



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 2018**

**INSTRUCTIONS**

This form is used both for district self-monitoring purposes and by Department of Elementary and Secondary Education (DESE) employees or designees during an on-site Quality Assurance (QA) visit.

**IF DISTRICT SELF-MONITORING** the District Test Coordinator (DTC) completes this form during the spring of 2018. All questions on the form should be completed. Each question asked as part of the QA process has a set of possible follow-up questions. These follow-ups are designed to help generate answers to the main question. It is not required to address every possible follow-up.

Additionally, the DTC should participate in **two** classroom observations - one for the Missouri Assessment Program (MAP) Grade-Level and one for EOC (or two MAP Grade-Level if your district does not give EOC assessments). *Note that if the visit is for EOC, the visit **MUST** be for Algebra I, Biology or English II.*

**IF DESE ON-SITE VISIT** a DESE employee or designee completes this form at an onsite QA visit during the Spring 2018 assessment window. All questions on the form should be completed. Each question asked as part of the QA process has a set of possible follow-up questions. These follow-ups are designed to help generate answers to the main question. It is not required to address every possible follow-up.

Additionally, the employee/designee should participate in **one** classroom observation for the assigned assessment. *Note that if the visit is for EOC, the visit **MUST** be for Algebra I, Biology or English II.*

After the QA process is complete, the District Test Coordinator (Self-Monitoring) **OR** the Department employee/designee (On-Site Visit) will submit their answers electronically at <http://tiny.cc/deseqa>. Forms must be entered electronically by **June 22, 2018**.

**Important:** If you have questions, or need to report testing irregularities or concerns, please contact the Assessment Section at 573-751-3545 or [assessment@dese.mo.gov](mailto:assessment@dese.mo.gov).

**ABOUT THE VISIT**

As part of the Every Student Succeeds Act (ESSA) required monitoring process, the DESE uses this document as a tool to monitor and strengthen statewide administration of the Missouri Assessment Program’s Statewide Assessments. The questions are designed to focus attention and help districts examine important areas of assessment training, administration, and test security.

**DISTRICT INFORMATION**

NAME OF PERSON FILLING OUT THIS FORM

DISTRICT SELF-MONITORING OR DESE ON-SITE VISIT

SCHOOL DISTRICT NAME

COUNTY-DISTRICT CODE

DISTRICT TEST COORDINATOR NAME

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), 6<sup>th</sup> 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](mailto:civilrights@dese.mo.gov).



**QUALITY ASSURANCE — GRADE-LEVEL/END-OF-COURSE (CLASSROOM OBSERVATION #1)  
For DESE Visit AND District Self-Monitoring Use**

DATE OF VISIT

BUILDING NAME

BUILDING CODE

TEST EXAMINER NAME

GRADE-LEVEL OR EOC ASSESSMENT

GRADE AND/OR CONTENT

**OBSERVATION**

**OBSERVATION NOTES**

- Is there more than one test examiner/proctor?
- What is the ratio of students to examiner/proctor (approximately)?
- Is the room quiet and appropriate for testing?
- Is the room free from content or process aides?
- What is the process for the students to get logged into the system?
- Does the examiner collect logins after the students are in the system or after testing is complete?
- Did the test examiner follow the script from the manual?
- What preventative measures are taken to curb cheating within the testing room?
- If applicable, 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/Are the examiner(s) engaged during testing?
- What process is used by the examiner after testing is complete?



**QUALITY ASSURANCE — GRADE-LEVEL/END-OF-COURSE (CLASSROOM OBSERVATION #2)  
For District Self-Monitoring Use Only**

DATE OF VISIT

BUILDING NAME/CODE

BUILDING CODE

TEST EXAMINER NAME

GRADE-LEVEL OR EOC ASSESSMENT

GRADE OR CONTENT

**OBSERVATION**

**OBSERVATION NOTES**

- Is there more than one test examiner/proctor?
- What is the ratio of students to examiner/proctor (approximately)?
- Is the room quiet and appropriate for testing?
- Is the room free from content or process aides?
- What is the process for the students to get logged into the system?
- Does the examiner collect logins after the students are in the system or after testing is complete?
- Did the test examiner follow the script from the manual?
- What preventative measures are taken to curb cheating within the testing room?
- If applicable, 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/Are the examiner(s) engaged during testing?
- What process is used by the examiner after testing is complete?



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<b>NUMBER</b>	<b>QUESTION</b>	<b>ANSWER</b>
1	<p>Explain the process for training district staff for the Grade-Level and EOC Assessments.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"><li>• Who was in charge of training?</li><li>• Was the training done individually or in a group(s)?</li><li>• If training is done in a group(s), is there documentation of attendance?</li><li>• Who is required to be trained?</li><li>• How does the district ensure that test examiners and other applicable staff are knowledgeable about the administration requirements and have reviewed the current Test Administration Manual and training webinars prior to testing?</li></ul>	
2	<p>Explain how the district's Grade-Level and EOC Assessment schedule was determined.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"><li>• When is the schedule planned?</li><li>• Who is involved in planning?</li><li>• What role, if any, do test examiners have in setting their schedules?</li><li>• Is the schedule set to avoid the possibility of testing students outside of the regular school day?</li><li>• Are bells suspended during testing?</li><li>• Did any of the following factors play a role in scheduling and if so, explain why?<ul style="list-style-type: none"><li>• Amount of available hardware devices</li><li>• Computer Lab space</li><li>• Date on which results would be returned</li><li>• Other</li></ul></li></ul>	



