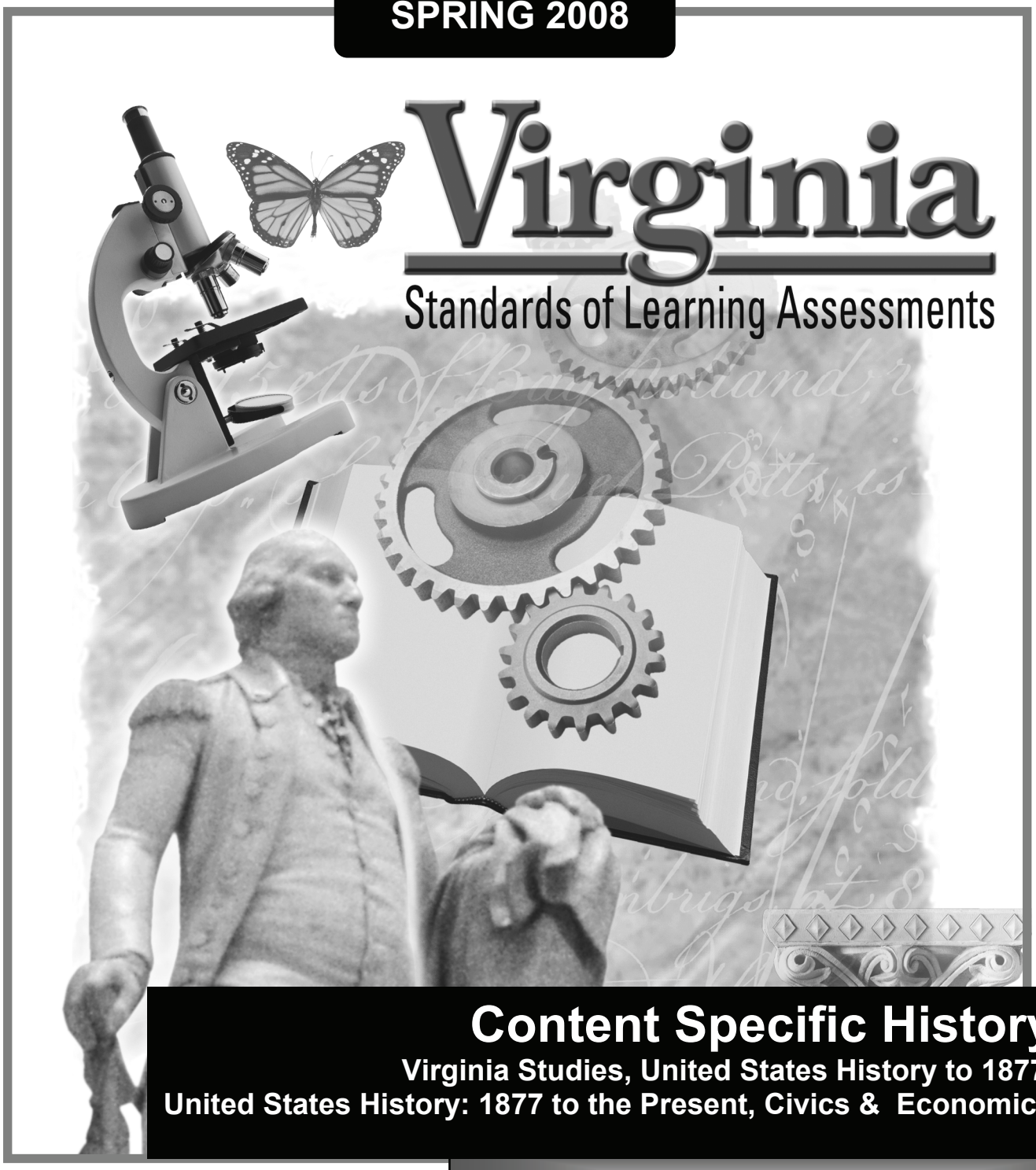
EXAMINER'S MANUAL

REGULAR AND SPECIAL FORMS

SPRING 2008



Content Specific History

Virginia Studies, United States History to 1877, United States History: 1877 to the Present, Civics & Economics

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 2008

Carefully review this *Examiner's Manual* prior to the administration of the Spring 2008 Standards of Learning (SOL) Content Specific History Assessments *(Virginia Studies, United States History to 1877, United States History: 1877 to the Present,* or *Civics & Economics).* Please pay attention to the following:

Manual Format
Changes in this manual have been made as follows:

- Information regarding special accommodations is now located in Appendix C.

