This document provides school and district staff with the information needed to complete each section of the *Test Security and Building Plan* (TSBP) template document. When using the state template it should be adjusted with information to meet the needs of your school district.

## What Is The Purpose Of A Test Security and Building Plan?

The purpose of the TSBP is to document district and school assessment planning and security processes throughout the year, and to identify and organize strategies and resources that support each test administration. This includes, but is not limited to, establishing test schedules and communication plans, identifying staff and student training opportunities, ensuring material availability, maintaining security of test content, and secure test material handling.

## Who Is Responsible For Completing The TSBP?

The Principal and lead School Test Coordinator (SC) must collaborate on completing the school TSBP for the District Assessment Coordinator’s (DACs) review and approval. Each year, a plan unique to each test administration must be submitted to the DAC for approval before schools may administer a summative test.

## Is a TSBP Required To Be Filled Out And Retained?

Yes, the district is required to have a building plan in place for each school that participates in the administration of state tests. The plan is required to be retained locally and available for OSPI or federal audit through the State Auditor’s Office.

## Instructions For Completing Each Section Of The TSBP Template

The following sections align to the sections in the [*TSBP template*](https://wa.portal.cambiumast.com/resources/forms/test-security-and-building-plan-templates) and provide detailed information, step-by-step instructions, and the locations of support materials.

### Persons Responsible for Completing the TSBP

Provide the names and contact information for staff (e.g., DAC, Principal, SC) who have been identified to complete, review, or approve the plan. Each test administration should have a unique TSBP.

### Test Administration

Enter the test administration that this plan pertains. For the Fall administration this may include Smarter Balanced, WA-AIM, WCAS, and the WIDA Screener (year round). For the Spring administration this may include Smarter Balanced, WA-AIM, WCAS, WIDA ACCESS (Summative), WIDA Alternate ACCESS, and the WIDA Screener.

### Testing Schedules

Two unique templates are available for creating your schools test schedules. One is in a calendar format embedded within the TSBP template that could be used to document smaller schedules or windows. The second template is the *TSBP Test Schedule* Excel worksheet that allows for collection of multiple sessions and windows. The Excel format can be merged with a master schedule for all schools.

Information collected should include:

Test Name (e.g., Smarter Balance, WIDA Screener, WA-AIM)

Test Administration (e.g., Fall, Spring, Screener)

Test Administration Type (e.g., standard, make-up windows)

Test Content, Grade, Segment (e.g., Math, Grade 4, CAT)

Teacher/Student Group Name

Test Window/Dates, Testing Times, and Location

You may also want to document late starts, early releases, or winter/spring break schedules.

When creating schedules:

* It is important to establish who at the school level will be responsible for reviewing local school and district schedules, [religious](https://chaplain.williams.edu/multifaith-religious-holiday-calendar-2020-2021/) and U.S. public holiday schedules ([Fall](https://www.timeanddate.com/holidays/us/), [Spring](https://www.timeanddate.com/holidays/us/2023)), and the state testing [Timelines & Calendar](https://www.k12.wa.us/student-success/testing/timelines-calendar) for possible conflicts with the proposed school schedule. Conflicts should be resolved prior to submitting the test schedule plan for DAC approval.

The test window for paper Smarter Balanced and WCAS testing is not the same as the test window dates for online testing. To support students requiring paper tests, as noted in the IEP or 504 plan, establish dates for testing that are within the [paper window](https://www.k12.wa.us/student-success/testing/timelinescalendar-2019-20).

* Identify who is responsible for coordinating with internet academies, running start students, and with families for testing of students who are remote learning, fulltime home-based, and private school.
* For spring testing, only one test session (e.g., math CAT, PT) may be administered to a student in a single day, unless otherwise noted in the Testing Schedule, Time, and Recommended Order of Administration section of the *Test Administration Manual* (TAM) on the [WCAP portal](https://wa.portal.cambiumast.com/index.html).
* A specific content or segment of a test may be administered on any day within the test window; no dates are fixed.
* Consider how testing in the last week of the state window may limit a student's ability to complete test sessions, should an unforeseen situation occur, or additional time be required. Schools may want to retain the last week for make-up testing.
* Include arrangements for students in small testing groups and for students who may need additional time. Refer to section Extended Testing Time of the *Test Coordinators Manual* (TCM) available on the [WCAP portal](https://wa.portal.cambiumast.com/index.html).
* Identify school approved quiet activities for students who complete the test early but remain in the testing location, and how this information will be communicated to all TAs. Electronic devices are not permitted as an activity until the test session ends and the TA has closed the test session for all students.
* The school’s test schedules must be approved. For Spring Smarter Balanced and the WCAS, approved schedules are to be entered in TIDE by the DAC. The test setting application is not available for the Fall administration.
* Include your communication plan for sharing test schedules with school district staff who support test administration tasks, and with students and families.

