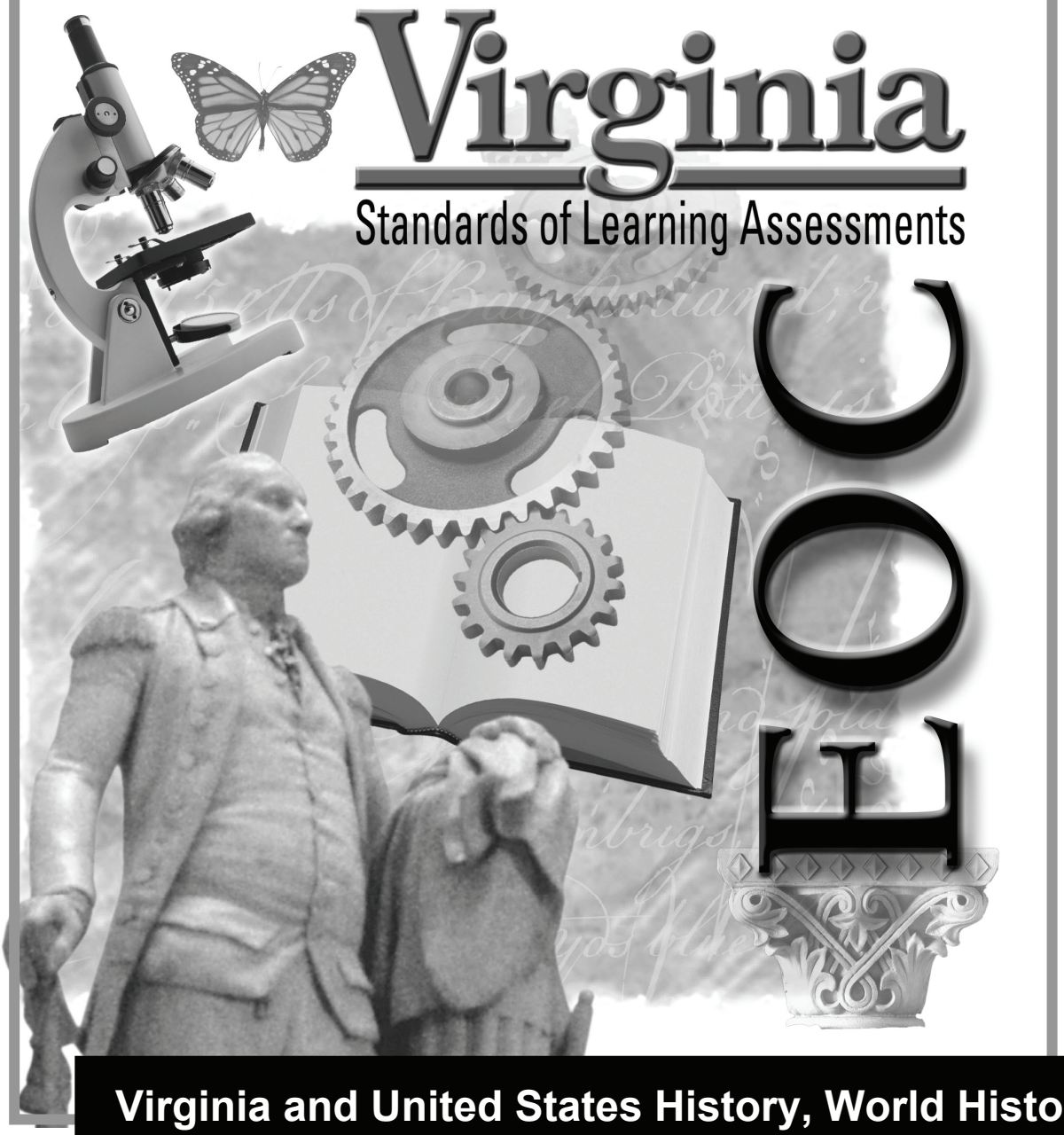
EXAMINER'S MANUAL

REGULAR AND SPECIAL FORMS

FALL 2008, SPRING 2009 & SUMMER 2009



Virginia and United States History, World History I, World History II, and World Geography

Online & Paper/Pencil Tests

Test security guidelines restrict persons who have not signed the *Test Security Agreement* from reading the actual test questions.

NEW FOR 2008-2009

This 2008-2009 *Examiner's Manual* for the Standards of Learning (SOL) End-of-Course (EOC) *History and Social Science* tests contains significant changes. The most important changes are

- the inclusion of both **online** and **paper/pencil** directions, and
- the development of this manual as an **annual** manual, i.e., **one** manual that can be used for any of the three test administrations in the 2008-2009 testing year: Fall 2008, Spring 2009, or Summer 2009.

In previous test administrations, the online directions were posted at the Virginia Department of Education (VDOE) Web site and were not made available in a paper manual format. The addition of online instructions in the *Examiner's Manual* makes both sets of directions available to the Examiner in one convenient format.

Because the information in this *Examiner's Manual* is intended for use in any of the three 2008-2009 test administrations, the manual can be reused from one administration to the next. In previous testing years, you have been instructed to return the *Examiner's Manual* to the School Test Coordinator (STC) with other non-secure materials at the end of the testing period. In the 2008-2009 administrations, the *Examiner's Manuals* should be retained at the end of the fall testing period, as instructed by your STC, so that they may be reused in subsequent administrations. After the summer 2009 administration, this manual should be discarded.

Redesigned *Examiner's Manual* Format

Some of the physical changes in this manual are:

- Tabbed pages to distinguish online directions from paper/pencil directions
- Less redundancy in directions for completing the answer document; some repeated instructions have been eliminated. Previous *Examiner's Manuals* presented instructions by content area/subject (e.g., History and Social Science/*World History I, World History II*) and repeated much of the same material in each set of instructions. In this manual, the repeated directions have been collapsed into a single set for all content area tests. At points where directions are specific to a subject/content area—for example, sample questions and answers—you will find boxed directions that are specific for the tests. For example:

For *Virginia and United States History* and *World Geography*:

SAY The best answer is "B." Select the letter "B" in the sample box because "B" is the letter for the best answer.

For *World History I* and *World History II*:

SAY The best answer is "C." Select the letter "C" in the sample box because "C" is the letter for the best answer.

- Directions for completing demographic Information on the answer document without a Pre-ID label are now in Appendix C.

IMPORTANT REMINDERS

Term Graduates

- The STC will inform you of the testing schedule for Term Graduates. Term Graduates are defined as follows:

Test Administration	Students Scheduled to Graduate
Fall 2008	By End of Fall 2008 Semester
Spring 2009	By August 31, 2009
Summer 2009	By August 31, 2009

- For the Fall 2008 Administration and the Summer 2009 Administration, Term Graduates will take the same multiple-choice test forms as the End-of-Course (EOC) testers.
- For the Spring 2009 Administration, Term Graduates will take designated multiple-choice test forms.

History/Social Science Tests (2001 Standards)

- The EOC tests that measure the 1995 *History/Social Science* standards are no longer available. All students who need to take an EOC *History/ Social Science* test will now take the test measuring the 2001 *History/ Social Science* SOL.

Answer Documents

- Make certain that the only answer documents distributed to students indicate 2008-2009 (located top center) and they have the correct test name (top right corner) for the appropriate test administration (Appendix B).

Summer Administration Only (Paper/Pencil Tests)

Out-of-School Answer Documents

- Students testing in the summer may originate from schools outside your division. If applicable, answer documents for these students should be bundled separately as instructed by your STC (Section 10.2.3).

If you have questions after reviewing this manual, contact your School Test Coordinator (STC).

HOW TO USE THIS MANUAL

The *Examiner's Manual* for the EOC *History/Social Science* tests now includes directions for administering online and paper/pencil tests in a single manual. It can be used for any of the three test administrations in the 2008-2009 testing year: Fall 2008, Spring 2009, or Summer 2009.

If you are administering the EOC *History/Social Science* tests:

1. Familiarize yourself with the contents of the *Examiner's Manual* as follows:

Sections 1, 2, 3, 4	Sections 5, 6, 7	Sections 8, 9, 10	Section 11
Online and Paper/Pencil Tests	Online Tests Only	Paper/Pencil Tests Only	Online and Paper/Pencil Tests

2. Most tests have identical directions for reading and responding to test questions; the Examiner reads these directions to the students. Some test forms, however, have a slight variation of the directions, and these directions are listed in a box under the heading "DIFFERENT TEST DIRECTIONS." If you are administering one of these forms, you must read the directions given.

3. When you read the test directions aloud to the students, you will be asked to "demonstrate" opening a test booklet to a certain page; or you will be instructed to "point" to an item in the test. To use a test booklet for this purpose, you should borrow a student test booklet, and then return the booklet to the student when you have finished. For large print tests, use your examiner's copy of the test booklet.

4. As you read the specific directions for online tests and paper/pencil tests in this manual, please note the instructions with **two black arrows.** They are intended to help you move through the directions. For example:

⬇ CONTINUE DIRECTIONS HERE ⬇

or

➡CONTINUE TO THE NEXT PAGE➡

or

➡ONLINE TEST DIRECTIONS: GO TO SECTION 5 ON PAGE 6➡

or

➡PAPER/PENCIL TEST DIRECTIONS: GO TO SECTION 8 ON PAGE 15➡

5. Notice the spoken directions in **brackets** in Sections 6.2 and 9.2. Here the Examiner is given two to four options and must select one of them based on which EOC *History/Social Science* test is being administered. For example:

   - **[Virginia and United States History, World History I, World History II,** or **World Geography]**
   - **[you may sit quietly and read if you wish** or **you will be dismissed to class]**

HOW TO USE THIS MANUAL, continued

6. Specific directions for administration of tests accompanied by an audio recording are provided along with the directions for regular tests. The audio directions are enclosed within a box and clearly labeled to distinguish them from regular directions.

7. Use the Examiner's Checklists in Appendix H to keep track of your responsibilities before, during, and after testing.

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1. USE OF THIS MANUAL FOR THE 2008-2009 TEST ADMINISTRATIONS OF ALL STANDARDS OF LEARNING (SOL) EOC *HISTORY/SOCIALSCIENCE* TESTS

This *Examiner's Manual* describes procedures that apply to the administration of the online and paper/pencil End-of-Course (EOC) *Virginia and United States History, World History I, World History II* and *World Geography* Standards of Learning (SOL) Assessments. All Test Examiners should follow the information in this manual before, during, and after the administration of the EOC *Virginia and United States History*, *World History I*, *World History II*, or *World Geography* SOL Assessments. This manual provides the following information:

- test administration schedule
- school division responsibilities for SOL testing
- your duties before, during, and after the testing session
- specific instructions for administration of the EOC History/Social Science online and paper/pencil tests

2. TEST ADMINISTRATION SCHEDULE

Each school division is to administer the SOL EOC *Virginia and United States History, World History I, World History II* or *World Geography* test within its own established "testing window." The STC will inform you of the school's test dates and times during the fall, spring, and summer administrations.

Each school's test schedule must allow opportunities for make-up sessions to be held prior to the end of the division's testing window. Make sure that each student who is absent from the administration of a test is given ample opportunity to take the missed test on a make-up basis. The STC will provide you with more information about how your school will handle make-up testing (Section 11).

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the EOC History/Social Science tests. These include:

- Division Director of Testing (DDOT)
- School Test Coordinator (STC)
- Test Examiner (Examiner)

A brief explanation of the roles and responsibilities of each of these persons follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson. The DDOT has divisionwide responsibility for implementation of SOL test procedures.

School Test Coordinator

The School Test Coordinator (STC) is the person designated within each school to serve as the point of contact between the DDOT and the school. The STC is also responsible for ensuring that all procedures required for the SOL tests are implemented within the school and for maintaining the security of test materials. Any questions the STC has regarding the SOL tests are to be directed to the DDOT.

Test Examiner

As a Test Examiner (Examiner), you are responsible for administering the SOL tests according to the procedures contained in this manual and for maintaining the security of SOL test materials. The remaining sections of this manual contain more specific information about your duties as an SOL Examiner. Any questions the Examiner has regarding the SOL tests are to be directed to the STC.

