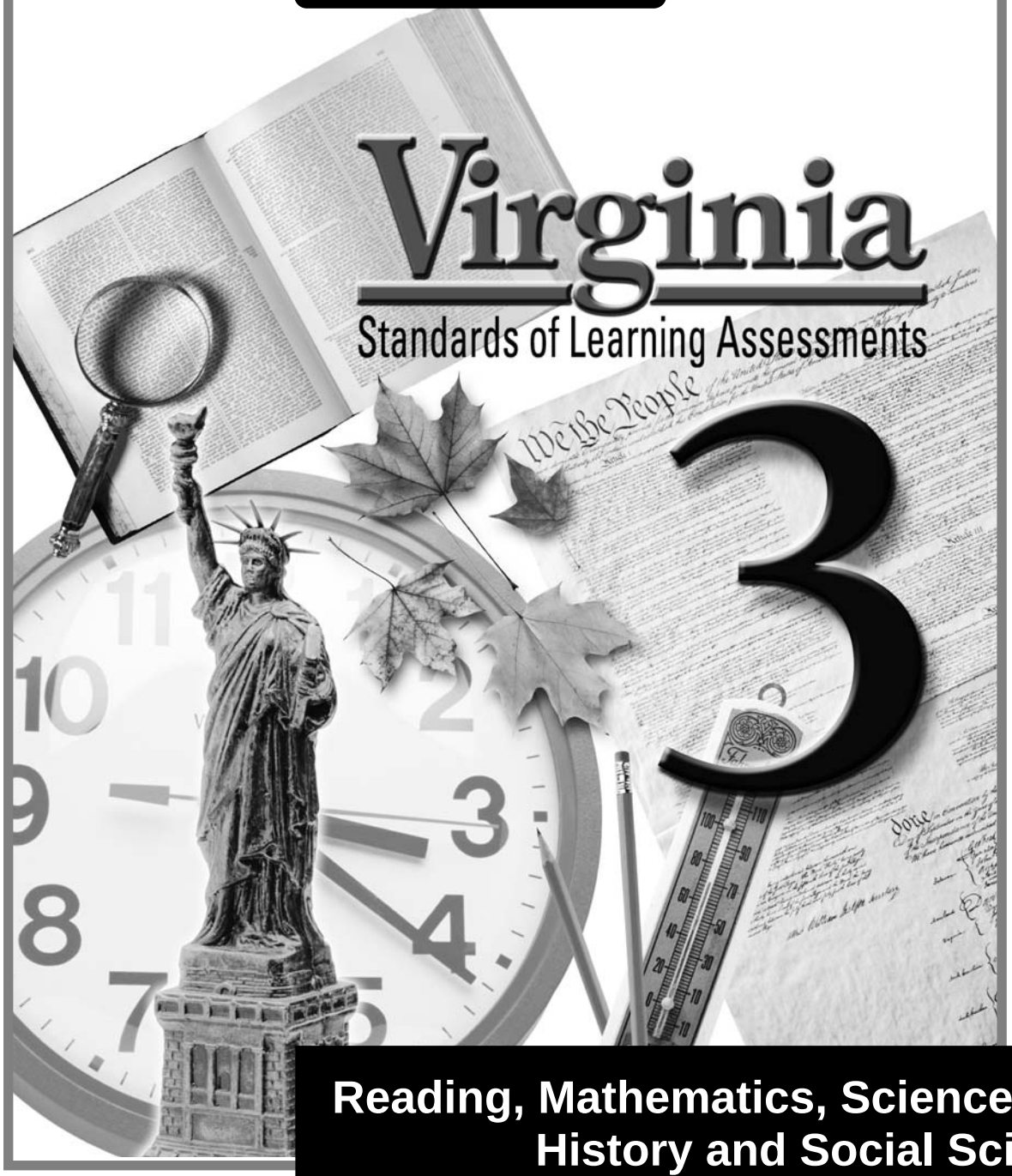
EXAMINER'S MANUAL

REGULAR AND SPECIAL FORMS

SPRING 2007



Reading, Mathematics, Science, and History and Social Science

Non-Writing Tests

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

NEW FOR SPRING 2007

Carefully review this *Examiner's Manual* prior to the administration of the Spring 2007 Standards of Learning (SOL) Grade 3 Assessments (*Reading, Mathematics, Science, and History and Social Science*). Please pay attention to the following:

- Pearson Educational Measurement (PEM) is the new contractor for the Virginia Assessment Program.

Grade 3 *Reading* Test

- All items on this test will address the knowledge and skills specified in the reading strand of the 2002 English SOL for kindergarten through Grade 3.
- The Grade 3 *Reading* test should be administered in two sessions. The directions for administering the test will indicate when it is appropriate for you to instruct students to take a break. Your STC will provide instructions regarding the break.
- Students may **not** use a dictionary or thesaurus for any portion of the Grade 3 *Reading* test.
- You may discontinue testing for Limited English Proficient (LEP) students who struggle with reading the test items after the students have responded to five items. Students must answer at least five items to be counted as participants in the reading test.
- Some test forms will have question(s) that do not refer to a "passage." A reminder note for Examiners to read to students before testing begins has been included. Additionally, this note may be written on the dry-erase board or chalkboard (Section 5.4).

Answer Document

- Significant revisions have been made to the demographic sections (1 and 2) of the answer documents. Make certain that the only answer documents distributed to students indicate 2007, (located top center) and they have the correct test name (top right corner) for the appropriate test administration (Appendix B).
- Most schools will use Pre-ID labels; therefore, the STC will provide the labels and directions for placement on the students' answer documents.
- In Section 1, Field A, student identifying information should be completed for all students. This information may be completed by the student or an adult.
- In Section 1, if answer documents are submitted WITH Pre-ID labels, information in Fields B through E should not be completed because it will NOT be read by the scanner. However, if the answer documents are submitted WITHOUT a Pre-ID label, Fields B through E *must* be completed.
  NOTE: Field E, State Testing Identifier, must be completed by an adult and as directed by the STC before answer documents are submitted for scoring.
- If applicable, Field H, Testing Status, and Field I, Special Test Accommodations, must be completed by the Examiner or another designated adult and as directed by the STC.
- In Field I, complete Code 14 — *Reading Test Only* **AND** Code B — *Other-Nonstandard* to indicate that a student was provided a read-aloud nonstandard accommodation on the *Reading* test.
  Complete Code 15, *Audio-Reading Test Only* **AND** Code B — *Other-Nonstandard* to indicate that a student was provided an audio nonstandard accommodation on the *Reading* test. Your STC will provide you with more information regarding the circumstances under which these codes are to be completed.

Testing Materials

- Two sheets of blank Braille paper are provided in the Braille Test Booklet Kits for use by the student during the test administration. Use of these materials is optional and the student's responses must be transcribed onto a regular answer document.

New For Spring 2007, continued

Verification of Secure Testing Materials

- Examiners will receive the multiple-choice test booklets packaged with an *Assembly ID Sheet* (Appendix D). The *Assembly ID Sheet* is used by the Examiner to verify the number of test booklets inside each package before distributing secure materials to the students during the test administration.
- Before testing, Examiners must verify the name of the subject area test on the front cover of the test booklets (lower right corner) to ensure that students are administered the correct test. Also, verify that the subject area test name on the answer document is the same as on the test booklet.

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

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EXAMINER'S CHECKLIST

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.
❑	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. Determine the need for Proctors (Section 4.5).
❑	6. Become familiar with special accommodations specified in students' IEPs, 504 management plans, or *LEP SOL Participation Plans*, and coordinate with your STC how accommodations will be provided (Section 4.6).
❑	7. Understand your division's procedure for completing the student identification information on the answer documents (Section 4.7).
❑	8. Assemble all materials needed for test administration (Section 4.8).
CAUTION: Before you begin testing, verify that you have the new 2007 answer document for the Grade 3 tests (*Reading, Mathematics, Science and History and Social Science*). Using the wrong answer documents will result in inaccurate scores and delay delivery of test results.	
Activities During Test Administration	
❑	1. Verify that the identifying information for students' answer documents is correctly completed (Section 5.1).
❑	2. On each day that a test session is conducted, check out secure test materials and answer documents from your STC (Section 5.2.2).
❑	3. Administer the test in adherence to the directions for the SOL Grade 3 Assessments (*Reading, Mathematics, Science and History and Social Science*) (Section 5.2 and Section 5.3).
Activities After Test Administration	
❑	1. Inspect students' answer documents for completeness, test form number, damage, incomplete erasures, stray marks, etc. (Section 6.2).
❑	2. Complete Fields H and I of the answer document for all students for whom these fields are applicable (Section 6.3).
❑	3. Complete a *Header Sheet* (Section 6.4).
❑	4. Prepare the bundle of answer documents (Section 6.5).
❑	5. Return ALL test materials to your STC (Section 6.6).
❑	6. Read and sign the *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms Kits* if used by your STC (Section 6.6.1).

1. USE OF THIS MANUAL FOR THE SPRING 2007 ADMINISTRATION OF ALL STANDARDS OF LEARNING (SOL) GRADE 3 TESTS

This *Examiner's Manual* describes procedures that apply to the administration of the Grade 3 (*Reading, Mathematics, Science and History and Social Science*) Standards of Learning (SOL) Assessments for Regular Test Forms and Special Test Forms (Braille, large-print, and audiotape versions). All Test Examiners should follow the information in this manual before, during, and after the administration of the Grade 3 SOL Assessments. This manual provides the following information:

- test administration schedule
- school division responsibilities for SOL testing
- your duties before, during, and after each testing session
- specific instructions for administration of each Grade 3 test (*Reading, Mathematics, Science and History and Social Science*)

2. TEST ADMINISTRATION SCHEDULE

Each school division is to administer the SOL Grade 3 tests within one of three statewide established "testing windows." The Division Director of Testing (DDOT) will work with the School Test Coordinators (STCs) to identify the dates and times for each school. The STC will advise you of your school's test dates and times.

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 for 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. Also, see Section 7 in this manual.

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the SOL Grade 3 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 Educational Measurement. 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 should 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

4.1 Read All Materials

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

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 Spring 2007 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 security agreement. 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.**

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 sessions 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 *Reading, Mathematics, Science, and History and Social Science.*

4.4 Establish the Test Setting

In conjunction with your STC, arrange for appropriate physical conditions for testing. In arranging an appropriate test setting, be sure to consider any accommodations that are specified in students' IEPs, 504 management plans, or *LEP SOL Participation Plans*. Testing rooms should be quiet, well lighted, and well ventilated. Each student should have enough work surface for an open test booklet and answer document, and any materials or supplies required for accommodations. Crowding should be minimized and the seating arranged to discourage students from copying one another's work. Before testing, remove from the testing site or cover-up all curricular materials that might influence student performance. These materials include charts, dry-erase boards, 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 Determine the Need for Proctors and Arrange for Assistance

Testing students in large groups is **not** recommended because testing in smaller groups lessens test fear and anxiety for the student and facilitates your ability to monitor and control the testing session. However, if it is necessary to test a large group of students, discuss with your STC the addition of Proctors to the testing session.