### Test Communication Plan

Establish a communication plan, taking into consideration the school staff and the community, and list ways to share information to all identified groups. It is important to communicate early and to provide contact information for each school and for the district should a conflict occur. Information includes, but is not limited to:

1. Access to the Training and Practice tests for students, teachers, Test Administrators (TAs), SCs, and parents.
2. Notifying students and families of important testing dates, resources, and student score results.
3. Notifying staff, as applicable to their user roles, of all testing information and requirements.

Table 1: Example Communication Plan

| Group | How and what to communicate: | Person Responsible | Date |
| --- | --- | --- | --- |
| Custodial / maintenance staff | Informed of any alterations to schedule via email. | J. Smith | 2/1/23 |
| TA/Proctor | Informed of mandatory training, test schedules, and administration requirements with reminders via email. | B. Rick | 2/10/23 |
| Parents | Informed of training and Practice tests, student test schedule, and method and intended delivery of reporting student score results via parent newsletter and email. | D. Johnson | 2/17/23 |
| Students | **1)** Informed of tests with school announcements and **2)** of testing dates by classroom teachers | K. Murphy | 3/3/23 |

### Universal Tools, Designated Supports, and Accommodations

This section should identify the activities for collecting and communicating all student unique test settings (e.g., Braille, Spanish, large print) and embedded and non-embedded accessibility features (e.g., tools, supports, and accommodations).

1. Team members may include district level staff, the principal, and the school test coordinator, as well as special services teams, such as English language and special education.
2. Consider how the information will be collected and documented for entry into the test vendor system (e.g., TIDE), and for delivery to TAs.
3. Once teams have met and identified accessibility features and accommodated tests per individual student plans, the student test settings and accessibility feature settings must be entered in the test vendor system, prior to a student’s opportunity to test. Retain this information following your districts retention policy.
4. Identify the person responsible for ensuring student settings are correctly configured. This may include support from special services, programs, and special education staff. Audit student test settings, through the test vendor system, before the summative test is administered.
5. A list of student settings and accessibility features must be provided to each TA for review prior to the administration of a summative test. TAs should also have access to lists when administering secure Practice tests and Interim assessments.
6. Students should have access to the Secure login to become familiar with the process and accessibility features prior to taking a summative assessment.
	1. Access to the Secure Login via Training and Practice tests or Interim assessments ensures student test settings are appropriately set, students have time to review and use their unique settings, and vets the devices used for Summative assessments.
7. Refer to Guidelines on Tools, Supports, & Accommodations ([GTSA](https://wa.portal.cambiumast.com/resources/wa-guidelines/guidelines-on-tools-supports-and-accommodations-for-state-assessments)) for a detailed description of each features use and restrictions. Include a plan for unique situations requiring changes to student settings and features during testing.

Table 2: Example Activities for Student Settings

| Activities for Collecting & Communicating Student Test Settings & Accessibility Features | Students: IEP, 504 plan, English language, other | Person Responsible |
| --- | --- | --- |
| Work with special education staff to document student test settings and accessibility features. | IEP | M. Nelson |
| Enter student test settings and accessibility features in the test vendor system. | IEP | R. Rick |

### Ancillary Test Materials and Accessibility Features Availability

List the availability of ancillary test materials and accessibility features by test content and testing platform (e.g., online, paper). Refer to the Ancillary Materials section (Table 3) of the TCM to assist in planning for material quantities. Consult the GTSA for information on compliance when using ancillary materials and accessibility features.

### Staff Training Plan

The information within your staff test administration and security training schedule should include the trainers name and the date and time of each training session. It also should identify whether your school district requires that the Test Administration Certification training, via the [WCAP portal](https://wa.portal.cambiumast.com/index.html), be included in your training plan. The training can be located via Smarter Balanced or WCAS. Note: The training is the same information in each location.

Each training session for persons supporting the test administration and handling of secure materials must include each signature on the training log (either electronic or handwritten), and completion of the security reports. Staff must complete training before handling secure materials or, supporting or administering a secure Training test, Practice test, Interim assessment, or Summative assessment.

Refer to the Training Requirements section of the TCM for specific details.

### Staff Required to Be Trained

Annual training is required for all staff who participate in overseeing test administration activities, who administer or support in the administration of a state test, who may access the testing location offering support during a state test (e.g., para-educators, substitute teachers, technology staff), or staff who may handle secure materials.

Refer to the Training Requirements section of the TCM for specific information. When required by your district, list all staff who need to be trained within the TSBP table or in your separate stand-alone document.

