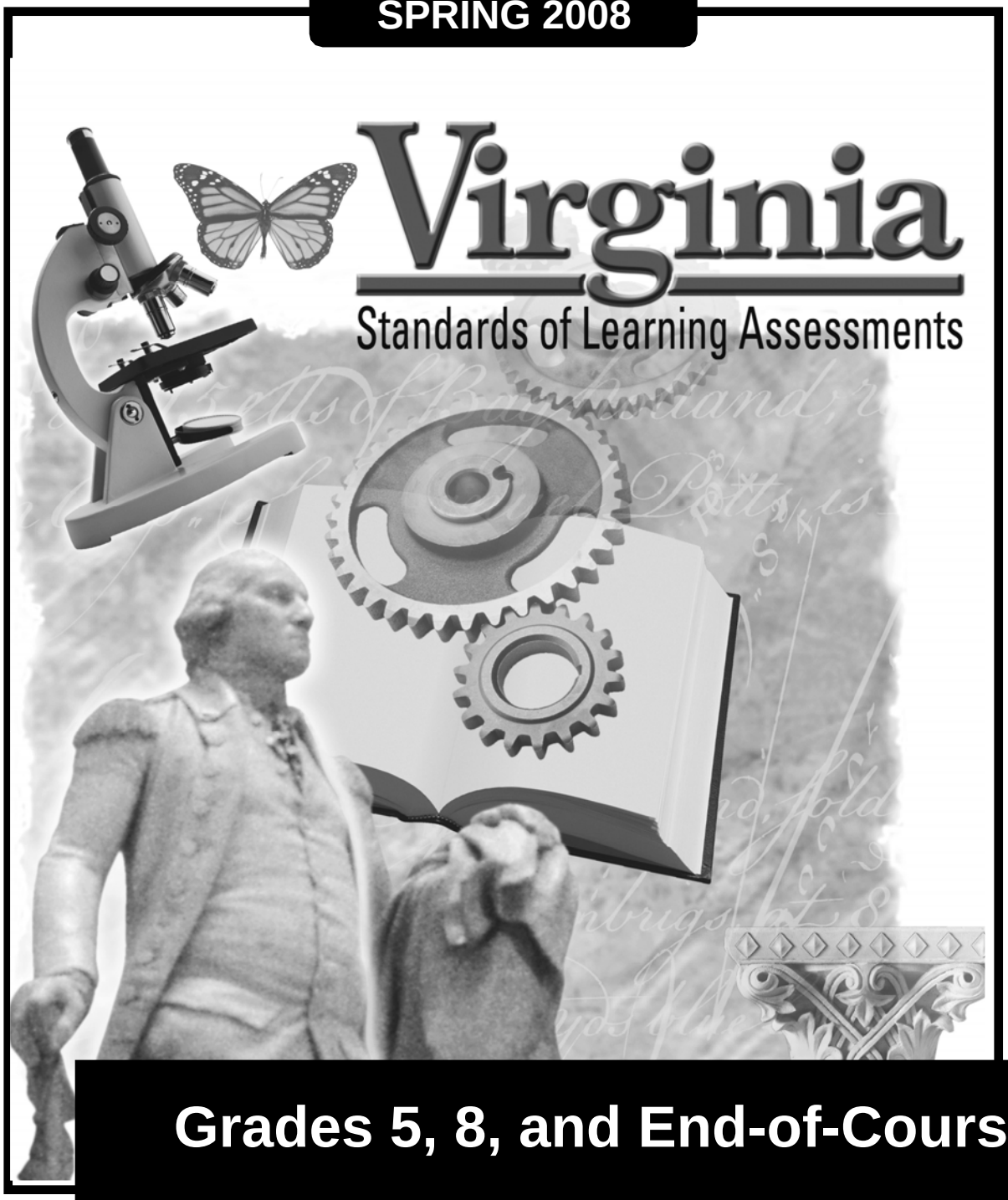
EXAMINER'S MANUAL

REGULAR AND SPECIAL FORMS

SPRING 2008



Grades 5, 8, and End-of-Course

English: Writing Tests

Test security guidelines restrict persons who have not signed the *Test Security Agreement* from reading the actual test items/writing prompts.

NEW FOR SPRING 2008

Carefully review this *Examiner's Manual* prior to the administration of the Spring 2008 Standards of Learning Grade 5, 8, or End-of-Course (EOC) *English: Writing* Assessment. Please pay attention to the following:

Manual Format

- The Examiner's manuals for Grade 5 *Writing*, Grade 8 *Writing*, and EOC *English: Writing* tests have been combined. Although all levels, Grade 5, Grade 8, and EOC, are fully integrated in each section, information that is specific to the Grade 5 *Writing* test, the Grade 8 *Writing* test, or the EOC *English: Writing* test is clearly identified throughout the manual.

- Information regarding special accommodations is 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 other 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.

Term Graduates

- Students scheduled to graduate by August 31, 2008, are considered to be Term Graduates. Term Graduates who have not passed the EOC *English: Writing* test may have two opportunities to take the test during the Spring 2008 Administration.

- Field J, 2nd Attempt, must be completed for Term Graduates who take the EOC *English: Writing* test twice during the Spring 2008 Administration. This field must be completed **ONLY** on the student's second attempt answer document. LEAVE Field J BLANK on the student's first attempt answer document. Field J must be completed after testing and as directed by the STC.

- For Spring 2008, Term Graduates must take designated multiple-choice test forms and prompts. More detailed information will be provided by your STC.

- Extreme precautions must be taken in the administration of EOC Term Graduate multiple-choice test forms and prompts.

  Give special attention to the package *Assembly ID Sheet* to verify that the appropriate EOC Term Graduate test forms and prompts are administered to eligible students. If students are administered the wrong test form and/or prompt, delivery of score reports may be delayed.