- In Section 6, Specific Duties of Examiners: After Testing, directions for completing the answer document's Field H, Testing Status, Field I, Special Test Accommodations, and the directions for completing the Header Sheet and Paper Band have been removed. These directions are located in the *Test Implementation Manual* for STCs and DDOTs.

  The STC may continue to designate an Examiner or another adult to complete Fields H and I on the answer documents, and complete the Header Sheet and Paper Band for the bundles of answer documents. If so, the STC will provide appropriate instructions.

Answer Document

- Make certain that the only answer documents distributed to students indicate 2007–2008 (located top center) and they have the correct test name (top right corner) for the appropriate test administration (Appendix B).

- Field I, Special Test Accommodations, Codes 2, 3, 7, and 20 are now available for all students:
  Code 2 – Group size
  Code 3 – Environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
  Code 7 – Assistance with directions for mechanics of the test (i.e., simplifying or clarifying directions)
  Code 20 – Large-diameter pencil, special pencil, pencil grip

  These codes have been removed from the answer documents. Refer to Appendix D for an updated list of Special Test Accommodation Codes.

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

IMPORTANT REMINDERS FOR SPRING 2008

Testing Materials

- There are separate test booklets and answer documents for each Content Specific History test.

Verification of Secure Testing Materials

- Examiners will receive the multiple-choice test booklets packaged with an *Assembly ID Sheet* (Appendix E). 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.

How to Report Problems on SOL Tests

- During testing, if a student reports that a test question or answer options contains an error, the Examiner or Proctor should record the subject area test, level, form number, item (question) number, and/or answer option. Tell the student that her/his concerns will be reported to the central office.

  The Examiner/Proctor should report problems or suspected errors on an SOL multiple-choice test to the STC. This information should **not** be communicated via e-mail. Further, the Examiner or Proctor should not discuss the test item(s) and/or answer options with the student(s) or between each other. (Section 5.5)

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

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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. Understand your division's procedure for completing the student identification information on the answer documents (Section 4.6).
❑	7. Assemble all materials needed for test administration (Section 4.7).
❑	8. Plan for an alternate test site for students who may not finish their test by the end of the allotted test administration time (Section 4.8).
❑	9. If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans.* Coordinate with your STC how accommodations will be provided (Appendix C).
CAUTION: Before you begin testing, verify that you have the 2007–2008 answer documents for the Content Specific History tests *(Virginia Studies, United States History to 1877, United States History: 1877 to the Present,* or *Civics & Economics).* 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 each student's answer document 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 5.2.1).
❑	3. Administer the test in adherence to the directions for the SOL Content Specific History Assessments: *Virginia Studies, United States History to 1877, United States History: 1877 to the Present,* and *Civics & Economics* (Section 5.3).
Activities After Test Administration	
❑	1. Inspect students' answer documents for completeness, test form number, damage, incomplete erasures, stray marks, etc., (Section 6.1).
❑	2. Organize answer documents for return to the STC (Section 6.2).
❑	3. Return ALL test materials to your STC (Section 6.3).
❑	4. 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 6.4).