### Student Training Plan (Training Test, Practice Test, or Interim Assessment)

All students must have an opportunity to learn about the various item types and supports embedded in WCAP assessments, and become familiar with their own unique and available accessibility features, as identified in the student’s individual plan. This should take place prior to a student taking a summative test. Within this section you can:

1. Identify student groups or classrooms who will access the Training test, Practice test, or Interim assessment, or identify the method for ensuring students have this opportunity, such as stating who is responsible and how information will be collected.
2. Add the training schedule by listing the date, time, test, and test content.
3. List the TA with the student group status who will administer the Training test, Practice test, or Interim assessment opportunity.
4. Identify sessions for students with IEPs or 504 plans who require specialized support for configuring student test settings. This may require that a secure Training or Practice test or Interim assessment be administered utilizing the test settings for student familiarity.

Information can be entered directly into the table within the TSBP template or by using the TSBP Student Training Plan Excel worksheet, available on the WCAP portal.

### Participation Codes (reason student was not tested)

This section is optional unless required by the district. There are two templates for collecting information on students who were unable to test during the state mandated testing window and the reason each student did not test. The codes listed below can be included in the embedded table within the TSBP or the TSBP Participation Codes Excel worksheet, available on the WCAP Portal. Depending on direction from your DAC, the person responsible for this task may be asked to submit the list to the DAC or update the information in [EDS](https://eds.ospi.k12.wa.us/), WAMS, Data Review, Testing Progress Dashboard.

Code List: Absent Excused, Absent Unexcused, Refusal Student, Refusal Parent, New Non-English Proficient (NNEP) also known as Recently Arrived English Learner (RAEL), Private, Homebased, F1 Visa.

Students approved for a medical exemption from testing will be flagged by the state for reporting purposes. However, districts may document medical exemptions in the template for a comprehensive list for district retention.

### Additional Test Logistics and Security Responsibilities

For the logistics and security categories listed in column 2 on the TSBP template, identify the timeline and the lead person responsible for each task. When applicable, include the person who will assist with the task.

1. Establish or confirm user accounts in the test vendor system

User accounts can include the District Administrator (DA), SC, TA, and Information Specialist (IS), also known as Data Coaches. The state creates new DC accounts. When establishing the timeline for this task, consider what systems are needing to be accessed first and whether training requirements have been met. Set up user accounts and train as early as possible to support the administration of Interim assessments, secure Training and Practice tests, and the Fall summative administration.

1. Review and verify technical requirements and inventory for all technology needs

Identify the technology and lead school coordinator responsible for ensuring that all technology requirements have been met by conducting network diagnostics, ensuring that the current secure browser and supported OS is loaded on all testing devices, and verifying that schools meet the minimum technology requirements.

1. Create testing schedules and submit for DAC approval.

Identify the person responsible for creating the school’s test schedules. Refer to the Testing Schedules section of this document for additional information.

1. Create communication plans and distribute

Identify the person responsible for creating the test communication plan. Refer to the Test Communication Plan section of this document for additional information.

1. Determine district, school, and TA secure material chain of custody

Identify the timeline and persons who will work with the DAC to develop, implement, and monitor the chain of custody of test materials for security purposes that includes:

* Material receipt, inventory, delivery, and storage. Detailed procedures include tracking materials (check in, check out process) as they are passed to and from district, school, TA, student, and returned to the test vendor.
* A retention period for materials kept at school. Retention is to be kept to a minimum.
* The retention period for materials kept within the testing environment which, should not exceed materials being distributed to TAs just prior to the test session and then immediately collected and returned to the SC at completion of each test session.
* TAs:

Inventory secure test booklets and ancillary papers (e.g., scratch paper, glossaries, test tickets), passed out to and collected from each student during the test session, and prior to releasing the student from the test location.

Immediately return materials to the SC after each test session.

* Training of all staff who count, distribute, collect, and return test materials.
1. Work with special services, programs, and special education staff to identify students’ individual testing needs

Identify the timeline and persons responsible for working with teams who support students with individual plans, IEPs, 504 plans, or identified as English language. Document necessary test settings, accessibility features, and accommodated tests. Refer to the Universal Tool, Designated Support, and Accommodation section of this document and the GTSA for additional information.

1. Schedule students participating in state testing for access to the Training or Practice test or Interim assessment, at least one time before administering a Summative test.

Identify the timeline, lead person, and person assisting with identifying all students who need access to the Training test, Practice test, or Interim assessment, at least one time prior to administering a summative test. Refer to the Students Training Plan section of this document for additional information.