4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING
◀ ONLINE & PAPER/PENCIL TESTS ▶

4.1 Read All Materials

Carefully read this *Examiner's Manual*, your students' Individualized Education Programs (IEPs), 504 management plans, *Limited English Proficient (LEP) Student Assessment Participation Plans* (if applicable), and any local directions you may have been given by your STC.

Review the Examiner's Checklist (Appendix H) to make sure that you understand the activities before, during, and after the test administration. Resolve any questions you might have with your STC well in advance of test administration.

4.2 Sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)*

Before you may administer any of the Fall 2008, Spring 2009, or Summer 2009 SOL *Non-Writing* tests, you must read the *Test Security Guidelines* and then read and sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Appendix A). **Note the Virginia General Assembly legislation regarding test security.** You may sign the original page or a photocopy of the test security agreement. Proctors must sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* as well. When you sign this document, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials. **You must complete this agreement and forward it to your STC before receiving any test materials.**

For online tests, the first time you use an assigned Login ID and Password, you will be required to read and accept the *Test Security Guidelines*. After doing so, you can print and sign this version by clicking the *Printer Friendly* link on the screen, or you can photocopy and sign the *Test Security Guidelines* in this manual (Appendix A).

4.3 Inform Students of Testing

Make any necessary announcements about testing. Announcements may include reminders for students to bring sharpened No. 2 pencils to the testing session and something to read if they finish early. Prepare students for testing by explaining that the results of this test will help determine their level of proficiency in *Virginia and United States History, World History I, World History II* or *Geography*.

Term Graduates must take the EOC History/Social Science tests according to the division's established schedule. The STC will inform you of the testing schedule for Term Graduates. Term Graduates are defined as follows:

Term Graduates

Test Administration	Students Scheduled to Graduate
Fall 2008	By End of Fall 2008 Semester
Spring 2009	By August 31, 2009
Summer 2009	By August 31, 2009

4.4 Establish the Test Setting

In conjunction with your STC, arrange for appropriate physical conditions for testing. Be sure to consider any accommodations that are specified in students' IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*.

Testing rooms should be quiet, well lighted, and well ventilated. Each student should have enough work surface for any materials or supplies required for accommodations, and should be clear of books and other materials not needed for the test. Crowding should be minimized and the seating arranged to discourage students from copying one another's work.

If you are administering an online test, physical barriers on both sides of the workstations are helpful in deterring students from looking at each other's computer monitors.

Remove from the testing site or cover all curricular materials that might influence student performance. These materials include charts, dry-erase board displays, chalkboard displays, and bulletin board displays of materials related to test content.

You may find it helpful to place a "TESTING: DO NOT DISTURB" sign on the door.

4.5 Verify the Use of Proctors or Need for Additional Assistance

It is best that you supervise the testing of no more than 25–30 students on your own. If your group is larger, it is recommended to have one Proctor present for every 25–30 **additional** students at the testing site. Proctors should receive the same training as Examiners. The use of non-school personnel as Proctors should be approached with caution.

Regardless of the size of your group, your STC should have arranged to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with minimum disruption.

4.6 Be Aware of the Alternate Test Site

SOL assessments are not timed. Students who do not finish by the end of the allotted test administration time should be given as much time as they need to complete the test. Students are **not** allowed, however, to complete the test after leaving, voluntarily or not, for any activity such as lunch or other breaks that would allow interaction with other students or access to any educational materials. Students **must** complete the test in one school day.

Consult with your STC prior to testing to understand the school's plan for students who test beyond the allotted test administration time. Be prepared to move students who have not completed the test to an alternate testing site. Should this become necessary, be sure to maintain the security of secure materials (i.e., test tickets, test booklets, answer documents, used scratch paper, and audiotapes, if applicable) for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

4.7 Know How to Report Test Item Errors on SOL Tests

If during the testing session, a student reports that a test question and/or answer option contains an error, you should record the subject area test, level, form number, item (question) number, and/or the letter (i.e., A, B, C, or D) for the answer option. Tell the student that her/his concerns will be reported to the central office. However, under no circumstances should the test question or answer options be discussed with the student. Additionally, Examiners and Proctors are not to discuss test questions/answer options with each other. Notify the STC of the possible error, and the STC will, in turn, contact the DDOT. Do not communicate information related to the test questions and/or answer options through electronic mail.

4.8 Know How to Handle Testing Irregularities

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

- inappropriately influences student performance

- inappropriately influences the reporting of student performance
- constitutes a breach in test security, or
- results in the improper implementation of mandatory student testing

Any testing irregularities observed should be reported **immediately** to your STC. Prior to testing, it is important to understand your school and division's protocol for reporting testing irregularities. Your STC will discuss the procedures with you. All testing irregularities must be recorded as directed by your STC. The *Test Irregularity Form* in Appendix G may be used to document an incident.

Examples of testing irregularities include, but are not limited to:

- A student becomes ill during testing.
- A student is observed cheating during the testing session.
- An Examiner, teacher, or another adult provides improper assistance to a student.
- Testing accommodations specified in a student's IEP, 504 management plan, or *LEP Student Assessment Participation Plan* are not provided.
- The student is provided an accommodation that is not specified in the student's IEP, 504 management plan, or *LEP Student Assessment Participation Plan*.
- An excessive disturbance or disruption occurs during the testing session.
- A student's test booklet or used answer document is missing.
- Any unused/unassigned test booklet is missing.
- Any assigned/unassigned test ticket is missing.

If you question whether an incident in your classroom is a testing irregularity, discuss it with your STC.

4.9 Be Familiar with the Directions for Administering the Test

All directions that you must read aloud to the students are in **bold type** so that they stand out from the rest of the text. This text must be read **exactly as written**, using a natural tone and manner.

If a mistake is made in reading directions, stop and say, **"No, that is wrong. I must read it to you again."** Then read the direction again.

Other text is for your information and should not be read to students. It is essential that you become familiar with the instructions in this manual **before** test administration and that you follow them exactly as they appear.

When you read the test directions aloud to the students, you will be asked to "demonstrate" opening a test booklet to a certain page; or you will be instructed to "point" to an item in the test. To use a test booklet for this purpose, you should borrow a student test booklet, and then return the booklet to the student when you have finished. For large print tests, use your examiner's copy of the test booklet.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best.

4.10 Know How to Answer Students' Questions

Help must not be given on specific test items and no clues should be given about the correctness of a student's answer to a particular item. If a student asks a question during the test about a test item, the student should be told, **"Read it carefully and choose the best answer."** Test questions may **not** be read to students unless specified by their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*.

If the student's question refers to the mechanics of online testing, such as how to navigate to the next question or how to mark an answer on the answer document for paper/pencil tests, it can be answered.

If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures. If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.

To avoid interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before you begin the testing session. Students must not be denied the opportunity to visit the restroom during testing. However, such visits must be supervised and students provided no opportunity to interact with other students or access any educational materials.

➡ONLINE TEST DIRECTIONS: GO TO SECTION 5 ON PAGE 6➡

OR

➡PAPER/PENCIL TEST DIRECTIONS: GO TO SECTION 8 ON PAGE 15➡

Online

5. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING
▸ ONLINE TESTS ◂

5.1 Prepare Students for Online Testing

For online testing, only those tools allowed for a given online SOL test are available on the toolbar. Prior to testing, the eTools™ Live application may be used to give students additional practice with online tools. Students may also use the ePAT™ application to become familiar with the online testing format and structure of SOL test items. Both of these applications are located on the PEMSolutions™ Web site.

5.2 Login to PEMSolutions™

If the STC has given you access to PEMSolutions to administer or monitor a test session, go to **http://www.pearsonaccess.com/va** prior to the testing session. Login using the Login ID and Password provided to you by the STC. The first time you use the newly assigned Login ID and Password, you will be required to read and accept the *Test Security Guidelines*. After doing so, you can print and sign this version by clicking the *Printer Friendly* link on the screen, or you can copy and sign the *Test Security Guidelines* included in this manual (Appendix A).

5.3 Receive Test Materials

On the morning of testing, you will receive all materials needed to administer the online tests. The STC will provide you the following materials:

- Student Authorization tickets
- Proctor Authorization ticket (if Read-Aloud session)
- Seal Codes (if applicable)
- Test Session Roster (optional)
- Appropriate test manipulatives/materials

The STC will ask you to initial an *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* (Appendix F), or a similar form, verifying your receipt of the test materials. The purpose of this form is to track the secure materials throughout the test administration period. Be sure to count the number of test tickets you receive from the STC and verify that you have a test ticket for each student listed on the session roster before you initial the form.

6. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING
▸ ONLINE TESTS ◂

6.1 General Directions for Administering an Online *Virginia and United States History, World History I, World History II,* or *World Geography* Test

6.1.1 Check students' workstations

Make sure that all computer workstations are clear of books and other materials not needed for the test. Have students place book bags away from the workstations. **Ensure that students have no access to cell phones or other electronic devices during testing.**

6.1.2 Provide test materials

Students taking the *Virginia and United States History*, *World History I*, *World History II*, or *World Geography* test may use scratch paper. The STC may distribute the scratch paper to you prior to testing or on the morning of testing, or you may be instructed to provide your own scratch paper for the testing session. As directed by your STC, the use of plain paper (including patty paper), lined paper, and grid paper are acceptable as scratch paper.

Be advised that any materials such as patty paper, dry-erase markers, or transparencies that are used to trace images on the computer monitor are **not** permissible in the administration of online tests.

See that each student has two sharpened soft-lead (No. 2) pencils with erasers. Have extra sharpened pencils and erasers available in an accessible place.

As appropriate, provide students any needed materials or supplies required for accommodations.

Students are **not** to have access to dictionaries.

6.1.3 Understand TestNav™ set-up

You should understand how TestNav™ is set up so that you can assist a student who is having difficulty navigating a test. The online tests are divided into sections. The directions and sample item are in Section 1 of all online tests. The test items and answer options are in Section 2. To navigate between the sections of an online test, the student may click on the *Go to*...button on the screen. This button will take the student to the *Item Review* screen. The sections of the test are designated in the upper right corner of the screen and appear as black diamonds. The diamond for the section that the student currently is in will be blue. Students may click on the diamond with a "1" to return to the directions and sample question.

NOTE: If the sample question is not answered when a student *submits* the test, the summary screen that is displayed will indicate that one question is unanswered.

6.1.4 Monitor student progress

During the test administration, you should monitor the testing process by moving as unobtrusively as possible about the room. While moving about the room, check to ensure that students are able to select answers properly using TestNav™.

Examiners should focus their attention on monitoring the testing process during the test administration and should not spend time reviewing test items. Refer to the Test Security Guidelines in Appendix A.

Online

6.1.5 Check test session details

You can monitor the progress of all students assigned to a test session via the *Session Details* screen. The *Status* on the screen is color-coded. After each student's name, the student's real-time test status is indicated based on one of the descriptions in the following chart.

Test Status

Test Status	Test Status Description
Black (Ready)	The student has not yet started taking the test.
Green (Active)	The student has logged in and started taking the test.
Orange (Exited)	The student has exited TestNav™ but has not submitted answers. The student needs to be resumed before completing the test.
Purple (Resumed)	The student exited the test and has been authorized to resume the test.
Purple (Resumed-Upload)	The student exited the test and has been authorized to resume the test with upload.
Teal (Submitted)	The student has finished testing and submitted the answers to be scored.
Blue (Processing)	The test has been submitted and the system has begun processing the data.
Red (Completed)	The submitted test data has been processed.
Red (Marked Complete)	The student has exited TestNav™ and will not resume the same test or the student has never logged into this test and must be accounted for. **NOTE:** Click on *Marked Complete* icon to view the reason why the test was marked Complete.

Be sure to click the browser's *Refresh* button frequently while viewing sessions. This button will update the students' *Status*.

As students begin to login and start the test, the student *Status* will turn green. As students submit their test, the student *Status* will turn red; a "red" status cannot be restarted. If a student exits TestNav™ (either inadvertently or intentionally) before completing the test, the student *Status* will turn orange.

6.1.6 Know how to resume a student's test

If a student exits TestNav™ or loses connection before submitting a test, a test administrator must resume the student's test before she/he can continue with the same test. The steps to resume a student's test are as follows:

(1) Select the check box for the student on the *Session Details* screen.

(2) Click the "Resume Test" link, and then select *Resume Test* or *Resume Test with File* in the drop-down list.

