DEPARTMENT OF THE ARMY
HEADQUARTERS, U.S. ARMY SIGNAL CENTER AND FORT GORDON
Fort Gordon, Georgia 30905-5000

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Test Control Policies and Procedures
QUALITY ASSURANCE DIVISION

Summary. This regulation establishes policies, procedures, and responsibilities for the Test Control Officer (TCO), Alternate Test Control Officer (ATCO), Virtual Test Control Officer (VTCO), Alternate Virtual Test Control Officer (AVTCO), Test Handler, and Administrators who safeguard the Signal Proponent Courseware taught through The Army School System (TASS).

Applicability. This regulation applies to only those assigned personnel who are authorized to handle Signal proponent testing material. It also covers The Test Control Policies and Procedures Workshop offered by Staff and Faculty Development Branch (SFDB), Directorate of Training (DOT).

Supplementation. Supplementation of this regulation is prohibited, unless approved specifically by the Commander, United States Army Signal Center and Fort Gordon (USASC&FG).

Suggested Improvement. The proponent of this regulation is the DOT. Users are invited to send comments and suggested improvements on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Directorate of Training, ATTN: ATZH-DTQ S, Fort Gordon, Georgia 30905-5000 and/or submit DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal) to installation AIEP coordinator.

Availability: This regulation is available on the USASC&FG publications web site at **www.gordon.army.mil/dhr/DocMgt/docmgt.htm**

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General Policies

1. Purpose. This regulation establishes policies, procedures, and responsibilities for the TCO, ATCO, VTCO, AVTCO, test handler, and administrators who safeguard the Signal Proponent Courseware taught through TASS.

2. References.

a. Army Regulation (AR) 15-6, *Procedures for Investigating Officers and Boards of Officers.*

b. AR 380-5, *Department of the Army Information Security Program.*

c. DA Form 1045, *Army Ideas for Excellence Program (AIEP) Proposal.*

d. DA Form 2028, *Recommended Changes to Publications and Bank Forms.*

e. DA Form 5159, *Inventory of Army Personnel Test Material.*

f. United States Army Training and Doctrine Command (TRADOC) Regulation 350-10, *Institutional Leader Training and Education*.

g. TRADOC Regulation 350-18, *The Army School System (TASS).*

h. TRADOC Regulation 350-70, *Systems Approach to Training Management, Processes and Products.*

i. TRADOC Pam 350-70-5, *Systems Approach to Training: Testing.*

j. TRADOC Test Policy and Procedures Memorandum and Enclosures.

3. Responsibilities. DOT designs, conducts and/or implements courses/workshops for the staff development needs of personnel that handle and safeguard signal proponent courseware taught through TASS.

Test Administration and Control

1-1. Test Administration.

a. The TCO or ATCO will provide guidance for the test administration process and the test control procedures of sensitive test materials. See the glossary for definitions for test control, test, and sensitive test material.

b. The TCO or ATCO will provide proper command supervision of learner test instruments and provide sufficient personnel and adequate facilities to administer learner test instruments. Test administrators and handlers will be identified in writing and will:

(1) Initially review the testing facility's standing operating procedure (SOP) and quarterly thereafter upon assignment to the Academy or Training Unit. The administrator will review the SOP before administering the test. This documentation will be maintained for one year.

(2) Understand and practice correct procedures for administering and scoring each assigned test.

c. The commander/commandant will appoint in writing a TCO and ATCO to manage sensitive testing material from receipt, to return, or destruction. These individuals will be appointed and relieved in writing. Appointment and Relief orders will be forwarded to the appropriate training development (TD) proponent (ATZH-DTQ) and be posted on the outside door of the test control facility along with the test administrator/handler, unaccompanied access roster, and the VTCO /AVTCO to manage the Blackboard online testing requirements.

d. TCO/ATCO or VTCO/AVTCO appointment orders include the TCOs email address and contact information. Additional requirements for appointing a TCO/ATCO or VTCO/AVTCO are as follows:

(1) Must be a commissioned officer, warrant officer, or enlisted Soldier in the pay grade of E-7 or above.

