



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 OFFICE OF COLLEGE AND CAREER READINESS – ASSESSMENT SECTION
QUALITY ASSURANCE – GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS
 SPRING 2015

DIRECTIONS

A Department of Elementary and Secondary Education (Department) employee or designee (On-Site visit) **OR** District Test Coordinator (District Self-Monitoring) completes this form at an onsite or self-monitoring Quality Assurance (QA) visit during the Spring 2015 assessment window. This QA visit **MUST** occur during the district testing window.

The End-of-Course visit **MUST** be for Algebra I, Biology or English II.

Please complete all questions on this form. In addition to completing the questions on this form, the QA visit will include a classroom observation.

After the visit or self-monitoring has occurred, the Department employee or designee (On-Site Visit) **or** District Test Coordinator (District Self-Monitoring) will submit the QA form to the Department by accessing the form electronically at <https://www.surveymonkey.com/s/GLA2015>. The questions on that site mirror those on this form. Forms must be entered electronically by June 12, 2015 at the latest.

Questions: Contact the Assessment Section at 573-751-3545 or email assessment@dese.mo.gov.

Important: District Test Coordinators (DTCs) should continue to report testing irregularities or concerns immediately to the Department. Please contact the Assessment Section at 573-751-3545.

ABOUT THE VISIT

As part of the No Child Left Behind (NCLB) Act required monitoring process, the Department uses this document as a tool to monitor and strengthen statewide administration of the Missouri Assessment Program’s Assessments. The questions are designed to focus attention and help districts examine important areas of assessment training, administration, and test security.

The following are components of the self-monitoring and quality assurance processes:

- documentation of assessment trainings;
- interviews with District Test Coordinators, Special Education Director, Test Examiners, Individualized Education Program (IEP) team members, and school administrators;
- review of documents; and
- classroom visit.

DISTRICT INFORMATION

NAME OF PERSON FILLING OUT THIS FORM:	
DATE OF VISIT:	
SCHOOL DISTRICT NAME:	
COUNTY-DISTRICT CODE:	
BUILDING NAME:	
BUILDING CODE:	
DISTRICT TEST COORDINATOR’S NAME:	
TEST EXAMINER’S NAME:	
GRADE LEVEL OR EOC CONTENT:	

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.



QUALITY ASSURANCE—MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS		
NUMBER	QUESTION	ANSWER
1	<p>Explain the process for training district staff for the Grade-Level/End-Of-Course Assessment.</p> <p>Additionally:</p> <ul style="list-style-type: none">• Who was in charge of training?• Was the training done individually or in a group(s)?• Who attended training?• Is there documentation of meeting attendance?• How does this process ensure that the examiners and other applicable staff are knowledgeable about the administration requirements?• How does this process ensure that examiners have reviewed the current Test Administration Manual and training webinars prior to testing?	
2	<p>Explain the district’s process for training transcribers.</p> <p>Additionally:</p> <ul style="list-style-type: none">• Are transcribers required to go through the same training as other examiners?• Is there additional training for transcribers?• What is the process to choose who will act as a transcriber?	



QUALITY ASSURANCE—MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS		
NUMBER	QUESTION	ANSWER
3	<p>Explain the district’s process for training translators. (Answer N/A if no translators were used.)</p> <p>Additionally:</p> <ul style="list-style-type: none">• Are translators required to go through the same training as other examiners?• Is there additional training for translators?• How does the district make use of a security agreement for translators that may not be district employees?• How did the district acquire the services of translators?• What process was used to determine if a student needed a translator?	
4	<p>Explain how the district’s Grade-Level/End-Of-Course Assessment schedule was determined.</p> <p>Additionally:</p> <ul style="list-style-type: none">• When is the schedule planned?• Who is involved in planning?• If test examiners are not directly involved in planning, do they have any say in the schedule?• Is the schedule set to avoid the possibility of testing students outside of the regular school day?• Which of the following factors played the largest role(s) in scheduling and explain why?<ul style="list-style-type: none">• Amount of computer hardware• Computer Lab space• Date on which results would be returned• Other	



QUALITY ASSURANCE—MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS		
NUMBER	QUESTION	ANSWER
5	<p>Explain the district’s procedure for scheduling make-up testing and dealing with interrupted testing sessions.</p> <p>Additionally:</p> <ul style="list-style-type: none">• What method is used to track absences and making up tests?• What process is used for dealing with discipline issues during testing?	
6	<p>Explain the district’s plan for preparing students for statewide assessments.</p> <p>Additionally:</p> <ul style="list-style-type: none">• What resources are used in preparing students for testing (i.e., data from previous testing, district assessments, materials, etc.)?• Is there training for examiners on preparing students for statewide assessments, and if so, what does the training involve?	