1. USE OF THIS MANUAL FOR THE SPRING 2008 ADMINISTRATION OF ALL STANDARDS OF LEARNING (SOL) CONTENT SPECIFIC HISTORY TESTS

This *Examiner's Manual* describes procedures that apply to the administration of the Content Specific History (*Virginia Studies*, *United States History to 1877*, *United States History: 1877 to the Present*, and *Civics & Economics*) 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 Content Specific History 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 Content Specific History test (*Virginia Studies, United States History to 1877*, *United States History: 1877 to the Present*, and *Civics & Economics*)

2. TEST ADMINISTRATION SCHEDULE

Each school division is to administer the SOL Content Specific History 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 Content Specific History tests. These include:

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

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

Division Director of Testing

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

School Test Coordinator

The School Test Coordinator (STC) is the person designated within each school to serve as the point of contact between the DDOT and the school. The STC is also responsible for ensuring that all procedures required for the SOL tests are implemented within the school and for maintaining the security of test materials. Any questions the STC has regarding the SOL tests 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) Student Assessment 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 2008 SOL Content Specific History 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 2000 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 *Virginia Studies, United States History to 1877, United States History: 1877 to the Present,* or *Civics & Economics*.

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 Student Assessment 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, 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.

Proctors should receive the same training as Examiners and must 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.

4.6 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 answer document with a Pre-ID label is in Appendix B. Refer to Section 5.1, which contains 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.

4.6.1 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 2008 *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.

4.7 Assemble the Materials Needed for Testing

Make sure that an extra supply of scratch paper and sharpened soft lead (No. 2) pencils with erasers is available for students to use during testing. Students MUST use only No. 2 pencils when completing the answer document. Mechanical pencils may be used as long as they contain No. 2 lead. See Table 1, Testing Materials for Content Specific History Tests.

4.8 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 Content Specific History tests: *Virginia Studies*, *United States History to 1877, United States History: 1877 to the Present,* and *Civics & Economics.*

- Directions for completing the student demographic sections are in Section 5.1.
- Directions for administering each SOL Content Specific History test are in Section 5.3.

Some of these directions 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 classroom's dry-erase board or chalkboard.

STATE TESTING IDENTIFIER

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

Give help as needed. After students have finished,

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

Answer students' questions.

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

NOTE: As directed by your STC, 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 Content Specific History tests can begin.

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

SUBJECT	SECTION
Virginia Studies	5.3.1
United States History to 1877	5.3.2
United States History: 1877 to the Present	5.3.3
Civics & Economics	5.3.4

5.2 General Instructions for Administering the SOL Content Specific History Tests

5.2.1 Preparation for administering the test

On the morning of testing, you will receive all materials needed to administer the SOL Content Specific History tests (*Virginia Studies*, *United States History to 1877, United States History: 1877 to the Present,* or *Civics & Economics*). 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 E), 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, including individual audiotapes, if applicable, and Examiner's copies of the special test form(s) you receive from the STC before you initial the form(s).

Make sure that you have all materials needed to administer the appropriate SOL Content Specific History test: *Virginia Studies, United States History to 1877, United States History: 1877 to the Present,* or *Civics & Economics,* as detailed in Table 1. 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.

Table 1. Testing Materials for Content Specific History Tests

MATERIALS YOU WILL NEED	• a copy of this manual • a supply of test booklets • the students' answer documents • a supply of sharpened soft-lead (No. 2) pencils with erasers • a supply of scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS	• a test booklet • the student's answer document • 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 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 test in large-print will be provided for your use during administration; or **REGULAR AUDIO** • regular test booklet • accompanying audiotape

Just before you distribute the test booklets to students for the **first** time, open each package and count the number of test booklets in the 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, and quantity of test booklets contained in the package;
- for *Special Test Forms Kits*, at the top of the sheet, a barcode with a unique number, level, and name of subject area test;
- at the bottom of the sheet, package assembly information for tracking secure materials electronically by Pearson.

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 E.

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.

Make sure that all desks/work surfaces are clear of books and other materials not needed for the test. **Ensure that students have no access to cell phones or other electronic devices during testing.** See that each student has scratch paper and two sharpened soft-lead (No. 2) pencils with erasers.