- The *Resume Test* option indicates that the test will be resumed from the point the test was interrupted, without a saved response file.
- The *Resume Test with File* option prompts TestNav™ to resume the test and search for a saved student response file.

After resuming the student's test on the *Session Details* screen, the student's status changes to "Resumed" (if *Resume Test* was selected) or "Resumed-Upload" (if *Resume Test with File* was selected). The student can now log into TestNav™ and continue with the same test.

Be sure to contact your STC for guidance if a student needs to be resumed. Improperly resuming a test may delete the student's answers and leave no option for retrieval.

Online

6.2 Specific Directions for Administering an Online *Virginia and United States History*, *World History I*, *World History II,* or *World Geography* Test

⬇ DIRECTIONS FOR ALL ONLINE TESTS (INCLUDING AUDIO) START HERE⬇

SAY **Today you will be taking the SOL End-of-Course (EOC) [*Virginia and United States History, World History I, World History II,* or *World Geography*] test. This test will provide information about how well you understand this subject. It is important that you do your best on this test. I am going to give each of you a Student Authorization ticket and a sheet of scratch paper. Do not do anything until I instruct you to do so.**

Distribute the scratch paper. Then distribute a Student Authorization ticket (test ticket) to each student.

SAY **Look at the Student Authorization ticket. Your name should appear next to Student Name. If you have a ticket for someone other than yourself please raise your hand now.**

Pause. Make sure all students have their Student Authorization ticket.

Have a supply of sharpened No. 2 pencils available for students to use during testing, if needed. Ensure that students also have any needed materials or supplies required for accommodations.

[*You may skip these next two directions if you have launched TestNav™ and entered the URL so that the login screen is displaying on the computer screen when the students enter the testing location.]

SAY ***Find the "lightning bolt" TestNav™ icon which looks like a 'T' on your desktop. Double click on this icon. Wait until the TestNav™ browser is on your computer screen.**

***In the Address area at the top of the screen, enter the URL found on your Student Authorization ticket.** [http://www9.etest.pearson.com/VAP/] **Click on the GO button. You will now be directed to the Login screen.**

Online <u>Audio</u> Tests Only

SAY **From your Student Authorization ticket, you should enter the Login ID, Password, and Test Code exactly as you see them on your ticket. Once you click on the Login button the directions will be read to you. After listening to the directions, click *Next* at the bottom of the screen. Listen to the sample question and select your answer. Once you have selected your answer to the sample item, raise your hand to let me know. Then wait for further directions from me.**

Students will be able to see their names in the upper left corner of the screen as well as the percentage complete of the download of the initial part of the test. Once a student has successfully logged into the system, he/she will see and hear the directions as they are read. After students have listened to the directions they will click *Next* and the sample item will be read to them. Wait for students to select their response to the sample.

➡AUDIO TESTS DIRECTIONS: GO TO TOP OF PAGE 12 AND CONTINUE ➡

Online

⬇ CONTINUE DIRECTIONS HERE FOR ONLINE *REGULAR* TESTS ONLY⬇

SAY **From your Student Authorization ticket you should enter the Login ID, Password, and Test Code exactly as you see them on your ticket. Click on the Login button.**

Students will be able to see their names in the upper left corner of the screen as well as the percentage complete of the download of the initial part of the test. Once a student has successfully logged into the system, he/she will see the directions. When all students have logged in successfully,

SAY **Look at the directions on your computer screen. Follow along on the computer screen as the directions are read aloud.**

Test questions will be presented one at a time. Each question will be followed by several possible answers. The computer will allow you to have only one answer selected at a time for each question.

You can use the mouse or keyboard to navigate and select answers in TestNav™. To answer a question using the mouse, position the pointer over an answer and click once. To answer a question using your keyboard, type the letter that corresponds to the answer you wish to select. For example, to select option A, type the letter "A" on your keyboard.

Listed below are the available keystrokes and definitions [You may skip reading the keystroke combinations section below.]

CTRL/Control + Left Arrow	Back	(returns to the previous screen)
CTRL/Control + G	Go to	(navigates to review screen)
CTRL/Control + Delete/Del	Reset	(clears response from the current question)
CTRL/Control + R	Review	(marks the question for later review)
CTRL/Control + Right Arrow	Next	(moves you to the next screen)
Page Up	Scroll up	
Page Down	Scroll down	

SAY **Navigation buttons appear at the bottom of the screen for each question. If you do not see the navigation buttons, you need to scroll down to reveal them. A scroll bar will appear on the right side of the window.**

If tools are available for this test, they can be accessed by clicking the appropriate icon on the toolbar at the top of the screen. For help with a tool, click on the *Help* icon on the toolbar at the top of the screen.

If the screen is divided into two parts, the upper part displays information and the lower part displays the question. Each area will display a scroll bar if needed.

Do not attempt to leave the test by closing the window. If you close the window, your test will be ended. You will then need to ask [me or **the Proctor] for help to restart your test.**

Throughout the test, read and answer each question. Select the best answer using your mouse or keyboard.

(Tell the students to disregard the following sentence that is on the screen because it only pertains to the administration of the Algebra I and Algebra II tests:

SAY **Disregard the following statement on your screen: "For Algebra I and Algebra II tests, you may assume that the value of the denominator is not zero."**

Online

At the bottom of this screen, click the *Next* button and the sample item will appear. Be sure to select an answer to the sample question before proceeding. Otherwise, the summary screen will show that one question is unanswered.

SAY **Read the sample question to yourself and choose the best answer. Either click on the best answer or choose the letter of the best answer from your keyboard.**

Wait for students to select their response.

⬇CONTINUE THE FOLLOWING DIRECTIONS FOR ALL ONLINE TESTS, INCLUDING AUDIO ⬇

SAY **Does everyone understand how to choose an answer on the computer screen?**

Pause. Answer any questions.

SAY **Which answer did you choose?**

Pause for replies.

***Virginia and United States History* and *World Geography* Tests**

SAY **The best answer is "B." Select the letter "B" because "B" is the letter for the best answer.**

***World History I* and *World History II* Tests**

SAY **The best answer is "C." Select the letter "C" because "C" is the letter for the best answer.**

SAY **Are there any questions on how to select a response on the computer screen?**

Answer all questions related to the mechanics of selecting an answer.

SAY **The tools you can use for this test show in the toolbar at the top of your screen. Directions on how to use each tool are in the *Help* menu (identified by the question mark icon). Take a moment to click on the different tools.**

Pause while the students explore using the tools.

SAY At any time during the test, you may click on the *Review* box located at the bottom of the screen to select that question to review later. At the end of the test, an *Item Review* screen will appear. This screen will show the questions you have not answered and the questions you have selected for review. You will be able to review <u>any</u> of the questions by clicking on the links in any column.

SAY Does anyone have any questions about how to take the test on the computer?

Pause. Answer all questions.

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of responding to the test questions.

SAY You should answer all the questions and keep working until you come to the end of the test. You may have as much time as you need to complete this test. Use scratch paper for any writing you may need to do, but make sure to select your answers on the computer screen.

Remember to read and answer each question. Choose the best answer for each question. Please raise your hand if you have any questions or problems with your computer during the test. When you have finished your test, please raise your hand. Do NOT click *Submit* or *Exit Test* without permission from me [or the Proctor].

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

SAY After your test has been submitted and I have collected your Student Authorization ticket and other test materials, you [may sit quietly or read if you wish or **you will be dismissed to class].**

Remember, after taking the test you should not discuss the test with anyone, including your classmates and teachers. Does everyone understand what to do?

Pause. Answer all questions. Administration of the online REGULAR and AUDIO test may now begin.

SAY At the bottom of this screen click the *NEXT* button. You may start working now.

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

When a student raises his or her hand and is ready to *Submit* the test, you should instruct the student to leave the final white screen showing and NOT click on the "Close" button. Leaving the final screen on the computer will ensure that students do not access any desktop applications or the Internet, as that may disrupt those still taking tests. When all students are completed with testing, you may instruct the students to click "Close" to exit the testing application.

As students finish testing, collect test materials (i.e., Student Authorization ticket and used scratch paper) from each individual student. Do not have students pass materials up or down the rows of workstations.

Be sure to account for all test materials, including Student Authorization tickets and used scratch paper **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, return all test materials to the STC as specified in SECTION 7, PAGE 14. Test materials must be kept in a secure location until they are returned to the STC.

Online

7. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

◀ ONLINE TESTS ▶

7.1 Return All Test Materials to the STC After Testing Is Completed

At the end of the test session, all test materials must be returned to the STC. This includes Student Authorization tickets, Proctor Authorization tickets (if Read-Aloud session), used scratch paper, the test session roster (optional), Examiner's Manual, and any test manipulatives/materials. Follow your STC's instructions regarding the collection and storage of all materials.

The STC will verify that you have returned all test materials and initial the "IN" column on the *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* (Appendix F).

7.2 Sign the Examiner's/Proctor's Transmittal Form/Affidavit

After the SOL EOC *Virginia and United States History, World History I, World History II,* or *World Geography* test has been administered and materials are returned to the STC, you are required to certify the following:

1. The tests have been administered according to the directions in the *Examiner's Manual.*
2. Test questions have not been reproduced in any way.
3. No inappropriate test preparation activities have been conducted.
4. Students' responses have not been altered in any way.

For this certification, the STC may provide you and any Proctors or Interpreters (if applicable) an *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* (Appendix F) or another such transmittal/affidavit to sign.

➡ MAKE-UP TESTING: GO TO SECTION 11 ON PAGE 31➡

8. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING
◀ PAPER/PENCILTESTS ▶

8.1 Review the Materials Needed for Testing

Make sure that scratch paper and an extra supply of soft-lead (No. 2) pencils with erasers are available for students to use during testing. Students MUST use only No. 2 pencils when completing the answer document. Mechanical pencils may be used as long as they contain No. 2 lead.

The STC may distribute the scratch paper to you prior to testing or on the morning of testing, or you may be instructed to provide your own scratch paper for the testing session. As directed by your STC, the use of plain paper (including patty paper), lined paper, and grid paper are acceptable as scratch paper.

As appropriate, provide students any needed materials or supplies required for accommodations. For audio test administrations, make sure students are familiar with operating the audio equipment prior to testing.

Refer to Table 1, Testing Materials for Paper/Pencil EOC *History/Social Science* tests for a complete list of materials needed for testing.

8.2 Understand Your Division's Procedure for Completing the Student Identification Information on the Answer Documents

Identification information for each student must be included on the answer document either through a Pre-ID label or by coding the information on the answer document. **Use only Pre-ID labels that have been generated for the current *Non-Writing* Administration. Pre-ID labels from previous administrations must not be used.**

The STC may decide to place Pre-ID labels on the answer documents *before* or *after* the testing session. In either case, the STC will provide you instructions.

A sample of the answer document with a Pre-ID label is in Appendix B. Refer to Section 8.3, which contains additional directions on how to complete the demographic information. If it is not clear how to complete the demographic information on the answer document, be sure to ask your STC for directions well in advance of the test administration dates.

8.3 Complete Demographic Information

The STC will provide Pre-ID labels for most students' answer documents that will have demographic information and a State Testing Identifier (STI) number for each student. Therefore, only Field A on the answer document should be completed as directed by the STC.

If Pre-ID labels are not being used on the answer documents for your testing group, Fields B through E must be completed by hand, as directed by your STC.

If you are instructed to have the students complete Fields B through D, prior to administering the test, **GO TO APPENDIX C,** *Directions for Student Completion of Demographic Information on Answer Document if Pre-ID Labels are Not Used*. As directed by your STC, Field E, STI, must be completed by you, or another designated adult, to ensure accuracy.

➡ IF APPLICABLE, FOR COMPLETION OF DEMOGRAPHIC INFORMATION BY THE STUDENT: GO TO APPENDIX C ➡

OR

➡ CONTINUE TO THE NEXT PAGE➡

Paper/Pencil

9. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING
◀ PAPER/PENCIL TESTS ▶

9.1 General Directions for Administering a Paper/Pencil EOC *Virginia and United States History, World History I, World History II,* or *World Geography* Test

9.1.1 Receive the paper/pencil EOC History/Social Science testing materials

On the morning of testing, you will receive all secure materials needed to administer the SOL EOC *Virginia and United States History, World History I, World History II,* or *World Geography* test (Table 1).