- For the EOC Term Graduate writing multiple-choice test booklets, identifying information is located in the upper left corner of the package *Assembly ID Sheet*. Just above the barcode you will see the following information:

  EOC T. GRAD WR TB FM WXXXX

- For the EOC Term Graduate writing prompts, identifying information is located in the upper left corner of the package *Assembly ID Sheet*. Just above the barcode you will see the following information:

  EOC T. GRAD WR PROMPT XXXX

- After testing, place the "TERM GRADUATE" bundle of answer documents on top of the stack for return to the STC.

New for Spring 2008, continued

Answer Document

- Make certain that the only answer documents distributed to students indicate 2007-2008 for Grade 8 and EOC, and 2008 for Grade 5, located at the top center of the answer document.

- In Field A, *Test Date* is no longer requested for the Writing tests.

- Field G, *Prompt Number*: For the Spring 2008 Writing Administration, the prompt sheet will be identified by a 4-digit number that must be entered in this field.

- 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.

  Sample Test Items

- Located on the back cover of the Grade 5 and Grade 8 *Writing* answer documents, the Samples' Box has four items: A, B, C, and D. There will be four sample test items on most Grade 5 and Grade 8 *Writing* test forms. However, there are only three sample test items if you are administering the following forms:
  Grade 5
  W7527 or W8027
  Grade 8
  W7527 or W8027

- Located on the back cover of the EOC *English: Writing* answer document, the Samples' Box has five items: A, B, C, D, and E. There will be five sample test items on most EOC *English: Writing* tests. However, there are only four sample test items if you are administering the following forms:
  EOC
  W5036, W5037, W7536, W8036 or W8037

- Some Grades 5, 8, and EOC test forms will have question(s) that do not refer to a "passage." One of the sample items provides an example of this type of item. Directions for administering this item will be read by Examiners to students before testing begins.

Verification of Secure Testing Materials

- Examiners will receive the multiple-choice test booklets/writing prompts packaged with an *Assembly ID Sheet* (Appendix E). The *Assembly ID Sheet* is used by the Examiner to verify the number of test booklets/prompts inside each package before distributing secure materials to the students during the test administration.

New for Spring 2008, continued

How to Report Problems on SOL Tests/Prompts

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

  The Examiner/Proctor should report problems or suspected errors on SOL multiple-choice test/prompt 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 or prompt with the students or between each other. (Section 5.1.5)

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

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EXAMINER'S CHECKLIST

Activities Before Test Administration	
❑	1. Carefully read this *Examiner's Manual* as well as any local directions you have been given. Resolve any questions you might have with your STC.
❑	2. Read the *Test Security Guidelines* and sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Section 4.2 and Appendix A).
❑	3. Make necessary announcements about testing to students (Section 4.3).
❑	4. Establish an appropriate setting for test administration (Section 4.4).
❑	5. Determine the need for Proctors (Section 4.5).
❑	6. 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). Note that some materials are used only for the multiple-choice component, and some are only for the direct-writing component.
❑	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 accommodation, become familiar with special accommodations specified in their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*, and 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 Grade 8 *Writing* test or the EOC *English: Writing* test, and the new 2008 answer documents for the Grade 5 *Writing* test. Using the wrong answer documents will result in inaccurate scores and delay delivery of test results.	
Activities During Test Administration	
❑	1. Verify that the identifying information for students' answer documents are correctly completed (Section 5.2.1).
❑	2. On each day that a test session is conducted, check out secure test materials and answer documents from your STC (Section 5.2.2 and 5.3.1).
❑	3. Administer the test in adherence to the specific directions for administering the writing multiple-choice component for the SOL Grade 5, Grade 8, or the EOC *English: Writing* test (Section 5.2.5).
❑	4. Administer the test in adherence to the specific directions for administering the direct-writing component for the SOL Grade 5, Grade 8, or the EOC *English: Writing* test (Section 5.3.2).
Activities After Test Administration	
❑	1. Inspect students' answer documents for completeness, multiple-choice test form number /writing prompt number, damage, incomplete erasures, stray marks, etc., as described in 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* and the *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms/Prompts Kits* used by your STC (Section 6.4).

1. USE OF THIS MANUAL FOR THE SPRING 2008 ADMINISTRATION

This *Examiner's Manual* describes procedures that apply to the administration of the Grade 5, Grade 8, or EOC *English: Writing* Standards of Learning (SOL) Assessments for Regular Test Forms and Special Test Forms (Braille, large-print, and audiotape versions). All Test Examiners should follow the information in this manual before, during, and after the administration of the Grade 5, Grade 8, or EOC *English: Writing* SOL Assessments. This manual provides the following information:

- test administration schedule
- school division responsibilities for SOL testing
- your duties before, during, and after each testing session
- specific instructions for administration of the Grade 5, Grade 8, or EOC *English: Writing* multiple-choice component and direct-writing component

2. TEST ADMINISTRATION SCHEDULE

The SOL Grade 5, Grade 8, and the EOC *English: Writing* tests have both multiple-choice and direct-writing (response to a writing prompt) components that must be administered statewide on the following dates:

- March 3 or March 4 — multiple-choice component (main form)
- March 5 — direct-writing component (main prompt only)

Term Graduate students are to take both the main and alternate multiple-choice forms and both the main and alternate prompts. The main prompt should be administered to Term Graduate students according to the schedule described above. School divisions have flexibility in scheduling the administration of the second multiple-choice form/prompt for Term Graduates within the testing window.

Students who are absent on any or all of these dates are to be provided with an opportunity during the make-up period to take the test component(s) they missed. Your STC will provide you with more information about how your school will handle make-up testing. Also see Section 7 of this manual.

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the SOL *Writing* tests. These include:

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

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

Division Director of Testing

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

School Test Coordinator

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

Test Examiner

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

4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

4.1 Read All Materials

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

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 the Spring 2008 SOL *Writing* tests, you must read the *Test Security Guidelines* and then read and sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Appendix A). **Note the Virginia General Assembly 2000 legislation regarding test security.** You may sign the original page or a photocopy of it. 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 writing.