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 Content Specific History Tests

TEST BOOKLET PAGE NUMBERS

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 the testing session. Also, the written directions for Special Test Forms may not make any references to completing answer documents. You may modify both of these instructions accordingly.

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. 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. 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.

Help must not be given on specific test items and no clues should be given about the correctness of a student's answer to a particular item. For example, if a student says, "I don't understand this question," you should respond, "I can't discuss the test questions with you, but maybe it would help to return to the question later." If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.

Test questions may not be read to students unless specified in their IEPs, 504 management plans, or *LEP Student Assessment 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.**

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.

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.

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 Section 5.3.1, 5.3.2, 5.3.3, or 5.3.4 to begin the specific directions for administering the appropriate Content Specific History 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 sides.** (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 Section 5.3.1, 5.3.2, 5.3.3, or 5.3.4 to begin the specific directions for administering the appropriate Content Specific History test.

5.3.1 Specific directions for administering the *Virginia Studies* test

Administration of the test may now begin.

SAY **Today you will be taking the SOL *Virginia Studies* test. This test will provide information about how well you understand this subject. It is important that you do your best on the test. I am going to give each of you a test booklet and a sheet of scratch paper. Do not open your test booklet until I tell you to do so.**

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

DISTRIBUTION OF TEST BOOKLETS

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

Distribute test booklets.

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

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 side of your answer document. Find Field F, 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.

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?**

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.

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 of the test booklets.

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

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

SAY **Turn your answer document over to the back side and look at the bottom section.** (Demonstrate.) **Now find the shaded box labeled "Sample" 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 and choose the best answer. Then fill in***

the circle on your answer document for the answer you have chosen." **Now look at the sample.**

Point to the sample question.

SAY **Read the sample to yourself as I read it aloud. *"In which direction would you travel from Richmond to Alexandria? (A) North … (B) South … (C) East … (D) West."*** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "A." Select the letter "A" in the sample box because "A" is the letter for the best answer.**

Point to this section.

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

OR

DIFFERENT DIRECTIONS

If you are administering forms H6027, H6127, H7527, or H8027,

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

Point to the sample question.

SAY **Read the sample to yourself as I read it aloud. *"In which direction would you travel from Richmond to Alexandria? (A) North … (B) South … (C) East … (D) West."*** (Pause.) **Which answer did you choose?**

Pause for replies.

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

Point to this section.

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.

Now proceed with the instructions following the row of asterisks at the end of Section 5.3.4.

5.3.2 Specific directions for administering the *United States History to 1877* test

Administration of the test may now begin.

SAY **Today you will be taking the SOL *United States History to 1877* test. This test will provide information about how well you understand this subject. It is important that you do your best on the test. I am going to give each of you a test booklet and a sheet of scratch paper. Do not open your test booklet until I tell you to do so.**

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

DISTRIBUTION OF TEST BOOKLETS

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

Distribute test booklets.

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

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 side of your answer document. Find Field F, 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.

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?**

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.

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 of the test booklets.

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

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

SAY **Turn your answer document over to the back side and look at the bottom section.** (Demonstrate.) **Now find the shaded box labeled "Sample" 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 and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen."*** **Now look at the sample.**

Point to the sample question.

SAY **Read the sample to yourself as I read it aloud.** ***"In the late 1840s, a gold rush led many people to move to — (A) Texas … (B) Kansas … (C) California … (D) Louisiana."*** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "C." Select the letter "C" in the sample box because "C" is the letter for the best answer.**

Point to this section.

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

OR

DIFFERENT DIRECTIONS

If you are administering forms H6027, H6127, H7527, or 8027,

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

Point to the sample question.

SAY **Read the sample to yourself as I read it aloud. *"In the late 1840s, a gold rush led many people to move to — (A) Texas … (B) Kansas … (C) California … (D) Louisiana."*** (Pause.) **Which answer did you choose?**

Pause for replies.

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

Point to this section.

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.

Now proceed with the instructions following the row of asterisks at the end of Section 5.3.4.