It is best that you supervise the testing of no more than 25–30 students on your own. If your group is larger, try to arrange with your STC to have at least one Proctor with you at the testing site. It is recommended to have one Proctor present for every 25–30 **additional** students.

Regardless of the size of your group, if you are the only adult supervising the testing session, arrange with your STC to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with a minimum of disruption.

4.6 Become Familiar with Special Accommodations

NOTE

You may skip Sections 4.6 and 4.6.1 if you are not testing students who require special accommodations.

Before testing, you should become familiar with special accommodations specified in students' IEPs, 504 management plans, or *LEP SOL Participation Plans*, and coordinate with your STC how accommodations will be met. You should also be familiar with the procedures that must be followed when providing accommodations to students. These are described in detail in the *2006–2007 SOL Assessment Resource Manual, Procedures for the Participation of Students with Disabilities in Virginia's Accountability System*:

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

NOTE: Questions about whether accommodations not listed in this manual are permissible should be directed to the STC.

Before the test administration dates, resolve any questions you might have with your STC, IEP Case Manager, or 504 Coordinator. It is important to check with the STC to make sure the necessary Braille, large-print, and audiotape versions of the test have been ordered to provide the required accommodations as stated in students' IEPs, 504 management plans, or *LEP SOL Participation Plans*. Also, verify with the STC that any materials and supplies required for accommodations will be available on testing dates.

4.6.1 Arrange for the provision of testing accommodations (if applicable)

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)*.

Proctors

Proctors should receive the same training as Examiners and must also sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* as noted in Section 4.2. The use of non-school personnel as Proctors should be approached with caution.

Test administrations that include the interpretation (e.g., signing, transliteration) of test items must be proctored.

Proctors also may transcribe or verify the transcription of student responses to the regular answer document after testing. Other adults in the school can also transcribe responses or verify responses without formal training as a Proctor. Transcriptions must be verified by a second adult. **The student's responses may not be altered in any way.**

Audiotaping

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

- read-aloud administration
- Examiner/Proctor records students' answers for students who must dictate answers because they are unable to mark on the regular answer document.

If you have students with such accommodations specified in their IEPs, 504 management plans, or *LEP SOL Participation Plans*, arrange for the test administration to be audiotaped.

4.7 Understand Your Division's Procedure for Completing 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.

A sample of the new answer document with a Pre-ID label is in Appendix B. Refer to Sections 5.1 and 6.3, which contain details 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.

4.7.1 Using Pre-ID labels on the demographic page

Your STC will provide you with Pre-ID labels for most of your students and instructions on how to use the labels.

Only use Pre-ID labels that have been generated for the Spring 2007 *Non-Writing* Administration. Pre-ID labels from previous administrations must not be used. The sample demographic page in Appendix B shows proper placement of the Pre-ID label.

4.8 Assemble the Materials Needed for Testing

Make sure that metric/standard rulers, scratch paper, and a supply of sharpened 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 for the Grade 3 *Non-Writing* tests. Mechanical pencils may be used as long as they contain No. 2 lead. Plain paper (including patty paper), lined paper, and grid paper are acceptable as scratch paper. See Tables 1 through 4 to review testing materials for specific subject areas.

4.9 Use of Rulers

Students will use metric/standard rulers for the Grade 3 *Mathematics* and *Science* tests. Your STC will provide you with instructions about how rulers will be provided to students. These manipulatives should be made available to all students in your classroom except those taking Braille or large-print test forms. There are no test items requiring rulers on the Braille or large-print tests. Refer to students' IEPs or 504 management plans regarding manipulatives.

4.9.1 Arrange for 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 SOL 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 **and** test name as identified on the front cover so that the Examiner and student(s) are viewing the same test items. If you have students who will be using audiotapes that accompany the Braille, large print, or regular versions of a test, you will need tape recorders, preferably one for each student. Other students may require magnification aids or a Braillewriter, depending on what their IEPs, 504 management plans, or *LEP SOL Participation Plans* specify.

If you have students taking large-print test forms who require enlarged copies of the answer documents, note that these copies **are not** included with testing materials that are shipped from Pearson Educational Measurement. **Your school division must supply enlarged copies of the answer documents if they are required by students.**

4.10 Plan for an Alternate Test Site

IMPORTANT: SOL assessments are untimed. 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.

Before the first day of testing, determine whether the testing site must be used for non-testing activities at the end of the allocated time. If so, 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 the test booklets, answer documents, and used scratch paper for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

5. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING

This section includes directions for having students complete demographic information in Sections 1 and 2 of the answer document and specific directions for administering the SOL Grade 3 tests: *Reading, Mathematics, Science, and History and Social Science.*

- Directions for completing the student demographic sections are in Section 5.1.
- Specific Directions for administering each SOL Grade 3 test are in Sections 5.4, 5.5, 5.6, and 5.7.

Some of these sections include instructions that are to be read verbatim to students. These instructions are preceded by the word **"SAY"** and are in **bold type**. These directions must be read to the students slowly, clearly, and **exactly as written**. Other text is for your information and should not be read to students. It is essential that you become familiar with these instructions **before** test administration and that you follow them exactly as they appear.

5.1 Student Completion of Required Demographic Information

Be sure that all desks or tables are cleared of books and other materials not needed for the test. See that each student has two sharpened soft lead (No. 2) pencils with erasers. It may be helpful to display samples of identification information on the dry-erase board or chalkboard.

NOTE

Your STC will provide a Pre-ID label for most students' answer documents; therefore, only Field A should be completed.

If students' answer documents are submitted WITHOUT a Pre-ID label, Fields A through E MUST be completed. A designated adult must complete Field E, State Testing Identifier, before the answer documents are submitted for scoring.

IF PRE-ID LABELS ARE USED, do not fill in any of the Fields B through E or Fields H and I.

The following directions will guide students in completing demographic information on their answer documents.

Before distributing the answer documents,

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.**

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

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.

SAY **Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, gender, grade, and your date of birth. The test date will be completed later. Does anyone have a question?**

NOTE: You may expand on this instruction to clarify the information students are to complete in Field A of the answer document.

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.

When all students have completed Field A, IF PRE-ID LABELS WERE NOT USED,

SAY **Do not fill in any boxes except the ones I tell you to fill in. Some of the boxes may be left blank.**

For those of you that have an answer document WITHOUT a Pre-ID label (point), **you will need to complete Fields B through D.**

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 Section 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, fill in 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 as 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 cover 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 **Do not fill in the fields that are labeled with the letters H or I. Do you have any questions?**

Answer students' questions.

Pre-administration coding of the demographic information is now complete.

Field F, Form, and Field G, Test Date, will be completed during the actual testing session. Field H, Testing Status, and Field I, Special Test Accommodations, will be completed after administration by you or another designated adult.

After students have completed the identifying information on their answer documents, administration of the SOL Grade 3 tests can begin.

If students have **just completed** Fields A–D of their demographic information in Section 5.1 and still have answer documents in their possession, proceed to Sections 5.4, 5.5, 5.6 or 5.7 to begin the specific directions for administering the appropriate Grade 3 test.

OR

If students completed Fields A–D of their demographic information in Section 5.1 **on a previous day or in an earlier sitting** on this day**,**

SAY **I am going to give your answer document to you. Make sure that your name is on the front and back covers.** (Demonstrate.) **Keep your answer document turned over so the front side that we have already completed is facing up.** (Demonstrate.) **Be very careful with your answer document.**

Distribute answer documents. Make sure each student receives the correct one.

Proceed to Sections 5.4, 5.5, 5.6, or 5.7 to begin the specific directions for administering the appropriate Grade 3 test.

Specific directions for administering each of the subject area tests are in the sections listed in the chart that follows.

SUBJECT	SECTION
Reading	5.4
Mathematics	5.5
Science	5.6
History and Social Science	5.7

5.2 General Instructions for Administering the SOL Grade 3 Tests

5.2.1 Preparation for administering the test to students who require special accommodations

NOTE

You may skip Sections 5.2.1.1 and 5.2.1.2 if you are not testing students who require special accommodations.

5.2.1.1 Accommodations involving assistance with directions and interpreting directions

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

Assistance with directions may be provided as an accommodation if specified in the student's IEP, 504 management plan, or *LEP SOL Participation Plan*. Assistance with

directions may include reading directions to students, simplifying directions, clarifying directions, or writing directions. You may simplify directions by restating the directions using more familiar or clearly understood terminology. You also may clarify directions by answering questions from the students about the test directions. 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 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.

Assistance with directions may include interpreting the test directions through signing or transliteration. 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. As an Examiner, you must be present for the testing session and read aloud the test directions as presented in this manual so that they can be communicated in the alternative or manual method by the educational interpreter. The student must direct any questions to you, as the Examiner, and your 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.

5.2.1.2 Providing accommodations in test administration

Read-aloud administration

> **NOTE**
>
> Examiners conducting a read-aloud administration MUST ensure that the test booklets with IDENTICAL form numbers **and** test names on the front cover are used, so that the Examiners and student(s) are viewing the same test items.

Students with disabilities, including LEP students with an accommodation of having the test read to them, will use the same form as the other students in their classroom.

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, you as 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 SOL 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 re-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 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.

You must be very careful when reading the test aloud so that you do not lead the student to correct responses by intonation or by repeating any part of the test that is not specifically requested by the student. **Prior to reading a test item aloud, 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 *Virginia Standards of Learning Assessments Guidelines for Administering the Read-Aloud Accommodation* at

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

Interpreting (e.g., signing, transliteration) test items

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.

An interpreted (e.g., signing, transliteration) administration must be proctored by appropriate school personnel. You, as 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.

Using audiotapes that accompany Braille, large-print, or regular-print test versions

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 his/her 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 you are given to see that the subject area test names and test form numbers match the Braille, large-print, or regular-print test booklets. Contact your STC if you have not received audiotapes that are required for testing or if you have received audiotapes that do not correspond to 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 question but does not refer to the answer document or how to enter answers. You may modify your instructions to the student as necessary. **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.

Plain English Mathematics administration

The Grade 3 *Plain English Mathematics* test covers the same content as the regular Grade 3 *Mathematics* test but test items have been modified to address issues related to non-native English speakers who may have been in the United States only a short time. These modifications include simplification of reading load, syntax, and vocabulary. Students who are administered the Grade 3 *Plain English Mathematics* test will complete their answers on the same answer document used for the other Grade 3 subject areas. The form number for the Grade 3 *Plain English Mathematics* test will be entered in Section 2, Math Form.

5.2.2 Preparation for administering the test

On the morning of testing, you will receive all materials needed to administer the SOL Grade 3 tests (*Reading, Mathematics, Science and History and Social Science*). Your STC will provide you with test booklets and answer documents.

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

the test administration period. Be sure to count the number of test booklets, Special Test Forms Kits, and/or individual audiotapes you receive from the STC before you initial the form(s).