4.3.1 Term Graduates

Students scheduled to graduate by August 31, 2008, are considered to be Term Graduates. Term Graduates who have not passed the EOC *English: Writing* test may have two opportunities to take the test during the Spring 2008 Administration.

4.4 Establish the Test Setting

In conjunction with your STC, arrange for appropriate physical conditions for testing. In arranging for 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 include charts, dry-erase boards or chalkboard displays, and bulletin board displays of material 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's size exceeds this, 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 minimum 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 the Student Identification Information on the Answer Documents

Identification information for each student must be included on the answer document either through a Pre-ID label or by coding the information on the answer document.

A sample of the answer document with a Pre-ID label is in Appendix B. Refer to Section 5.2.1, 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 *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

Multiple-Choice Writing Component only: Scratch paper and a supply of sharpened soft-lead (No. 2) pencils are to be available for students to use during testing. Students MUST use only No. 2 pencils when completing the answer document for the multiple-choice component of the SOL Grade 5, Grade 8, or the EOC *English: Writing* test. Mechanical pencils may be used as long as they contain No. 2 lead. **No student may use a dictionary or electronic spelling checker unless specified in an IEP or 504 management plan. Students may not have access to a thesaurus.**

Direct-Writing Component only: Dictionaries, scratch paper, and a supply of sharpened soft-lead (No. 2) pencils are to be available for students to use during testing. Students MUST use only No. 2 pencils when completing the answer document for the direct-writing component of the SOL Grade 5, Grade 8, or the EOC *English: Writing* test. Mechanical pencils may be used as long as they contain No. 2 lead. A thesaurus cannot be used for the direct-writing component of the test. **Check the dictionaries that students will use to ensure they do not have a thesaurus section.** Electronic spelling checkers may be used for the direct-writing component **only** by a student whose IEP or 504 management plan specifies this accommodation.

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 each component of 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/writing prompts, answer documents, and 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

The two-part writing assessment consists of a multiple-choice component and a direct-writing component (a response by students to a writing prompt). Two separate testing sessions are required. The multiple-choice component is to be administered on either March 3 or 4, 2008, (**main form**), and the direct-writing component, (**main prompt**), is to be administered on March 5, 2008.

Each student will use one answer document to record answers for both the multiple-choice component and the direct-writing component of the test. All testing materials must be returned to your STC for secure storage at the conclusion of the multiple-choice component and again at the conclusion of the direct-writing component.

This section includes directions for having students complete demographic information in Sections 1 and 2 of the answer document, information that will help you prepare for each testing session, and specific directions for administering the multiple-choice and direct-writing components of the Grade 5, Grade 8, or EOC *English: Writing* test.

- Directions for completing the student identification information are in Section 5.2.1
- Specific directions for administering the multiple-choice component are in Section 5.2.5
- Specific directions for administering the direct-writing component are in Section 5.3.2

5.1 General Instructions for Administering the Writing Tests

5.1.1 Test booklets/ writing prompt sheets and answer documents

Each student must read the questions from the test booklet and enter her/his answers in the answer document within the appropriate sections as each test item is completed. Only responses marked in the answer document will be scored. While students may write in the SOL test booklet, they should be discouraged from recording answers in the test booklet and then transcribing the answers to the answer document. Errors in transcription may adversely affect a student's test score.

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

5.1.2 Answering students' questions

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

If students ask questions during the test, 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 sample test items, it can be answered. If the question refers to a particular test item, the student should be told, **"Read it carefully and choose the best answer"** or if the student asks to explain or discuss the writing prompt, the Examiner should remind the student that the prompt cannot be discussed with anyone.

Help must not be given on specific test items, and no clues should be given about the correctness of a student's answer to a particular test item. 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 or prompt, the Examiner, Proctor or teacher should remind the student that the test questions and prompt cannot be discussed.

Test items 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.**

5.1.3 Monitoring students during testing

During the test administration, monitor the testing process by moving as unobtrusively as possible about the room. Make sure that students are marking their answers in the correct section of the answer document. If 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 during the multiple-choice writing component.

Students may have access to dictionaries without a thesaurus section during the direct-writing component.

Familiarize yourself with Section 5.1.4, "Handling Testing Irregularities," as these situations may occur during the testing session.

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

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

5.1.4 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, writing prompt, or used answer document is missing.
- Any unused/unassigned test booklet or writing prompt 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 material. Attach to the *Test Irregularity Form*:

1. a copy of the test booklet or writing prompt package *Assembly ID Sheet* for tracking the materials;
2. a copy of an *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or an *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms/Prompts Kits* 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.

5.1.5 Reporting problems on SOL tests/prompts

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 answer options or prompts should not be e-mailed.

If during the testing session, a student reports that a test question and/or answer options or prompt contains an error, you should record the subject area test, level, form number, item (question) number, answer option or prompt number. 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 or prompt be discussed with the student. Additionally, Examiners and Proctors are not to discuss test questions/answer options or prompts with each other.

5.2 General Instructions for Administering the SOL Grade 5, Grade 8, or EOC *English: Writing* Tests Component (March 3 or March 4)

5.2.1 Student completion of required demographic Information

STATE TESTING IDENTIFIER

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

For those students' answer documents WITHOUT a Pre-ID label, you or another designated adult must complete Field E, State Testing Identifier, and/or write the student's name in Field A, before distributing the answer documents to students.

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.

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

Grade 5 or Grade 8 *Writing* Test

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

or

EOC *English: Writing* Test

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

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 demographic page facing up.