(2) Must be a civilian [GS-5 or above] if a commissioned officer, warrant officer, or senior noncommissioned officer (NCO) is not available.

e. The test administration process consists of—

(1) Reproducing test material, as necessary. Many tests, and their associated material, are digitized and placed in training product repositories for control, access, and delivery. Use electronic storage and delivery of tests and related test materials. Employee centralized storage, reproduction, and distribution of nondigitized testing materials. Determining factors for reproduction include:

(a) The location and number of the administering activities.

(b) The number of learners at each activity.

(c) The delivery means (that is, hardcopy or electronic).

(2) Delivering test materials in accordance with (IAW) existing SOP.

(3) Securing test materials during reproduction, distribution, and administration (see paragraph 1-2 below).

f. Administer the test to the learners IAW the test instructions. It is critical that test administrators are fully aware of the proper control procedures and the contents of the test administration instructions. The course administration documentation provides specific test control procedures to use for each test. In particular, the test administering activity:

(1) Administers all test instruments IAW TD proponent guidance (or if not possible, or if concerns arise, immediately contact the TD proponent for guidance).

(2) Implements the appropriate test control procedures, based on proponent guidance and this regulation.

(3) Administers test review guidance based on the test proponent guidance and this regulation.

(4) Administers test critique instruments (Scatter Grams) and provides data to the TD proponent.

(5) Provides recommendations/concerns for test improvement to the TD proponent.

(6) Consults the TD proponent for questions regarding reclamas.

(7) Develops a clear and detailed local SOP for test control. This is IAW paragraph 1-2 below and with additional guidance from the proponent. The SOP must contain the following:

(a) A records system for administrative operations of the testing facility.

(b) Procedures for requisitioning, handling, storing, scheduling, administering, and scoring of tests including Blackboard testing (if not identified by the proponent).

(c) Disposal of test materials.

(d) Procedures for transmitting test results to the proper learner.

(e) Procedures for marking testing materials (i.e., unique serial numbers). The serial number will contain the office symbol-test number with version-and sequence number (i.e., ATZH-25CATB-VA-001) in indelible ink (hand written or stamped).

(f) Procedures for proper key control.

(8) Collects learner performance data and comments including the test item analysis and the test item certification committee process. (See Appendix.)

(9) Delivers learner performance data and comments to the proponent.

g. The VTCO/AVTCO Duties and Responsibilities.

(1) Add all required students to the Exam Module with “S” permission.

(2) Add all required platform instructors to the Exam Module with “S” permission.

(3) After exam is over, transfer all grades over to the Courseware Module grade book.

h. Administer tests under standardized conditions and ensure the test material includes the following accompanying documentation:

(1) Test administration conditions.

(2) Instructions.

(3) Administration procedures (including how to handle questions, how to check, and set up test supplies and equipment, etc.).

(4) Circumstances for excusing examinees from the test, due to illness, fatigue, etc.

(5) Environmental circumstances in which the test is cancelled.

(6) Scoring procedures.

i. The TCO/ATCO or VTCO/AVTCO will establish a Quality Assurance (QA) Program to inspect testing sessions to ensure the proper handling and administering of all tests. Academies/Training Departments will inspect test sessions quarterly. Records will be maintained until the next accreditation visit. See responsibilities in paragraph a-c above. Also, the administering activities’ self-assessments of test control and administration procedures and assistance/accreditation visits from TRADOC teams provide quality control during implementation.

1-2. Control of Testing Material.

a. This paragraph provides guidance and procedures for the proper control of learner performance measuring instruments (tests), test items, and related sensitive material, such as specific scenarios and scoring keys.

(1) Although primarily intended for Active and Reserve Component test administrators and other test instrument handlers at the testing site/institution, it also provides information and requirements critical to test proponents, reproduction and transmittal activities, and any other activities/personnel that handle sensitive test materials.

(2) If needed for administrative ease or standardization and for reduction in test compromises, local test administering activities may establish additional internal test control procedures beyond those required in this regulation. All training activities should ensure the procedures reduce test compromises, without unnecessary administrative burden, delay, or cost to personnel, or other training/education functions.