The STC will ask you to initial an *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* or a *Classroom Transmittal Document for Special Test Forms Kits* (Appendix F), verifying your receipt of the test materials. The purpose of these forms is to track the secure materials throughout the test administration period.

Upon receipt of the test booklets, open each package and count the number of test booklets. Indicate the number of test booklets contained in each package by checking off the applicable statement on the *Assembly ID Sheet* (Appendix F). Then sign and date the *Assembly ID Sheet*.

Be sure to count the number of test booklets, *Special Test Forms Kits*, including individual audiotapes, if applicable, and Examiner's copies of the special test form received from the STC before you initial the transmittal/affidavit form(s).

For an audio administration, check the labels on the audio tapes to verify that the subject area and test form numbers match the Braille, large print, or regular test booklet version. Also, check the audio equipment to ensure that it is working properly. Contact the STC immediately if you discover any problems with these materials.

Table 1. Testing Materials for Paper/Pencil EOC *History/Social Science* Tests

MATERIALS YOU WILL NEED	• a copy of this manual • a supply of test booklets • the students' answer documents • a supply of sharpened soft-lead (No. 2) pencils with erasers • a supply of scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS	• a test booklet • the student's answer document • scratch paper • two sharpened soft-lead (No. 2) pencils with erasers
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS	• the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • scratch paper; and **BRAILLE KIT** • Braille test booklet (and accompanying audiotape as needed to provide specified accommodations) • two sheets of Braille paper (for use by the student if needed) • an Examiner's copy of the Braille test in regular-print will be provided for your use during administration; or **LARGE-PRINT KIT** • large-print test booklet (and accompanying audiotape as needed to provide specified accommodations) • an Examiner's copy of the test in large-print will be provided for your use during administration; or **REGULAR AUDIO KIT** • regular test booklet • accompanying audiotape

Paper/Pencil

9.1.2 Check students' workstations

Make sure that all desks/workstations are clear of books and other materials not needed for the test. Have students place book bags away from the desks/workstations. **Ensure that students have no access to cell phones or other electronic devices during testing.**

9.1.3 Provide test materials

Students taking the *Virginia and United States History*, *World History I*, *World History II*, or *World Geography* test may use scratch paper. See that each student has two sharpened soft-lead (No. 2) pencils with erasers. Have extra sharpened pencils and erasers available in an accessible place.

Students are **not** to have access to dictionaries.

9.1.4 Understand how students should mark the answer document

Remind students to handle their answer documents with care, record their answers with heavy, dark pencil marks, and avoid making extra marks. Also, answer documents should never be folded, clipped, stapled, or torn.

While students may write in the SOL test booklets, they should not be encouraged to record their answers in the test booklet first and later transcribe them to the answer document. Errors in transcription may adversely affect the student's test score.

9.1.5 Monitor student progress

During the test administration, you should monitor the testing process by moving as unobtrusively as possible about the room.

Make sure that students are marking their answers correctly on the answer document. If you observe students marking their answers in an incorrect section, the **class** should be told, **"Please take a moment to check your work. Make sure you are completing the correct section on your answer document."**

Examiners/Proctors should focus their attention on monitoring the testing process during test administration and should not spend time reviewing test items. (Refer to *Test Security Guidelines* in Appendix A.)

9.2 Specific Directions for Administering the Paper/Pencil *Virginia and United States History, World History I, World History II*, or *World Geography Test*

AUDIO TESTS

If you are administering a Regular, Braille, or large-print EOC *History/Social Science* test that is accompanied by an audio recording, you should read aloud to students the test directions, the sample item, and the answer to the sample item. Do not have the students turn on their audio recording until you have completed the directions through page 24. This procedure is necessary because the narrator on the audio reads only the directions and the sample item but does not read the answer to the sample item.

Demonstrate to students how to operate the audio equipment. Pause while students practice. Make sure the students know how to start, stop, advance, or rewind the tape.

You or the students may now (**or** later) advance the audio to the first test item and stop the audiotape. After you have read aloud the directions to the students, you will instruct the students to begin playing the recording.

You or the students may start, stop, advance, or rewind the recording as necessary during the test to better follow its contents.

BRAILLE OR LARGE PRINT TEST

To meet any accommodations specified in the student's Individualized Education Program (IEP), you may adjust the directions you read aloud to the students for filling in the answer document.

DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENT

If you have Pre-ID labels for the students' answer documents, Fields B through F should not be completed. As instructed by your STC, you or another adult must complete FIELD E, STATE TESTING IDENTIFIER.

If you do not have Pre-ID labels and you have been instructed by your STC to have students complete Fields B through D during the test session, **GO TO APPENDIX C**, *Directions for Student Completion of Demographic Information on the Answer Document if Pre-ID Labels are Not Used.* Read aloud these directions for students to complete the demographic information before you begin reading the directions on the next page.

After the demographic information has been filled in, you may begin reading the directions below for all paper/pencil tests including regular and special test forms with audio.

⬇ DIRECTIONS FOR ALL PAPER/PENCIL TESTS (INCLUDING AUDIO) START HERE⬇

Before distributing the answer documents,

Paper/Pencil

SAY **Today you will be taking the SOL End-of-Course (EOC) [*Virginia and United States History, World History I, World History II,* or *World Geography*] test. This test will provide information about how well you understand this subject. It is important that you do your best on this test. I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.**

Distribute the answer documents with the Section 1 side facing up. Make sure all students have two sharpened No. 2 pencils with erasers.

SAY **We will complete some of the information on this page. In Field A, find the line labeled "Student Name." Carefully print your last name, then your first name, and then your middle initial.**

Give help as needed.

Follow the instructions of your STC for completing the remaining information in Field A. If instructed by the STC not to complete the remaining information in Field A, skip the following directions and continue below after the box with "arrows."

If instructed by the STC to complete the remaining information in Field A,

SAY **Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, gender, grade, your date of birth, and today's date as the testing date** (Provide students with the month, day and year). **Does anyone have a question?**

Answer students' questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

Or, if instructed by the STC not to complete the remaining information in Field A,

⬇ CONTINUE DIRECTIONS HERE⬇

SAY **Now look at the back side of your answer document.** (Demonstrate.) **Find the top two boxes labeled "Last Name" and "First Name."** (Point.) **Print your last name in the first box. Print your first name in the second box.**

Give help as needed and answer student questions.

SAY **I am going to give each of you a test booklet and a sheet of scratch paper. Do not open your test booklet until I tell you to do so**.

Distribute the scratch paper first. Then distribute the test booklets.

Ensure that students also have any needed materials or supplies required for accommodations.

Test booklets contained in each package may have different form numbers. Make sure that you pass out the test booklets in the order in which they were packaged. DO NOT re-order the test booklets in any way before distribution to students.

SAY **Look at the front cover of your test booklet for the form number of the test you are taking. Find the "H" followed by four numbers.** (Demonstrate using a student's test booklet.) **Now look at the back side of your answer document. Find Field F, Form.** (Point.) **The letter "H" has been written for you. In the empty boxes, write the numbers that appear on the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has**

Paper/Pencil

the same number. When you have finished, recheck the form number and the circles you filled in. Are there any questions?

Answer any questions the students may have.

To assist in the identification of the test form, the complete form number indicates the test level (EOC), subject test code (3-digit numbers), followed by a dash (-), an "H" and four numbers. However, only the last four numbers must be entered on the answer document.

As an Examiner, you may need to complete this field for students with disabilities. On a LARGE-PRINT test booklet, the form number is on the top right corner of the test booklet's front cover. The form number for a BRAILLE test booklet is on its front cover, at the bottom center. Correct completion of the form number is essential for accurate scoring.

SAY **Find Field G, Test Date.** (Point.) **In the area labeled "Month," find the circle for the month of this test date and fill it in.** (Specify the month.)

After students have finished,

SAY **The next area is labeled "Day." In the two boxes, write the test date, entering one number in each box.** (Specify the test date.) **For example, if the test date is between the 1st and the 9th of the month, you would write "0" in the first box and the correct number in the second box. Does anyone have a question?**

Answer all questions. When everyone has finished,

SAY **Now beneath each box, fill in the circle that has the same number that you wrote in the box.**

After students have finished,

SAY **The next area is labeled "Year." In the last two boxes, write "0" in the first box and the correct number in the second box. Does anyone have a question?**

Answer all questions. When everyone has finished,

SAY **Now beneath each box, fill in the circle that has the "0" and the correct number.**

Give help as needed.

SAY **On the front cover of your test booklet, find the box labeled "Student Name"** (Point using a student's test booklet). **Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.**

Give help as needed.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

SAY **Open your test booklet to page 3.** (Demonstrate using a student's test booklet.)

If you are administering a BRAILLE or LARGE-PRINT test form, check your examiner's copy of a Braille test or large print test to verify the starting page number.

Make sure all students have their test booklet open to the correct page.

***World History I* Test (Including Audio)**

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen."*** (Pause.)

DIFFERENT TEST DIRECTIONS

If you are administering test form H3027, H5036, H6016, H6036, or H6037,

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "Directions: *Read each question and choose the best answer. Then mark the space on your answer document for the answer you have chosen*."** (Pause.)

OR

If you are administering test form H7536, H7537, H7538, H8036, H8037, H8037, or H8038,

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "Directions: *Read each question and choose the best answer.*** (Pause.)

SAY **Now look at the sample. Read the question and choose the best answer.** (Pause, while students read the sample question.)

AUDIO ONLY

SAY **Now look at the sample. Read the question and possible answers to yourself as I read them aloud.** (Pause.)

SAY ***"The Great Wall of China was built to—(A) close China to foreign trade… (B) provide a trade route across Asia… (C) protect China from invaders, (D) create a monument to Mongol rule."***

SAY **Which answer did you choose?** (Pause.)

SAY **The best answer is "C."** (Pause.)

SAY **Turn your answer document over to the back side and look at the bottom section.** (Demonstrate.) **Now find the shaded box labeled "Sample A."** (Point to this section.)

Make sure all students have found the correct section of the answer document.

SAY **In the shaded box marked "Sample A," fill in the circle for the letter "C" because "C" is the letter for the best answer.**

➡STOP HERE AND GO TO DIRECTIONS ON PAGE 25 TOP➡

Paper/Pencil

Paper/Pencil

World History II **Test (Including Audio)**

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen."*** (Pause.)

DIFFERENT TEST DIRECTIONS

If you are administering test form H3027, H5036, H6016, H6036, or H6037,

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "Directions: *Read each question and choose the best answer. Then mark the space on your answer document for the answer you have chosen*."** (Pause.)

OR

If you are administering test form H7536, H7537, H7538, H8036, H8037, H8037, or H8038,

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "Directions: *Read each question and choose the best answer.*** (Pause.)

SAY **Now look at the sample. Read the question and choose the best answer.** (Pause, while students read the sample question.)

AUDIO ONLY

SAY **Now look at the sample. Read the question and possible answers to yourself as I read them aloud.** (Pause.)

SAY ***"How were the United States and the Soviet Union described after World War II? (A) Allies… (B) Democracies… (C) Superpowers… (D) Imperialists."***

SAY **Which answer did you choose?** (Pause.)

SAY **The best answer is "C."** (Pause.)

SAY **Turn your answer document over to the back side and look at the bottom section.** (Demonstrate.) **Now find the shaded box labeled "Sample A."** (Point to this section.)

Make sure all students have found the correct section of the answer document.

SAY **In the shaded box marked "Sample A," fill in the circle for the letter "C" because "C" is the letter for the best answer.**

➡STOP HERE AND GO TO DIRECTIONS ON PAGE 25 TOP➡

Virginia and United States History **Test (Including Audio)**

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen."** (Pause.)

DIFFERENT TEST DIRECTIONS

If you are administering test form H3027, H6036, or H6037,

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "Directions: *Read each question and choose the best answer. Then mark the space on your answer document for the answer you have chosen*."** (Pause.)

OR

If you are administering test form H7536, H7537, H7538, H8036, H8037, H8037, or H8038,

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "Directions: *Read each question and choose the best answer.*** (Pause.)

SAY **Now look at the sample. Read the question and choose the best answer.**

Pause, while students read the sample question.