5.3.3 Specific directions for administering the *United States History: 1877 to the Present* test

Administration of the test may now begin.

SAY **Today you will be taking the SOL *United States History: 1877 to the Present* test. This test will provide information about how well you understand the subject. It is important that you do your best on the test. I am going to give each of you a test booklet and a sheet of scratch paper. Do not open your test booklet until I tell you to do so.**

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

DISTRIBUTION OF TEST BOOKLETS

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

Distribute test booklets.

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

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 side of your answer document. Find Field F, 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.

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?**

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.

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 of the test booklets.

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

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

SAY **Turn your answer document over to the back side and look at the bottom section.** (Demonstrate.) **Now find the shaded box labeled "Sample" 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 and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen."* Now look at the sample.**

Point to the sample question.

SAY **Read the sample to yourself as I read it aloud. *"What did the Wright brothers invent? (A) Automobile ... (B) Sewing machine ... (C) Airplane ... (D) Water pump."*** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "C." Select the letter "C" in the sample box because "C" is the letter for the best answer.**

Point to this section.

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

OR

DIFFERENT DIRECTIONS

If you are administering forms H6027, H6127, H7527, or H8027,

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

Point to the sample question.

SAY **Read the sample to yourself as I read it aloud. *"What did the Wright brothers invent? (A) Automobile ... (B) Sewing machine ... (C) Airplane ... (D) Water pump."*** (Pause.) **Which answer did you choose?**

Pause for replies.

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

Point to this section.

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.

Now proceed with the instructions following the row of asterisks at the end of Section 5.3.4.

5.3.4 Specific directions for administering the *Civics & Economics* test

Administration of the test may now begin.

SAY **Today you will be taking the SOL *Civics & Economics* test. This test will provide information about how well you understand this subject. It is important that you do your best on the test. I am going to give each of you a test booklet and a sheet of scratch paper. Do not open your test booklet until I tell you to do so.**

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

DISTRIBUTION OF TEST BOOKLETS

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

Distribute test booklets.

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

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 side of your answer document. Find Field F, 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.

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?**

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.

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 of the test booklets.

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

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

SAY **Turn your answer document over to the back side and look at the bottom section.** (Demonstrate.) **Now find the shaded box labeled "Sample" on your answer document. (**Point to this 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 fill in the circle on your answer document for the answer you have chosen."*** **Now look at the sample.**

Point to the sample question.

SAY **Read the sample to yourself as I read it aloud.** ***"Which action will the government take when it needs more money? (A) Hold elections ... (B) Lower prices ... (C) Increase taxes ... (D) Hire workers."*** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "C." Select the letter "C" in the sample box because "C" is the letter for the best answer.**

Point to this section.

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

OR

DIFFERENT DIRECTIONS

If you are administering forms H6027, H6127, H7527, or H8027,

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

Point to the sample question.

SAY **Read the sample to yourself as I read it aloud. *"Which action will the government take when it needs more money? (A) Hold elections ... (B) Lower prices ... (C) Increase taxes ... (D) Hire workers."*** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "C." Select the letter "C" in the sample box because "C" is the letter for the best answer.**

Point to this section.

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.

Now proceed with the instructions following the row of asterisks.

* * * * * * * * *

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.

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

Remember, read and answer each question. Choose the best answer for each question. You may write in your test booklet or on your scratch paper, but make sure to fill in answers on your answer document. Fill in only one answer for each question. Notice that odd-numbered questions have answer choices labeled "A," "B," "C," and "D." The answer choices for even-numbered questions are labeled "F," "G," "H," and "J." If you decide to

change your answer to a question, make sure you erase your first answer completely. Does everyone understand what to do?

After all questions have been answered,

SAY **You may start working now.**

AUDIOTAPES

If you are administering an audiotape that accompanies a Braille, large-print, or regular test, you or the student 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.**

If a student asks a question during the test, 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 mark the sample test item, 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 item.

During 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 you observe students marking their answers in the incorrect section, 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.