SAY **We will fill in 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. 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 classroom's dry-erase board or chalkboard if you have written identification information there. While students are filling in 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 Field C, which is labeled "Date of Birth." In the area labeled "Month," find the circle for the month of your birthday and fill it in.**

After students have finished,

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

Answer all questions. When everyone has finished,

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

After students have finished,

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

Give help as needed.

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

Give help as needed.

SAY **Now look at the back of your answer document.** (Demonstrate.) **At the top of the page, find the 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.**

Grade 5 or Grade 8 *Writing* Test

SAY **Do not fill in any of the fields that are labeled with the letters H or I. Do you have any questions?**

or

EOC *English: Writing* Test

SAY **Do not fill in any of the fields that are labeled with the letters H, I, or J. Do you have any questions?**

Answer students' questions.

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

Field F, MC Form, and Field G, Prompt Number, will be completed during the actual testing session.

NOTE: As directed by your STC, Field H, Testing Status and Field I, Special Test Accommodations will be completed after testing by you or another designated adult.

EOC *English: Writing* Test Only
Field J must be completed after testing and as directed by the STC.

Field J, 2nd Attempt, must be completed for Term Graduates who take the EOC *English: Writing* test twice during the 2008 Administration. This field must be completed **ONLY** on the student's second attempt answer document. LEAVE Field J BLANK on the student's first attempt answer document.

After students have completed identifying information on their answer documents, administration of the SOL Grade 5, Grade 8, **or** the EOC *English: Writing* test can begin.

To administer the multiple-choice component of the *Writing* tests, see Section 5.2.5.

5.2.2 Preparation for administering the multiple-choice component

On the morning of testing, you will receive all materials needed to administer the multiple-choice component of the SOL Grade 5, Grade 8, or the EOC *English: Writing* test. Your STC will provide you with multiple-choice 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/Prompts Kits* 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, received from the STC before you initial the form.

Make sure you have all the materials needed to administer the multiple-choice component of the *Writing* test, 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 Grade 5, Grade 8, and EOC *English: Writing* (Multiple-Choice) Component

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 for your use during administration, or **REGULAR AUDIO** • regular-print test booklets • accompanying audiotape

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

- 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; and
- 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 test booklet *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 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.

5.2.3 Beginning the multiple-choice writing testing session

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

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.

5.2.4 Reading directions for administering the multiple-choice writing test

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. 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.

If students have **just completed** Fields A–D of their demographic information in Section 5.2.1 and still have answer documents in their possession, proceed to the instructions in Section 5.2.5.

OR

If students completed Fields A–D of their demographic information **in Section 5.2.1** 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 of it.** (Demonstrate.) **Keep your answer document turned over so that the page we have already completed is facing up.** (Demonstrate.) **Be very careful with your answer document. Do not fold or bend it.**

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

Proceed to the instructions in Section 5.2.5.

5.2.5 Specific directions for administering the writing multiple-choice component

Administration of the test may now begin.

SAY **Today you will be taking the first part of the SOL Grade 5, Grade 8, or the EOC *English: Writing* test. This test will provide information about how well you write. It is important that you do your best on this test. Now I am going to give each of you a test booklet and 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 the test booklets.

To assist in the identification of the test form, the complete form number indicates the test level (Grade 5, Grade 8, or EOC), subject test code (3-digit numbers), followed by a dash (—), a "W" 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 "W" followed by four numbers.** (Point.) **Now look at the back cover of your answer document. Find Field F, labeled "MC Form." The first letter "W" is already filled in. In the empty boxes, write the numbers that appear on the front cover of your test booklet. Beneath each box in which you entered a number, fill in the circle that has the same number. When you are finished, check 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 on the top right corner of the test booklet's front cover. The form number for a Braille test booklet is also on its front cover at the bottom center. Correct completion of the form number is essential for accurate scoring.

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

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

GRADE 5 OR GRADE 8 *WRITING* TESTS

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

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

SAY **Look at the directions at the top of the page. Read them to yourself as I read them aloud. "*Directions: Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.*" Now find the sample passage.**

Point to the sample passage.

SAY **Read the passage to yourself.**

Pause while students read the sample passage.

SAY **Now read Sample A and each answer choice to yourself while I read aloud.** (Pause.) ***"Which of these would best help Sarah write her description of her older brother?" Is it: "(A) Calling his friends and telling them about him ... (B) Thinking about all the things she likes about him ... (C) Making a list of things she wants him to do for her ... (D) Asking him to take her to the library?"*** **Which is the best answer?**

Pause for replies.

GRADE 5 AND GRADE 8 WRITING TESTS **(continued)**

SAY **Yes, the best answer is "B" because thinking about all the things she likes about him helps Sarah to focus on the topic.**

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

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

SAY **For Sample A fill in the circle for the letter "B" because "B" is the best answer. Does everyone understand how to mark this answer on your answer document?**

Answer all questions related to marking the answer document.

SAY **Now find Sample B in your test booklet. Read the passage and then answer the question. Notice that each sentence has a number. Sometimes the questions will mention the numbers.** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "F." For Sample B fill in the circle for the letter "F" in the answer document.** (Demonstrate.) **Does everyone understand how to mark this answer on your answer document?**

Answer all questions.

SAY **Now look at Sample C. Read the passage and the question. Fill in the answer in your answer document.**

When students have finished,

SAY **Which answer did you choose?** (Pause for replies.) **That's right. Answer "D" is the best answer. For Sample C fill in the circle for the letter "D" in the answer document.** (Demonstrate.)

SAY **Now look at the directions in your test booklet for Sample D.** (Point.) **Read the directions to yourself as I read them aloud. "*Directions: You do not need to read a passage to answer the following question. Read and answer the question.*"** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "F." For Sample D fill in the circle for the letter "F" in your answer document.** (Demonstrate.) **Does everyone understand how to mark this answer on your answer document?**

Answer all questions.

