MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

OFFICE OF QUALITY SCHOOLS – ASSESSMENT

**QUALITY ASSURANCE – MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS 2023-24 ACADEMIC YEAR**

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| **INSTRUCTIONS** |
| This form is used for district self-monitoring purposes for the Missouri Assessment Program (MAP) Grade-Level and End-of-Course (EOC) assessments.The District Test Coordinator (DTC) completes this form during the 2023-24 administration.All questions on the form should be completed. Each question asked as part of the quality assurance (QA) process has a set of possible follow-up questions. These follow-up questions are designed to help generate answers to the main question. It is not required to address every possible follow-up question.Additionally, the DTC should participate in **two** classroom observations: one for the 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.*After the QA process is complete, the District Test Coordinator (Self-Monitoring) will submit their answers electronically at <https://dese.mo.gov/quality-schools/assessment/qa>. Forms must be entered electronically by **June 28, 2024**.**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. |
| **ABOUT THE VISIT** |
| As part of the Every Student Succeeds Act (ESSA) required monitoring process, the Department of Elementary and Secondary Education (DESE) uses this document as a tool to monitor and strengthen statewide administration of the statewide MAP assessments. The questions are designed to focus attention and help districts examine important areas of assessment training, administration, and test security.If you or a member of your immediate family ever served in the U.S. Armed Forces, [click here for more information about military-related services in Missouri](https://dese.mo.gov/veterans-services) or visit [www.dese.mo.gov/veterans-services](https://dese.mo.gov/veterans-services). |
| **DISTRICT INFORMATION** |
| NAME OF PERSON FILLING OUT THIS FORM |
| SCHOOL DISTRICT NAME |
| COUNTY-DISTRICT CODE |
| DISTRICT TESTING COORDINATOR NAME |