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

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 the 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 the SOL tests are untimed. Allow those students who have not finished to continue working. 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, audio tapes (if applicable), scratch paper, and answer documents, **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 test, announce to them 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.

After the test session is over, inspect the students' answer documents and organize the test materials for return to the STC as described in Sections 6.1–6.2.

5.4 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 Student Assessment Participation Plan* are not provided.
- The student is provided an accommodation that is not specified in the student's IEP, 504 management plan, or *LEP Student Assessment Participation Plan*.
- An excessive disturbance or disruption occurs during the testing session.
- A student's test booklet or used answer document is missing.
- Any unused/unassigned test booklet is missing.

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 F 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 another such transmittal form for tracking the materials;
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.

5.5 How to Report Problems on SOL Tests

The Examiners/Proctors should report problems or concerns to the STC who, in turn, will contact the DDOT. Any information relating to the test questions and/or answer options should not be e-mailed.

If during the testing session, a student reports that a test question and/or answer options contains an error, you should record the subject area test, level, form number, item (question) number, and/or answer option. Tell the student that her/his concerns will be reported to the central office. However, under no circumstances should the test question or answer options be discussed with the student. Additionally, Examiners and Proctors are not to discuss test questions/answer options with each other.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

6.1 Inspect Answer Documents for Students Who Took the Test

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

NOTE: If the testing session was concluded relatively late in the school day and you do not have time to prepare the answer documents as described in Section 6.2, return them to your STC at this time along with other test materials so that they can be counted and locked in a secure location overnight. Arrange with your STC to retrieve the answer documents on another school day so that you can inspect and assemble the answer documents for return.

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

1. Inspect all answer documents for improper marks. **Marks made with 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 and compare it to 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 front demographic page of the original answer document and return it to your STC.

6.2 Organizing Test Materials for Return to the STC

6.2.1 Verifying test materials

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

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

Test Materials

Verify that the number of test booklets and the Special Test Forms Kits returned match the number you received initially and recorded on the *Assembly ID Sheet* and/or *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms Kits*:

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

.

Answer Documents

Verify the following:

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

6.2.2 Preparing the bundles of answer documents

Bundle all used/marked answer documents as follows:

- Bundle answer documents for Regular and Special Test Forms (Braille, large-print, and regular-audio), including 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.

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

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

- **Group 1—Scorable Secure Answer Documents:** All completed and partially completed answer documents, including answer documents for irregularities that require retesting should be bundled as described in Section 6.2.2—Preparing the bundles of answer documents.
  NOTE: **No loose scratch paper should be included with the scorable answer documents.**
- **Group 2—Secure Test Materials:** All test booklets used in the test session (include Braille and large-print examiner's copies and accompanying audiotapes).

- **Group 3—Remaining Non-Scorable Materials:** The completed test booklets' package *Assembly ID Sheets*, unused and/or unmarked answer documents, damaged answer documents marked "VOID," scratch paper, and this manual.

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 E).

SECURITY CHECK

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

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

After the SOL Content Specific History tests have been administered and materials returned to your STC, you are required to certify the following:

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

Your STC will provide you and any Proctors or Interpreters (if applicable) one of these forms to sign: *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms Kits* (Appendix E) or another such affidavit.

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 Content Specific History.

APPENDIX A
VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING ASSESSMENT PROGRAM
SPRING 2008

TEST SECURITY GUIDELINES

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

1. Students must never be exposed to unreleased test items or to the answers to unreleased test items before or following test administration. **Using unreleased test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.** If in doubt whether test items have been released, contact the Division Director of Testing for verification.
2. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after a test administration. This prohibition includes provision of clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including dry-erase boards, chalkboards, charts, and bulletin boards).
3. Examiners should receive test booklets/writing prompts only on the day of testing. Examiners are not to open sealed packages of writing prompts more than 30 minutes before the test session for the 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 Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Student Assessment and School Improvement.

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

This page may be photocopied. Updated October 2007

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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Appendix A, continued

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

§ 22.1–292.1. Violation of test security procedures: revocation of license.