AUDIO ONLY

SAY **Now look at the sample. Read the question and possible answers to yourself as I read them aloud.** (Pause.)

SAY ***"Which speech is associated with the Civil Rights Movement? (A) Great Society … (B) I Have a Dream… (C) Berlin Wall… (D) A Day in Infamy."***

SAY **Which answer did you choose?** (Pause.)

SAY **The best answer is "B."** (Pause.)

SAY **Turn your answer document over to the back side and look at the bottom section.** (Demonstrate.) **Now find the shaded box labeled "Sample A."** (Point to this section.)

Make sure all students have found the correct section of the answer document.

SAY **In the shaded box marked "Sample A," fill in the circle for the letter "B" because "B" is the letter for the best answer.**

➡STOP HERE AND GO TO DIRECTIONS ON PAGE 25 TOP➡

Paper/Pencil

Paper/Pencil

World Geography **Test (Including Audio)**

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen."** (Pause.)

DIFFERENT TEST DIRECTIONS

If you are administering test form H3027, H6036, or H6037,

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "Directions: *Read each question and choose the best answer. Then mark the space on your answer document for the answer you have chosen*."** (Pause.)

OR

If you are administering test form H7536, H7537, H7538, H8036, H8037, H8037, or H8038,

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. "Directions: *Read each question and choose the best answer.*** (Pause.)

SAY **Now look at the sample. Read the question and choose the best answer.**

Pause, while students read the sample question.

AUDIO ONLY

SAY **Now look at the sample. Read the question and possible answers to yourself as I read them aloud.** (Pause.)

SAY ***"Temperature and precipitation are characteristics of—(A) longitude … (B) climate … (C) vegetation … (D) latitude."***

SAY **Which answer did you choose?** (Pause.)

SAY **The best answer is "B."** (Pause.)

SAY **Turn your answer document over to the back side and look at the bottom section.** (Demonstrate.) **Now find the shaded box labeled "Sample A."** (Point to this section.)

Make sure all students have found the correct section of the answer document.

SAY **In the shaded box marked "Sample A," fill in the circle for the letter "B" because "B" is the letter for the best answer.**

➡STOP HERE AND GO TO DIRECTIONS ON PAGE 25 TOP➡

⬇ DIRECTIONS FOR ALL PAPER/PENCIL TESTS (INCLUDING AUDIO) CONTINUE HERE⬇

SAY **Are there any questions about how to mark an answer on your answer document?**

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of responding to the test questions.

SAY **You should answer all of the questions in this test booklet. You may have as much time as you need to complete this test. Work until you come to the stop sign.** (Demonstrate using a student's test booklet.) **When you have finished, you may check your work on the test.**

Remember, read and answer each question. Choose the best answer for each question. You may write in your test booklet or on your scratch paper, but make sure to fill in your answers on your answer document. (Point to this section.) **Fill in only one answer for each question.**

Notice that odd-numbered questions have answer choices labeled "A," "B," "C," and "D." The answer choices for even-numbered questions are labeled "F," "G," "H," and "J." If you decide to change your answer to a question, make sure to erase the first answer completely. Does everyone understand what to do?

Answer all questions.

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

SAY **When you have finished, raise your hand and I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish** or **you will be dismissed to class.]**

Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

➡DIRECTIONS FOR ALL AUDIO TESTS CONTINUE ON PAGE 26 TOP➡

For all paper/pencil tests, students may start the test now.

SAY **You may start working now.**

➡DIRECTIONS FOR ALL PAPER/PENCIL TESTS CONTINUE ON PAGE 26 BOTTOM➡

Paper/Pencil

AUDIO TESTS ONLY

Make sure the students (1) know how to start, stop, advance, or rewind the tape and (2) understand they may do this as necessary during the test.

If the recording has not been advanced to the first test item, you or the student may now advance the recording to the narration of the first test item and then stop the tape until the directions below have been read.

SAY **Do not start working until I tell you to do so. After you have turned on your recording, advance the recording to the first test item.** (Pause.) **Does everyone know what to do?**

Answer any questions related to starting the tape at the first test item. Make sure the audio is set to start on the first test item.

SAY **Listen to the test items and read them to yourself as they are read.**

Remind students,

SAY **You may start, stop, advance, or rewind the audiotape as necessary during the test. Does everyone understands what to do?**

Pause.

SAY **You may turn on the recording and start working now.**

⬇ DIRECTIONS FOR ALL PAPER/PENCIL TESTS (INCLUDING AUDIO) CONTINUE HERE⬇

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

As students finish testing, collect all items one at a time (i.e., answer document, test booklet, and used scratch paper) from each individual student. Do not have students pass materials up or down the rows of desks or workstations.

Be sure to account for all test materials, including test booklets, answer documents, used scratch paper, audio tape, and audio equipment, if applicable **before** students are moved to an alternate test site or dismissed from the test session.

After the test session is over, inspect the students' answer documents and organize the test materials for return to the STC as specified in SECTION 10, PAGE 27.

All test materials must be kept in a secure location until they are returned to the STC.

10. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING
◀ PAPER/PENCIL TESTS ▶

10.1 Inspect Answer Documents

Remember that the students' completed answer documents are secure test materials. They must be inspected and assembled in a location that is inaccessible to students and must be returned to your STC no later than the end of the school day on which the test was administered.

NOTE: If the testing session was concluded relatively late in the school day and you do not have time to prepare the answer documents as described in Section 10.2, return them to your STC at this time along with other test materials so that they can be counted and locked in a secure location overnight. Arrange with the STC to retrieve the answer documents on another school day so that you can inspect and assemble the answer documents for return.

After testing, you must make sure that the answer documents are undamaged and complete, and they contain all appropriate identification information. **Careful inspection of the students' answer documents will help prevent scoring delays.**

1. Inspect all answer documents for improper marks. Marks made with ballpoint pen, felt-tipped pen, hard-lead, or colored pencils will not be scanned. All marks to be read by the scanners must be very dark. **DO NOT ALTER THE STUDENT'S RESPONSE IN ANY WAY.**
2. Check the multiple-choice answer section. Stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased, but **DO NOT ALTER THE STUDENT'S RESPONSE IN ANY WAY**.
3. Remove any extraneous materials or loose sheets of paper from the stack of answer documents.
4. Check the demographic information:

   a. Handwritten information in Field A should be legibly filled in with a No. 2 pencil. The student's name is required; however, as directed by your STC, you may be instructed to complete the other information in this field such as teacher, school, etc. Having all the information completed in Field A may be helpful if questions arise during the processing of the answer document.

   b. If the answer document is submitted WITHOUT a Pre-ID label, Fields B through E, machine-scannable information (student's name, date of birth, gender, date of test, STI, etc.), must be accurately filled in with dark No. 2 pencil marks. Make sure all fields have been completed in which you have entered information.

   c. Check each student's answer document to ensure that the correct form number of the test has been completed in Field F, Form and compare it to the form number on the student's test booklet or audiotape, if applicable. Failure to complete Field F accurately will result in an incorrect key being used to score the test.

   If applicable, your STC will provide directions for completing Field H, Testing Status and Field I, Special Test Accommodations.
5. Inspect answer documents for damage. No tape, staples, coffee, paint, or other foreign objects or substances can be on the answer documents.
6. Answer documents that are not in good physical condition (bent corners, folds or wrinkles, clips, or staples) cannot be scanned by electronic machines. If such an answer document is found, inform your STC and, if permission is given, transcribe the student's multiple-choice answers and demographic information to a blank answer document.

If such transcriptions are made:

a. Verify the accuracy of **all** transcriptions with another Examiner, teacher, or faculty member; however, **students' responses must not be altered in any way**.

b. Print the word "VOID" on the front demographic side of the original answer document and return it to your STC.

10.2 Organize Test Materials for Return to the STC

10.2.1 Verify test materials

All secure materials must be returned to the STC as soon as possible after the end of the testing session, **but not later than the end of the same school day on which the test was administered.**

As directed by your STC, assemble the following materials for return to the STC:

Test Materials

Verify that the number of test booklets and the Special Test Form Kits returned match the number you received initially and recorded on the *Assembly ID Sheet*:

- regular test booklets
- if applicable, Special Test Kits including
  -students' test booklets
  -examiner's copy of test booklets
  -accompanying Braille, large print, and/or regular audiotapes

Check test booklets to ensure students' answer documents are not included.

Answer Documents

Verify the following:

- There is a completed or partially completed answer document for each student that was administered the test, including answer documents for irregularities that required retesting.
- If applicable, there is an answer document for those students who were absent and did not take the test.
- The number of students tested, the number of completed answer documents, and the number of test booklets (identified with students' name), match the testing/classroom attendance roster.

10.2.2 Prepare answer documents (fall/spring administrations)

As directed by your STC, submit all used/marked answer documents as follows:

- Submit together answer documents for Term Graduates, Regular and Special Test Forms, including answer documents for irregularities. As directed by your STC, also include answer documents with a completed form number and testing status for all students **not tested** in a classroom.

10.2.3 Prepare answer documents (summer administration only)

As directed by your STC, submit all used/marked answer documents as follows:

Students From Schools Within Your Division

- Answer documents for Term Graduates, Regular, and Special Test Forms should be submitted together. This includes answer documents for irregularities. As directed by your STC, also include answer documents with a completed form number and testing status for all students **not tested** in a classroom.

Students From Schools Outside Your Division

- Answer documents for Term Graduates, Regular, and Special Test Forms should be submitted together. This includes answer documents for irregularities. As directed by your STC, also include answer documents with a completed form number and testing status for all students **not tested** in a classroom.

10.3 Return All Test Materials to the STC After Testing Is Completed

After all materials are inspected and verified, return them to your STC. Return three separate groups of materials as follows:

- **Group 1—Scorable Secure Answer Documents:** All completed and partially completed answer documents, including answer documents for irregularities that require retesting as described in Section 10.2—Organize Test Materials for Return to the STC.
  NOTE: **No loose scratch paper should be included with the scorable answer documents. In the Spring administration, place the bundle of answer documents for Term Graduates on top of the stack.**
- **Group 2—Secure Test Materials:** All test booklets issued to you for the test session (include Braille and large-print examiner's copies and accompanying audiotapes).

  The STC will verify that you have returned all test materials and initial the "IN" column on the *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* or the "Kits Returned" column on the *Classroom Transmittal Document for Special Test Forms Kits* (Appendix F).
- **Group 3—Remaining Non-Scorable Materials:** The completed test booklets' package *Assembly ID Sheets*, unused and/or unmarked answer documents, damaged answer documents marked "VOID," scratch paper, and this manual.

  NOTE: During the 2008-2009 test administrations, the *Examiner's Manuals* should be retained at the end of the fall testing period, as instructed by your STC, so that they may be reused in subsequent administrations.

SECURITY CHECK

ALL TEST BOOKLETS, AUDIOTAPES, AND EXAMINER'S COPIES MUST BE ACCOUNTED FOR AND RETURNED TO YOUR STC.

10.4 Sign the *Examiner's/Proctor's Transmittal Form/Affidavit*

After the SOL EOC *Virginia and United States History, World History I, World History II* or *Geography* test has been administered and materials returned to the STC, you are required to certify the following:

1. The tests have been administered according to the directions in the *Examiner's Manual.*
2. Test questions have not been reproduced in any way.
3. No inappropriate test preparation activities have been conducted.
4. Students' responses have not been altered in any way.

For this certification, the STC will provide you and any Proctors or Interpreters (if applicable) an *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* or C*lassroom Transmittal Document for Special Test Forms Kits* (Appendix F) or another such transmittal/affidavit to sign.

➡ MAKE-UP TESTING: GO TO SECTION 11 ON PAGE 31➡

11. MAKE-UP TESTING

Every student who is absent on the regular test date must be given an opportunity to take the missed test, provided the make-up sessions are within the testing window.

The STC will provide you with information regarding the schedule for make-up testing sessions.

THANK YOU

We appreciate your time and effort in participating in the SOL Assessments for EOC *Virginia and United States History, World History I, World History II,* or *World Geography.*

APPENDIX A
VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING ASSESSMENT PROGRAM
2008-2009

TEST SECURITY GUIDELINES

Listed below are guidelines to assist those persons involved in the administration of the Virginia Standards of Learning (SOL) Assessments (paper and online) in determining what actions may compromise test security.