(3) Handle security of classified tests IAW AR 380-5.

b. Maintain an inventory of ALL test material using DA Form 5159 (Inventory of Army Personnel Test Material) and conduct inventories quarterly at a minimum. Additional inventories may be necessary upon reproduction of exam booklets. Attach all examination dispositions (sign in/sign out sheets, destruction, reproduction, transfer documents, etc.) with the quarterly inventory. Maintain records for a one year.

c. Online testing.

(1) For any course in Blackboard, the exams will have their own module separate from course material.

(2) Assign a VTCO and an AVTCO.

(3) VTCO/AVTCO will have instructor “I” permission in the Exam module for control purposes.

(4) Platform instructors will only have “S” Student permission in the Exam module.

(5) Training Developers will have instructor “I” permission in the Exam module for changing courseware and tests, as required.

(6) Course Chiefs will have instructor “I” permission.

d. Additional requirements:

(1) Upon receipt of test material, the TCO or ATCO will conduct a 100 percent quality control check of all testing material to include examination booklets, to ensure there are no missing pages and that all pages are legible.

(2) Conduct a 100 percent inventory if there is a suspected loss/compromise of test material.

(3) To ensure proper accountability, unique serial numbers will be assigned to all testing materials to include test booklets, answer keys, compact disks (CDs), and floppy disks.

(4) Academic/course failures will be assigned a unique serial number, maintained, and included in the inventory for 24 months. (Noncommissioned Officer Education System (NCOES) only see TRADOC Regulation 350-10, paragraph 2.-8c.)

e. Personnel handling or coming in contact with sensitive test materials are responsible for their security.

(1) The learner is primarily responsible, logically and legally, for ensuring inappropriate disclosure/acquisition does not occur. Learners must report/identify all possible test material handling situations that might lead to inadvertent test compromise.

(2) All personnel, who may intentionally or unintentionally come in contact with sensitive test materials, are responsible for reducing the possibility of unintentional disclosure of test items or materials (test compromise). In particular, the staff and faculty of the test administering activity have a primary role in implementing these procedures.

(3) All commanders, staffs, department/division heads, instructors, and other personnel who might come in contact with sensitive test materials are responsible for limiting test material access to those individuals with an absolute "need to know" status. As with classified material, rank or position is not the primary deciding factor in determining "need to know."

(4) Commanders/commandants and training/TD (task) proponents are responsible for implementing the appropriate level of test and test item control. This requirement applies to all activities with sensitive test material under their control that requires securing.

f. The Army's rationale for determining and applying test controls is summarized below.

(1) Test control policies and procedures, selected and implemented, must apply appropriate measures to reduce the possibility of test compromise to an acceptable level without unduly burdening personnel or functions.

(2) The need for elaborate test control procedures decrease with the move towards more performance testing and embedding knowledge-based tests into electronically delivered courseware.

(3) Although the possible seriousness of test compromise is potentially extreme (that is, certifying a nonperformer as actually knowing how to perform); normally, before life, mission, or equipment is put at risk, the former test-taker is further evaluated, coached, and/or observed. This ensures the certification obtained in institutional training is accurate and transferable to the job or to later learning activities.

(4) All staff and faculty members of the administering activity are in a trusted position and expected to exercise caution and common sense in handling sensitive test materials.

g. To accomplish the appropriate level of test and test item control required, administering organizations will:

(1) Maintain security of all test items, tests, test administration instructions (if necessary), checklists, scoring keys, and test results during TD, transmittal, storage, retrieval, and administration, consistent with the appropriate level of test control, as determined by applying the guidelines in the following paragraphs.

(2) Store test components in locked rooms and containers when not in use or in transit. Only authorized personnel will have access to these components. Proper key control to these sensitive containers must be exercised as with other sensitive keys.

(3) Store test booklets and answer keys in separate locked containers.

(4) Develop and specify in a lesson plan and test SOP the exact administration procedures to follow during resident test administration, to ensure the proper level of test control.