Depending on the type of forms you are administering (Regular or Special Test Forms, or both), your STC will provide you with the appropriate testing materials.

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.

Remember that the SOL tests are untimed and that students who have not finished by the end of the allotted time should be given as much time as they need to complete the test. Be prepared for the possibility of moving these students to an alternate testing site. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during the move.

5.3 Directions for Administering the SOL Grade 3 Tests

5.3.1 Reading the directions for administering the SOL Grade 3 tests

All directions that you are to read aloud to students are in **bold type** so that they stand out from the rest of the text. Read them **exactly as they are written,** using a natural tone and manner. Other text is for your information and should not be read to students. It is essential that you become familiar with these instructions **before** test administration and that you follow them exactly as they appear.

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

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best. Check periodically to make sure that students are recording their answers correctly on the answer document, following instructions, and working until the end of the test or as far as they can.

5.3.2 Test booklets and answer documents

Each student must read the questions from the test booklet and enter her/his answers in the separate answer document in the appropriate sections. Students may write in the SOL test booklet, but only responses marked on the answer document will be scored.

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.

5.3.3 Answering students' questions

Students should have a clear understanding of what they are supposed to do. Before actual testing starts, the Examiner must make the test procedures very clear to the students. Questions about procedures should be encouraged so that every student understands the mechanics of the test.

If students ask questions during the test, the Examiner should be very careful when answering. If the student's question refers to the mechanics of testing, such as how to fill in a circle or complete sample test items, it can be answered. If the question refers to a particular test item, the student should be told, "**Read it carefully and choose the best answer**."

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 test item. Test questions may **not** be read to students, unless specified in their IEPs, 504 management plans, or *LEP SOL Participation Plans*. **If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures.**

5.3.4 Monitoring students during testing

During the test administration, monitor the testing process by moving as unobtrusively as possible about the room. Make sure that students are marking their answers in the correct section of the answer document. If coding errors are observed the **class** should be told, "**Please take a moment to check your work. Make sure you are completing the correct section in your answer document**."

Have extra sharpened pencils, erasers, and scratch paper available in an accessible place. Students are **not** to have access to dictionaries.

Familiarize yourself with Section 5.8, "Handling Testing Irregularities," as these situations may occur during the testing session.

Examiners should focus their attention on monitoring the testing process during test administration. Examiners should not spend time reviewing test items.

IMPORTANT: Examiners/Proctors may not discuss any of the test questions with anyone.

5.4 Specific Directions for Administering the Grade 3 *Reading* Test

Make sure that you have all materials needed to administer the Grade 3 Reading test as detailed in Table 1.

Table 1. Testing Materials for the *Reading* Test

MATERIALS YOU WILL NEED	• a copy of this manual • a supply of Grade 3 *Reading* 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 Grade 3 *Reading* test booklet • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • scratch paper
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** • Braille test booklets (and accompanying audiotapes 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** • large-print test booklets (and accompanying audiotapes as needed to provide specified accommodations) • an Examiner's copy of the large-print test will be provided for your use during administration; or **REGULAR AUDIO** • regular test booklet • accompanying audiotape

Just before you distribute the Grade 3 *Reading* test booklets to students for the **first** time, open each package and count the number of test booklets in each package. Each test booklet package's *Assembly ID Sheet* will show:

- for *Regular Test Forms*, at the top of the sheet, a barcode with a unique number, level, name of subject area test, range of test form numbers (as illustrated on the *Sample Assembly ID Sheet* in Appendix D), and quantity of test booklets contained in the package;
  NOTE: Some packages will contain only one form number.
- for *Special Test Forms Kits*, at the top of the sheet, a barcode with a unique number, level, name of subject area test and type of test (main or alternate);
- at the bottom of the sheet, package assembly information for tracking secure materials electronically by Pearson Educational Measurement.

Indicate the number of test booklets contained in each package by checking off the applicable statement. Then sign and date the *Assembly ID Sheet*. A sample of the *Assembly ID Sheet* is in Appendix D.

If necessary review the information in Sections 5.2 and 5.3, prior to beginning this test session.

Make sure that all desks are clear of books and other materials not needed for the test. See that each student has scratch paper and two sharpened soft-lead (No. 2) pencils with erasers.

Administration of the *Reading* test may now begin.

SAY **Today you will be taking the SOL Grade 3 *Reading* test. This test will provide information about how well you understand the subject. It is important that you do your best on the test. Now, 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.**

NOTE

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

Distribute test booklets and scratch paper. Ensure that students also have any materials or supplies required for accommodations.

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

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

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

In Section 2, Field F on the answer document, you will have the students write and fill in the form number that is located on the top right corner of the front cover of the test booklet they are being administered. On a large-print test booklet, the form number is also 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. The first letter of the form number is already written on the answer document. Be sure each student correctly completes the form number printed on her/his test booklet.

SAY **Look at the front cover of your test booklet for the form number of the test you are taking. Find the "R" followed by four numbers** (point). **Now look at the back cover of your answer document. Find Field F, READING FORM. The first letter "R" 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 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.

As the Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the form number is in 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.** (Examiners should 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.** (Examiners should 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?**

NOTE: Enter the date of the first of four battery tests administered.

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 **Finally, in Section 1, Field A,** (point) **in the box labeled "Test Date," write the same date you entered in Field G.** (Examiners should specify the month, day, and year.) **Does anyone have a question?**

Answer all questions. Give help as needed.

NOTE

Test booklet page numbers in this manual refer to Regular Test Forms only. If you are administering Special Test Forms, determine the correct test booklet page references before you begin each testing session and modify the instructions accordingly.

SAY **Open your test booklet to page 3.** (Demonstrate.) **DO NOT fold the cover back.**

It is important that test booklets **not** be folded back so that students can more easily refer to the passages while answering questions.

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

SAY **Open your answer document to page 2.** (Demonstrate.) **Find the section labeled "Reading." Now find the shaded box labeled "Sample A" on your answer document.** (Point to the section.)

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

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 passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space on your answer document for the answer you have chosen."* Now find the sample passage.**

Point to the sample passage.

SAY **Read the passage to yourself.**

Pause while students read the sample passage.

SAY **Now look at the sample question.** (Point.) **Read the question to yourself as I read it aloud. "*In this paragraph, the word <u>enjoy</u> means— (A) like … (B) hear … (C) notice … (D) save."*** (Pause) **Which is the best answer?**

Pause for replies.

SAY **The best answer is "A." Find the letter "A" in the sample box.** (Point to this section.)

Pause, make sure all students have found the *Reading* section.

SAY **Fill in the space for the letter "A", because "A" is the letter for the best answer. Are there any questions?**

Answer all questions related to the mechanics of completing the answer document.

Please note that students may have test forms with one or more questions that do not refer to a "passage."

SAY **There may be one or more items located on different pages of the test that do not have a passage. Just before this type of question appears in your test booklet, you will see the following directions.**

DIRECTIONS

SAY **"You do not need to read a passage to answer the following question. Please read and answer the question."**

OR

If there is more than one of these questions, you will read the following directions.

"You do not need to read a passage to answer the following questions. Please read and answer each question."

SAY **Does anyone have a question?**

Answer all questions.

As a reminder to students during testing, the directions in the note box above may be written on the dry-erase board or chalkboard. If you choose to write these directions on the dry-erase board or chalkboard,

SAY **As a reminder, when you see these directions** (point to dry-erase board or chalkboard) **in your test booklet, remember that you do not need a passage to answer the question or questions.**

Answer any questions the students may have.

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

Answer all questions related to the mechanics of completing the answer document.

Reminder: Make sure that students do not work beyond question 26.

NOTE

Allow students to take at least a 10 minute break between section 1 and section 2 of the administration of the Grade 3 *Reading* test. Your STC will provide specific instructions regarding how long students should take a break for this *Reading* test.

SAY **You should answer all of the questions on this part of the *Reading* test. You may have as much time as you need to complete questions 1 through 26. Work until you finish question 26, where you see the stop sign.** (Demonstrate.) **We will take a break after completing questions 1 through 26. You will not be able to return to these questions after the break.**

Remember to read each passage; then answer the questions about the passage. Choose the best answer for each question or if there is no passage, just read the question or questions and choose the best answer for each question. You may use your test booklet or scratch paper for any writing you may have to do, but be sure to fill in your answers in the *Reading* section of the answer document. (Point to this section.) **Are there any questions?**

Answer students' questions.

SAY **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 you erase your first answer completely. Fill in only one answer for each question. When you have finished, you may check your work for questions 1 through 26 only. DO NOT go on to the rest of the *Reading* test. Does everyone understand what to do?**

Answer students' questions.

Before actual testing starts, make sure the test procedures are very clear to the students. Questions should be encouraged so that every student understands the mechanics of completing the answer document. Please note that your comments must be confined to answering student questions about the mechanics of completing the answer document.

After all questions have been answered,

SAY **You may start working now.**

NOTE

If you are administering an audiotape that accompanies a Braille, large-print, or regular test, you or the students may now begin playing the tape. Note that the narrator will read the directions and the sample test item. If you have already covered that information, you may choose to advance the tape to the narration of the first test item. **You or the students may pause or stop a tape as necessary during the test to better follow its contents.**

Monitor students while they are testing according to the guidelines in Section 5.3.4. Immediately report any testing irregularities to your STC as described in Section 5.8.

Reminder: As you are monitoring students, be especially observant of LEP students that appear to be struggling with reading the test items.

NOTE

You may discontinue testing for Limited English Proficient students who struggle with reading the test items after the students have responded to five items. Students must answer at least five items to be counted as participants in the reading test.

After about 50 minutes, or when most students have finished questions 1 through 26,

SAY **If you have finished, raise your hand. I will collect your materials. If you have not finished, continue working and take as much time as you need for questions 1 through 26. You will NOT be able to return to these questions when we begin the next section of the test. When you do finish, raise your hand. After I have collected your materials, you may sit quietly or read if you wish.**

When most students have finished,

SAY **We will take a break now.**

Remember that SOL tests are untimed. Allow those students who have not finished to continue to work. If necessary, you may move the students to an alternate test site. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

Examiners must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, audiotapes, and scratch paper **before** students are moved to an alternate test site or dismissed from the test session. Test materials must be kept in a secure location.

Allow these students to take a break before you continue administration of the *Reading* test.

Collect the answer documents of those students who have completed the questions 1 through 26, then collect their test booklets, and then collect their scratch paper. These items should be collected from each individual student, not passed up or down the rows of desks or seats.

When you are ready to resume testing,

SAY **I will now give you back your answer document. Make sure that your name is on your answer document.** (Demonstrate.)

Distribute the answer documents. Make sure that each student receives the correct one.

SAY **Now, I am going to give you back your test booklet and a sheet of scratch paper. Make sure that your name is on your test booklet.** (Demonstrate.) **Do not open your test booklet until I tell you to do so.**

Distribute test booklets and a sheet of scratch paper.

NOTE

If the form number of the test booklet you are using is from R0117 to R1017 or R6026 to R6426,

SAY Turn to page 18 in your test booklet. Do not fold the cover back. (Demonstrate.)