1. Provide TAs with the test schedule and a list of students’ accessibility features and test settings

Identify the timeline, lead person, and the person who will assist with providing TAs a copy of the approved test schedule and the student list that identifies accessibility features and test settings for students in the current test session. Add the procedure for students who finish testing early and for extended time and makeup testers. detail whether students are to remain in the test location or provide the location where students are to report. When students remain in the test location, add a list of approved quiet activities for the students who finish their test early. Contact information should be included for the support person, should a question arise during a test session. Refer to the *Testing Schedules* section of this document for information to add to the schedule.

1. District Level: inventory and sign out and sign back in all secure test material delivered to schools

Identify the timeline, lead person, and person assisting with inventorying materials at the district level. This may also include signing materials out to schools and back into the district at the end of each school’s test window. Immediately store materials securely.

1. School Level: inventory secure material as it arrives in school and is checked out and back in by TAs

Identify the timeline, lead person, and person assisting with inventorying materials at the school level. Immediately store materials securely.

1. School Level: Prepare, package, and distribute **nonsecure** test materials to testing locations

Identify the timeline, lead person, and person assisting with pulling together the non-secure materials required for each test session. This may require:

* Printing non-secure materials from the [WCAP Portal](https://wa.portal.cambiumast.com/index.html) and packaging for individual test sessions. Consult the Ancillary Materials section (Table 3) of the TCM to assist in planning for material quantities. Review the GTSA for information on compliance when using ancillary materials and accessibility features.
1. School Level: Prepare and package **secure** test materials for each test session. Sign out and sign back in materials delivered to TAs.

Identify the timeline, lead person, and person assisting with pulling together the secure materials required for each test session. This may require printing administration appropriate *TA Script of Student Directions*. The Secure *TA Scripts* for paper testers will arrive with the test material shipment from the test vendor. This also includes:

* Printing test tickets for each session.
* Providing a list of students for each session that identifies unique test settings and accessibility features.
* Assigning an accommodated paper test book to a student, as documented.
* Signing materials out to TAs just prior to the current test session and back in after completion of that test session.
* The secure destruction of ancillary materials provided to students during a test session.
1. Monitor test sessions during the test window

Identify the timeline, lead person, and person assisting with actively monitoring test sessions during the school’s testing window. This includes district and school level staff such as the principal, lead school coordinator, and the DAC or DA.

1. Ensure student responses have been transcribed from large print and Braille booklets

Identify the timeline, lead person, and person who will assist with the transcription of student work, from the large print or Braille booklet into the standard print test booklet that will be sent to the test vendor for scoring.

1. Reschedule test sessions for extended time testers and for students who were absent from the original session

Identify the timeline, lead person, and person assisting with rescheduling test sessions for students who were absent from the original test session.

1. Monitor test progress for completion of all test sessions

Identify the timeline, lead person, and person assisting with monitoring student test completion to ensure that all students have an opportunity to complete the Summative tests during the state mandated testing window. Principals and School Coordinators actively review test completion rates for their schools.

1. Handle test incidents and submit required documentation to the DAC

Identify the lead person and person assisting with handling test incidents and submitting the required documentation to the DAC. This includes reporting for test incidents, modified test schedule requests, medical exemption requests, training logs, security reports, test question ambiguities, and test materials variances. Work with your DAC for the method of delivery, whether through the Assessment Reporting Management System (ARMS), or through a stand-alone document.

1. School Level: SC submits SASSR report to DAC

The School Site Administration and Security Report (SASSR) is required by the state to be submitted by the lead SC to the DAC, by no later than five business days at the completion of the school’s approved test schedule.

1. District Level: DAC submits DASR report to OSPI, through ARMS

The DAC is required to ensure the completion and retention of training logs, staff security reports, Test Security and Building Plans, and for submission of the District Administration and Security Report (DASR) to OSPI, through the EDS, Assessment Reporting and Management System (ARMS) application. The DASR is required to be submitted to OSPI by no later than 10 business days at the close of the state test window.

## Help Desk Support

DACs or DAs needing additional support regarding the TSBP or policy, please contact the OSPI State Test Coordinator by email at Kimberly.DeRousie@k12.wa.us or by phone at 360-870-4860.

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## Revision Log

Table 3 identifies any changes made to this document after the Spring 2022 school year.

Table 3: Revision Log Describing New Updates

| Page | Location | Description of Update | Date Updated |
| --- | --- | --- | --- |
| All | Throughout | Updated hyperlinks to linked documents | 11/4/2022 |
| 2 | Testing schedules | Test Administration Type (e.g., standard, ~~retake,~~ make-up windows) | 11/4/2022 |
| 2 | When creating schedules | ~~For fall 2021 Smarter and WCAS, the shortened tests may provide more flexibility in setting test schedules.~~ | 11/4/2022 |
| 3 | Table 1: Example Communication Plan | Updated example dates in table | 11/4/2022 |