(5) Regardless of how final test/test items are ultimately administered, restrict access to paper-based copies of proposed or final test items, scoring/answer keys, or test results, to those personnel demonstrating a valid need for the information.

(6) Along with the information management specialists, you must develop and specify procedures to ensure electronic copies of tests/test items and scoring/answer keys are protected from unauthorized disclosure. These procedures must include:

(a) Restriction on access, reproduction, and distribution.

(b) Password protection.

(c) Required learner warnings/certification.

(7) The commander/commandant will immediately investigate <u>suspected</u> compromises and take appropriate actions to reduce the impact of test/test item compromises.

(8) Ensure the test is administered exactly IAW the test administration instructions.

(9) Ensure test control procedures include a method to determine, with assurance, the identity of the test taker.

h. Test items that mirror the task/terminal learning objective (TLO), and always performed in exactly the same way, require no security measures for adequate test control. For example: “Perform cardiopulmonary resuscitation (CPR),” “disassemble an M-16A1,” etc.

i. Use the following general guidelines for the control of tests:

(1) Test/test items, with only a few possible variations, require that all possible variations are protected from unauthorized disclosure.

(2) Every variation of tests or test items require sufficient security measures, to avoid making known to the individual learner the specific variation they receive (that is, due to its size, making known the entire domain of possible test items is not detrimental to learner testing). For example, for testing purposes, a learner is required to repair 5 of 30 possible commonly occurring faults in a microcomputer. Making known to the learner the entire domain of 30 faults is unimportant, but once a particular subset of 5 faults is assigned for learner evaluation, do not make the subset known to the learner until appropriate.

(3) The TCO/ATCO closely supervises all phases of test receipt, storage, protection, issue, administration, scoring, and destruction.

j. Ensure the test proponent designates adequate procedures for test security when mailing sensitive test material. If the following controls are not applied to the tests received, apply them immediately and/or contact the TD/reproduction activity. The TD/reproduction activities will apply the following controls:

(1) Clearly identify (typed or hand written with indelible ink) each page of all sensitive test material requiring control (that is, except for Type 1, IAW paragraph f above) with the following: "**FOUO-Sensitive Examination (Testing) Materials**," to clearly indicate their nature. This includes all paper copies or portable disks/diskettes (floppies/.zip files/). Note: "**For Official Use Only**" is not appropriate.

(2) Ensure the first page of all controlled testing material, whether paper or electronic (when displayed on the screen), includes the statement indicated in paragraph (1) above. An exception to this will be answer sheets that have not been completed by the learner. Paper versions of tests will include the warning on the cover sheet, <u>each</u> page, and the back side of the last page.

(3) Answer keys will also have the security marking as stated in paragraph (1) above and will be on the front and back side.

(4) All electronic versions of sensitive test materials will include the warning in paragraph (1) above, as well as the warning "**DO NOT COPY, PRINT, TRANSMIT, OR SAVE UNLESS SPECIFICALLY AUTHORIZED,"** on any portable medium <u>and</u> on the first page/screen when the file is opened.

(5) Whenever sensitive material is transferred or destroyed, create and sign a memorandum of record:

(a) Date of transfer/destruction.

(b) Method of transfer/destruction.

(c) To whom the material was transferred or who was responsible for the destruction.

(d) The exact material transferred/destroyed.

(e) Maintain transfer or disposition documentation with the inventories.

(f) A witness signature must be included on the destruction memorandum.

k. The test handler/examiner will implement the following common controls for all test materials and test administration situations:

(1) Positively verify every learner's identity before test administration.

(2) Before administering the first test (usually at the beginning of each course/separate phase), advise all learners of the following:

(a) They will not acquire or provide inappropriate assistance before, during, or after any test, except as instructed (that is, for group activities).

(b) They will report any unauthorized assistance (before, during, or after the test administration) of which they are knowledgeable.

l. In addition to the common controls above, apply the following controls as needed.

(1) Hands-on test that mirrors task: No controls necessary for test control purposes.