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

OR

If the form number of the test booklet you are using is from R3027 to R3227,

SAY Turn to page 22 in your test booklet. Do not fold the cover back. (Demonstrate.)

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

SAY Beginning on this page, you should answer questions 27 through 42. (Demonstrate.) **Keep working until you come to the stop sign after question 42 at the end of the *Reading* test. You may have as much time as you need to complete this test. You may use your test booklet or the scratch paper for any writing you may have to do, but be sure to fill in your answers in the Reading section of your answer document.** (Point out number 27 in this section.) **When you finish, you may check your work on questions 27 through 42 only. Do NOT go back to questions 1 through 26 in your test booklet. Does everyone understand what to do?**

After all questions have been answered,

SAY You may start working now.

Monitor students while they are testing according to the guidelines in Section 5.3.4. Make sure that students are working in the section with questions 27 through 42. Immediately report any testing irregularities to your STC as described in Section 5.8.

After about 30 minutes, or when most students have finished,

SAY If you have finished, raise your hand. I will collect your materials. If you have not finished, continue working and take as much time as you need. When you do finish, raise your hand. After I have collected your materials, you may sit quietly or read if you wish.

Collect the answer documents of those students who have completed the test; then collect their test booklets, then collect their scratch paper. These items should be collected from each individual student, not passed up or down the rows of desks or seats.

Remember that SOL tests are untimed. Allow those students who have not finished to continue to work. If necessary, you may move the students to an alternate test site. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

Examiners must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, audiotapes, and scratch paper, **before** students are moved to an alternate test site or dismissed from the test session. Test materials must be kept in a secure location.

Important: After all students have completed the *Reading* test, announce that they should not discuss the test because other students may still need to complete it. Examiners or Proctors may not discuss any of the test questions with anyone.

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

Organizing materials and returning them to the STC

Refer to Section 6.1 for complete instructions on organizing materials and returning them to the STC.

Inspecting students' answer documents

At the end of the test session, you must make sure that you have collected an answer document from every student tested and that the answer documents are undamaged and contain all appropriate identification information. Read Section 6.2 for these procedures. If additional test sessions are required to complete the administration in this classroom, you may retain this manual for use in the next testing session.

5.5 Specific Directions for Administering the Grade 3 *Mathematics* Test

NOTE

The *Plain English* version of the Grade 3 *Mathematics* test is available for LEP students who are classified as level 1 or level 2 of English language proficiency, and all LEP students regardless of their English language proficiency level during their first year of enrollment in a U.S. school. Students with disabilities may also qualify for this test based on their IEPs or 504 management plans. The Grade 3 *Plain English Mathematics* test is available in Braille, large-print, and audiotape versions.

The Grade 3 *Plain English Mathematics* test covers the same content as the regular Grade 3 *Mathematics* test but test items have been modified to address issues related to non-native English speakers who may have been in the United States only a short time and thereby encounter language barriers. Students eligible to take the Grade 3 *Plain English Mathematics* test will use a separate test booklet. However, these students will enter their answers for the *Plain English Mathematics* test on the same answer document that they are using for the other Grade 3 subject area tests. In Field F, Math Form of the answer document, enter the form number for students who are administered the *Plain English Mathematics* test.

Make sure that you have all materials needed to administer the Grade 3 *Mathematics* test as detailed in Table 2.

Table 2. Testing Materials for the *Mathematics* Test

MATERIALS YOU WILL NEED	• a copy of this manual • a supply of Grade 3 *Mathematics* test booklets • the students' answer documents • a supply of metric/standard rulers • a supply of scratch paper • a supply of sharpened soft-lead (No. 2) pencils with erasers
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS	• a Grade 3 *Mathematics* test booklet • the student's answer document • a metric/standard ruler • 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 • a metric/standard ruler (per IEP or 504 Plan) **BRAILLE** • 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** • large-print test booklet (and accompanying audiotape as needed to provide specified accommodations) • an Examiner's copy of the large-print test will be provided for your use during administration; or **REGULAR AUDIO** • regular test booklet • accompanying audiotape

Just before you distribute the Grade 3 *Mathematics* or Grade 3 *Plain English Mathematics* test booklets to students for the **first** time, open each package and count the number of test booklets in each package. Each test booklet package's *Assembly ID Sheet* will show:

- for *Regular Test Forms*, at the top of the sheet, a barcode with a unique number, level, name of subject area test, range of test form numbers(as illustrated on the *Sample Assembly ID Sheet* in Appendix D), and quantity of test booklets contained in the package;
  NOTE: Some packages will contain only one form number.
- for *Special Test Forms Kits*, at the top of the sheet, a barcode with a unique number, level, name of subject area test and type of test (main or alternate);
- at the bottom of the sheet, package assembly information for tracking secure materials electronically by Pearson Educational Measurement.

Indicate the number of test booklets contained in each package by checking off the applicable statement. Then sign and date the *Assembly ID Sheet*. A sample of the *Assembly ID Sheet* is in Appendix D.

If necessary, review the information in Sections 5.2 and 5.3, prior to beginning this test session.

Make sure that all desks are clear of books and other materials not needed for the test.

Administration of the *Mathematics* test may now begin.

SAY **Today you will be taking the SOL Grade 3 *Mathematics* test. This test will provide information about how well you understand the subject. It is important that you do your best on the test. Now, I am going to give each of you a test booklet. Do not open your test booklet until I tell you to do so.**

NOTE

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

Distribute test booklets. Ensure that students also have any materials or supplies required for accommodations.

SAY **On the front cover of your test booklet, find the box labeled "Student Name."** (Point.) **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.

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

In Section 2, Field F on the answer document, you will have the students write and fill in the form number that is located on the top right corner of the front cover of the test booklet they are being administered. On a large-print test booklet, the form number is also 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. The first letter of the form number is already written on the answer document. Be sure each student correctly completes the form number printed on her/his test booklet.

SAY **Look at the front cover of your test booklet for the form number of the test you are taking. Find the "M" followed by four numbers** (point)**. Now look at the back cover of your answer document. Find Field F, MATH FORM. The first letter "M" 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 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 ask about completing the answer document.

As the Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the form number is in 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 **I will now give you some other materials for this test, a ruler and a sheet of scratch paper. Do not open your test booklets or answer documents until I tell you to do so.**

Distribute the metric/standard rulers and scratch paper. Ensure that the students also have any materials or supplies required for accommodations.

NOTE

Test booklet page numbers in this manual refer to Regular Test Forms only. If you are administering Special Test Forms, determine the correct test booklet page references before you begin each testing session and modify the instructions accordingly.

SAY **Open your test booklet to page 3.** (Demonstrate.)

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

SAY **Open your answer document to page 2.** (Demonstrate.) **Find the section labeled "*Mathematics*." Now find the shaded box labeled "Sample A" on your answer document.** (Point to the section.)

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

SAY **Look at the directions at the top of page 3 in your test booklet. Read them to yourself as I read them aloud. "*Directions: Read and solve each question. Then mark the space on your answer document for the best answer.*" Now look at the sample.**

Point to the sample question.

SAY **Read the sample to yourself as I read it aloud. "*Who is holding a card with an even number on it?* (A) David … (B) Greg … (C) Keiko … (D) Betsy"** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **The best answer is "C." Find the letter "C" in the sample box.** (Point to this section.)

Pause, make sure all students have found the *Mathematics* section.

SAY **Fill in the space for the letter "C", because "C" is the letter for the best answer. Are there any questions?**

Answer all questions related to the mechanics of completing the answer document.

SAY **You should answer all of the questions on the *Mathematics* test. Remember to read each question carefully and choose the best answer. You may have as much time as you need to complete this test. Work until you come to the stop sign.** (Demonstrate.) **For some questions, you may need to use the ruler. You may use your test booklet or scratch paper for any writing you may have to do, but be sure to fill in your answers in the *Mathematics* section of your answer document.** (Point to this section.) **Are there any questions?**

Answer students' questions.

SAY **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 you erase your first answer completely. Fill in only one answer for each question. When you have finished, you may check your work on the *Mathematics* test. Does everyone understand what to do?**

Answer students' questions.

Before actual testing starts, make sure the test procedures are very clear to the students. Questions should be encouraged so that every student understands the mechanics of completing the answer document. Please note that your comments must be confined to answering students' questions about the mechanics of completing the answer document.

After all questions have been answered,

SAY **You may start working now.**

> **NOTE**
>
> If you are administering an audiotape that accompanies a Braille, large-print, or regular test, you or the students may now begin playing the tape. Note that the narrator will read the directions and the sample test item. If you have already covered that information, you may choose to advance the tape to the narration of the first test item. **You or the students also may pause or stop a tape as necessary during the test to better follow its contents.**

Monitor students while they are testing according to the guidelines in Section 5.3.4. Immediately report any testing irregularities to your STC as described in Section 5.7.

After about 75 minutes, or when most students have finished,

SAY **If you have finished, raise your hand. I will collect your materials. If you have not finished, continue working and take as much time as you need. When you do finish, raise your hand. After I have collected your materials, you may sit quietly or read if you wish.**

Collect the answer documents of those students who have completed the test; then collect their test booklets, and then collect their scratch paper. These items should be collected from each individual student, not passed up or down the rows of desks or seats.

Remember that SOL tests are untimed. Allow those students who have not finished to continue to work. If necessary, you may move the students to an alternate test site. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

Examiners must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, audiotapes, and scratch paper, **before** students are moved to an alternate test site or dismissed from the test session. Test materials must be kept in a secure location.

Important: After students have completed the *Mathematics* test, announce that they should not discuss the test because other students may still need to complete it. Examiners or Proctors may not discuss any of the test questions with anyone.

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

Organizing materials and returning them to the STC

Refer to Section 6.1 for complete instructions on organizing materials and returning them to the STC.

Inspecting students' answer documents

At the end of the test session, you must make sure that you have collected an answer document from every student tested and that the answer documents are undamaged and contain all appropriate identification information. Read Section 6.2 for these procedures. If additional test sessions are required to complete the administration in this classroom, you may retain this manual for use in the next testing session.

5.6 Specific Directions for Administering the Grade 3 *Science* test

Make sure that you have all materials needed to administer the Grade 3 *Science* test as detailed in Table 3.

Table 3. Testing Materials for *Science* Test

MATERIALS YOU WILL NEED	• a copy of this manual • a supply of Grade 3 *Science* test booklet • the students' answer documents • a supply of metric/standard rulers • a supply of scratch paper • a supply of sharpened soft-lead (No. 2) pencils with erasers
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS	• a Grade 3 *Science* test booklet • the student's answer document • a metric/standard ruler • 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 • a metric/standard ruler (per IEP or 504 Plan) **BRAILLE** • Braille test booklet (and accompanying audiotape 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** • large-print test booklet (and accompanying audiotape as needed to provide specified accommodations) • an Examiner's copy of the large-print test will be provided for your use during administration; or **REGULAR AUDIO** • regular test booklet • accompanying audiotape

Just before you distribute the Grade 3 *Science* test booklets to students for the **first** time, open each package and count the number of test booklets in each package. Each test booklet package's *Assembly ID Sheet* will show:

- for *Regular Test Forms*, at the top of the sheet, a barcode with a unique number, level, name of subject area test, range of test form numbers (as illustrated on the *Sample Assembly ID Sheet* in Appendix D), and quantity of test booklets contained in the package;
  NOTE: Some packages will contain only one form number.
- for *Special Test Forms Kits*, at the top of the sheet, a barcode with a unique number, level, name of subject area test and type of test (main or alternate);
- at the bottom of the sheet, package assembly information for tracking secure materials electronically by Pearson Educational Measurement.