1. Students must never be exposed to unreleased test items or to the answers to unreleased test items before or following test administration. **Using unreleased test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.** If in doubt whether test items have been released, contact the Division Director of Testing for verification.
2. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after a test administration. This prohibition includes provision of clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including dry-erase boards, chalkboards, charts, and bulletin boards).
3. Examiners should receive test booklets/writing prompts only on the day of testing. Examiners are not to open sealed packages of writing prompts more than 30 minutes before the test session for the short paper component of the writing tests.
4. Examiners are not to improperly review test items or test booklets before, during, or after test administration. Examiners administering the paper multiple-choice SOL tests are not to look ahead in the test booklets.
5. Copying/printing/photographing **ALL OR ANY PART** of an SOL assessment or taking notes about the items included on an SOL assessment is **STRICTLY PROHIBITED**. As stated in the copyrights by the Commonwealth of Virginia Department of Education, testing materials may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording or by any information storage or retrieval systems.
6. All persons are prohibited from logging into TestNav™ (the Web-based application) posing as a student, current or fabricated, to view any SOL assessments. Only a student whose name appears on a Student Authorization Ticket is permitted to log in and take an online assessment (not applicable for *Writing* tests).
7. The tests must be administered strictly in accordance with the instructions outlined in the SOL assessment manuals. This includes following proper procedures for using test manipulatives. Directions that are to be read to the students must be read exactly as written.
8. No test item that will be scored to obtain students' test results may be used as a sample or practice item for learning how to select responses. Sample items are included in the SOL assessments to familiarize students with the format of the items and the procedures for selecting their answers.
9. All persons are prohibited from attempting to formally or informally score SOL assessments.
10. All Examiners, Proctors, or Interpreters using a Proctor Authorization Ticket to administer an online Read-Aloud assessment to students requiring this accommodation are prohibited from answering test questions in the Web-based assessment before, during, or after the administration of the test (not applicable for *Writing* tests).
11. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during a test administration, correcting wrong answers during a test administration, or by erasing or correcting answers or responses recorded/selected by the student.
12. All known violations of test security procedures shall be reported by phone, fax, or in writing. Call (804) 225-2102 to report violations by phone. Fax violations to (804) 371-8978. Written reports must be signed by the person making the report, and addressed to the Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Student Assessment and School Improvement.

Please read legislation passed by the Virginia General Assembly (§22.1–19.1 Actions for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

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Appendix A, continued

Please read legislation passed by the Virginia General Assembly (§22.1–19.1 Actions for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

§ 22.1-19.1. Action for violations of test security procedures.

A. The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:

1. Permitting unauthorized access to secure test questions prior to testing;

2. Copying or reproducing all or any portion of any secure test booklet;

3. Divulging the contents of any portion of a secure test;

4. Altering test materials or examinees' responses in any way;

5. Creating or making available answer keys to secure tests;

6. Making a false certification on the test security form established by the Department of Education; or

7. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed $1,000 for each violation. Furthermore, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 may be assessed a civil penalty for the same violation under this section and the reasonable costs of any review or investigation of a violation of test security.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

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Appendix A, continued

Please read legislation passed by the Virginia General Assembly (§22.1–19.1 Actions for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

§ 22.1-292.1. Violation of test security procedures; revocation of license.

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions; and
9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298.1, governing the licensure of teachers.

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Appendix A, continued

STANDARDS OF LEARNING (SOL) ASSESSMENTS

SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT (INCLUDING EXAMINERS/PROCTORS)

Check Test Administration: ☐Fall 2008 ☐ Spring 2009 ☐ Summer 2009

I acknowledge that I will have access to the Standards of Learning (SOL) Assessments for the purpose of administering a SOL test. I also acknowledge that I have read, understand, and agree to adhere to the *Test Security Guidelines* for the SOL test. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to anyone.
2. I will not improperly review test items or test booklets/writing prompts, copy or take notes about any part of the test.
3. I will not allow access to the test materials to any student or to any other person not so authorized by the School Test Coordinator.
4. I will not alter students' responses in any way.
5. I will not provide answers to test items or any other improper assistance to students.
6. If serving as an Examiner for online Read-Aloud test sessions, I will not answer test questions in the Web-based assessment before, during, or after the administration of the test.
7. I understand my Login ID and password for the Virginia SOL Web-based Assessments are secure and must remain confidential.
8. I have read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations of test security procedures and § 22.1–292.1 Violation of test security procedures: revocation of license).
9. I understand that if test security procedures and guidelines are not followed, my license may be suspended or revoked or I may be assessed a civil penalty for each violation.

Interpreters and all individuals involved in transcriptions of student responses must also read and sign the test security agreement.

Please be sure to print, sign, and return the *Test Security Agreement* (from the computer OR manual) to the appropriate test administrator before administering any SOL tests.

Signed: _____

Print Name: _____

Position: _____

School: _____

Division: _____

Date: _____

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APPENDIX B
SAMPLE ANSWER DOCUMENT
(Page 1 of 2)

Virginia Standards of Learning Program

2008 – 2009
Answer Document

WORLD HISTORY I
End-of-Course Test

Section 1

If this answer document is submitted WITH a Pre-ID label, any data in fields B through E will not be read by the scanner. Changes to student information must be made online within PEM Solutions.

If this answer document is submitted WITHOUT a Pre-ID label, fields B through E must be completed. Changes to student information after this document is submitted must be completed online within PEM Solutions.

Please see Section 2 for additional fields.

A STUDENT NAME			TEACHER
SCHOOL			SCHOOL DIVISION
GENDER	GRADE	DATE OF BIRTH	TEST DATE

B LAST NAME | FIRST NAME

C DATE OF BIRTH

MONTH	DAY		YEAR	
Jan			19	
Feb			20	
Mar	0	0		0 0
Apr	1	1		1 1
May	2	2		2 2
Jun	3	3		3 3
Jul		4		4 4
Aug		5		5 5
Sep		6		6 6
Oct		7		7 7
Nov		8		8 8
Dec		9		9 9

D GENDER
Female Male

E STATE TESTING IDENTIFIER

JOHNSON, KYLE
123-H567 ANY HIGH SCHOOL
DOB: 01/01/1991
GRADE: 11
123456789-1
STI: 098765H321
GENDER: M
ETH: W
DIS: XX
LS: X
LP: X
FALL 2008 NON-WRITING

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

Mark Reflex® by NCS Pearson IM-179071-001:654321 Printed in U.S.A. ISD7441

APPENDIX B

SAMPLE ANSWER DOCUMENT
(Page 2 of 2)

STUDENT NAME

Last Name	First Name

2008 – 2009
WORLD HISTORY I
End-of-Course Test

Section 2: Fields F and G must be completed. Fields H and I should be completed as needed.

F FORM

H: 0 0 0; 1 1 1 1; 2 2 2 2; 3 3 3 3; 4 4 4; 5 5 5; 6 6 6; 7 7 7; 8 8 8; 9 9 9

G TEST DATE

MONTH	DAY		YEAR	
◯ Jan			20	
◯ Feb				
◯ Mar	0	0	0	0
◯ Apr	1	1	1	1
◯ May	2	2	2	2
◯ Jun	3	3	3	3
◯ Jul		4	4	4
◯ Aug		5	5	5
◯ Sep		6	6	6
◯ Oct		7	7	7
◯ Nov		8	8	8
◯ Dec		9	9	9

H TESTING STATUS
Select Only One

1 4 5 7 8 9 10 15

I SPECIAL TEST ACCOMMODATIONS

1 4 5 6 8 9 10 11 12 13 17 18 21 22 23 27 B

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Printed in the United States of America.

End-of-Course WORLD HISTORY I

SAMPLE
A Ⓐ Ⓑ Ⓒ Ⓓ

	11 Ⓐ Ⓑ Ⓒ Ⓓ	26 Ⓕ Ⓖ Ⓗ Ⓙ	41 Ⓐ Ⓑ Ⓒ Ⓓ	56 Ⓕ Ⓖ Ⓗ Ⓙ
	12 Ⓕ Ⓖ Ⓗ Ⓙ	27 Ⓐ Ⓑ Ⓒ Ⓓ	42 Ⓕ Ⓖ Ⓗ Ⓙ	57 Ⓐ Ⓑ Ⓒ Ⓓ
	13 Ⓐ Ⓑ Ⓒ Ⓓ	28 Ⓕ Ⓖ Ⓗ Ⓙ	43 Ⓐ Ⓑ Ⓒ Ⓓ	58 Ⓕ Ⓖ Ⓗ Ⓙ
	14 Ⓕ Ⓖ Ⓗ Ⓙ	29 Ⓐ Ⓑ Ⓒ Ⓓ	44 Ⓕ Ⓖ Ⓗ Ⓙ	59 Ⓐ Ⓑ Ⓒ Ⓓ
	15 Ⓐ Ⓑ Ⓒ Ⓓ	30 Ⓕ Ⓖ Ⓗ Ⓙ	45 Ⓐ Ⓑ Ⓒ Ⓓ	60 Ⓕ Ⓖ Ⓗ Ⓙ
1 Ⓐ Ⓑ Ⓒ Ⓓ	16 Ⓕ Ⓖ Ⓗ Ⓙ	31 Ⓐ Ⓑ Ⓒ Ⓓ	46 Ⓕ Ⓖ Ⓗ Ⓙ	61 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ	17 Ⓐ Ⓑ Ⓒ Ⓓ	32 Ⓕ Ⓖ Ⓗ Ⓙ	47 Ⓐ Ⓑ Ⓒ Ⓓ	62 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ	18 Ⓕ Ⓖ Ⓗ Ⓙ	33 Ⓐ Ⓑ Ⓒ Ⓓ	48 Ⓕ Ⓖ Ⓗ Ⓙ	63 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ	19 Ⓐ Ⓑ Ⓒ Ⓓ	34 Ⓕ Ⓖ Ⓗ Ⓙ	49 Ⓐ Ⓑ Ⓒ Ⓓ	64 Ⓕ Ⓖ Ⓗ Ⓙ
5 Ⓐ Ⓑ Ⓒ Ⓓ	20 Ⓕ Ⓖ Ⓗ Ⓙ	35 Ⓐ Ⓑ Ⓒ Ⓓ	50 Ⓕ Ⓖ Ⓗ Ⓙ	65 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓕ Ⓖ Ⓗ Ⓙ	21 Ⓐ Ⓑ Ⓒ Ⓓ	36 Ⓕ Ⓖ Ⓗ Ⓙ	51 Ⓐ Ⓑ Ⓒ Ⓓ	66 Ⓕ Ⓖ Ⓗ Ⓙ
7 Ⓐ Ⓑ Ⓒ Ⓓ	22 Ⓕ Ⓖ Ⓗ Ⓙ	37 Ⓐ Ⓑ Ⓒ Ⓓ	52 Ⓕ Ⓖ Ⓗ Ⓙ	67 Ⓐ Ⓑ Ⓒ Ⓓ
8 Ⓕ Ⓖ Ⓗ Ⓙ	23 Ⓐ Ⓑ Ⓒ Ⓓ	38 Ⓕ Ⓖ Ⓗ Ⓙ	53 Ⓐ Ⓑ Ⓒ Ⓓ	68 Ⓕ Ⓖ Ⓗ Ⓙ
9 Ⓐ Ⓑ Ⓒ Ⓓ	24 Ⓕ Ⓖ Ⓗ Ⓙ	39 Ⓐ Ⓑ Ⓒ Ⓓ	54 Ⓕ Ⓖ Ⓗ Ⓙ	69 Ⓐ Ⓑ Ⓒ Ⓓ
10 Ⓕ Ⓖ Ⓗ Ⓙ	25 Ⓐ Ⓑ Ⓒ Ⓓ	40 Ⓕ Ⓖ Ⓗ Ⓙ	55 Ⓐ Ⓑ Ⓒ Ⓓ	70 Ⓕ Ⓖ Ⓗ Ⓙ

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

3

APPENDIX C

DIRECTIONS FOR STUDENT COMPLETION OF DEMOGRAPHIC INFORMATION ON ANSWER DOCUMENT IF PRE-ID LABELS ARE NOT USED

DIRECTIONS: If you do not have Pre-ID labels for the EOC *Virginia and United States History, World History I, World History II,* or *World Geography* test answer documents, and you have been instructed by your STC to have students complete FIELDS B through D before or during the testing session, then you should read the following directions to students.

