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| MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATIONOFFICE OF QUALITY SCHOOLS — ASSESSMENT**QUALITY ASSURANCE – MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS****2024-25 ACADEMIC YEAR**  |
| **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 2024-25 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/assessment/qa/assessment-quality-assurance-grade-level-and-eoc-assessments>. Forms must be submitted electronically by **June 28, 2025.** **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** |
| DESE uses this document as a tool to monitor and strengthen statewide administration of the Missouri Assessment Program as part of the monitoring process required by the “Every Student Succeeds Act (ESSA).” The questions are designed to 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](http://www.dese.mo.gov/veterans-services) for more information about military-related services in Missouri or visit [www.dese.mo.gov/veterans-services](file:///C%3A%5CUsers%5CDLinkon%5CDesktop%5Cwww.dese.mo.gov%5Cveterans-services). |
| **DISTRICT INFORMATION** |
| NAME OF PERSON FILLING OUT THIS FORM |
| DATE OF VISIT |
| SCHOOL DISTRICT NAME |
| SCHOOL DISTRICT CODE (SIX DIGITS) |
| SCHOOL BUILDING CODE (FOUR DIGITS) |
| DISTRICT TEST COORDINATOR (DTC) |

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| **QUALITY ASSURANCE — MAP ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 1 | **TRAINING*** How were staff trained for the MAP assessment?
* Who ensured staff were trained?
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| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| The test coordinator reviews the manuals and creates training for the district. |  |  |  |
| Did teachers take the required training before the spring window? |  |  |
| Did anyone take required training, in addition to the teachers? |  |  |
| Did teachers review the manuals prior to testing? |  |  |
|  | The test coordinator reviews the training status of all test examiners to ensure completion prior to testing. |  |  |  |

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| **QUALITY ASSURANCE — MAP ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 2 | **TEST SECURITY*** How did the district train staff on test security?
* What was 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?
 |  |
| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| Test Examiners and proctors sign a district test security agreement prior to test administration. |  |  |  |
| Were cell phones and smart watches put away or collected based on district policy? |  |  |
|  | 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. |  |  |  |
|  | 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. |  |  |  |

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| **QUALITY ASSURANCE — MAP 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?
* How does the schedule address the needs of students in an alternative setting (juvenile facility, hospital, homebound, etc.)?
 |  |
| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| Do test examiners have any role in setting schedules? |  |  |  |
| Did teachers plan or help plan the testing schedule? |  |  |
| Does the number of devices or available room space play a role in determining the schedule? |  |  |
| Was the schedule made to avoid testing students outside of the regular school day? |  |  |
| Were procedures in place for dealing with interrupted testing sessions (technology issues, power outage, fire alarm, etc.)? |  |  |
| The schedule is made to avoid students testing outside of the regular school day. |  |  |
| Did the district avoid announcements, fire drills or lawn maintenance during testing time? |  |  |

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| **QUALITY ASSURANCE — MAP ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 4 | **PARENTS/GUARDIANS*** What information was communicated to parents and guardians about the MAP assessment?
* How was information about the MAP assessment distributed (letter, email, text, website, etc.)?
* How was information about state assessments distributed? (Letter, email, text, website, etc.)
 |  |
| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| Did the district communicate testing schedules to parents or guardians before the testing window opened? |  |  |  |
| Did the district have an assessment policy that addresses parental participation refusal as required by state statute? |  |  |

| **QUALITY ASSURANCE — MAP ASSESSMENTS** |
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| **ITEM** | **QUESTION** | **NOTES** |
| 5 | **TECHNOLOGY*** What was the communication plan for test examiners if technical issues occurred during testing?
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| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| Did the district IT staff review technology guides? |  |  |  |
| Were there technical issues getting hardware or software ready for the assessment? |  |  |
| Did district IT staff prepare all needed hardware and install software prior to the start of the testing window? |  |  |
| Was district IT staff readily available to help with technical issues during testing? |  |  |
|  | Does the district require students/staff to stop accessing the network to limit bandwidth usage during testing? |  |  |  |

| **QUALITY ASSURANCE — MAP ASSESSMENTS** |
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| **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.)?
 |  |
| **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. |  |  |

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| **QUALITY ASSURANCE — MAP ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 7 | **PHYSICAL TEST MATERIALS*** 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.
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| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| Were printed student credentials (test tickets) and test information pages (TIP) kept in a secured, locked, limited-access location? |  |  |  |
| Were tickets and test information pages destroyed after testing was completed? |  |  |
|  | Physical test materials are signed out by Test Examiners and signed back in after testing. |  |  |  |
|  | 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. |  |  |  |

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| **QUALITY ASSURANCE — MAP ASSESSMENTS** |
| **ITEM** | **QUESTION** | **NOTES** |
| 8 | **TESTING*** Describe the district process to ensure valid testing.
* How did district staff ensure that teachers were trained on correct testing procedures?
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| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| Was the room made appropriate for testing, with content and process aides covered or removed; and desks or tables arranged so teachers and students could both see the screen? |  |  |  |
| Were students provided the appropriate physical tools, such as manipulatives, pictures, and testing devices? |  |  |
| Did test examiners verify the login information belonged to the student being assessed? |  |  |
| District has a policy for disciplinary issues that occur during testing. |  |  |
| District has a policy for interrupted testing. |  |  |

| **QUALITY ASSURANCE — MAP ASSESSMENTS** |
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| **ITEM** | **QUESTION** | **NOTES** |
| 9 | **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?
 |  |
| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| Did the district provide parents and guardians the Individual Student Reports, or notification of how and when they will receive the reports, within 15 days of the district receiving them? |  |  |  |

| **QUALITY ASSURANCE — MAP ASSESSMENTS** |
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| **ITEM** | **QUESTION** | **NOTES** |
| 10 | **CLASSROOM OBSERVATION*** What is the ratio of students to examiner/proctor?
* 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)?
 |  |
| **CHECKLIST** | **YES** | **NO** | **NOTES** |
| If needed, were test materials used to accommodate for vision disabilities (paper based, Braille, or large print)? |  |  |  |
| Was the room quiet and appropriate for testing? |  |  |
| Was the room free from content or process aides? |  |  |
|  | Did the teacher view the test information page prior to testing? |  |  |  |
|  | Did the teacher follow the script from the manual? |  |  |  |
|  | Did students have all appropriate physical materials? |  |  |  |
|  | Did students have access to inappropriate items (cell phones, video games, etc.)? |  |  |  |
|  | Was the test examiner engaged during testing? |  |  |  |