OR

GRADE 5 AND GRADE 8 WRITING TESTS (continued)

If you are administering Grade 5 multiple-choice test forms W7527 or W8027, or Grade 8 multiple-choice test forms W7527 or W8027,

SAY **Open your test booklet to page 3.**

Demonstrate. Make sure all students have the correct page showing.

Located on the back cover of the answer document, point out to students that the Samples' Box has four items: A, B, C, and D; however, there are only three sample test items (A, B, and C) on this test. Leave sample test item "D" BLANK.

SAY **Look at the directions at the top of the page. Read them to yourself as I read them aloud. *"Directions: Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space on your answer document for the answer you have chosen."* Now find Sample A in the shaded box beneath the directions. Read the passage to yourself.**

Pause while students read the first sample passage.

SAY **Now read the question and each answer choice to yourself while I read aloud. *"Which of these would best help Sarah write her description of her older brother?" Is it: "(A) Calling his friends and telling them about him ... (B) Thinking about all the things she likes about him ... (C) Making a list of things she wants him to do for her ... (D) Asking him to take her to the library?"* Which is the best answer?**

Pause for replies.

SAY **Yes, the best answer is "B" because thinking about all the things she likes about him helps Sarah to focus on the topic.**

Now look at the back cover of your answer document. Find the area for marking your answers. In the shaded box labeled "Samples," fill in the circle for the letter "B" for Sample A, because "B" is the letter for the best answer. Does everyone understand how to mark this answer on your answer document?

Answer all questions related to marking the answer document.

SAY **Now find Sample B in your test booklet. Read the passage and then answer the question. Notice that each sentence has a number. Sometimes the questions will mention the numbers.** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **That's right. Answer "F" is the best answer. Fill in the circle for the letter "F" for Sample B in the answer document.** (Demonstrate.) **Does everyone understand how to mark this answer on your answer document?**

Answer all questions.

GRADE 5 AND GRADE 8 WRITING TESTS (continued)

SAY **Now look at Sample C. Read the passage and the question. Fill in your answer in your answer document.**

When students have finished,

SAY **Which answer did you choose?** (Pause for replies.) **That's right. Answer "D" is the best answer. Fill in the circle for the letter "D" for Sample C in the answer document.** (Demonstrate.)

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

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

Make sure students understand the "as it is" option and that everyone understands what to do.

EOC *ENGLISH: WRITING* TEST ONLY

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

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

SAY **Look at the directions at the top of the page. Read them to yourself as I read them aloud. "*Directions: Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.*" Now find the sample passage.**

Point to the sample passage.

SAY **Read the passage to yourself.**

Pause while students read the sample passage.

SAY **Now read Sample A and each answer choice to yourself while I read aloud.** (Pause.) ***"Which of these would best help Sarah write her description of her older brother?" Is it: "(A) Calling his friends and telling them about him ... (B) Thinking about all the things she likes about him ... (C) Making a list of things she wants him to do for her ... (D) Asking him to take her to the library?"*** **Which is the best answer?**

Pause for replies.

SAY **Yes, the best answer is "B" because thinking about all the things she likes about him helps Sarah to focus on the topic.**

EOC *ENGLISH: WRITING* TEST ONLY (continued)

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

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

SAY **For Sample A fill in the circle for the letter "B" because "B" is the best answer. Does everyone understand how to mark this answer on your answer document?**

Answer all questions related to marking the answer document.

SAY **Now find Sample B in your test booklet. Read the passage and then answer the question. Notice that each sentence has a number. Sometimes the questions will mention the numbers.** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "F." For Sample B fill in the circle for the letter "F" in the answer document.** (Demonstrate.) **Does everyone understand how to mark this answer on your answer document?**

Answer all questions.

SAY **Now look at Sample C. Read the passage and the question. Fill in the answer in your answer document.**

When students have finished,

SAY **Which answer did you choose?** (Pause for replies.) **That's right. Answer "C" is the best answer. For Sample C fill in the circle for the letter "C" in the answer document.** (Demonstrate.) **Does everyone understand how to mark this answer on your answer document?**

Pause. Answer all questions.

SAY **Now look at Sample D. Read the passage and the question. Fill in the answer in your answer document.**

When students have finished,

SAY **Which answer did you choose?** (Pause for replies.) **That's right. Answer "J" is the best answer. For Sample D fill in the circle for the letter "J" in the answer document.** (Demonstrate.) **Does everyone understand how to mark this answer on your answer document?**

SAY **Now look at the directions in your test booklet for Sample E.** (Point.) **Read the directions to yourself as I read them aloud. "*Directions: You do not need to read a passage to answer the following question. Read and answer the question.*"** (Pause.) **Which answer did you choose?**

Pause for replies.

EOC *ENGLISH: WRITING* TEST ONLY **(continued)**

SAY **Yes, the best answer is "A." For Sample E fill in the circle for the letter "A" in your answer document.** (Demonstrate.) **Are there any questions about how to mark this answer on your answer document?**

Answer all questions.

OR

If you are administering multiple-choice test form W5036, W5037, W7536, W7537, W8036, or W8037,

SAY **Open your test booklet to page 3.**

Demonstrate. Make sure all students have the correct page showing.

Located on the back cover of the answer document, point out to students that the Samples' Box has five items: A, B, C, D, and E; however, there are only four sample test items (A, B, C, and D) on this test. Leave sample test item "E" BLANK.

SAY **Look at the directions at the top of the page. Read them to yourself as I read them aloud. *"Directions: Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the circle on your answer document for the answer you have chosen."* Now find Sample A in the shaded box beneath the directions. Read the passage to yourself.**

Pause while students read the first sample passage.

SAY **Now read the question and each answer choice to yourself while I read aloud. *"Which of these would best help Sarah write her description of her older brother?" Is it: "(A) Calling his friends and telling them about him ... (B) Thinking about all the things she likes about him ... (C) Making a list of things she wants him to do for her ... (D) Asking him to take her to the library?"* Which is the best answer?**

Pause for replies.