SAY **Today you are going to complete only the demographic information for the EOC [*Virginia and United States History, World History I, World History II,* or *World Geography*] test on your answer document in FIELDS B through D.**

Before distributing answer documents to students make sure that all desks/workstations are clear of books and all other materials. See that each student has two sharpened soft-lead (No. 2) pencils with erasers.

SAY **I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do. Do not fill in any boxes except the ones I tell you to fill in. Some of the boxes may be left blank.**

Distribute the answer documents with the Section 1 side facing up.

SAY **In Field B, find the box that contains areas labeled "Last Name," and "First Name." In the area labeled "Last Name," print your last name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.**

Give help as needed. When all students have finished,

SAY **Now, in the area labeled "First Name," print your first name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.**

Give help as needed. When all students have finished,

SAY **Now, fill in the matching circle beneath each letter in your name. Be sure you fill in only one circle for each letter. Does anyone have a question?**

Give help as needed. After students have finished,

SAY **Now find Field C, which is labeled "Date of Birth." In the area labeled "Month," find the circle for the month of your birthday and fill it in.**

After students have finished,

SAY **The next area is labeled "Day." In the boxes, write the date on which you were born, entering one number in each box. For example, if your birthday is between the 1st and the 9th of the month, you would write "0" in the first box and the correct number in the second box. Does anyone have a question?**

Answer all questions. When everyone has finished,

SAY **Now beneath each box, fill in the circle that has the same number that you wrote in the box.**

After students have finished,

SAY **The next area is labeled "Year." Fill in the circle next to "19." In the next boxes, write the last two digits of the year in which you were born. Then fill in the circles for these two digits.**

Give help as needed.

SAY **Now find Field D, which is labeled "Gender." Fill in the circle next to "Female" if you are a female or the circle next to "Male" if you are a male.**

Give help as needed.

SAY **Now look at the back side of your answer document.** (Demonstrate.) **Find the top two boxes labeled "Last Name" and "First Name."** (Point.) **Print your last name in the first box. Print your first name in the second box.**

Give help as needed. After students have finished,

SAY **Field F, Form, and Field G, Test Date, will be completed during the actual testing session. Do not fill in the fields that are labeled with the letters H or I. Do you have any questions?**

Answer students' questions.

Collect answer documents and keep them in a secure location until testing begins.

NOTE: As directed by your STC, Field E, the student's State Testing Identifier, must be completed by you or a designated adult to ensure accuracy.

APPENDIX D
STANDARDS OF LEARNING ASSESSMENTS

SPECIAL TEST ACCOMMODATIONS

Directions: Before testing, the Examiner should become familiar with special test accommodations specified in students' IEPs, 504 management plans, or *LEP Student Assessment Participation Plans,* and coordinate with the School Test Coordinator (STC) how accommodations will be met during the testing session. Questions about whether accommodations not listed in this manual are permissible should be directed to the STC.

For additional information, refer to the *Procedures for Participation of Students with Disabilities in Virginia's Accountability System*:

www.doe.virginia.gov/VDOE/Assessment/home.shtml

Additional materials required for testing accommodations

Some accommodations require additional materials and supplies for test administration. It is important to review students' IEPs, 504 management plans, or *LEP Student Assessment Participation Plans* to identify necessary materials or devices in advance of the test dates. Examiners conducting a read aloud administration MUST ensure that the test booklets used have IDENTICAL form numbers so that the Examiner and student(s) are viewing the same test items. For students who will be using audiotapes that accompany the Braille, large-print, or regular versions of a test, they will need tape recorders, preferably one for each student. Other students may require magnification aids or a Braillewriter, depending on what their IEPs or 504 management plans specify.

The school division must supply enlarged copies of the answer documents if they are required by students.

Audiotaping

Some accommodations require that the test administration be audiotaped. These accommodations include:

- read-aloud administration (must be recorded **or** proctored)
- Examiner/Proctor records students' answers for students who must dictate answers because they are unable to mark the regular answer document; or students who respond verbally

For students with such accommodations specified in their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*, arrange for the test administration to be audiotaped.

Assistance with Directions

The Examiner may make modifications as needed to the specific directions for administering a test to ensure that students taking the Braille, large-print, and/or audiotape versions of the test understand the testing procedures. For example, tell students they do not need to read or pay attention to the copyright notice that appears in the Braille version and is read at the beginning of audiotapes.

Assistance with directions may include reading directions to students, simplifying directions, clarifying directions, or writing directions. The Examiner may simplify directions by restating the directions using more familiar or clearly understood terminology. The Examiner also may clarify directions by answering questions from the students about the test directions related to the mechanics of the test.

An accommodation may require that the Examiner provide a copy of the directions for the student to reference during testing. Directions may be copied from either the student's test booklet or this manual. The directions may be written on the classroom's dry-erase board or chalkboard, displayed on an overhead projector, or copied onto individual sheets of paper. Again, special care must be taken when assisting with directions so as not to lead the students to correct responses.

Interpreters

For some accommodations, interpreters may be required during the testing session. Interpreters are required when students' IEPs or 504 management plans specify that the student needs to have test items or directions interpreted by signing or transliteration in order to participate. Interpreters must also sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Appendix A).

Interpreting Directions

Assistance with directions may include interpreting the test directions through signing or transliterations. Hearing-impaired students who normally communicate in an alternative or manual method may be provided an educational interpreter to interpret test directions or to answer questions concerning test instructions or procedures. The Examiner must be present for the testing session and read aloud the test directions as presented in the manual so that they can be communicated in the alternative or manual method by the educational interpreter. The student must direct any questions to the Examiner, and the Examiner's response must be communicated by the educational interpreter. The interpreter should also communicate sample questions that are read aloud as part of the test directions.

Interpreting (e.g., Signing, Transliteration) Test Items

An interpreted (e.g., signing, transliteration) test administration must be proctored by appropriate school personnel. The interpreter must be very careful when interpreting the test items so as not to lead the student to a correct answer by facial expression or by repeating any part of the test that is not specifically requested by the student.

The Test Examiner and the Proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification shall be retained on file in the office of the DDOT until scores are received and verified.

Read-aloud Administration

Students with disabilities or LEP students who have the accommodation of having the test read to them will use the same form as other students in their classroom. Examiners conducting a read-aloud administration MUST ensure that the students' test booklets have IDENTICAL form numbers on the front covers, so that the Examiner and student(s) are viewing the same test items.

A read-aloud administration must be recorded or proctored. The taped record of the entire testing session shall be retained on file and secure in the office of the DDOT until scores are received and verified. If proctored, the Test Examiner and Proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification must be retained on file and secure in the office of the DDOT until scores have been received and verified.

Special attention must be given to the IEP, 504 Management Plan or *LEP Student Assessment Participation Plan* for specific accommodations regarding reading the test aloud. For example, a student's accommodation may require the entire test to be read orally or may require having words, questions, or sentences read orally only when requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The audiotape provides a taped version of the test instructions and test items. A regular-print, large-print, Braille, or regular version of the test should be used in conjunction with reading the test aloud in order to provide the student multi-sensory stimulation. Test items must be read in English.

The Examiner must be very careful when reading the test aloud so that he/she does not lead the student to a correct response by intonation or by repeating any part of the test that is not specifically requested by the student. **Prior to reading aloud a test item, take a moment to review the item so that the answer is not inadvertently given to the student. Depending on the content of the test item, you may need to read aloud "Broad RD." as "Broad R-d period." Similarly, you may need to read the number 3,254 as "three comma two five four."**

For more detailed information, refer to the V*irginia Standards of Learning Assessments Guidelines for Administering the Read-Aloud Accommodation* at

www.doe.virginia.gov/VDOE/Assessment/Assess.PDF/readaloudguidelines.pdf

Transcription of Students' Answers

NOTE: Prior approval must be obtained from the STC to conduct a transcription of student(s) answers.

The accommodation for transcribing students' test responses onto an answer document is **only** available for students as stated in their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans.* A student's responses to the multiple-choice and short paper components must be transcribed to the regular answer document by a school official if the student's answers were:

- recorded on Braille paper or on an enlarged copy of the answer document,
- dictated to an Examiner/Proctor and audiotaped, or
- marked directly in the test booklet.

The transcription must be verified by a second school official to ensure that no errors occurred. Proctors may transcribe or verify the transcription. Other adults in the school can also transcribe responses or verify responses without formal training as a Proctor. However, the same individual should transcribe the entire response. An alert will be triggered if a response appears with more than one individual's hand writing. **NOTE: The students' responses must not be altered in any way.**

Transcriptions must be completed as soon as possible after the test has been administered. Remember that an answer document is considered to be secure once a student's answers have been recorded on it. Therefore, the answer documents must be kept in locked storage when not in use during an actual testing session.

The student's Braille responses, an enlarged copy of the answer document, or an audiotape of the students responses shall be retained on file and secure in the office of the DDOT until scores are received and verified. However, the marked test booklet should be returned with all other non-scorable secure materials to Pearson.

Using Audiotapes that Accompany Braille, Large-Print, or Regular-print Versions of the Test

NOTE: Only use the audiotape accompanying the Braille or large-print test forms if the student has use of an audiotape as an accommodation on her/his current IEP or 504 Management Plan.

Before test administration, check tape recorders to be sure they will work correctly during test administration. Check the labels of the audiotapes to see that the subject area and test form number match the Braille, large-print, or regular-print test booklets.

In each set of specific directions for administering a subject area test, listen for an indication of a **NOTE** box that will advise exactly when to begin playing an audiotape. On the audiotape, the narrator reads the directions and the sample questions but does not refer to the answer document or how to enter answers. As stated in the manual, the Test Examiner must follow directions and read aloud specific directions to the student for audio tests. **Students may pause or stop a tape as necessary during the test to follow its contents and keep up with the narration**. So that students may stop the tape as they need to, it is best to have an individual tape and tape recorder for each student using an audiotape version.

APPENDIX E

Special Test Accommodations Codes

End-of-Course *History/Social Science* Tests: *Virginia and United States History, World History I, World History II, World Geography*

Limited English Proficient (LEP)	Students with Disabilities (SWD)	Available for Online Testing	Answer document circle number	*A student with an identified disability or identified as Limited English Proficient who has passed an SOL assessment utilizing any accommodation, has passed for all purposes.*
•	•	•	**1**	flexible schedule (includes breaks during test and multiple test sessions); for online, breaks during test within one school day
			2	group size
			3	environmental modifications (e.g. special lighting, noise buffers, use of study carrel)
•	•	•	**4**	visual aids (e.g., magnifying glass, templates to show only one item at a time); for online, large computer monitor, screen magnifier
L	•	•	**5**	amplification equipment (e.g., hearing aid or auditory trainer)
L	•		**6**	large-print test
			7	assistance with directions (i.e., simplifying or clarifying directions)
L	•		**8**	increased size of answer circles (e.g., enlarged copy of answer document)
L	•		**9**	Braille test/Braille answer document
•	•	•	**10**	reading in English of test items (except for *English: Reading* test). If Plan calls for reading the test aloud, see #14.
•	•	•	**11**	audiotape version of test items (except for *English: Reading* test). If Plan calls for using audiotape version of the test, see #15.
L	•	•	**12**	interpreting (e.g., signing, transliteration) test items (except for *English: Reading* test). If Plan calls for interpreting the test, see #16.
L	•		**13**	communication board/pictorial presentation
			14	reading test items in English on the *English: Reading* test
			15	using audiotape version of the *English: Reading* test
			16	interpreting (e.g., signing, transliteration) test items on the *English: Reading* test
•	S	•	**17**	bilingual dictionary
•	•	•	**18**	mark in test booklet or student responds verbally; for online, student responds verbally
			19	math aids (e.g., abacus, manipulatives)
			20	large-diameter pencil, special pencil, pencil grip
L	•		**21**	respond by word processor, typewriter, Brailler
L	•		**22**	augmentative communication device
L	•	•	**23**	spelling aids: spelling checker, spelling dictionary
			24	tape recorder (pre-writing only)
			25	dictation in English to a scribe (short paper component only)
			26	use of calculator or arithmetic tables for grade 3 (and for grades 4, 5, 6, and 7 math computation on the section of the test that does not allow a calculator)
•	•	•	**27**	other (must obtain prior approval from VDOE)
			A	*Plain English Mathematics* test
•	•	•	**B**	other (must obtain prior approval from VDOE)

Black squares in either column indicate accommodations that are not available for these tests.

S — Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT COMPLETE.

L — Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT COMPLETE.

• — These accommodations are available as needed.

These accommodations are available to all students as needed.

These accommodations are NOT available or NOT applicable with online testing.

Revised 09/08

APPENDIX F

SAMPLE TEST BOOKLET PACKAGE *ASSEMBLY ID SHEET*

Name of Test

Form Number

Level

Quantity

VIRGINIA STANDARDS OF LEARNING
FALL NON-WRITING SECURE
TEST MATERIALS
Assembly ID Sheet

EOC WORLD HISTORY I, 01 H3027, (10)

VA00000161 006921821

AFTER OPENING THIS PACKAGE BUT BEFORE DISTRIBUTING ITS CONTENTS TO STUDENTS:

1. Count the number of test materials contained in this package.
2. Check the one that is applicable and explain any discrepancy.

___ There were 10 test materials in this package.

___ There were NOT 10 test materials in this package.
Discrepancy: _____

3. Signature _____ Date _____
4. Return this Assembly ID sheet to the STC along with all enclosed test materials immediately after the testing session has concluded.

Range of Security Numbers in Packet

Assembly Number: VA00000161
Assembly Name: EOC WORLD HISTORY I, 01 H3027, (10)

Beginning Serial Range: 006921 **821**

Ending Serial Range: 006921 **830**

Quantity: 10

For Internal Use Only.
Pg 1 Pkt **33**

STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 *NON-WRITING* TESTS

EXAMINER'S/PROCTOR'S TEST BOOKLET/TEST TICKET TRANSMITTAL FORM/AFFIDAVIT

Division Name: _____ **School Name:**_____

Test Name: _____

Directions

School Test Coordinators: Use the form on the reverse side to sign test booklets/test tickets out to and in from Examiners/Proctors in your school. Provide your division name and school name.

- ❑ **1.** List each Examiner's/Proctor's name in column (1).
- ❑ **2.** List the number of test booklets/test tickets assigned to each Examiner/Proctor in column (2).
- ❑ **3.** The Examiner/Proctor should initial the "Out" column (3) when receiving test booklets/test tickets.
- ❑ **4.** The STC must initial the "In" column (4) when test booklets/test tickets are returned. Both the Examiner/Proctor and STC should count or otherwise verify the number of test booklets/test tickets distributed before initialing this form.

5. "EXAMINER'S/PROCTOR'S AFFIDAVIT"
After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit" column (5) certifying the following:

- ❑ **a.** I administered the Standards of Learning (SOL) Assessment according to the directions in the *Examiner's Manual*.
- ❑ **b.** I kept all materials secure when in my possession.
- ❑ **c.** I did not conduct any inappropriate test preparation activities with students that would invalidate their performance, disadvantage them, or give them an undue advantage over others.
- ❑ **d.** I did not alter students' responses in any way.
- ❑ **e.** I have read the statements above and understand that I am certifying that they are true by signing the "Examiner's/Proctor's Affidavit" on the reverse side.

(Over)

STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 *NON-WRITING* TESTS

EXAMINER'S/PROCTOR'S TEST BOOKLET/TEST TICKET TRANSMITTAL FORM/AFFIDAVIT

Division Name: _____ **School Name:** _____

Test Name: _____

Directions: Numbers at the top of each column correspond to steps listed on the reverse side.

(1) Examiner's Name (Proctor's Name)	(2) Test Booklet/Ticket Quantity	(3) OUT— EXAMINER'S/ PROCTOR'S INITIALS	(4) IN— STC'S INITIALS	(5) EXAMINER'S/PROCTOR'S AFFIDAVIT Examiners and Proctors are to sign in this column only AFTER reading statements a–e on the reverse side.

NOTES TO STC:

1. At the close of test administration, this completed page must be forwarded to your DDOT, who will keep it on file.
2. This page may be photocopied.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 *NON-WRITING* TESTS

CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS

Division Name: _____ **School Name:** _____

Examiner's Name: _____

Before testing, this form is for use by the STC when distributing Special Test Forms Kits to the Examiners. After testing, this form is for use by the Examiners when returning secure Special Test Forms Kits to the STC.

Directions

School Test Coordinators: After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit."

Examiner's/Proctor's Affidavit

a. I administered the Standards of Learning (SOL) Assessment according to the directions in the *Examiner's Manual*.

b. I kept all materials secure when in my possession.

c. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance, disadvantage them, or give them an advantage over others.

d. I did not alter students' responses in any way.

e. I have read the statements above and understand that I am certifying that they are true.

Examiners are to sign only AFTER reading statements a–e above.

_____
Examiner's/Proctor's Signature

NOTES TO STC:

1. At the close of administration, this completed page must be forwarded to your DDOT, where it will be kept on file.
2. This page may be photocopied.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 *NON-WRITING* TESTS

CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS

Division Name: _____ **School Name:** _____

Examiner's Name: _____

Before testing, this form is for use by the STC when distributing Special Test Forms Kits to the Examiners.
After testing, this form is for use by the Examiners when returning secure Special Test Forms Kits to the STC.

	Regular Audio Kit	Braille Kit w/o Audio Tape	Braille Kit w/ Audio Tape	Large-Print Kit w/o Audio Tape	Large-Print Kit w/Audio Tape	Kits Received		Kits Returned	
						Quantity Received	Examiner's Initials [1]	Quantity Received	STC's Initials [2]
VA/US History 2001 Standards									
World History I 2001 Standards									
World History II 2001 Standards									
World Geography 2001 Standards									

[1] Before test administration

[2] After test administration

APPENDIX G

STANDARDS OF LEARNING (SOL) ASSESSMENTS

2008-2009 *TEST IRREGULARITY FORM*

The Test Irregularity Web Application System (TIWAS) will be implemented during the fall, spring, and summer 2008-2009 SOL Non-Writing Test Administrations. As directed by the STC, follow procedures for documenting and submitting test irregularities using the TIWAS. The STC may direct Examiners to use this form or parts of the form to document the test irregularity incident.

Division Name:_____ **Irregularity Number:**_____

Test Administration:_____**Year:**_____ **Created Date:**_____**By:**_____

❑ **Regular** ❑ **Term Grad** ❑ **Exp Retake** **Student Grade:**_____

School Name:_____ **Test Type:** ❑ **Regular** ❑ **Regular Audio**

No. of Students:_____ ❑ **Large Print** ❑ **Braille**

Test Session Name:_____ **Test Mode:**❑ **Paper** ❑ **Online**

Test Level/Content Area/Subject		Form No. with Irregularity	Prompt No.	Assigned by TIWAS	
				Alternate Form No.	Prompt No.
FOR EXAMPLE: ❑ **7** Mathematics		M3026			
❑ **3** _____					
❑ **4** _____					
❑ **5** _____					
❑ **6** _____					
❑ **7** _____					
❑ **8** _____					
CSH	❑ *Virginia Studies*_____				
	❑ *US History to 1877*_____				
	❑ *US History:1877 to the Present*_____				
	❑ *Civics & Economics*_____				
End-of-Course	❑ *English: Writing*_____				
	❑ *English: Reading*_____				
	❑ *Math*_____				
	❑ *Science*_____				
	❑ *History*_____				

Student Names and STIs (attach list of additional names and STIs):

1. _____ 2._____

Description of Irregularity (PLEASE PRINT):

Submitted to DDOT: ❑**YES** ❑**NO** **Submitted to VDOE:** ❑**YES** ❑**NO**

SIGNATURE: _____ **DATE:** _____

This page may be photocopied.

APPENDIX H

EXAMINER'S CHECKLIST FOR ONLINE TESTS

	Activities Before Test Administration
❑	1. Carefully read this *Examiner's Manual* as well as any local directions you have been given. Resolve any questions you might have with your STC (Section 4.1).
❑	2. Read the *Test Security Guidelines* and sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Section 4.2, Section 5.2, and Appendix A).
❑	3. Make necessary announcements about testing to students (Section 4.3).
❑	4. Establish an appropriate setting for test administration (Section 4.4).
❑	5. Verify the use of proctors or need for additional assistance (Section 4.5).
❑	6. Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time (Section 4.6).
❑	7. Know how to report test item errors (Section 4.7).
❑	8. Know how to handle test irregularities (Section 4.8).
❑	9. Be familiar with reading directions for administering the test (Section 4.9).
❑	10. Know how to answer students' questions during testing (Section 4.10).
❑	11. If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans.* Coordinate with your STC how accommodations will be provided (Appendix D and Appendix E).
❑	12. Prepare students for online testing (Section 5.1)
❑	13. On the day of testing, receive test materials needed for online test session(s) from the STC. Verify receipt of secure materials by signing the appropriate transmittal form (Section 5.3 and Appendix F).
	Activities During Test Administration
❑	1. Understand TestNav™ setup (Section 6.1.3).
❑	2. Monitor student progress (Section 6.1.4 and Section 6.1.5).
❑	3. Know how to resume a student's test (Section 6.1.6).
❑	4. Administer the test in adherence to the specific directions for the SOL EOC Online *Virginia and United States History, World History I, World History II,* or *World Geography* assessment (Section 6.2).
	Activities After Test Administration
❑	1. Return **ALL** authorization tickets, manipulatives, and used scratch paper to your STC (Section 7.1).
❑	2. Read and sign the *Examiner's/Proctor's Test Booklet/Test Ticket Form/Affidavit* (Section 7.2).
❑	3. Inform STC of students absent from testing session to arrange for make-up testing (Section 11).

APPENDIX H, continued

EXAMINER'S CHECKLIST FOR PAPER/PENCIL TESTS

	Activities Before Test Administration
❑	1. Carefully read this *Examiner's Manual* as well as any local directions you have been given. Resolve any questions you might have with your STC. (Section 4.1)
❑	2. Read the *Test Security Guidelines* and sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Section 4.2 and Appendix A).
❑	3. Make necessary announcements about testing to students (Section 4.3).
❑	4. Establish an appropriate setting for test administration (Section 4.4)
❑	5. Verify the use of Proctors or need for additional assistance (Section 4.5).
❑	6. Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time (Section 4.6).
❑	7. Know how to report test item errors (Section 4.7)
❑	8. Know how to handle test irregularities (Section 4.8)
❑	9. Be familiar with reading directions for administering the test (Section 4.9).
❑	10. Know how to answer students' questions during testing (Section 4.10).
❑	11. If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*. Coordinate with your STC how accommodations will be provided (Appendix D and Appendix E).
❑	12. Assemble the materials needed for testing (Section 8.1).
❑	13. Understand your division's procedure for completing the student identification information on the answer documents (Section 8.2, Section 8.3, and Appendix C).
CAUTION: Before you begin testing, verify that you are using answer documents for the 2008-2009 test administration of the EOC *History/Social Science* test that you are administering. Using the wrong answer documents will result in inaccurate scores and delay delivery of test results.	
	Activities During Test Administration
❑	1. On the day of testing, receive test materials needed for the paper/pencil test session(s) from the STC. Verify receipt of secure materials by signing the appropriate transmittal form (Section 9.1.1 and Appendix F).
❑	2. Understand how students should mark the answer documents (Section 9.1.4)
❑	3. Monitor student progress (Section 9.1.5)
❑	4. Administer the test in adherence to the specific directions for the SOL EOC *Virginia and United States History, World History I, World History II* or *Geography* assessment (Section 9.2).
	Activities After Test Administration
❑	1. Inspect students' answer documents for completeness, test form number, damage, incomplete erasures, stray marks, etc. (Section 10.1).
❑	2. Organize secure test materials for return to the STC (Section 10.2).
❑	3. Return **ALL** test materials to the STC (Section 10.3).
❑	4. Read and sign the *Examiner's/Proctor's Test Booklet/Test Ticket Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms Kits* (Section 10.4).
❑	5. Inform STC of students absent from testing session to arrange for make-up testing (Section 11).

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