Indicate the number of test booklets contained in each package by checking off the applicable statement. Then sign and date the *Assembly ID Sheet*. A sample of the *Assembly ID Sheet* is in Appendix D.

If necessary, review the information in Sections 5.2 and 5.3, prior to beginning this test session.

Make sure that all desks are clear of books and other materials not needed for the test.

Administration of the *Science* test may now begin.

SAY **Today you will be taking the SOL Grade 3 *Science* test. This test will provide information about how well you understand this subject. It is important that you do your best on the test. Now, I am going to give each of you a test booklet. Do not open your test booklet until I tell you to do so.**

NOTE

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

Distribute test booklets. Ensure that students also have any materials or supplies required for accommodations.

SAY **On the front cover of your test booklet, find the box labeled "Student Name."** (Point.) **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.

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

In Section 2, Field F on the answer document, you will have the students write and fill in the form number that is located on the top right corner of the front cover of the test booklet they are being administered. On a large-print test booklet, the form number is also 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. The first letter of the form number is already written on the answer document. Be sure each student correctly completes the form number printed on her/his test booklet.

SAY **Look at the front cover of your test booklet for the form number of the test you are taking. Find the "S" followed by four numbers** (point)**. Now look at the back cover of your answer document. Find Field F, SCIENCE FORM. The first letter "S" 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 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.

As the Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the form number is in 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 **I will now give you some other materials for this test; a ruler and a sheet of scratch paper. Do not open your test booklets or answer documents until I tell you to do so.**

Distribute the metric/standard rulers and scratch paper.

NOTE

Test booklet page numbers in this manual refer to Regular Test Forms only. If you are administering Special Test Forms, determine the correct test booklet page references before you begin each testing session and modify the instructions accordingly.

SAY **Open your test booklet to page 3.** (Demonstrate.)

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

SAY **Open your answer document to page 3.** (Demonstrate.) **Now find the shaded box labeled "Sample A" on your answer document.** (Point to the section.)

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

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 carefully and choose the best answer. Then mark the space in the answer document for the answer you have chosen."* Now find the sample question.**

Point to the sample question.

SAY **Read the sample to yourself as I read it aloud. "*When the Earth is seen from outer space, it looks mainly blue. This is because most of the Earth is covered with— (A) ice ... (B) mountains ... (C) oceans ... (D) deserts.*"** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **The best answer is "C." Find the letter "C" in the sample box,** (point to this section).

Pause, make sure all students have found the *Science* section.

SAY **Fill in the space for the letter "C", because "C" is the letter for the best answer. Are there any questions?**

Answer all questions related to the mechanics of completing the answer document.

SAY **You should answer all of the questions on the *Science* test. Remember to read each question carefully and choose the best answer. You may have as much time as you need to complete this test. Work until you come to the stop sign.** (Demonstrate.) **For some questions, you may need to use the ruler. You may use your test booklet or scratch paper for any writing you may have to do, but be sure to fill in your answers in the *Science* section of your answer document.** (Point to this section.) **Are there any questions?**

Answer students' questions.

SAY **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 you erase your first answer completely. Fill in only one answer for each question. When you have finished, you may check your work on the *Science* test. Does everyone understand what to do?**

Answer students' questions.

Before actual testing starts, make sure the test procedures are very clear to the students. Questions should be encouraged so that every student understands the mechanics of completing the answer document.

Please note that your comments must be confined to answering student questions about the mechanics of completing the answer document.

After all questions have been answered,

SAY **You may start working now.**

> **NOTE**
>
> If you are administering an audiotape that accompanies a Braille, large-print, or regular test, you or the students may now begin playing the tape. Note that the narrator will read the directions and the sample. If you have already covered that information, you may choose to advance the tape to the narration of the first test item. **You or the students may also pause or stop a tape as necessary during the test to better follow its contents.**

Monitor students while they are testing according to the guidelines in Section 5.3.4. Immediately report any testing irregularities to your STC as described in Section 5.8.

After about 65 minutes, or when most students have finished,

SAY **If you have finished, raise your hand. I will collect your materials. If you have not finished, continue working and take as much time as you need. When you do finish, raise your hand. After I have collected your materials, you may sit quietly or read if you wish.**

Collect the answer documents of those students who have completed the test; then collect their test booklets, and then collect their scratch paper. These items should be collected from each individual student, not passed up or down the rows of desks or seats.

Remember that SOL tests are untimed. Allow those students who have not finished to continue to work. If necessary, you may move the students to an alternate test site. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

Examiners must collect all materials used in testing, including rulers. Be sure to account for all test materials, including test booklets, answer documents, audiotapes, and scratch paper, **before** students are moved to an alternate test site or dismissed from the test session. Test materials must be kept in a secure location.

Important: After students have completed the *Science* test, announce that they should not discuss the test because other students may still need to complete it. Examiners or Proctors may not discuss any of the test questions with anyone.

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

Organizing materials and returning them to the STC

Refer to Section 6.1 for complete instructions on organizing materials and returning them to the STC.

Inspecting students' answer documents

At the end of the test session, you must make sure that you have collected an answer document from every student tested and that the answer documents are undamaged and contain all appropriate identification information. Read Section 6.2 for these procedures. If additional test sessions are required to complete the administration in this classroom, you may retain this manual for use in the next testing session.

5.7 Specific Directions for Administering the Grade 3 *History and Social Science* Test

Make sure that you have all materials needed to administer the *History and Social Science* test as detailed in Table 4.

Table 4. Testing Materials for *History and Social Science* Test

MATERIALS YOU WILL NEED	• a copy of this manual • a supply of *History and Social Science* test booklets • 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 Grade 3 *History and Social Science* test booklet • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • scratch paper
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** • 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** • large-print test booklet (and accompanying audiotape as needed to provide specified accommodations) • an Examiner's copy of the large-print test will be provided for your use during administration; or **REGULAR AUDIO** • regular test booklet • accompanying audiotape

Just before you distribute the Grade 3 *History and Social Science* test booklets to students for the **first** time, open each package and count the number of test booklets in each package. Each test booklet package's *Assembly ID Sheet* will show:

- for *Regular Test Forms*, at the top of the sheet, a barcode with a unique number, level, name of subject area test, range of test form numbers(as illustrated on the *Sample Assembly ID Sheet* in Appendix D),and quantity of test booklets contained in the package;
  NOTE: Some packages will contain only one form number.
- for *Special Test Forms Kits*, at the top of the sheet, a barcode with a unique number, level, name of subject area test and type of test (main or alternate);
- at the bottom of the sheet, package assembly information for tracking secure materials electronically by Pearson Educational Measurement.

Indicate the number of test booklets contained in each package by checking off the applicable statement. Then sign and date the *Assembly ID Sheet*. A sample of the *Assembly ID Sheet* is in Appendix D.

If necessary review the information in Sections 5.2 and 5.3, prior to beginning this test session.

Make sure that all desks are clear of books and other materials not needed for the test. See that each student has scratch paper and two sharpened soft-lead (No. 2) pencils with erasers.

Administration of the *History and Social Science* test may now begin.

SAY **Today you will be taking the SOL Grade 3 *History and Social Science* test. This test will provide information about how well you understand the subject. It is important that you do your best on the test. Now, 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.**

NOTE

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

Distribute test booklets and scratch paper. Ensure that students also have any materials or supplies required for accommodations.

SAY **On the front cover of your test booklet, find the box labeled "Student Name."** (Point.) **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.

To assist in the identification of the test form, the complete form number indicates the test level (3), 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.

In Section 2, Field F on the answer document, you will have the students write and fill in the form number that is located on the top right corner of the front cover of the test booklet they are being administered. On a large-print test booklet, the form number is also 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. The first letter of the form number is already written on the answer document. Be sure each student correctly completes the form number printed on her/his test booklet.

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** (point). **Now look at the back cover of your answer document. Find Field F, HISTORY FORM. The first 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 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.

As the Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the form number is in 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.

NOTE

Test booklet page numbers in this manual refer to Regular Test Forms only. If you are administering Special Test Forms, determine the correct test booklet page references before you begin each testing session and modify the instructions accordingly.

SAY **Open your test booklet to page 3.** (Demonstrate.)

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

SAY **Open your answer document to page 3.** (Demonstrate.) **Now find the shaded box labeled "Sample A" on your answer document.** (Point to the section.)

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

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 carefully and choose the best answer. Then mark the space on the answer document for the answer you have chosen."* Now find the sample question.**

Point to the sample question.

SAY **Read the sample to yourself as I read it aloud. "*The word ancient means something that—(A) will happen in the future ... (B) happened long, long ago ... (C) is happening now ... (D) happened last week.*"** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **The best answer is "B." Find the letter "B" in the sample box.** (Point to this section.)

Pause, make sure all students have found the *History and Social Science* section.

SAY **Fill in the space for the letter "B", because "B" is the letter for the best answer. Are there any questions?**

Answer all questions related to the mechanics of completing the answer document.

SAY **You should answer all of the questions on the *History and Social Science* test. Remember to read each question carefully and choose the best answer. You may have as much time as you need to complete this test. Work until you come to the stop sign.** (Demonstrate.)

You may use your test booklet or scratch paper for any writing you may have to do, but be sure to fill in your answers in the *History and Social Science* section of the answer document. (Point to this section.) **Are there any questions?**

Answer students' questions.

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 you erase your first answer completely. Fill in only one answer for each question. When you have finished, you may check your work on the *History and Social Science* test. Does everyone understand what to do?

Answer students' questions.

Before actual testing starts, make sure the test procedures are very clear to the students. Questions should be encouraged so that every student understands the mechanics of completing the answer document. Please note that your comments must be confined to answering student questions about the mechanics of completing the answer document.

After all questions have been answered,

SAY **You may start working now.**

NOTE

If you are administering an audiotape that accompanies a Braille, large-print, or regular test, you or the students may now begin playing the tape. Note that the narrator will read the directions and the sample test item. If you have already covered that information, you may choose to advance the tape to the narration of the first test item. **You or the students may pause or stop a tape as necessary during the test to better follow its contents.**

Monitor students while they are testing according to the guidelines in Section 5.3.4. Immediately report any testing irregularities to your STC as described in Section 5.8.