QUALITY ASSURANCE—MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS		
NUMBER	QUESTION	ANSWER
7	<p>Explain which, if any, of the Department provided resources (practice test/tutorial and pre-test for End-of-Course and online tools training/tutorials and practice items for Grade-Level) are used to prepare students for the summative assessment.</p> <p>Additionally:</p> <ul style="list-style-type: none">• How did the district prepare students for taking an online assessment?• If End-of-Course Visit<ul style="list-style-type: none">• How did the district use the practice test/tutorial for EOC and how often?• Did the district use the pre-test for EOC and if so, how were they used and how often?• If Grade-Level Visit<ul style="list-style-type: none">• How did the district use the online tools training for the Grade-Level Assessments and how often?• Did the district use the practice items, and if so, how were they used and how often?	
8	<p>Explain the district’s process for using accommodations and designated supports during testing.</p> <p>Additionally:</p> <ul style="list-style-type: none">• What process is used to determine which accommodations and designated supports are appropriate during state testing?• How does the district train test examiners on the use of accommodations and designated supports used during testing?• Is there documentation for which accommodations and designated supports are being used by which students, and if so, how is it documented?	



QUALITY ASSURANCE—MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS		
NUMBER	QUESTION	ANSWER
9	<p>Explain the district’s technology plan as it relates to the Grade-Level and End-Of-Course Assessments.</p> <p>Additionally:</p> <ul style="list-style-type: none">• How much in advance of the first testing window are devices prepared and checked for Grade-Level/End-Of-Course testing?• Who is in charge of preparing machines for Grade-Level/End-Of-Course testing?• Are the appropriate guides and webinars reviewed prior to software installation? If so, who reviews those?• Were there technical issues getting hardware ready for state assessments?	
10	<p>Explain the district’s test security plan.</p> <p>Additionally:</p> <ul style="list-style-type: none">• Does the district have security statements that must be signed by staff prior to testing?• How are test examiners trained on test security?• What preventative measures are taken to discourage cheating within a computer lab or classroom being used for testing?• What is the procedure for dealing with used scratch, grid, or graph paper?• Does the district have a policy on students having electronic devices in the testing room?	



QUALITY ASSURANCE—MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS		
NUMBER	QUESTION	ANSWER
11	<p>Explain the district’s process for distributing student log-in information to examiners.</p> <p>Additionally:</p> <ul style="list-style-type: none">• What process is used by examiners to distribute log-in information to students?• What process is used to ensure the secure destruction of log-in tickets after testing?	
12	<p>Explain the district’s process for distributing, tracking, transcribing and accounting for Braille, large print, and paper/pencil test materials.</p> <p>Additionally:</p> <ul style="list-style-type: none">• Does the district make use of sign-in/sign-out sheets, and if so who maintains those?• Are the test materials kept secure with limited access? Who has access to these areas?• What steps are taken if test materials are lost?• What process is taken for contaminated tests?• Who is responsible for transcribing student answers into the system?	



QUALITY ASSURANCE—MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS		
NUMBER	QUESTION	ANSWER
13	<p>Explain the procedures for ensuring that all Braille, large print, and paper/pencil testing materials are returned to the vendor within the applicable timeframe.</p> <p>Additionally:</p> <ul style="list-style-type: none">• Who is involved in this process?	
14	<p>Explain the district’s process for printing and distributing student score reports?</p> <p>Additionally:</p> <ul style="list-style-type: none">• Who is involved in this process?• How does the district ensure that parents/guardians either receive score reports or are notified they are available within 15 days of district receipt?• Does the district use EOC scores as part of the final grade of the student, and if so:<ul style="list-style-type: none">• How much does it account for?• Does the district use the achievement level or raw score?	



QUALITY ASSURANCE—GRADE-LEVEL/END-OF-COURSE (CLASSROOM OBSERVATION)

OBSERVATION	OBSERVATION NOTES
<ul style="list-style-type: none">• Is the room quiet and appropriate for testing?• Is the room free from content or process aides?• What is the process for the examiner to get the students logged into the system?• What preventative measures are taken to curb cheating within the computer lab?• What is the process for the examiner to get accommodated testing materials (paper/pencil, Braille, or Large Print)?• Do students have all appropriate physical tools?• Do students have access to inappropriate items (cell phones, video games, etc.)?• Is the examiner engaged during testing?• (Grades 5 and 8 only) How and where was the classroom activity administered prior to the administration of the performance tasks in English language arts or mathematics?• (Grades 5 and 8 only) How soon was the performance task in either English language arts or mathematics given after the classroom activity?• What process is used by the examiner after testing is complete?	

QUALITY ASSURANCE— GRADE-LEVEL/END-OF-COURSE (NOTES)

Blank area for notes.