**Actions to Avoid for Testing**

Following is a list of activities that could cause the results of a state or district assessment to be invalidated because the results would not be reliable in showing a student’s true ability. These activities could also result in an investigation by the Assessment and Accountability and Professional Standards Departments.

**Pre-Testing**

- Fail to store test materials securely
- Encourage teachers to view upcoming test forms before they are administered
- Use the test to teach and ignoring subjects not on exam
- Drill students on actual test items
- Share test items on the internet before administration
- Practice on copies of previously administered “secure” tests
- Administer “practice” version(s) of the real test to prepare selected students
- Exclude likely low-scorers from enrolling in school
- Hold-back low scorers from tested grade
- “Leap-frog” (promote some students over tested grade)
- Transfer likely low-scoring students to charter schools with no required tests
- Push likely low scorers out of school or enroll them in GED programs
- Falsify student numbers so low scorers are not assigned to the correct demographic group
- Urge low-scoring students to be absent on test day
- Leave test materials out so students can see them before the exam
- Set up classroom desks and chairs to facilitate answer copying

**During Testing**

- Let high-scorers take tests for others
- Overlook “cheat sheets” students bring into classroom
- Post hints (e.g., formulas, lists, etc.) on class or lab walls or whiteboard
- Write answers on black/white board, then erase before the supervisor arrives
- Allow students to look up information on the web with electronic devices
- Overlook calculator use where prohibited
- Encourage reliance on special calculator programs that can answer questions
- Ignore test-takers copying or sharing answers with each other
Permit students to go to rest rooms in groups
Shout-out correct answers
Use thumbs-up/thumbs down signals to indicate right and wrong responses
Tell students to “double check” erroneous responses
Pass out notes with correct answers
Read questions aloud to students not allowed this accommodation
Urge students who have completed sections to work on others
Allow class extra time to complete test
Reclassify native English speakers as English Language Learners to give them additional time
Leave the classroom unattended during test
Refuse to allow test security personnel access to testing rooms
Cover doors and windows of testing rooms to prevent monitoring
Give unnecessary accommodations to students without disabilities

Post-Testing
Allow students to “make up” portions of the exam they failed to complete on test day
Invite staff to “clean up” answer sheets before transmittal to the scoring company
Fill in answers on items left blank
Rescore borderline exams to “find points” on constructed response items
Erase erroneous responses and insert correct ones
Provide false demographic information for testers to assign them to incorrect reporting categories
Fail to store completed answer sheets securely
Destroy answer sheets from low-scoring students
Report low-scorers as having been absent on testing day
Fraudulently withdraw likely low-scorers from school
Share content with educators/students who have not yet taken the test via electronic and social media
Refuse to interview personnel with potential knowledge of improper practices
Threaten discipline against testing impropriety whistleblowers
Fabricate test security documentation for state education department investigators
Lie to law enforcement personnel

http://fairtest.org/sites/default/files/Cheating-50WaysSchoolsManipulateTestScores.pdf