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

1. Giving unauthorized access to secure test questions;

2. Copying or reproducing all or any portion of any secure test booklet/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 2008

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)

SOL
Virginia Standards of Learning Program

2007 – 2008
Answer Document

UNITED STATES HISTORY: 1877 TO THE PRESENT
Test

Section 1

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

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

Please see Section 2 for additional fields.

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

B LAST NAME | FIRST NAME

C DATE OF BIRTH

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

D GENDER
◯ Female ◯ Male

E STATE TESTING IDENTIFIER

JOHNSON, KYLE
123-4567 ANY MIDDLE SCHOOL
DOB: 01/01/1994
GRADE: 7
123456789-1 ETH: W DIS: XX LS: X LP: X
STI: 098765432 1
GENDER: M
SPRING 2008 NON-WRITING

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

Mark Reflex® by NCS Pearson IM-173278-002:654321 Printed in U.S.A. ISD6162

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

STUDENT NAME

Last Name	First Name

2007 – 2008
UNITED STATES HISTORY: 1877 TO THE PRESENT
Test

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

F FORM

H

G TEST DATE

MONTH: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

DAY: 0 0, 1 1, 2 2, 3 3, 4, 5, 6, 7, 8, 9

YEAR: 20 0 0, 1 1, 2 2, 3 3, 4 4, 5 5, 6 6, 7 7, 8 8, 9 9

H TESTING STATUS
Select Only One

1 2 3 4 5 6 7 8 9 10 11

I SPECIAL TEST ACCOMMODATIONS

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

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Printed in the United States of America.

UNITED STATES HISTORY: 1877 TO THE PRESENT

SAMPLE
A Ⓐ Ⓑ Ⓒ Ⓓ

1 Ⓐ Ⓑ Ⓒ Ⓓ	16 Ⓕ Ⓖ Ⓗ Ⓙ	31 Ⓐ Ⓑ Ⓒ Ⓓ	46 Ⓕ Ⓖ Ⓗ Ⓙ
2 Ⓕ Ⓖ Ⓗ Ⓙ	17 Ⓐ Ⓑ Ⓒ Ⓓ	32 Ⓕ Ⓖ Ⓗ Ⓙ	47 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ	18 Ⓕ Ⓖ Ⓗ Ⓙ	33 Ⓐ Ⓑ Ⓒ Ⓓ	48 Ⓕ Ⓖ Ⓗ Ⓙ
4 Ⓕ Ⓖ Ⓗ Ⓙ	19 Ⓐ Ⓑ Ⓒ Ⓓ	34 Ⓕ Ⓖ Ⓗ Ⓙ	49 Ⓐ Ⓑ Ⓒ Ⓓ
5 Ⓐ Ⓑ Ⓒ Ⓓ	20 Ⓕ Ⓖ Ⓗ Ⓙ	35 Ⓐ Ⓑ Ⓒ Ⓓ	50 Ⓕ Ⓖ Ⓗ Ⓙ
6 Ⓕ Ⓖ Ⓗ Ⓙ	21 Ⓐ Ⓑ Ⓒ Ⓓ	36 Ⓕ Ⓖ Ⓗ Ⓙ	
7 Ⓐ Ⓑ Ⓒ Ⓓ	22 Ⓕ Ⓖ Ⓗ Ⓙ	37 Ⓐ Ⓑ Ⓒ Ⓓ	
8 Ⓕ Ⓖ Ⓗ Ⓙ	23 Ⓐ Ⓑ Ⓒ Ⓓ	38 Ⓕ Ⓖ Ⓗ Ⓙ	
9 Ⓐ Ⓑ Ⓒ Ⓓ	24 Ⓕ Ⓖ Ⓗ Ⓙ	39 Ⓐ Ⓑ Ⓒ Ⓓ	
10 Ⓕ Ⓖ Ⓗ Ⓙ	25 Ⓐ Ⓑ Ⓒ Ⓓ	40 Ⓕ Ⓖ Ⓗ Ⓙ	
11 Ⓐ Ⓑ Ⓒ Ⓓ	26 Ⓕ Ⓖ Ⓗ Ⓙ	41 Ⓐ Ⓑ Ⓒ Ⓓ	
12 Ⓕ Ⓖ Ⓗ Ⓙ	27 Ⓐ Ⓑ Ⓒ Ⓓ	42 Ⓕ Ⓖ Ⓗ Ⓙ	
13 Ⓐ Ⓑ Ⓒ Ⓓ	28 Ⓕ Ⓖ Ⓗ Ⓙ	43 Ⓐ Ⓑ Ⓒ Ⓓ	
14 Ⓕ Ⓖ Ⓗ Ⓙ	29 Ⓐ Ⓑ Ⓒ Ⓓ	44 Ⓕ Ⓖ Ⓗ Ⓙ	
15 Ⓐ Ⓑ Ⓒ Ⓓ	30 Ⓕ Ⓖ Ⓗ Ⓙ	45 Ⓐ Ⓑ Ⓒ Ⓓ	