(a) Common controls.

(b) Secure electronic files through password protection and secure passwords.

(c) Restrict access when viewing material on-screen.

(d) Allow NO unauthorized copying/printing/transfer/storage of files.

(e) Randomly assign test versions and various versions of individual items/sets to learners.

(2) Portable diskette/disk-based test material (floppy/CD/.zip files).

(a) Common controls.

(b) Do not store or transfer material to an uncontrolled system.

(c) Password protect all files and electronically secure storage medium (diskette/ CD-Read Only Memory).

(d) Restrict access when viewing material on-screen.

(e) Allow NO unauthorized copying/printing/transfer/storage of files.

(3) Paper and pencil tests.

(a) Common controls.

(b) Keep all copies of sensitive materials under lock.

(c) Make sufficient copies immediately before first administration. Ensure additional copies are made when necessary and immediately before subsequent administrations.

(d) Make minimum copies required for single administration.

(e) Extraneous/unneeded materials are shredded or burned to destroy.

(f) Randomly assign alternate forms.

(g) Allow NO unauthorized copying/scanning of material

m. The following conditions should ensure the learner's best performance:

(1) Environmental distractions are at a minimum (i.e., noise).

(2) The testing room and working surface are adequate and comfortable.

(3) If computers are used, they will not be able to communicate with other student computers.

(4) Cell phones and beepers will not be allowed in the testing room.

n. The following guidance is provided if test compromise is suspected:

(1) Investigate every incident of suspected unauthorized disclosure of sensitive test material, and substantiate, refute, or leave unsubstantiated the compromise. If the possible compromise is refuted, no further action is necessary.

(2) As the department/division head/commander or other designated authority determines necessary, report the compromise/potential compromise to your chain of command. If needed for assistance, also report the compromise/potential compromise to the proponent school. The test proponent may advise on appropriate procedures to mitigate the risk.

(3) The commander/designated authority ensures that a thorough investigation of the compromise, possible compromise, or loss is made and that proper actions are initiated to prevent recurrence of loss, or compromise of test materials. Additionally, the appropriate authority should:

(a) Decide the risk mitigation factors to use.

(b) Maintain a record of the results of the investigation and actions taken, if any.

(c) If warranted, initiate investigation under the provisions of AR 15-6.

(4) If the compromise is substantiated or not definitely refuted (that is, suspected but unsubstantiated), a risk assessment is immediately performed (based on the level of control required of the test) and any serious consequences from the loss mitigated. At the discretion of the department/division head or other designated authority, the procedures for mitigation should include one or more of the following:

(a) Withdrawal of the test from use.

(b) Retesting of one or more learners, using uncompromised/unsuspected versions.

(c) Requesting assistance from the proponent school.

(d) Taking no action, if compromise is unsubstantiated.

o. Use the following guidelines for destroying, transferring, and loaning sensitive test materials:

(1) The test administering activity will destroy test materials IAW such procedures deemed necessary, based on the medium of the material (shredding, burning, purging files, reformatting diskettes, etc.) when:

(a) Test material is no longer needed.

(b) Test components have become mutilated or marked through by use, superseded, or cannot be made useable by erasing, transparent tape, disk, or stapling.

(c) Non-graduate learner test answer sheets at the end of 24 months.

(d) Student tests or performance answer sheets upon completion of the course.

(2) The test administering activity may transfer surplus tests to another activity that needs them. The activity commander/other designated representative approves and monitors all transfers of sensitive test materials.

(3) When a need arises, activities may borrow a common use test from the nearest active duty, National Guard, or Army Reserve activity. In such cases, the activities involved must take proper security precautions in transferring the test material.

p. Use the following guidelines during test administration:

(1) Follow the proponent administrative instructions for each test precisely during actual administration, as the primary means of test control.

(2) Specific directions for test administration and scoring are contained in manuals that accompany each test or in the learner assessment plan or test administration plan. Strictly follow these procedures. Test examiners and proctors will only use proponent test materials in preparing for or during test administration.

