student scoring proficient, questionable data forensics and/or unusual change in student demographics)
- An established pattern of testing violations as reported to the Dept. of Education (improper test administration, failure to attend or conduct yearly training)
- Documented concerns from prior years
- Testing irregularities discovered through previous annual random monitoring.

Districts that are found deficient in meeting the test security requirements will continue to receive on site monitoring by the Dept. of Education and guidance on improving test security until the district is in compliance status.

3.3.1 - Evidence

Documents that need to be provided to the Department of Education during assessment monitoring may include but are not limited to:

- Evidence that process and procedure in place as well as an associated timeline for ensuring that Test Administrators, Coordinators, Proctors (and any other individuals who will be administering any secure assessment) have read and understand all test administration materials, information and forms associated with the New Hampshire Statewide Assessment System.
- Evidence that a process is in place for monitoring social media for the posting or discussion of any secure assessment items and/or materials.
- Evidence of school/district security policies and procedures in place that align to and support NH Dept. of Education test security policies and procedures.
- **Accommodations and Alternative Assessment Decision Making Worksheet**
- **Documentation of Accommodations for an EL Student**
- Accommodations Tracking
- Testing Schedule
- **Request for State Approval of Special Considerations**
- **Parent Exemption from Statewide Testing Form** or equivalent
- **Affirmation of Test Security Form** signed by all personnel who administer assessments or handle testing materials.
- Evidence of Test Administrator Training
- **Test Security Assurances** signed by the principal or building administrator
- **Test Security Incident Notification Forms** if applicable
- **Monitoring Checklist** depending on type

3.3.2 - Assessment Monitoring Types

The Dept. of Education will notify the district superintendent and school principal that the school will be monitored in the upcoming test administration at least 2 weeks prior to the opening of the testing window. Notification will specify the state-wide assessment to be monitored and the type of monitoring that will occur.

- On-site test Monitoring
Selected schools will need to submit the school testing schedule to the Dept. of Education one week prior to the opening of the testing window. Please refer to the **On-Site Test Monitoring Checklist** that will be used during the visit. Results will be available within 45 days of the site visit
- Desk Test Monitoring
Selected schools will need to submit the school testing schedule to the Dept. of Education one week prior to the opening of the testing window. Please refer to the **Desk Test Monitoring Checklist**. All required documentation must be submitted to the Dept. of Education within 30 days of school wide testing completion. Results will be available within 45 days of submission.

3.3.3 - Records Retention

All records related to the statewide assessment monitoring and security assurances will be retained by the Dept. of Education in electronic format for a period of not less than seven years from the date of the opening of the test window. This requirement exceeds the requirements of 2 CFR 200.333. The records will be managed in a secure folder on the Dept. of Education's common drive under "Assessment".