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| **QUALITY ASSURANCE — GRADE-LEVEL/END-OF-COURSE CLASSROOM OBSERVATION** |
| **CLASSROOM OBSERVATION*** Is there more than one test examiner/proctor?
* What is the ratio of students to examiner/proctor?
* Is the room quiet and appropriate for testing?
* Is the room free from content or process aides?
* Did the test examiner follow the script from the manual?
* What preventative measures are taken to curb cheating within the testing room (students spread apart, dividers, etc.)?
* If applicable, what is the process for the examiner to get accommodated testing materials (Paper Based, 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?
* If applicable, are additional proctors engaged during testing?
 |
| DATE OF VISIT | DATE OF VISIT |
| BUILDING NAME/CODE | BUILDING NAME/CODE |
| TEST EXAMINER NAME | TEST EXAMINER NAME |
| GRADE-LEVEL OR EOC ASSESSMENT | GRADE AND/OR CONTENT | GRADE-LEVEL OR EOC ASSESSMENT | GRADE AND/OR CONTENT |
| **OBSERVATION NOTES** | **OBSERVATION NOTES** |
|  |  |
| **QUALITY ASSURANCE — MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 1 | **TRAINING*** Explain the district process of training staff for the state content assessments.
* Who is in charge of training staff?
* Is the training done individually or in groups?
* Other than the test examiner(s), does anyone else participate in training?
* Does the district have training completion statements that staff sign after being trained?
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| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| The test coordinator reviews the manuals and creates training for the district. |  |  |  |
| The test examiners complete all required trainings. |  |  |
| The test coordinator reviews the training status of all test examiners to ensure completion prior to testing. |  |  |
| **QUALITY ASSURANCE — MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 2 | **TEST SECURITY*** How does the district train examiners and staff on test security?
* What is included in the district test security plan?
* What is the district policy on students/staff having electronic devices, including cell phones, in the testing room?
* What preventative measures does the district take to curb cheating within the testing room?
* Is there more than one test examiner/proctor during testing?
 |  |
| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| Test Examiners and proctors sign a district test security agreement prior to test administration. |  |  |  |
| Prior to giving the assessment, the room is made to be appropriate for testing – content and process aides are covered or removed, desks/tables are arranged so students are unable to view other student screens or test booklets, etc. |  |  |
| Cell phones/smart watches are put away or collected based on district policy. |  |  |
| Students do not have access to inappropriate items (cell phones, video games, etc.). |  |  |
| Test administrator/proctor to student ratio is sufficient to support a secure testing environment. |  |  |
| Scratch, grid, and graph paper is securely destroyed after the student finished each testing session. |  |  |
| **QUALITY ASSURANCE — MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 3 | **SCHEDULING*** Explain how the district assessment schedule is determined.
* When is the schedule planned?
* Who is involved in planning the schedule?
* Do Test Examiners have any role in setting schedules?
* Does the amount of devices or available room space play a role in determining the schedule?
* How does the schedule address the needs of students in an alternative setting (juvenile facility, hospital, homebound, etc.)?
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| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| The schedule is made to avoid students testing outside of the regular school day. |  |  |  |
| There are no announcements, fire drills, or lawn maintenance scheduled during testing time. |  |  |
| **QUALITY ASSURANCE — MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 4 | **PARENTS/GUARDIANS*** What information is communicated to parents and guardians about state assessments?
* Has the district created any resources they use to communicate with parents and guardians about state assessments?
* How is information about state assessments distributed? (Letter, email, text, website, etc.)
* What happens if there is a parental refusal for a student to participate in state assessments?
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| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| District communicates testing schedules to parents/guardians in a timely fashion. |  |  |  |
| District has a policy to address parental participation refusal. |  |  |
| **QUALITY ASSURANCE — MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 5 | **TECHNOLOGY*** How much time in advance of the testing window are devices prepared and checked for testing?
* Were there technical issues getting hardware ready for the assessment?
* What is the communication plan for test examiners if there are technical issues during testing?
* Does the district require students/staff to stop accessing the network to limit bandwidth usage during testing?
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| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| District IT staff have reviewed technology guides. |  |  |  |
| District IT staff have prepared hardware for testing. |  |  |
| District IT staff are readily available to help with technical issues during testing. |  |  |
| **QUALITY ASSURANCE — MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 6 | **STUDENT TEST PREPARATION*** What resources does the district use to help prepare students for testing (i.e., district curriculum, data from previous testing, district assessments, interim/benchmark assessments, materials, etc.)?
* Are there specific resources that you found useful?
* Are there specific resources that you found not useful?
* Are students given an opportunity to become comfortable using the testing platform prior to taking the summative assessment?
 |  |
| CHECKLIST | **YES** | **NO** | **NOTES** |
| The district uses interim/benchmark assessments as part of test preparation. |  |  |  |
| Students are given the opportunity to look at sample items/online tools training. |  |  |
| Students are given the opportunity to take the practice test. |  |  |
| **QUALITY ASSURANCE — MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 7 | **TOOLS AND ACCOMMODATIONS**(If no students used accommodations, write N/A)* What process does the district’s Individualized Education Program (IEP) team use to determine which accommodations are appropriate for student use on state testing?
* How are student accommodations documented?
* Does the district train test examiners on the use of accommodations during testing?
* Do the IEP teams use the Universal Tools and Accommodations full descriptions (as found in the tools/accommodations section of the manual) or just a list of available accommodations (such as Form D)?
 |  |
| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| The IEP ensures that accommodations used on the assessment are also used during everyday instruction in the classroom. |  |  |  |
| Test Examiners are informed of student accommodations prior to testing. |  |  |
| Students receive the correct supports and accommodations before, during, and after testing. |  |  |
| Test Examiners have reviewed manuals to determine which tools and accommodations are allowed based on grade, content, and session. |  |  |
| **QUALITY ASSURANCE — MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 8 | **PHYSICAL TEST MATERIALS/TEST TICKETS*** Explain the district’s process for distributing, tracking, and accounting for physical test materials including test books, listening scripts, test tickets, etc.
* Who has access to the secure areas where physical testing materials are kept?
* 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?
* Who prints student test tickets? Are tickets printed at the district level or the school level?
* Explain the district’s process for distributing student login information to examiners.
 |  |
| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| Physical test materials are kept in a secured, locked, limited access location. |  |  |  |
| Physical test materials are signed out by Test Examiners and signed back in after testing. |  |  |
| Braille, Large Print, and Paper Based testing materials are returned to the testing vendor within the applicable timeframe. |  |  |
| Test Examiners verify that the test ticket belongs to the student prior to distribution. |  |  |
| Test tickets are securely destroyed after the student completes the session. |  |  |
| **QUALITY ASSURANCE — MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 9 | **INTERRUPTED/MAKE-UP SESSIONS*** Explain the district’s procedure for scheduling make-up testing.
* What is the district’s procedure for dealing with interrupted testing sessions due to technology issues?
* What process is used for dealing with disciplinary issues during testing?
* What is the procedure if there is a power outage or the fire alarm is activated?
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| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| District has a policy for make-up testing. |  |  |  |
| District has a policy for disciplinary issues that occur during testing. |  |  |
| District has a policy for interrupted testing. |  |  |
| **QUALITY ASSURANCE — MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 10 | **SCORE REPORTS*** Explain the district’s process for ordering or printing student score reports.
* Explain the district’s process for distributing student score reports.
* Who is involved in this process?
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| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| Within 15 days of receipt, the district is required to either provide a copy of the Individual Student Report (ISR) to the parent/guardian **or** notify parents/guardians of distribution plans of ISRs. Notification can occur through whatever means of communication the district normally uses with parents/guardians – posting on the district/school website, text alert, email, mailing a letter, etc.District ensures that communication or distribution occurs within 15 days of receipt. |  |  |  |
| **QUALITY ASSURANCE — MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS** |
| **NOTES** |
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