(3) If (in the opinion of the designated authority) any aspect of test security or administration is unclear or unmanageable, test administrators must immediately contact the test proponent for additional guidance before administration.

(4) The test administrator or whomever the commandant identifies will be present during all phases of testing and will circulate throughout the room without creating a distraction.

(5) Visually display the start/end time as well as specific time remaining (verbally state minutes remaining 60, 30, 15, and 5 minutes remaining).

(6) Ensure a 100 percent inventory is accomplished on returned testing material.

(7) If the SOP allows students to leave the testing facility (latrine or finish early, etc.), all testing material must be turned in before leaving. Also, departing students will not disturb other learners still working.

1-3. Test Review and Test Feedback.

a. The purpose of a test review is to improve learner performance. An effective test review provides constructive advice, direction, and guidance to raise performance levels. The test review is also used to reinforce learning. As the instructor, take every opportunity to use the review as a means of clarifying, emphasizing, or reinforcing instruction.

b. The intent of test reviews is to serve two purposes:

(1) Inform. Informational reviews serve to correct learner errors. Informational reviews should always be motivating, but do not necessarily provide information. A pat on the back or a word of encouragement may motivate a learner, but provides no information about the errors in performance.

(2) Motivate. Motivational reviews encourage learners to try harder.

c. It is important to realize that a positive critique is almost always seen as warmer and as more sincere than a negative critique. Although you want to stress positive aspects of learner performance, it is also necessary to communicate weaknesses and needed improvements. An emphasis on the positive should enhance learner acceptance and generate attempts to apply the information. The learner is less defensive and more willing to accept criticism.

d. An effective test review has the following characteristics:

(1) Acceptability. Establish rapport and mutual respect. Learners that accept you are more willingly to accept criticism. They are confident in your qualifications, teaching ability, sincerity, competence, and authority. Your manner, attitude, and knowledge of the subject, along with conviction and sincerity, are accepted far more than your rank or position.

(2) Objectivity. An effective test review focuses on the learner's performance; not on personal opinions, likes, dislikes, and biases. The learner's personality and opinion are not at stake; nor should the learner have to agree or disagree with your beliefs. Although there is a need for openness and honesty, you do not have license to ridicule or show anger.

(3) Constructiveness. Constructive criticism points toward improvement or a higher level of performance. Accompany all identified faults or weaknesses with positive guidance for improvement.

(4) Flexibility. Use flexibility when critiquing a learner's capability. The problem of selectivity is often confronted (that is, what to say, what to omit, what to stress, and what to minimize). Vary the organization and method of critiquing, according to the situation. Adapt tone, technique, method, organization, and content of the test review to the occasion and to the learner. To determine the best approach, consider the class situation, learner ability, subject matter, and the time allotted for the test review.

(5) Organization. Unless the test review follows some pattern of organization, valid comments may lose their impact. Almost any pattern is acceptable, if both you and the learners find it logical and easy to understand. As an example, start with general comments, continue with a group critique, and finally, request individuals to comment on their performances. Whatever the organization, prepare to change it, if the learners cannot follow the test review.

(6) Comprehensiveness. The test review should be comprehensive. The length depends on whether a discussion of major or minor points is desired. For effectiveness, feedback should include both strengths and weaknesses; with a determination of the best balance between the two. Comments confined to the excellence of the learner's performance are a disservice; also discuss those areas that need improving. Be specific with comments and recommendations. At the end of the critique session, learners should have no doubts concerning what they did well, what they did poorly and, most importantly, how they can improve.

e. A test review is mandatory after each test.

(1) Once the exam is completed, all testing material will be turned into the test administrator. Then, the test administrator will turn in all testing material to the test control manager and will return to the class with a test booklet, answer key, and the learner test review sheets.

(2) Conduct a test review on individual test items missed, even if all learners mastered all objectives.

(3) Give feedback to each learner on every item they missed (include every missed item and provide feedback, either individually or in a group setting). The recommended procedure is to provide a form to each learner, indicating only the questions that individual learner missed; then review each question missed by any learner. This should include "working" through problems.