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

APPENDIX C
STANDARDS OF LEARNING ASSESSMENTS

SPECIAL TEST ACCOMMODATIONS

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

For additional information, refer to the *2007–2008 SOL Assessment Resource Manual, Procedures for Participation of Students with Disabilities in Virginia's Accountability System*:

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

Additional materials required for testing accommodations

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

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

Audiotaping

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

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

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

Assistance with Directions

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

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

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

Interpreters

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

Interpreting Directions

Assistance with directions may include interpreting the test directions through signing or 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.The Examiner must be present for the testing session and read aloud the test directions as presented in the manual so that they can be communicated in the alternative or manual method by the educational interpreter. The student must direct any questions to the Examiner, and the Examiner's response must be communicated by the educational interpreter. The interpreter should also communicate sample questions that are read aloud as part of the test directions.

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

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

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

Read-aloud Administration

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

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

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

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

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

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

Transcription of Students' Answers

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

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

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

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

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

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

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

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

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

In each set of specific directions for administering a subject area test, listen for an indication of a **NOTE** box that will advise exactly when to begin playing an audiotape. On the audiotape, the narrator reads the directions and the sample questions but does not refer to the answer document or how to enter answers. The Examiner may modify 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.

APPENDIX D

Special Test Accommodations Codes

Content Specific History Tests: *Virginia Studies, United States History to 1877, United States History: 1877 to the Present, Civics & Economics*

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

These accommodations are available to all students as needed.

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

Revised 9/18/07

APPENDIX E

SAMPLE TEST BOOKLET PACKAGE *ASSEMBLY ID SHEET*

Name of Test

Form Numbers

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

Level

Quantity

CSH US HIST TO 1877 [H0118-H0618] (10)

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: CSH US HIST TO 1877 [H0118-H0618] (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 2008 CONTENT SPECIFIC HISTORY 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 column (1).

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

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

❑ **4.** The STC must initial the "In" column (4) 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 (5) 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 2008 CONTENT SPECIFIC HISTORY 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 2008 CONTENT SPECIFIC HISTORY 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 2008 CONTENT SPECIFIC HISTORY 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.

	Regular Audio Kit	Braille Kit w/o Audio Tape	Braille Kit w/ Audio Tape	Large-Print Kit w/o Audio Tape	Large-Print Kit w/Audio Tape	Kits Received		Kits Returned	
						Quantity Received	Examiner's Initials [1]	Quantity Received	STC's Initials [2]
Virginia Studies									
US History to 1877									
US History: 1877 to the Present									
Civics & Economics									

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

APPENDIX F

STANDARDS OF LEARNING (SOL) ASSESSMENTS
SPRING 2008 CONTENT SPECIFIC HISTORY TESTS

TEST IRREGULARITY FORM

The Test Irregularity Web Application System (TIWAS) will be implemented during the Spring 2008 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.

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