SAY **Yes, the best answer is "B" because thinking about all the things she likes about him helps Sarah to focus on the topic.**

Now look at the back cover of your answer document. Find the area for marking your answers. In the shaded box labeled "Samples," fill in the circle for the letter "B" for Sample A, because "B" is the letter for the best answer. Does everyone understand how to mark this answer on your answer document?

Answer all questions related to marking the answer document.

SAY **Now find Sample B in your test booklet. Read the passage and then answer the question. Notice that each sentence has a number. Sometimes the questions will mention the numbers.** (Pause.) **Which answer did you choose?**

Pause for replies.

EOC *ENGLISH: WRITING* TEST ONLY (continued)

SAY **That's right. Answer "F" is the best answer. Fill in the circle for the letter "F" for Sample B in the answer document.** (Demonstrate.) **Does everyone understand how to mark this answer on your answer document?**

Answer all questions.

SAY **Now look at Sample C. Read the passage and the question. Fill in the answer in your answer document.**

When students have finished,

SAY **Which answer did you choose?** (Pause for replies.) **That's right. Answer "C" is the best answer. Fill in the circle for the letter "C" for Sample C in the answer document.** (Demonstrate.) **Does everyone understand how to mark this answer on your answer document?**

Pause. Answer any questions.

SAY **Now look at Sample D. Read the passage and the question. Fill in the answer in your answer document.**

When students have finished,

SAY **Which answer did you choose?** (Pause for replies.) **That's right. Answer "J" is the best answer. Fill in the circle for the letter "J" for Sample D in the answer document.** (Demonstrate.)

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

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

Make sure students understand the "as it is" option and that everyone understands what to do.

Resume directions for administering the Grade 5, Grade 8, **or** the EOC *English: Writing* test.

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 the test.

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 each passage; then answer the questions about the passage. Choose the best answer for each question or if there is no passage, read the question or questions and choose the best answer for each question. You may write in your test booklet or use scratch paper for any writing you may have to do, but make sure to fill in answers on your answer document. (Point to this section.) **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? Fill in only one answer for each question. When you have finished, you may check your work on the writing test.

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 students may now begin playing the tape. Note that the narrator will read the directions and the sample test items. 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.**

Have extra pencils, erasers and scratch paper available in an accessible place. Students are **not to have access to dictionaries or electronic spelling checkers** during administration of the multiple-choice component unless specified in an IEP, 504 management plan, or *LEP Student Assessment Participation Plan*. (Electronic spelling checker is not an accommodation for LEP students unless they also have a specified disability that is identified in their IEP.)

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 their test booklets and then collect their scratch paper. These items should be collected from each individual student, not passed up or down the rows of desks or seats.

Remember that the SOL tests are untimed. Allow those students who have not finished to continue working. If necessary, you may move the 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 this move.

Examiners must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, audiotapes (if applicable) and scratch paper **before** students are moved to an alternate 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/Proctors may not discuss any of the test questions with anyone. **(Refer to *Test Security Guidelines* in Appendix A.)**

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

After the multiple-choice writing 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.

This manual may be retained for use in administration of the Grade 5, Grade 8, or EOC direct-writing component on March 5, 2008.

5.3 Directions for Administering the Direct-Writing Component (March 5, 2008)

5.3.1 Preparation for administering the direct-writing component

On the morning of testing, you will receive all materials needed to administer the direct-writing component of the SOL Grade 5, Grade 8, or the EOC *English: Writing* test. Your STC will provide you with the following materials:

- the answer documents that the students used for the multiple-choice component of the *Writing* test
- sealed package(s) of writing prompts

Your STC will ask you to initial an *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* or a *Classroom Transmittal Document for Special Test Forms Kits/Prompts Kits* verifying your receipt of the writing prompts. The purpose of this form is to track these secure materials throughout the test administration period.

The sealed packages of writing prompts must not be opened more than 30 minutes before the test session for the direct-writing component. Just before you distribute the prompts to students, open each package and count the number of prompts in it. You should have the same number of prompts as printed on the package *Assembly ID Sheet*. Complete the *Assembly ID Sheet* for each package of prompts. Check the applicable number of prompts, sign, and date each *Assembly ID Sheet*. A sample of a writing prompt *Assembly ID Sheet* is in Appendix E.

Make sure you have all the materials to administer the direct-writing component, as detailed in Table 2. Depending on the type of prompts you are administering (regular, Braille and/or large-print) your STC will provide you with the appropriate testing materials.

Table 2: Testing Materials for Grade 5, Grade 8, and EOC *English: Writing* (Direct-Writing) Component

MATERIALS YOU WILL NEED	• a copy of this manual • a supply of writing prompts • the students' answer documents that were used for the multiple-choice component of the writing test • 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 writing prompt • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • an easily accessible dictionary (without a thesaurus section) • 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 • an easily accessible dictionary (without a thesaurus section) • scratch paper, and

	BRAILLE • Braille writing prompts (and accompanying audiotapes as needed to provide specified accommodations) • five sheets of Braille paper (for use by the student, if needed) • an Examiner's copy of the Braille writing prompt in regular-print for your use during administration, or **LARGE-PRINT** • large-print writing prompts (and accompanying audiotapes as needed to provide specified accommodations) • an Examiner's copy of the large-print writing prompt for your use during administration; or **REGULAR AUDIO** • regular-print writing prompt • accompanying audiotape

Just before you distribute writing prompts to students for the **first** time, open each package and count the number of prompts in each package. Each writing prompt package's *Assembly ID Sheet* will show a barcode with a unique number, level, name of subject area test, 4-digit prompt number and quantity of writing prompts contained in the package. Each prompt sheet will have an inventory number and security bar code for tracking purposes.