After about 65 minutes, or when most students have finished,

SAY **If you have finished, raise your hand. I will collect your materials. If you have not finished, continue working and take as much time as you need. When you do finish, raise your hand. After I have collected your materials, you may sit quietly or read if you wish.**

Collect the answer documents of those students who have completed the test, then collect their test booklets, and then collect their scratch paper. These items should be collected from each individual student, not passed up or down the rows of desks or seats.

Remember that SOL tests are untimed. Allow those students who have not finished to continue to work. If necessary, you may move the students to an alternate test site. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

Examiners must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, audiotapes, and scratch paper **before** students are moved to an alternate test site or dismissed from the test session. Test materials must be kept in a secure location.

Important: After all students have completed the *Reading* test, announce that they should not discuss the test because other students may still need to complete testing. Examiners or Proctors may not discuss any of the test questions with anyone.

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

Organizing materials and returning them to the STC

Refer to Section 6.1 for complete instructions on organizing materials and returning them to the STC.

Inspecting students' answer documents

At the end of the test session, you must make sure that you have collected an answer document from every student tested and that the answer documents are undamaged and contain all appropriate identification information. Read Section 6.2 for these procedures. If additional test sessions are required to complete the administration in this classroom, you may retain this manual for use in the next testing session.

5.8 Handling Testing Irregularities

Be aware of any situation in which a testing irregularity could occur, which includes, but is not limited to:

- A student becomes ill during testing.
- A student is observed cheating during the testing session.
- A teacher or another adult provides improper assistance to a student.
- Testing accommodations specified in a student's IEP, 504 management plan, or *LEP SOL 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 SOL 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.

A testing irregularity is any occurrence that may inappropriately influence a student's performance. Any testing irregularities observed should be reported **immediately** to your STC. Your STC will discuss with you procedures for handling testing irregularities. All testing irregularities must be recorded as directed by your STC. The *Test Irregularity Form* in Appendix E of this manual may be used to document the incident.

IMPORTANT: Your STC will have to provide the following additional documentation if the irregularity involves lost test materials. Attach to the *Test Irregularity Form*:

1. a copy of the test booklet package *Assembly ID Sheet* for tracking the materials;
2. a copy of the *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms Kits* for tracking the materials or other such transmittals;
3. a description of the circumstances surrounding the loss of materials; and
4. an explanation of the steps taken to locate the materials.

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

5.9 Transcription of Students' Answers

You must obtain prior approval from your STC to conduct a transcription of student(s) answers. **NOTE:** 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 SOL Participation Plans*.

A student's responses to the multiple-choice test must be transcribed to a regular answer document by a school official if the student's answers were:

- recorded on Braille paper or 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.

NOTE: The students' responses must not be altered in any way. The student's Braille response or an enlarged copy of the answer document, an audiotape of student responses, and/or the marked test booklet shall be retained on file and secure in the office of the DDOT until scores are received and verified.

Transcription of students' answers to the regular SOL answer documents 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.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

6.1 Organizing Test Materials for Return to the STC

Test booklets, audiotapes, answer documents and used scratch paper must be returned to the STC as soon as possible after the end of the testing session, **but no later than the end of the same school day on which the test was administered.** If it is impossible for you to return test materials immediately at the end of the testing session, secure them in a location that is inaccessible to students and advise your STC of the situation.

Remember that arrangements must be made to return test materials to the STC before the end of the day so that they can be counted and locked in a secure location overnight. When you return the materials to your STC, have him/her initial the *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or a *Classroom Transmittal Document for Special Test Forms Kits* verifying that you have returned all materials to your STC.

6.2 Inspecting Answer Documents for Students Who Took the Test

At the end of the testing session, you must make sure that the answer documents are undamaged and complete and that 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 a 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.
4. Check the demographic information:
   - **a.** Handwritten information in Field A (student's name, teacher, school, etc.) must be legibly filled in with a No. 2 pencil in the spaces provided at the top of the page.
   - **b.** If the answer document is submitted WITHOUT a Pre-ID label, Fields B through E, the machine-scannable information (student's name, date of birth, gender, date of test, etc.), must be accurately completed 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. You may check the form number the student filled in on the answer document in Field F, Form against the form number on the student's test booklet. Failure to complete Field F accurately will result in the incorrect key being used to score the test.
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, the student's response must not be altered in any way.**
   - **b.** Print the word "VOID" on the demographic page of the original answer document and give it to your STC to return.

6.3 Completion of Demographic Information Codes

If students' answer documents are submitted WITH a Pre-ID label, any information in Fields B through E should NOT be completed. Any information coded in these fields will not be read by the scanner.

If students' answer documents are submitted WITHOUT a Pre-ID label, Fields B through E MUST be completed.

You or another designated adult must complete Fields H and I of the answer documents' demographic sections for all students for whom these special codes are applicable. **These fields must be coded ONLY after all testing is completed.** The accuracy and completeness of these special codes are critical to timely processing of student answer documents.

6.3.1 Field H—TESTING STATUS

Complete this field as directed to do so by your STC.

In some cases, you will have a student who even after the make-up period has not completed the SOL Grade 3 tests. This includes students who were not tested because they were absent, refused to take the test, were disruptive, were involved in a medical emergency, or were exempted from testing by their IEP, 504 management plan, or *LEP SOL Participation Plan*. .

You or another adult will need to complete Field H, Testing Status, on the answer document to explain why the student did not take the specific test. **This must be completed only after all make-up testing is finished. An answer document must be completed and returned for all students who were enrolled at the time of testing but did not take a Grade 3 test.**

For each student who was enrolled in any of the Grade 3 (*Reading, Mathematics, Science and History and Social Science*) classes but did not take the test, complete all demographic fields on the answer document except Field F, Form and Field G, Test Date. Field H, Testing Status must be completed as described above.

In Field H, complete the numbered circle that explains why the student did not take a test. Use Table 5, *Coding "Testing Status"* to determine which circle to select.

Table 5. Coding "Testing Status"

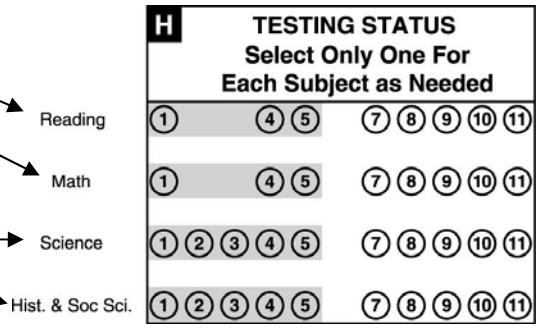
COMPLETE CIRCLE NUMBER:	IF THE STUDENT WAS:
1 = Absent	Absent from the regular and make-up testing sessions.
2 = IEP or 504 management plan	Exempt from taking the test by way of her/his IEP or 504 management plan (not applicable to reading and mathematics tests).
3 = Limited English Proficient (LEP)	Exempt from taking the test by way of her/his LEP SOL Participation Plan (not applicable to reading and mathematics tests).
4 = Medical Emergency*	Unable to take the test due to a medical emergency.
5 = Refusal/Disruptive	Disruptive or refused to take the test.
7 = Student Cheated	Determined that he/she cheated; at the direction of your STC, complete Code 7.
8 = Other	Complete Code 8 **only if directed to do so by your STC**.
9 = Student has already passed this test	Complete Code 9 **only if directed to do so by your STC**.
10 = Other	Complete Code 10 **only if directed to do so by your STC**.
11 = Other	Complete Code 11 **only if directed to do so by your STC**.

*Medical Emergency—Students categorized as having a medical emergency are those who are absent for the entire testing window due to hospitalization or serious illness as well as those who become ill while testing and who are then absent due to illness during the make-up period. Significant medical emergencies must be documented by a medical doctor.

Completing the "Testing Status" Section

If the student **did not** attempt **any questions** on the *Reading* and *Mathematics* tests complete **only one** of these first three codes (1, 4, or 5).

If the student **did not** attempt **any questions** on the *Science* and *History and Social Science* tests complete **only one** of these first five codes.



Do not complete Codes 7–11 unless instructed to do so by your STC.

6.3.2 Field I—SPECIAL TEST ACCOMMODATIONS

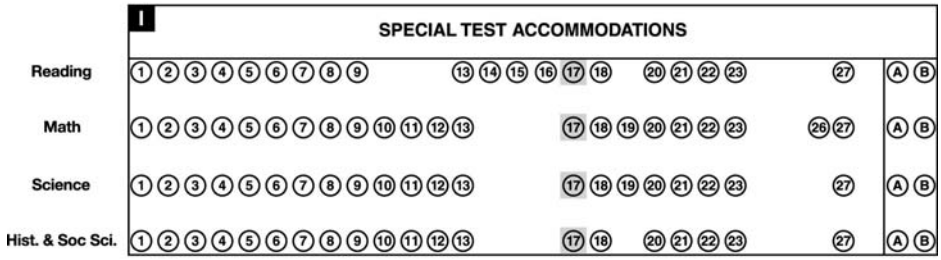
Complete this field as directed to do so by your STC.

Certain students with disabilities and students identified as LEP may receive testing accommodations. Only those testing accommodations that are specified in the IEP or 504 management plan for students with disabilities, or on the *LEP SOL Participation Plan* may be used. Complete Field I, Special Test Accommodations, if any testing accommodations are used. Complete **all** accommodations that apply. Accurate completion of this field is critical.

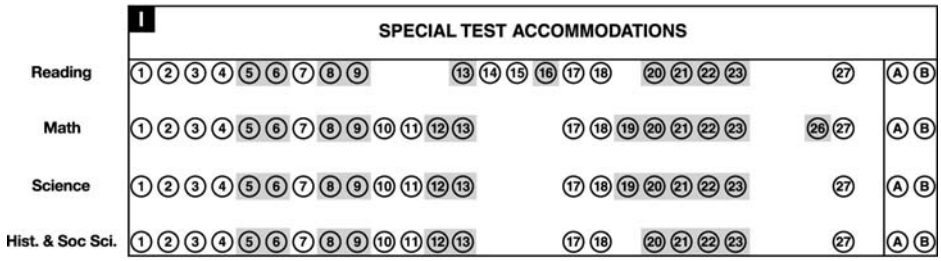
Appendix C indicates the specific testing accommodations corresponding to the numbers shown in Field I, Special Test Accommodations.

The following diagrams may also be helpful in completing the Special Test Accommodations field.

Complete only if directed to do so by your STC.



Regarding Students with Disabilities:
The circle in the shaded box above (Circle 17) is not applicable for a student with disabilities, unless the student is ALSO identified as LEP. If the student is identified as having a disability but not as LEP, DO NOT COMPLETE.



Regarding LEP students:
Circles in the shaded boxes above are not applicable for an LEP student unless the student is ALSO identified as having a disability. If the student is identified as LEP but does not have a disability, DO NOT COMPLETE.

6.4 Completing the *Header Sheet*

Complete the *Header Sheet* as directed to do so by your STC.

If you are instructed to complete the *Header Sheet*, follow procedures as outlined in this section.

