

**STANDARDS AND TRAINING FOR CORRECTIONS  
POLICY AND PROCEDURE MANUAL FOR CORE TRAINING PROVIDERS**

**TEST ADMINISTRATION POLICY EXCERPT  
EFFECTIVE JULY 1, 2013**

Core providers must have written policies and procedures for exam administration. Successful completion of core, including the exams, is part of the selection process. Because the exams are used to measure successful completion of core, the purpose of exam policies and procedures is to ensure fair and equitable testing. No examinee should have an advantage or disadvantage of any kind. Following standardized policies and procedures helps ensure that each examinee is provided with a guarantee of fair testing and an equal opportunity to maximize exam performance. This policy must be available for review by STC staff upon request.

The components identified below must be addressed in core providers' policies and procedures for testing.

**I. Exam Administration Staff**

- a. Qualifications (e.g., position, classification)
- b. Training requirements (initial and periodic refresher training)
- c. Responsibilities

**II. Exam Administration Procedures**

- a. Exam room environmental characteristics (e.g., good lighting, comfortable temperature, adequate ventilation, freedom from noise and interruption)
- b. Exam room preparation (e.g., working clock, remove materials on walls that may provide information to examinees, arrange seating with a minimum space distance, post any required information)
- c. Staff requirements for number of examinees (e.g., exam supervisor and a proctor for 1 - 20 examinees, an additional proctor for each additional 20 examinees).
- d. Accommodations for documented disabilities in accordance with the Americans with Disabilities Act (ADA) allowed in the exam room
  - i. Accommodations that can be handled with a regular exam administration (e.g. use of magnifier)
  - ii. Accommodations that require a special exam administration (e.g. extended testing time, reader)
- e. Admitting examinees into the exam room
- f. Review and remind examinees of "code of ethics" (responsible for confidentiality and security of the exam)
- g. Administering the exam – follow proctoring scripts
- h. Distributing exam materials
- i. Timing and break policies
- j. Collection and return of secure exam materials

### **III. Test Security**

- a. All exam (JKTs, MCTs, test scenarios) materials must be stored in locked location at all times unless being administered
- b. Limited access to exam materials
- c. Test security agreement signed annually by all exam staff
- d. Test questions should never be brought into the classroom unless being administered

### **IV. Maintaining Security in the Exam Room/Proctor Responsibilities**

- a. Accounting for test materials
- b. Conducting the test (remain vigilant and do not engage in activities that are not exam related)
- c. Monitor equipment use

### **V. Procedures for Reporting and Handling Test Irregularities and Compromises**

- a. Test irregularities
  - i. Misconduct or inappropriate behavior of examinees
  - ii. Test question error or ambiguities
  - iii. Student complaints
  - iv. Other incidents or disturbances (e.g., uncontrollable events such as fire alarms, power outage)
- b. Compromises
  - i. Test is lost or stolen
  - ii. Unauthorized access to a test
  - iii. Examinee copies from another examinee
  - iv. Individual attempts to impersonate and take a test for an examinee
  - v. Examiners and examinees share information about an exam
  - vi. Examinee receives answers to questions before the test
- c. Investigating compromises
- d. Consequences of a security breach
  - i. Agency
  - ii. Examiners
  - iii. Examinees

### **VI. Accommodated Test Administration**

- a. Requests for accommodations
- b. Required documentation for disabilities

### **VII. Document Retention Policies**

- a. Test materials that should be retained in a secure location
- b. Retention schedule for test materials (abide by record retention policy of your agency)

## **VIII. Emergency Plan**

- a. Identify staff responsible for managing an emergency
- b. List emergency supplies available in the exam room
- c. Identify alternative exam rooms and secure transportation of tests
- d. Detailed plans for how to handle specific emergencies (e.g., violence, natural disasters, illness, hazardous waste, bomb threat)

## **IX. Test Development**

- a. Instructors develop own test questions
- b. Write at least two test questions for each performance objective; one for test and one for remedial test. Best practice would be one additional question in case there are problems with the other two
- c. Review, evaluate (Are the items functioning?) and revise tests regularly
- d. Test development oversight by training coordinator

## **X. Remediation**

The provider testing policy will identify how many times a trainee will be remediated in cases where he or she does not pass the Job Knowledge Test (JKT), Multiple Choice Test (MCT), Written Skills Test (WST), Behavior Skills Test (BST). To successfully complete the course, each trainee must pass all tests.

The policy will minimally include:

- a. What is the provider's cut-off score for each test? This does not include WST or BST, which are pass/fail only.
- b. Procedure for the re-taking of a new test, with new test questions.
- c. The number of test failures that constitute a course failure.
- d. Briefing on testing procedures and successful course completion requirements to trainees prior to first test delivery.