

Assessment of Academic Standards
Ethical Standards in Test Preparation and Administration**1. General Standards**

It is appropriate and ethical to:

- 1.1 Communicate to students, parents and the community what the test does and does not measure, when and how it will be administered, and how the results may be appropriately used.
- 1.2 Teach to the essential learning requirements (Washington State curriculum standards) at each grade level so that students can accurately show what they know and can demonstrate.
- 1.3 Incorporate all subject area objectives into the local curriculum throughout the year including, but not limited to, tests to be administered.
- 1.4 Review skills, strategies, and concepts previously taught.
- 1.5 Teach and review test-taking and familiarization skills that include an understanding of test characteristics independent of the subject matter being tested.
- 1.6 Use any test preparation documents and materials prepared by the test-maker, the Office of the Superintendent of Public Instruction (OSPI).
- 1.7 Read and discuss the test administration manual with colleagues.
- 1.8 Schedule and provide the appropriate amount of time needed for the assessment.
- 1.9 Take appropriate security precautions before, during and after administration of the test.
- 1.10 Include all eligible students in the assessment.
- 1.11 Actively proctor students during tests, keeping them focused and on task.
- 1.12 Seek clarification on issues and questions from the administrative team responsible for ethical and appropriate practices.
- 1.13 Avoid any actions that would permit or encourage individuals or groups of students to receive scores that misrepresent their actual level of knowledge and skill.

2. Before the Test

It is inappropriate and unethical to:

- 2.1 Use any published test preparation material that names a specific test and promises to raise scores on that test by targeting skills or knowledge from specific test items. Materials which target the general skills tested may be appropriate if they reflect school or district priorities and best practices.
- 2.2 Limit curriculum and instruction only to those skills, strategies, and concepts included on the test.
- 2.3 Limit review to only those areas on which student performance was low on previous tests.
- 2.4 Cram test material before the tests are administered.
- 2.5 Train students for testing using locally developed versions of national norm-referenced tests.
- 2.6 Reveal all or any part of secure copyrighted tests to students, in any manner, oral or written, prior to test administration. *
- 2.7 Copy or otherwise reproduce all or any part of secure or copyrighted tests.*
- 2.8 Review test items or provide test questions on answers to students. *
- 2.9 Possess unauthorized copies of state tests. *

3. During the Test

It is inappropriate and unethical to:

- 3.1 Read any parts of the test to students except where indicated in the directions or as provided for in circumstances of approved, special accommodations.
- 3.2 Define or pronounce words used in the test.
- 3.3 Make comments of any kind during the test, including remarks about quality or quantity of student work, unless specifically called for in the administration manual.
- 3.4 Give special help of any kind to students taking the test, except as provided for in circumstances of approved, special accommodations.
- 3.5 Suggest or coach students to mark or change their answers in any way.
- 3.6 Exclude eligible students from taking the test.
- 3.7 Reproduce test documents for any purpose. *

4. After the Test

It is inappropriate and unethical to:

- 4.1 Make inaccurate reports, unsubstantiated claims, inappropriate interpretations, or otherwise false and misleading statements about assessment results.
- 4.2 Erase or change student answers. *

* It is illegal under state statute to conduct or assist in carrying out any of the items marked with *. [Penalties may range from fines to dismissal, or even withdrawal of certification. (RCW 28A.230.190. Acts of Unprofessional Conduct, WAC 180-87-050)]

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