

District Assessment Coordinator (DC)

The following checklist outlines the DC responsibilities in state assessment.

Before Testing



Become familiar with the state testing program by completing the annual required Coordinator Training, New DC Training (if applicable), and reviewing all required resources.

- Plan meetings to develop and implement test administration and security strategies.
 - In coordination with the principal, SC, IEP and 504 plan team members, multilingual coordinators, counselors, and teachers, develop and implement strategies to:
 - Communicate the importance of the practice and training tests for students, teachers, TAs, SCs, and parents.
 - Notify students and families of important dates, principal letters, and student score results.
 - Share essential information (test dates, schedules, emerging trends, special needs, or issues) with all departments. This may include principals, SCs, TAs, and transportation services, office managers, registrars, food services, receiving, custodial, and maintenance staff.
- Develop a Test Security and Building Plan (TSBP) that can be customized by each school. Individual school plans should follow this plan closely but also include information that is customized for each school.
 - The purpose of a TSBP is to document district and school assessment planning throughout the year, and to identify and organize strategies and resources that support each test administration.
 - A TSBP Template is located on the WCAP Portal and available for district use.
 - The TSBP Process Document provides school and district staff with the information needed to complete each section of the TSBP Template.
 - Whether a district uses OSPI's template or creates its own, this completed documentation is required for federal compliance.
- The SC submits the school's draft plan to the DC for approval. The plan must be approved by the DC before the school administers a summative assessment.
- Provide annual required training for all staff who administer or assist with the administration of a state assessment.
 - OSPI provides state created [Coordinator](#) and [TA Training](#) templates that are required trainings and can be augmented with district specific information to meet district needs.
 - In addition to the state created templates, some districts choose to include the TA Certification Course in their training plan. This is optional but strongly encouraged.
 - Work with principals and SCs to ensure that all staff who administer or assist with the administration of a state assessment complete required trainings and review the required resources for their position.
 - Provide alternate training opportunities for absent staff.
 - Have all staff sign (electronically or pen to paper) the *Test Security Staff Assurance Form* (before testing section) when training is completed, this is the record that each staff member has been trained for the current administration.



Teachers administering training and practice tests, or interim and summative assessments using the Secure Browser are required to be trained prior to accessing the secure TA Practice Interface or the TA Interface.

- Manage DAs and SCs in vendor systems (e.g., TIDE, AMS) by adding users and removing user accounts for staff no longer supporting test administration activities.
 - For instructions on managing users, refer to the TIDE User Guide and the WIDA AMS User Guide.
 - OSPI creates new DC accounts in TIDE, if a DC account is needed, email the assessmentanalysts@k12.wa.us or Assessment@k12.wa.us for assistance.



Immediately report any compromised passwords to the appropriate helpdesk.

- Confirm student information and program data are up to date in the Student Information System (SIS). This includes, but is not limited to; program services, preferred name, enrollment, and part-time/shared students. Monitor for newly enrolled students.
- Set test windows in TIDE for spring Smarter Balanced and Washington Comprehensive Assessment of Science (WCAS) for each school.
 - Refer to the How District-level Users Manage Test Windows section of the *TIDE User Guide*.
- Confirm all student test settings and accessibility features have been entered in TIDE before summative testing begins.
- Pre-identify students who will take accommodated tests (Braille, large print, Spanish, and standard print test booklets) in the appropriate vendor system.
- Pre-identify students for the WA-AIM through WAMS.
- Submit Medical Emergency Exemptions, Non-Standard Accommodation Requests, and Modified Test Schedules in the Assessment Reporting Management System (ARMS).
- Work with the Technology Coordinators, principals, and the SCs to ensure that each school meets the minimum technology requirements, and all devices are configured with the current Secure Browser.



Ensure confidentiality of secure test content (WAC 181-87-060) by establishing a chain of custody for secure test materials.

- Establish a district plan for chain-of-custody of secure test materials and identify the lead person.
 - Include a process for material receipt and inventory for shipment accuracy.
 - Identify the location for secure storage of materials until delivery to schools.
 - Include a check in and check out process for materials.
- Coordinate with the principal to work with internet academies (online school programs) and families (remote learners, fulltime home-based, and private schools) for testing students. Establish test opportunities for students who are remote learning, attending running start, out on expulsion, or who are placed in institutions or detention centers.
 - Confirm students are entered in the vendor system. Refer to the Online School Programs and Student Pre-Identification and Participation sections of the Test Coordinators Manual (TCM) for complete information.
- Identify, document, and communicate students' test settings with identified staff (Braille, large print, Spanish, paper), accessibility features, specialized equipment, and specialized staffing needs.
- Identify who will manage student test settings and accessibility features in the vendor system, and who will print test tickets.
- Collaborate on strategies to ensure all school district staff provide a positive and calm test environment.
- Provide contact information for the first-person TAs reach out to for testing or technology issues (SC and/or Technology Coordinator), followed by contact information for the DC.
 - The DC or designated DA must be available during each school's test window for questions or problem solving. Provide staff with appropriate contact information.

- The next level of escalation should include calls to the appropriate vendor helpdesk.
- Establish a process for reporting test incidents.
 - Make sure staff know the appropriate process for reporting test incidents and escalation.
 - Make sure staff understand the differences between low, medium, and high priority (breach) test incidents.
 - Investigate any security issues, missing materials, or other test incidents and implement a corrective action plan to prevent future occurrences.

Prior to and During Testing

- Review Modified Test Schedule requests.
 - Modified schedules outside of the district approved schedule, but within school hours and the state testing window, are approved by the DC, and do not require state approval.
- Submit appeals as needed.
 - Smarter Balanced and WCAS appeals are submitted through TIDE.
 - WIDA appeals are submitted to the DRC help desk.
- Monitor the administration process and security throughout the test administration.
 - Verify staff adhere to test security policies and practices.
 - Determine areas that need improvement so that this can be added to the Test Security and Building Plan for the next administration.
 - Watch for alerts for student responses or actions that cause concern. See the Concerning Test Responses section.
 - Communicate frequently with Technology Coordinator about technology issues and technical problems (connectivity issues)
 - Monitor student progress for test completion and test expiration.
- Report any perceived errors in the test using the Test Ambiguity Form in ARMS. See the Policies and Test Security section for detailed procedures.
- Report incidents to OSPI, if required, following the guidance provided in the Test Incident and Investigation Resources section.

After Testing

- Verify all secure test materials have been returned and accounted for from each school.
 - Promptly report any mishandled or misplaced secure test materials using the Test Material Variance Form in ARMS.
 - Schedule returns and track secure shipments to the scoring vendor.
 - Retain tracking information.
- Collect and retain, according to the school district retention plan, TSBPs and School Security Reports.
- Submit all required state reporting documentation through ARMS.
 - Complete any ARMS reports pending district response. Refer to the Reporting section for additional guidance.
 - Sign and submit a District Security Report for each test administration, as required by OSPI.
 - All reports must be submitted to OSPI by July 15.
 - Reports are required for Smarter Balanced/WCAS, WIDA Administration, and WA-AIM, if administered.
 - Retain a copy of each report for the record and for OSPI or federal audit (through the State Auditor’s Office).
- Review and evaluate administration processes and update the TSBP, as necessary.

- Protect student confidentiality by following district, state, and federal guidelines consistent with widely accepted standards of data security for maintaining testing data files.
- Ensure that assessment viewing sessions by parents or legal guardians and advocates are conducted according to the Request to View Guidelines established by OSPI.
- Ensure district employees analyze and report test data consistent with guidelines established by OSPI. This includes the timely release of test results to staff, parents, the public, and media.