Only one *Header Sheet* will be used for the paper-banded bundles of answer documents. The *Header Sheet* will be used for answer documents used with (1) Regular Test Forms, (2) Special Test Forms (Braille, large-print, and regular audio), and (3) alternate forms used for irregularities that require retesting for either Regular or Special Test Forms. .

You will need computer-generated, preprinted *Header Sheets* and paper bands to organize the answer documents. The *Header Sheet* will be used by the Scoring Center to identify the source and expected quantity of the used answer documents returned. It is important that all the necessary information is printed and/or completed on the *Header Sheet*. A sample *Header Sheet* is in Appendix F.

The *Header Sheet* is a scannable document. **Photocopies are not acceptable for Scoring Center use.** If you do not have a scannable, pre-printed *Header Sheet*, obtain one from your STC. Pre-printed information includes the division name and school name in the top box. Also, circles are pre-coded for division code and school code.

Verify and complete the *Header Sheet.* The process involves verifying ALL pre-coded data and filling in other pertinent data into the proper fields on the *Header Sheet.* The instructions below must be followed carefully.

1. At the top, verify the division name and school name. If not pre-printed, write in your division and school name.
2. The NUMBER OF DOCUMENTS columns **must** match the number of answer documents submitted for scoring from your classroom. If an incorrect number is written or coded in the NUMBER OF DOCUMENTS field, score reporting will be delayed and schools may NOT receive score reports before the close of the school term. If you are uncertain about which answer documents to count, ask your STC. Answer documents must be submitted for all students, both tested and not tested. Since this total number will not be known until all necessary make-up sessions have been concluded, use the following instructions for completion of this field.
   a. At this point, **NO** make-up session(s) should be necessary for this classroom. After ensuring this is the case, enter the number of answer documents in your stack in the NUMBER OF DOCUMENTS field of the *Header Sheet*. Enter the total, right-justified, in this field. Enter zeros to the left of the number to completely fill the four-digit field. For example, 32 answer documents would be printed and filled in as 0032.
   b. If a make-up session(s) **WILL** be necessary for this classroom, leave these columns BLANK at this time. **The STC will retain the *Header Sheet* with the stack of answer documents in locked storage until after this classroom's final (or only) make-up session. At that time, place the answer document(s) from the make-up session(s) in the same stack with those from the previous test sessions. Count them, and enter the result.**
3. Under LEVEL, complete the appropriate circle "3" for the Grade 3 tests.
4. In the DIVISION CODE columns, verify that the correct division code is pre-coded. If not, check with your STC.
5. In the SCHOOL CODE columns, verify that the correct school code is pre-coded. If not, check with your STC.
6. REQUIRED HEADER VERIFICATION CONTACT, the person responsible for verifying and coding the *Header Sheet* must do so as directed by the STC. However, ONLY the name and phone number of the STC or DDOT should be provided as the "Header Verification Contact."

6.5 Preparing the Bundles of Answer Documents

Use the following instructions if your STC indicated that you should prepare your students' answer documents for shipping.

All used/marked answer documents should be bundled in the following manner:

1. Answer documents for Regular and Special Test Forms (Braille, large-print, and regular audio) should be bundled together with *one Header Sheet*. This includes answer documents for irregularities for either Regular or Special Test Forms. Also included in this bundle should be answer documents for all students not tested in a classroom.
2. Make sure that the completed *Header Sheet* and the answer documents are in the proper position. The lower left corner of each answer document has been cut at an angle. If the answer documents have been positioned properly, this corner cut should line up for all sheets in the stack. If not, pull the sheet(s) that is not positioned properly from the stack, turn it so that its corner cut is aligned with the other documents, and put it back in the stack.
3. Using a paper band, bundle the *Header Sheet* and the stack of used answer documents.
   NOTE: This information is optional. Score reports will not be delayed if any information on a paper band is omitted.
   a. On the paper band, write in the information as indicated in the PAPER BAND EXAMPLE below. Print your school name and "3 - NW (Non-Writing)" on the paper band(s). **Leave the "_____ of _____" spaces blank.** The STC will complete this section of the paper band.

PAPER BAND EXAMPLE

School Oaktown Elementary School

Level 3—NW

_____ **of** _____

   b. If **NO** make-up session(s) will be necessary for this classroom, permanently fasten the paper band by attaching its ends to each other with a piece of clear tape. **Do not tape** the paper band to an answer document or use a staple or paper clip to permanently fasten the paper band. **Doing so may result in damage to or loss of an answer document.**
   c. If a make-up session(s) **WILL** be necessary for this classroom, do not permanently fasten (such as with tape) the paper band. In this instance, a paper clip or rubber band can be used as a temporary measure to keep the paper band closed around the stack of answer documents. The paper band will be permanently secured by the STC after the final (or only) make-up test session that involves students from your classroom.

6.6 Returning All Test Materials to Your STC After All Testing Is Completed

Return three separate groups of materials to your STC. Group your materials as follows:

- **Group 1—Scorable Secure Answer Documents:** All completed and partially completed answer documents, including answer documents for irregularities that required retesting should be bundled as described in Section 6.5—Preparing the Bundles of Answer Documents.
  NOTE: No loose scratch paper should be included with the scorable answer documents.
- **Group 2—Secure Test Materials:** (if still in your possession) all test booklets used in the final test session (include Braille and large-print Examiner's copies and accompanying audiotapes).
- **Group 3—Remaining Non-Scorable Materials:** (if still in your possession) the completed test booklet package *Assembly ID Sheets*, scratch paper, unused and/or unmarked answer documents, damaged answer documents marked "VOID," and this manual.

Once all materials are in the packaging sequence order, return them to your STC. The STC will verify that you have returned all test materials and initial the "IN" column on the *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or the "Kits Returned" column on the *Classroom Transmittal Document for Special Test Forms Kits* (Appendix D) or other such transmittals.

NOTE

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

6.6.1 Signing the *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms Kits*

After the SOL Grade 3 tests have been administered and materials returned to your STC, you may sign the *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* and/or the *Classroom Transmittal Document for Special Test Forms Kits* or other such transmittal forms, certifying 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.

Your STC may provide you and any Proctors and Interpreters (if applicable) with the opportunity to sign these forms: *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* and the *Classroom Transmittal Document for Special Test Forms Kits* (Appendix D).

7. 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.

Your 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 Grade 3 tests.

APPENDIX A
VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING ASSESSMENT PROGRAM
SPRING 2007

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 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 direct-writing 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 W*riting* 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 Assessment and Reporting, 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 Assessment and Reporting.

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

This page may be photocopied. Revised March 2006

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/writing prompt;

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; however, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 shall not be assessed a civil penalty for the same violation under this section.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund. (2000, cc. 634, 659; 2004, cc. 939, 955.)

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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/writing prompt;

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

4. Coaching or assisting examinees during testing or altering 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 (§ 9–6.14:1 et seq. and § 22.1–298), governing the licensure of teachers.

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STANDARDS OF LEARNING (SOL) ASSESSMENTS
SPRING 2007

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

I acknowledge that I will have access to the Standards of Learning (SOL) Assessments for the purpose of administering an 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: _____

This page may be photocopied.

APPENDIX B

SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT (PAGE 1/2)

Virginia Standards of Learning Program

2007 Answer Document

GRADE 3 MULTIPLE CHOICE TESTS

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 PEMSolutions.

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 PEMSolutions.

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

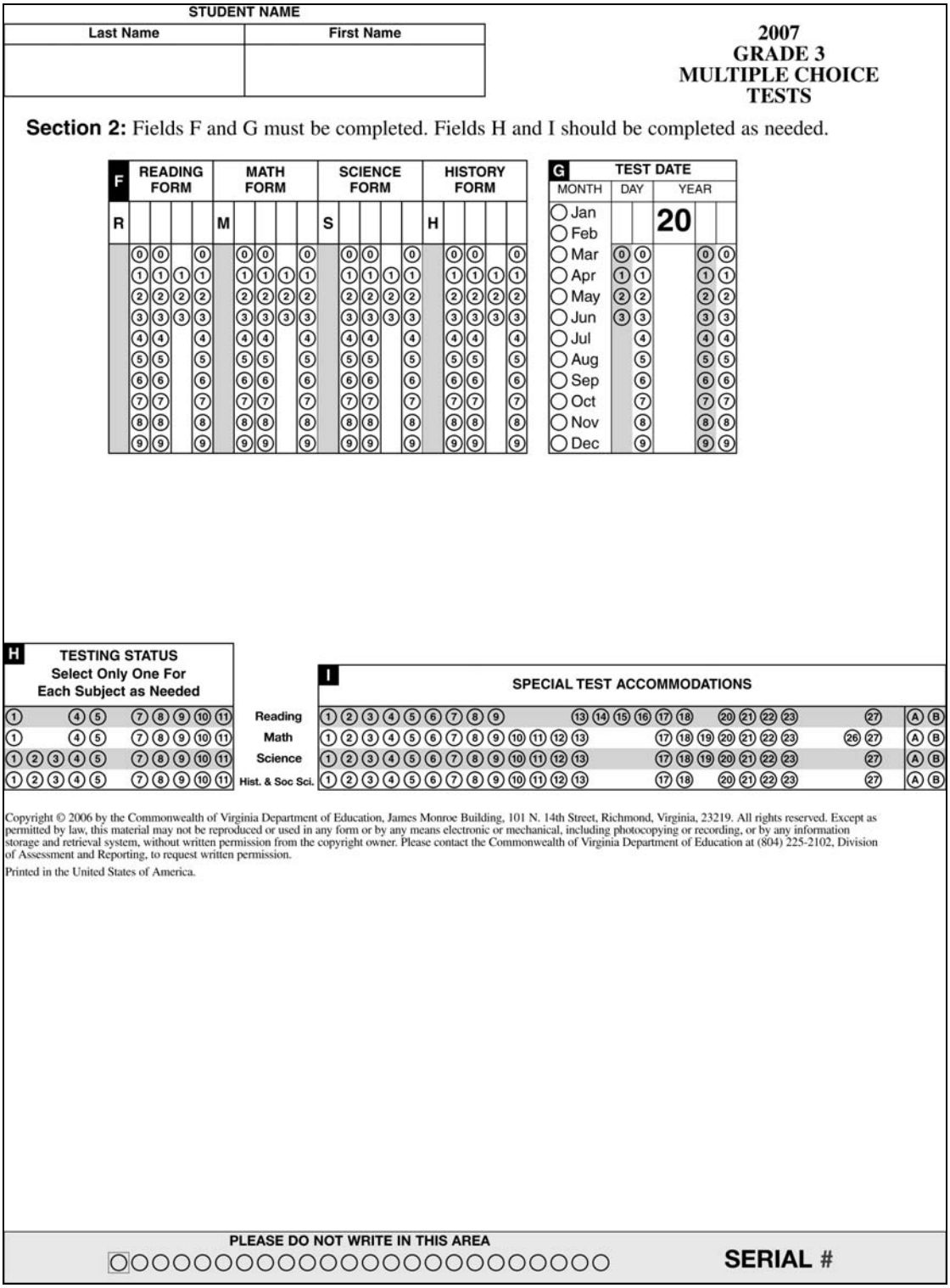
JOHNSON, KYLE
123-4567 ANY ELEMENTARY SCHOOL DOB: 01/01/1997
GRADE: 3
123456789-1 STI: 0987654321
GENDER: M ETH: W DIS: XX LS: X LP: X
SPRING 2007 NON-WRITING