Indicate the number of writing prompts contained in each package by checking off the applicable statement. Then, sign and date the *Assembly ID Sheet.* A sample of the writing prompt *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 are clear of books and other materials not needed for the test. Verify that each student has two sharpened soft-lead (No. 2) pencils with erasers.

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 was wrong. I must read it to you again. Listen again."** Then read the direction again. Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best. Check periodically to make sure that students are writing their papers in the correct section of the answer document and following instructions.

Remind students to handle all materials with care, to write their papers in **pencil**, and to avoid making extra marks. The answer documents should never be folded, clipped, stapled, or torn.

Electronic spelling checkers can be used only by students whose IEPs or 504 management plans specify this accommodation. **No student is to use a thesaurus on the Grade 5, Grade 8, or EOC *English: Writing* test.**

Remember that the SOL tests are untimed and that students who have not finished writing 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 writing prompts, answer documents and 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.

5.3.2 Specific directions for administering the direct-writing component

Administration of the direct-writing component may now begin.

Before distributing the answer documents,

SAY **Today you are going to take the second part of the SOL Grade 5, Grade 8, or the EOC *English: Writing* test. For this part of the test you will write a short paper. You will write your paper in the same answer document that you used for the multiple-choice part of the test. I will now give you your answer document. Make sure that the answer document I give you has your name on it. Raise your hand if it is not your answer document.**

Distribute answer documents. Resolve any problems before continuing.

If you have not already opened the package(s) of prompts, do so now.

Immediately count and record the number of prompts on the *Assembly ID Sheet(s)* that were enclosed in the package of prompts.

SAY **I will now give you your writing prompt. Where you see the words "Student Name," write your first and last names immediately.**

Distribute the writing prompts.

SAY **Be sure your name is on the writing prompt. Now look at the top of your writing prompt where it says "Prompt Number." On the back cover of your answer document, find the Field labeled G, "Prompt Number." Write the prompt number in the empty boxes. Beneath each box in which you entered a number, fill in the circle that has the same number. When you are finished, recheck the prompt number and the circles that 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 4-digit prompt number is on the top right corner of the test booklet's front cover. The 4-digit prompt number for a Braille test booklet is on its front cover at the bottom center. Correct completion of this prompt number is essential for accurate scoring.

SAY **Now look at page 3 of your answer document and find the boxes in the top right corner.** (Point.) **In the first box, write your last name. In the second box, write your first name. Does everyone understand what to do?**

Now look at page 5 of your answer document and find the boxes in the top right corner. In the first box, write your last name. In the second box, write your first name. Does everyone understand what to do?

Make sure students understand what to do.

When everyone has finished,

SAY **Now read the writing prompt to yourself.**

Pause while students read the writing prompt.

SAY **Make sure you write about the topic given to you in the prompt. You may write about something that really happened or you may write a fictional paper. However, if you do not write about the topic given to you, your paper will not be scored. Are there any questions?**

Answer any questions. Make sure that the students know what to do. You may read the prompt to students if they have difficulty reading it. You may not explain what the writing prompt means.

SAY **Now look at the "Checklist for Writers." It lists points for you to keep in mind as you write. Read the checklist to yourself.**

Pause while students read the checklist.

SAY **Are there any questions?**

Answer students' questions.

SAY **You may use scratch paper for any planning you need to do before you begin writing your paper and you may use a dictionary to check your spelling. I will now give each of you a dictionary and some scratch paper.**

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

If you do not have enough dictionaries for each student to receive one, explain to students where the dictionaries are and the process they should follow if they need to use the dictionary. The procedure must ensure that students do not interact with each other while using the dictionary.

NOTE: Remind students that they should only use a No. 2 pencil when completing their paper.

Before actual testing starts, make sure the test procedures are very clear to the students.

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

SAY **You may take as much time as you need to complete this test. You may use some of this time to plan what you will write. Use the scratch paper I gave you for any planning you need to do. If you need more paper for planning, raise your hand and I will give you extra paper. After you have finished planning, write your paper on the pages with lines in the answer document, beginning on page 3 where it says "Start Here."** (Demonstrate.) **Only the writing on the lined pages of the answer document will be scored so you must plan carefully in order to write everything you want to say on the answer document.**

You do not have to fill all of the lined pages with writing. You should write as much as necessary to cover the writing topic well. You may print, or you may write in cursive. Are there any questions?

Answer any questions.

SAY **You may begin now.**

AUDIOTAPES

If you are administering an audiotape that accompanies a Braille, large-print, or regular test, you or the students may now begin playing the tape. Note that the narrator will read the directions. If you have already covered that information, you may choose to advance the tape to the narration of the prompt. **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 the test, such as where the response to the prompt should be written, it can be answered**.** If the question refers to what the student should write about, **say** only, **"Read the topic carefully and write a short paper about it."** Help in how a paper should be written or on the mechanics of writing, such as how to spell a word, must not be given. **If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures.**

During test administration, monitor the testing process by moving as unobtrusively as possible about the room. While you are moving about the room, check that students are:

- working in the direct-writing section of the answer document and not going back to the multiple-choice section
- writing their papers only on the lined pages of their answer documents. **Loose sheets of paper will not be scored.**

Have extra sharpened pencils, erasers, scratch paper, and dictionaries available in an accessible place. Be aware of any situation in which a testing irregularity could occur. See Section 5.1.4 for examples of irregularities. A testing irregularity is any occurrence that may inappropriately influence a student's performance. Any testing irregularity that is observed must 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 of this manual may be used to document the incident.

After about 75 minutes or when most students have finished,

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

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

Remember that the SOL tests are untimed. Allow those who have not finished to continue working. If necessary, you may move the students to an alternate testing site. Should this become necessary, be sure to maintain the security of the writing prompts, answer documents and 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.