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<b>NUMBER</b>	<b>QUESTION</b>	<b>ANSWER</b>
3	<p>Explain the district's procedure for scheduling make-up testing and dealing with interrupted testing sessions.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"><li>• What method is used to track absences and make up tests?</li><li>• What process is used for dealing with discipline issues during testing?</li><li>• What process is used if there is a technical issue during testing?</li><li>• What is the procedure for a power outage or fire alarm is activation?</li></ul>	



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<b>NUMBER</b>	<b>QUESTION</b>	<b>ANSWER</b>
4	<p>Explain the district's plan for preparing students for the Grade-Level and EOC assessments.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"><li>• What resources are used in preparing students for testing (i.e., district curriculum, data from previous testing, district assessments, interim/benchmark assessments, materials, etc.)?</li><li>• Is there training for examiners on preparing students for statewide assessments, and if so, what does the training involve?</li><li>• For End-Of-Course:<ul style="list-style-type: none"><li>• Did the district use the tutorial for EOC? If the answer is yes, how many opportunities were they given to use the tutorial?</li><li>• Did the district use the pre-test for EOC? If the answer is yes, how many opportunities were they given to take the pre-test and how were the results used?</li></ul></li><li>• For Grade-Level:<ul style="list-style-type: none"><li>• Did the district use the online tools training for the Grade-Level Assessments? If the answer is yes, how many opportunities were they given to use the online tools training?</li><li>• Did the district use the practice test? If the answer is yes, how many opportunities were they given to take the practice test and how were the results used?</li></ul></li></ul>	



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<b>NUMBER</b>	<b>QUESTION</b>	<b>ANSWER</b>
5	<p>Explain the district's process for accommodations used during testing.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"><li>• What process is used to determine which accommodations are appropriate for student use on testing?</li><li>• Are these accommodations being used in the everyday classroom?</li><li>• Does the district train test examiners on the use of accommodations during testing?</li><li>• Is there documentation for which accommodations are being used by which students, and if so, how is it documented?</li></ul>	
6	<p>Explain the district's test security plan.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"><li>• Does the district have security statements that must be signed by staff prior to testing?</li><li>• How are test examiners trained on test security?</li><li>• What preventative measures are taken to discourage cheating within a computer lab or classroom being used for testing?</li><li>• What is the procedure for dealing with used scratch, grid, or graph paper?</li><li>• Does the district have a policy on students having electronic devices including cell phones in the testing room?</li></ul>	



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<b>NUMBER</b>	<b>QUESTION</b>	<b>ANSWER</b>
7	<p>Explain the district's process for using translators and transcribers. (Answer N/A if no translator or transcriber was used.)</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"><li>• Are translators and transcribers required to go through the same training as other test examiners?</li><li>• Is there additional training for translators or transcribers?</li><li>• What is the process to choose who will act as a transcriber?</li><li>• What process was used to determine if a student needed a translator?</li><li>• How did the district acquire the services of the translator(s)?</li></ul>	
8	<p>Explain the district's technology plan as it relates to the Grade-Level and EOC Assessments.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"><li>• How much in advance of the first testing window are devices prepared and checked for Grade-Level and EOC testing?</li><li>• Who is in charge of preparing machines for Grade-Level and EOC testing?</li><li>• Are the appropriate technical guides and webinars reviewed prior to software installation? If so, who reviews those?</li><li>• Were there technical issues getting hardware ready for state assessments?</li></ul>	





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<b>NUMBER</b>	<b>QUESTION</b>	<b>ANSWER</b>
9	<p>Explain the district's process for distributing student log-in information to examiners.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"><li>• Do examiners print their own test tickets?</li><li>• If not, who is in charge of printing and distributing log-in information to test examiners?</li><li>• What process is used by examiners to distribute log-in information to students?</li><li>• What process is used to ensure the secure destruction of log-in tickets after testing?</li></ul>	
10	<p>Explain the district's process for distributing, tracking, transcribing and returning test materials for Braille, large print, and paper/pencil assessments.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"><li>• Does the district make use of sign-in/sign-out sheets, and if so who maintains those?</li><li>• Are the test materials kept secure with limited access? Who has access to these areas?</li><li>• What steps are taken if test materials are lost?</li><li>• What process is taken for contaminated tests?</li><li>• Who is responsible for transcribing student answers into the system?</li><li>• What procedures are used for ensuring that all Braille, large print, and paper/pencil testing materials are returned to the vendor within the applicable timeframe?</li></ul>	



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<b>NUMBER</b>	<b>QUESTION</b>	<b>ANSWER</b>
11	<p>Explain the district's process for printing and distributing student score reports?</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"><li>• Who is involved in this process?</li><li>• How does the district ensure that parents/guardians either receive score reports or are notified they are available within 15 days of district receipt?</li><li>• Does the district use EOC scores as part of the final grade of the student, and if so:<ul style="list-style-type: none"><li>• How much does it account for?</li><li>• Does the district use the achievement level or raw score?</li></ul></li></ul>	
12	<p>Based on your interactions with DESE Assessment staff when you call, email, use the website, etc., are there ways in which you think DESE Assessment staff can improve your experience as the Test Coordinator?</p>	



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