

Code of Ethics

Test Administration

January 2026

Introduction

Standardized testing is an important part of the educational experience of all students. The proper administration and interpretation of test results will provide reliable and valid information that enables:

- Students to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- Parents to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- Teachers to know if their students have mastered grade-level knowledge and skills in the curriculum and if not, what challenges need to be addressed;
- Community leaders and lawmakers to know if students in Illinois schools are improving their performance over time and how the students compare with students from other states or the nation; and
- Citizens to assess the performance of the public schools.

Testing should be conducted in a fair and ethical manner, which includes:

Security

- Ensuring adequate security of the testing materials before, during, and after testing.
- Ensuring student confidentiality.

Preparation

- Teaching the tested curriculum and test-preparation skills.
- Training staff in appropriate testing practices and procedures.
- Providing an appropriate atmosphere.

Administration

- Developing a local policy for the implementation of fair and ethical testing practices and for resolving questions concerning those practices.
- Ensuring that all students who should be tested are tested.
- Utilizing tests that are developmentally appropriate.
- Utilizing tests only for the purposes for which they were designed.

Scoring, Analysis, Reporting

- Interpreting test results to the appropriate audience.
- Providing adequate data analyses to guide curriculum implementation and improvement.

Illinois School Code (105 ILCS 5/2-3.107) states, "The State Board of Education shall develop a code of ethics for test administration and shall provide assistance to school districts upon request in the implementation of the code. The code of ethics shall at least include a procedure to be followed and safeguards to be observed in the administration of tests."

Code of Ethics Rule

The Code of Ethics for Test Administration includes the Educator Code of Ethics found in 23 Ill. Adm. Code, Sections 22.10 and 22.20.

Section 22.10 Purpose and Applicability

This Part establishes core principles, values, and responsibilities that shall apply to all Illinois educators.

- a) The purpose of this Part is to set expectations for educators; guide educational practice; and inspire professional excellence in relation to federal, state, and local policies and rules, and locally established collective bargaining agreements.
- b) For the purpose of this Part, "educator" refers to individuals who:
 - 1) Hold or are applying for a valid Illinois Professional Educator License endorsed in a teaching, school support personnel, or administrative field issued pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B];
 - 2) Are not required to hold a Professional Educator License or an Educator License with Stipulations but who hold or are applying for approval (e.g., certain paraprofessionals and educational interpreters) for their positions issued pursuant to requirements set forth in 23 Ill. Adm. Code 25 (Educator Licensure); and
 - 3) Are enrolled in an Illinois educator preparation program.
- c) Neither this Part nor any provisions within this Part shall be construed to affect in any way the State Superintendent of Education's authority to initiate an action under Article 21B of the School Code to suspend, sanction, or revoke an educator's license.

(Source: Amended at 38 Ill. Reg. 6224, effective February 27, 2014)

Section 22.20 Code of Ethics

- a) Responsibility to Students
The Illinois educator is committed to creating, promoting, and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:
 - 1) Embody the Standards for the School Support Personnel Endorsements (23 Ill. Adm. Code 23), the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24.130), and Standards for Administrative Endorsements (23 Ill. Adm. Code 29), as applicable to the educator in the learning environment;
 - 2) Respect the inherent dignity and worth of each student by ensuring that the learning environment is characterized by respect and equal opportunity for each

student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language, or socio-economic status;

- 3) Maintain a professional relationship with students at all times;
- 4) Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation, and adaptation of effective instruction; and
- 5) Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

b) **Responsibility to Self**

Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois educators:

- 1) Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and understanding of current trends in both content knowledge and professional practice;
- 2) Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;
- 3) Represent their professional credentials and qualifications accurately; and
- 4) Demonstrate a high level of professional judgment.

c) **Responsibility to Colleagues and the Profession**

The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois educators:

- 1) Collaborate with colleagues in their respective schools and districts to meet local and State educational standards;
- 2) Work together to create a respectful, professional, and supportive school climate that allows all educators to maintain their individual professional integrity;
- 3) Seek out and engage in activities that contribute to the ongoing development of the profession;
- 4) Promote participation in educational decision-making processes;
- 5) Encourage promising candidates to enter the education profession; and
- 6) Support the preparation, induction, mentoring, and professional development of educators.

d) **Responsibility to Parents, Families, and Communities**
The Illinois educator will collaborate, build trust, and respect confidentiality with parents, families, and communities to create effective instruction and learning environments for each student. Illinois educators:

- 1) Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;
- 2) Encourage and advocate for fair and equal educational opportunities for each student;
- 3) Develop and maintain professional relationships with parents, families, and communities;
- 4) Promote collaboration and support student learning through regular and meaningful communication with parents, families, and communities; and
- 5) Cooperate with community agencies that provide resources and services to enhance the learning environment.

e) **Responsibility to the Illinois State Board of Education**
Illinois educators are committed to compliance with the School Code [105 ILCS 5] and its implementing regulations, and to state and federal laws and regulations relevant to their profession. Illinois educators:

- 1) Provide accurate communication to the Illinois State Board of Education concerning all educator licensure matters;
- 2) Maintain appropriate educator licensure for employment; and
- 3) Comply with state and federal laws and regulations.

(Source: Amended at 38 Ill. Reg. 6224, effective February 27, 2014)

Student Data Privacy

The Illinois State Board of Education (ISBE) provides resources, which can be found on the agency's [Student Data Privacy Overview webpage](#), that can be referenced to help protect student data privacy. The Assessment Department deals extensively with student data, so staff include these resources as a safeguard in the administration of state assessments.

Assessment Security Monitoring Survey

The Federal Peer Review Process Critical Element 2: Assessment Systems Operation requires states to monitor test administration procedures for all State Accountability Assessments (SAA). To ensure a fair and accurate administration and the security of SAAs and their test items, all educational and support staff who handle test materials are expected to read, understand, and comply with the Test Security documents produced and distributed by ISBE for the various assessment programs. The Assessment Security Monitoring Survey collects information at the district and school levels regarding training procedures and an affirmation from the superintendent (or designee) to comply with the information contained in the Test Security Agreement. The Assessment Security Monitoring Survey will be sent out to principals and superintendents through IWAS under the system listing Survey: Assessment Security Monitoring Survey. The Assessment Security Monitoring Survey is conducted yearly to collect information regarding test security.

Test Administration Procedures

As a safeguard in the administration of state assessments, the procedures for administering each state assessment are updated yearly and are posted on the [ISBE Assessment webpage](#). Assessment Department staff maintain test administration literature that includes, but is not limited to, district test coordinator manuals, school test coordinator manuals, systems user guides, professional testing practices for educators, accommodations and accessibility features manuals, irregularity forms, and reason for no valid test attempt (RNVTA) documentation. These documents provide the procedures to be followed and observed in the administration of tests.

Testing Irregularities

Districts are provided with procedures to submit irregularities when situations arise during the test window. Test irregularity forms can be found in either the test coordinator manuals or in the packaged materials provided to districts, or they can be found within the different assessment support pages on the [ISBE Assessment webpage](#). Finally, a test irregularity case that rises to a level meriting additional investigation and potential action by ISBE will be referred to ISBE's [Educator Licensure Department](#) for review and final decision for next steps.

Test Administration Communication

ISBE provides a full-time staff of test coordinators supported by management staff to answer daily questions from the field via voice and electronic communications to ensure related procedures are followed in the administration of tests. Districts also are provided the opportunity to participate in Assessment webinars held year-round from 10-11 a.m. on Fridays that provide information and next steps for administration. The schedule of live webinars and past recorded webinars can be found on the [Assessment Communications webpage](#).