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

Mark Reflex® by NCS Pearson IM-173455-001:654321 Printed in U.S.A. ISD6312

SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT (PAGE 2/2)



STUDENT NAME

Last Name	First Name

2007
GRADE 3
MULTIPLE CHOICE
TESTS

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

F	READING FORM	MATH FORM	SCIENCE FORM	HISTORY FORM
	R	M	S	H

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 For Each Subject as Needed		I SPECIAL TEST ACCOMMODATIONS	
1 4 5 7 8 9 10 11	Reading	1 2 3 4 5 6 7 8 9 13 14 15 16 17 18 20 21 22 23 27	A B
1 4 5 7 8 9 10 11	Math	1 2 3 4 5 6 7 8 9 10 11 12 13 17 18 19 20 21 22 23 26 27	A B
1 2 3 4 5 7 8 9 10 11	Science	1 2 3 4 5 6 7 8 9 10 11 12 13 17 18 19 20 21 22 23 27	A B
1 2 3 4 5 7 8 9 10 11	Hist. & Soc Sci.	1 2 3 4 5 6 7 8 9 10 11 12 13 17 18 20 21 22 23 27	A B

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PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

APPENDIX C

Special Test Accommodations Codes
Grade 3 *Non-Writing* Tests

Reading		Mathematics (including Plain English Mathematics) and Science		History and Social Science		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.*
LEP	**SWD**	**LEP**	**SWD**	**LEP**	**SWD**			
•	•	•	•	•	•	•	**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	•	**L**	•	**L**	•	•	**5**	amplification equipment (e.g., hearing aid or auditory trainer)
L	•	**L**	•	**L**	•		**6**	large-print test
•	•	•	•	•	•	•	**7**	assistance with directions (i.e., simplifying or clarifying directions)
L	•	**L**	•	**L**	•		**8**	increased size of answer circles (e.g., enlarged copy of answer document)
L	•	**L**	•	**L**	•		**9**	Braille test/Braille answer document
		•	•	•	•	•	**10**	reading in English of test items (except for *Reading* test). If IEP calls for reading the *Reading* test aloud, see # 14.
		•	•	•	•	•	**11**	audiotape version of test items (except for *Reading* test). If IEP calls for audiotape version of test, see # 15.
		L	•	**L**	•	•	**12**	interpreting (e.g., signing, transliteration) test items (except for *Reading* test). If Plan calls for interpreting the test, see # 16.
L	•	**L**	•	**L**	•		**13**	communication board/pictorial presentation
L	•					•	**14**	reading test items in English on the *Reading* test
L	•					•	**15**	using audiotape version of the *Reading* test
L	•					•	**16**	interpreting (e.g., signing, transliteration) test items on the *Reading* test
•	**S**	•	**S**	•	**S**	•	**17**	bilingual dictionary
•	•	•	•	•	•	•	**18**	mark in test booklet or student responds verbally; for online, student responds verbally
		L	•			•	**19**	math aids (e.g., abacus, manipulatives)
L	•	**L**	•	**L**	•	•	**20**	large diameter pencil, special pencil, pencil grip
L	•	**L**	•	**L**	•		**21**	respond by word processor, typewriter, Brailler
L	•	**L**	•	**L**	•		**22**	augmentative communication device
L	•	**L**	•	**L**	•	•	**23**	spelling aids: spelling checker, spelling dictionary
							24	tape recorder (pre-writing only)
							25	dictation in English to a scribe(direct writing sample only)
		L	•			•	**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 - nonstandard

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

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.

This page may be photocopied.

APPENDIX D

SAMPLE TEST BOOKLET PACKAGE *ASSEMBLY ID SHEET*

Name of Test

Form Numbers

Level

Quantity

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

5 READ [R0117-R1017] (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: 5 READ [R0117-R1017] (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
SPRING 2007 *NON-WRITING* TESTS

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

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

Test Name: _____

Directions

School Test Coordinators: Use the form on the reverse side to sign test booklets 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 the far-left column.

❑ **2.** List the number of test booklets assigned to each Examiner/Proctor.

❑ **3.** The Examiner/Proctor should initial the "Out" column when receiving test booklets.

❑ **4.** The STC must initial the "In" column at the end of the day when test booklets are returned. Both the Examiner/Proctor and STC should count or otherwise verify the number of test booklets 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 certifying the following:

❑ **a.** I administered the Standards of Learning (SOL) Assessment test 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 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
SPRING 2007 *NON-WRITING* TESTS

EXAMINER'S/PROCTOR'S TEST BOOKLET 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 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 above on 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
SPRING 2007 *NON-WRITING* TESTS

CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS

For use by the STC when distributing Special Test Forms Kits to the Examiner/Proctors prior to testing, and for use by the Examiner when returning Special Test Forms materials to the STC following testing.

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 test 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 or give them an advantage over other students.

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
SPRING 2007 *NON-WRITING* TESTS

CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS

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.

DIVISION NAME: _____ **SCHOOL NAME:** _____
EXAMINER'S NAME: _____

	Test Booklet	Regular Audio Kit	Audio Tape Only	Braille Kit	Large-Print Kit	Kits Received		Kits Returned		Comments
						Quantity Received	Examiner's Initials[1]	Quantity Returned	STC's Initials[2]	
Grade 3	Reading									
	Mathematics									
	Plain English Mathematics									
	Science									
	History and Social Science									

[1] Before test administration [2] After test administration

APPENDIX E

STANDARDS OF LEARNING (SOL) ASSESSMENTS 2006-2007

TEST IRREGULARITY FORM

The Test Irregularity Web Application System (TIWAS) will be implemented during the Spring 2007 SOL Non-Writing Test Administration. 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**

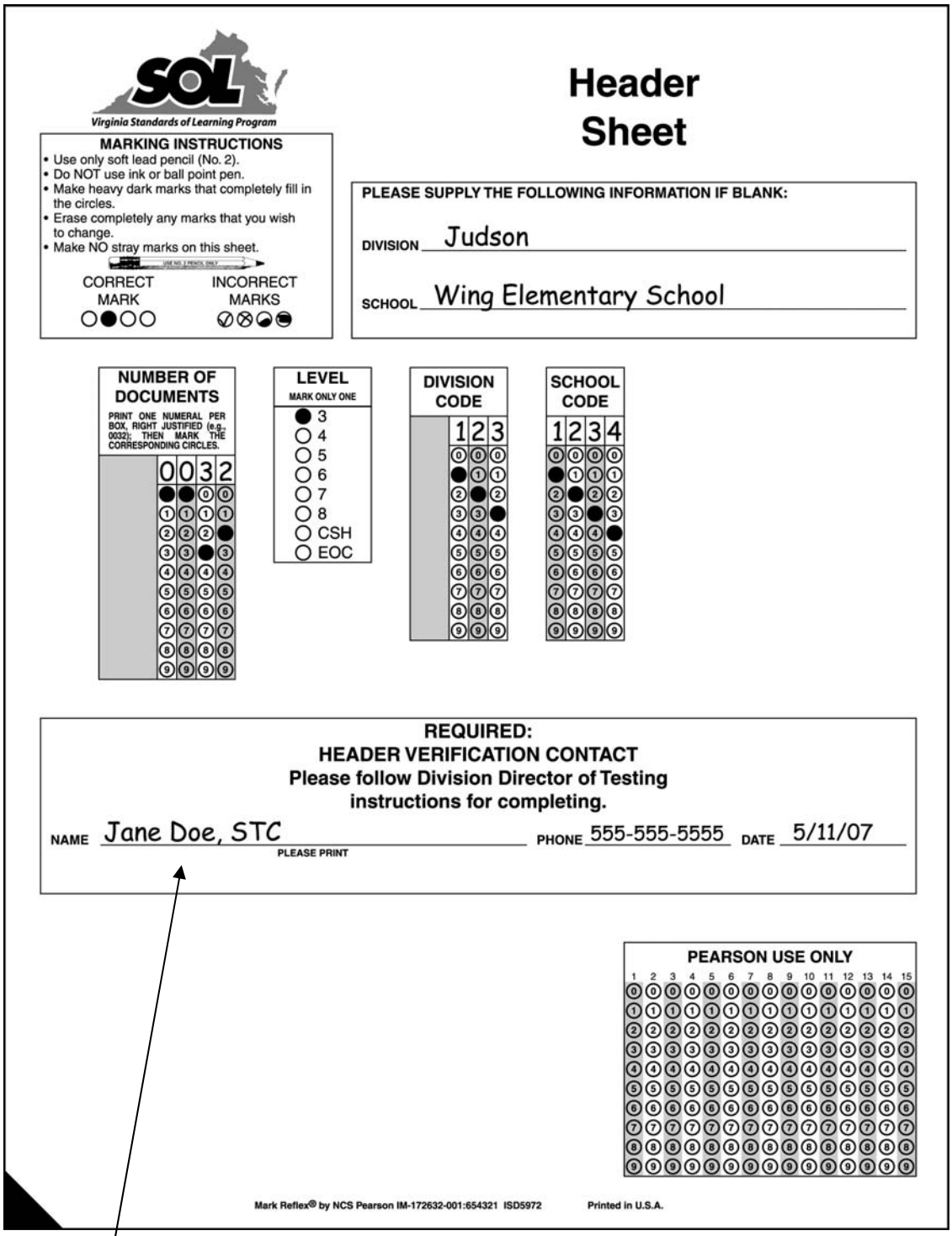
SIGNATURE: _____ **DATE:** _____

This page may be photocopied.

APPENDIX F

SAMPLE *HEADER SHEET*

NOTE: The *Header Sheet* may be used for any bundle of answer documents and MUST be completed prior to submission.



Virginia Standards of Learning Program

MARKING INSTRUCTIONS
- Use only soft lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the circles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK INCORRECT MARKS

Header Sheet

PLEASE SUPPLY THE FOLLOWING INFORMATION IF BLANK:

DIVISION Judson

SCHOOL Wing Elementary School

NUMBER OF DOCUMENTS
PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES.
0032

LEVEL MARK ONLY ONE
3, 4, 5, 6, 7, 8, CSH, EOC

DIVISION CODE
123

SCHOOL CODE
1234

REQUIRED:
HEADER VERIFICATION CONTACT
Please follow Division Director of Testing instructions for completing.

NAME Jane Doe, STC PHONE 555-555-5555 DATE 5/11/07
PLEASE PRINT

PEARSON USE ONLY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Mark Reflex® by NCS Pearson IM-172632-001:654321 ISD5972 Printed in U.S.A.

ONLY the name and phone number of the STC or DDOT should be provided as the "Header Verification Contact."

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Virginia Department of Education

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