(4) Recommend using methods to cover the items missed, other than returning of the actual test/test “booklet.”

(5) Give time and care to prepare the test review.

(6) During the test review, it is also highly recommended to capture any learner(s) comments that might indicate the need for test/instructional improvement. Involvement of a training/test developer is recommended.

(7) At the end of the test review, the test administrator will collect all test review sheets and turn them into the test control manager.

(8) Modify the above procedures when the instruction and test review is conducted via self-paced instruction. For example, for computer-delivered self-paced instruction, you must program test review and remedial instruction into the course design and testing strategy. Allow an unlimited number of retest/remedial instruction cycles, until the maximum time to complete the lesson is reached.

f. Remedial instruction on every TLO not mastered on the first test administration is mandatory.

(1) The activities involved in remedial instruction will only address the TLOs not mastered.

(2) The number of TLOs not mastered will determine the extent of remedial instruction needed before retesting.

(3) The activity will provide remedial instruction .to the learners until they are confident of mastering the objective.

g. After remedial instruction, at least one retest on each of the TLOs not mastered is mandatory. Counsel the learner and provide a plan of action. Written documentation will be maintained in the learner's record.

h. After the initial retest, allow subsequent remedial instruction and retests, after considering the following:

(1) The impact if further retesting is not allowed (that is, recycle, course expulsion, reassignment, reclassification, no promotion, Army expulsion, etc.).

(2) The resources expended thus far to get the learner to this stage of their training.

(3) The availability of sufficient resources (including time) to conduct further remedial instruction and retesting.

(4) Any evidence to suggest that the learner(s) will or will not master the objective with further remedial instruction.

(5) Other circumstances that preclude further remedial instruction and retesting.

(6) The final deciding authority to stop/continue retesting will be the human decision-makers and most knowledgeable of the above factors.

(7) The Student Evaluation Plan (SEP) will contain the exact number and timing of each retest and how decisions to stop/continue retesting were made. The SEP will be given to each learner before the first test.

i. At a minimum 5 percent of all machine scored test answer sheets will be rescored by hand. If there are 20 or less tests, at least 2 tests will be hand scored. Those tests being hand scored will be a sampling from the top, middle, and bottom third of the batch. All test failures must be machine scored twice and then hand scored.

j. Scoring keys will be created and used. These scoring keys will identify one correct answer per question. Two different personnel will hand score all test failures twice.

1-4. Quality Control Criteria for Test Administration.

Quality control criteria include:

a. The test administering activity reviews of the test guidance and controls the test proponent provided for completeness and clarity.

b. Strict adherence to the controls and procedures the proponent provided and those contained in this regulation.

c. Ensure test results and comments get returned to the test proponent.

d. Conduct test grading and reviews promptly.

e. Schedule test reviews and remedial instruction sessions (as necessary) to allow adequate time.

f. Conduct quarterly annual reviews of testing sessions to include the authorized personnel who handle testing materials, proper accountability of testing material, and witness to test administration.

Appendix

Test Item Certification Committee (TICC)

a. The TICC will conduct a test item analysis of the results of each examination to identify any test item discrepancies, such as 40 percent or more of the student population failing a particular test item (question). The committee will be made up of the Course Manager, Senior Instructor and Training Developer.

b. The most important aspect of test item analysis is the TICC. If more than 40 percent of the students answer an item incorrectly or a designated anomaly is detected, the TICC must review the test item for validity based on the following as a minimum—

(1) Is it a valid test item (grammatically correct with only one correct response)?

(2) Did a review of the training support package (TSP) ensure the material was taught?

(3) Did the instructor adequately present the material?

(4) Does it appear to be a trick question?

(5) Was the item explicit enough for the respondent to easily understand it?

(6) Is the item overly complex (requires several readings for the reader to understand)?

(7) Are the distracters too closely worded (not distinguishable)?

c. The TICC must determine if the question is valid or needs rewriting. If the TICC determines a question is not valid, the TICC will then forward their recommendations through the proper channels to TD to change the question and to request constructive credit for that particular question.

Glossary

Section I: Abbreviations

AIEP	Army Ideas for Excellence Program
ATTN	attention
AR	Army regulation
ATCO	alternate test control officer
AVTCO	alternate virtual test control officer
CD	compact disk
CPR	cardiopulmonary resuscitation
DA	Department of the Army
DOT	Directorate of Training
IAW	in accordance with
NCO	noncommissioned officer
NCOES	Noncommissioned Officer Education System
QA	quality assurance
SEP	Student Evaluation Plan
SFDB	Staff and Faculty Development Branch
SOP	standing operating procedure
TASS	The Army School System
TCO	test control officer
TD	training development
TICC	test item certification committee
TLO	terminal learning objective

TRADOC	United States Army Training and Doctrine Command
TSP	training support package
USASC&FG	United States Army Signal Center and Fort Gordon
VTCO	virtual test control officer

Section II: Terms

Checklist

- **Job aid:** Used to determine or ensure a process or procedure is followed. The execution sequence lists the elements of the activity. A check is usually placed beside each element as it is accomplished.

- **Test:** A list of actions identifying critical actions to perform that are objectively observed and measured, to determine student performance of the objective to the prescribed standard; the sequence of performance, if any; and identification of steps requiring accomplishment, if any. Actions are measured using the absolute measures GO or NO GO. The performer either performs or does not perform the action described in the learning objective; or, meets or does not meet the performance criteria.

Feedback
Information and data, provided both within and outside the training system, that indicates the efficiency or effectiveness of the system or product. It is the data and information provided to the appropriate training proponent concerning the effectiveness and efficiency of the proponents training products. Also, information provided to a student concerning their training performance.

Item analysis
The process of determining whether a test item functions as intended. Alternatively, individual test items results are used to determine the effectiveness of the item. It is used to obtain feedback on training deficiencies, score exceptions, and improve future versions of the test.

Reclama
A formal student challenge to a test item, setting forth the reason for the challenge.

Remedial instruction (or "remediation")
Remedial instruction are those learning activities/events provided to a learner, after test grading, in preparation for retesting, to provide special, additional, or refresher training on those learning objectives not mastered.

Retest
A retest consists of a second or subsequent test administered to a learner, which covers the learning objectives not mastered (passed) on the preceding test administration.

Sensitive test material
Any learner measurement/testing material that is controlled to assure the validity of the test responses. Without this assurance, the goals of testing are not accomplished. Sensitive material may include individual test items, test booklets, test administration guides, adjunct test material, scratchpads and notes, checklists, and scoring keys used for performance and performance-based exercises and tests.

Subject matter expert (SME)
An individual with a thorough knowledge of a job (duties and tasks), who is well qualified in the subject matter and is usually trained and experienced in a particular subject area. This knowledge qualifies the individual to assist in the training development process (that is, consultation, review, analysis, etc.).

Terminal learning objective (TLO)
The main objective of a lesson. It is the performance required of the student, to demonstrate competency in the material taught. A TLO describes exactly what the student is expected to perform, under the stated conditions, to the prescribed standard on lesson completion. There is only one TLO per lesson, regardless of presentation method or media, and it has only one verb. The TLO may cover one critical task, part of a critical task (that is, a skill or knowledge), or more than one critical task. The TLO may be identical to the critical task taught, or a disparity may exist between them. Where there is a disparity, it is the TLO standard that the student achieves to demonstrate competency for course completion.

Test
A means of examination, trial, or proof; a series of questions or problems designed to determine knowledge or competency. A device, technique, or measuring tool used to—

- Determine if a student or group can accomplish the objective to the established standard.
- Determine if training does what it is designed to do, efficiently and effectively.
- Measure the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group.
- Collect data, as a basis for assessing the degree that a system meets, exceeds, or fails to meet the technical or operational properties ascribed to the system.

Test control
The application of security measures to protect tests, test items, and related sensitive material from unauthorized disclosure, from the time of their creation, until they are obsolete or destroyed.

Test item
Synonymous with test question.

(ATZH-DTM)

FOR THE COMMANDER:

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