Examiners must collect all materials used in testing. Be sure to account for all test materials, including writing prompts, answer documents, and scratch paper **before** students are moved to an alternate 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 writing test because other students may still need to complete testing. Examiners or Proctors may not discuss the writing prompt with anyone. **(Refer to *Test Security Guidelines* in Appendix A.)**

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

After the direct-writing 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.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

6.1 Inspecting 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 you 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 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 TO THE WRITING PROMPT IN ANY WAY.**

2. Check the multiple-choice answer section. Stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased, but **DO NOT ALTER THE STUDENT'S RESPONSE IN ANY WAY.**

3. Remove any extraneous materials or loose sheets of paper from the section that contains the writing response, but **DO NOT ALTER THE STUDENT'S RESPONSE IN ANY WAY**. Only responses written in an answer document will be scored.

4. Check the demographic information.

   a. Handwritten information in Field A (student's name, teacher, school, etc.) should 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, 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, MC Form, and the correct 4-digit writing prompt number has been entered in Field G, Prompt Number. Failure to complete Fields F and G accurately will result in the incorrect key being used to score the test.

   If applicable, your STC will provide directions for completing Field H, Testing Status and Field I, Special Test Accommodations.

   <u>EOC English: Writing Test Only</u>
   If applicable, your STC will provide directions for completing Field J, 2nd Attempt.

Field J, 2nd Attempt, must be completed for Term Graduates who take the EOC *English: Writing* test twice during the 2008 Administration. This field must be completed **ONLY** on the student's second attempt answer document. LEAVE Field J BLANK on the student's first attempt answer document.

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, direct-writing response, and demographic information to a blank answer document. If such transcriptions are made:

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

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

6.2 Organizing Test Materials for Return to the STC

6.2.1 Verifying writing multiple-choice test booklets and answer documents

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

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

Test Materials

Verify that the number of test booklets and the Special Test Form Kits returned match the number you received initially and recorded on the *Assembly ID Sheet* and/or the *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 Verifying direct-writing prompt sheets and answer documents

Students must use only one answer document in which their multiple-choice responses and direct-writing responses are entered. Verify the following:

- Each student has entered responses for both components of the writing test on one answer document.
- Ensure that the number of writing prompt sheets matches the number you recorded on the *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* and/or the *Classroom Transmittal Document for Special Test Forms/Prompts Kits.*

6.2.3 Preparing the bundles of answer documents

Bundle all used/marked answer documents as follows:

Answer documents for all Term Graduates (first and second opportunity testers) should be bundled separately. Bundle together 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 required retesting as described in Section 6.2.3—Preparing the bundles of answer documents
  NOTE: No loose writing papers should be with the scorable answer documents. Only responses written on the answer documents will be scored. Place the bundle of answer documents for Term Graduates (first and second opportunity testers) at the top of the stack.

- **Group 2** — **Secure Test Materials:** (if still in your possession) all test booklets or writing prompt sheets used in the test session (include Braille and large-print Examiner's copies and accompanying audiotapes)

- **Group 3** — **Remaining Non-Scorable Materials:** (if still in your possession) the completed writing multiple-choice or prompt 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 an *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* and an *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms/Prompts Kits* (Appendix E).

SECURITY CHECK

ALL TEST BOOKLETS, WRITING PROMPT SHEETS, AUDIOTAPES, AND EXAMINERS' COPIES MUST BE ACCOUNTED FOR AND RETURNED TO YOUR STC.

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

After the Grade 5, Grade 8, **or** EOC *English: Writing* test has 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 and writing prompt 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* and the *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms/Prompts Kits* (Appendix E) or another such affidavit.

7. MAKE-UP TESTING

Every student who is absent on March 3 or March 4, 2008, and/or March 5, 2008, must be given an opportunity to take the multiple-choice or direct-writing component of the *Writing* test **or** on a make-up basis, **provided the make-up sessions are within the testing window.**

Students who miss the administration of the multiple-choice component on March 3 or 4, 2008, will use the same multiple-choice component taken by students who were in attendance that day. Students who miss the administration of the direct-writing component on March 5, 2008, will be administered a different prompt for make-up testing.

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

IF YOU ARE TO SERVE AS AN EXAMINER FOR MAKE-UP TEST SESSION(S), PLEASE REMEMBER THE FOLLOWING:

To help ensure complete and proper scoring of test results, each student must use only **ONE** answer document in which all multiple-choice answers and her/his direct-writing response will be entered; therefore,

1. If a student taking the multiple-choice component on a make-up basis has already taken the direct writing test, you must obtain from the STC the answer document in which the student wrote her/his writing response.
2. If a student taking the direct-writing component on a make-up basis has already taken the multiple-choice component, you must obtain from the STC the answer document in which the student recorded her/his multiple-choice responses.

Consult with your STC if you have any questions about make-up testing.

THANK YOU

We appreciate your time and effort in participating in the
2008 SOL Writing Assessments.

APPENDIX A
VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS
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 chalkboards, charts, and bulletin boards).
3. Examiners should receive test booklets/writing prompts only on the day of testing. Examiners are not allowed 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 test are not to look ahead in the test booklets.
5. Copying/printing/photographing **ALL OR ANY PART** of an SOL assessment or taking notes about the items included on an SOL assessment is **STRICTLY PROHIBITED**. As stated in the copyrights by the Commonwealth of Virginia Department of Education, testing materials may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording or by any information storage or retrieval systems.
6. All persons are prohibited from logging into TestNav™ (the Web-based application) posing as a student, current or fabricated, to view any SOL assessments. Only a student whose name appears on a Student Authorization Ticket is permitted to log in and take an online assessment (not applicable for *Writing* tests).
7. The tests must be administered strictly in accordance with the instructions outlined in the SOL assessment manuals. This includes following proper procedures for using test manipulatives. Directions that are to be read to the students must be read exactly as written.
8. No test item that will be scored to obtain students' test results may be used as a sample or practice item for learning how to select responses. Sample items are included in the SOL assessments to familiarize students with the format of the items and the procedures for selecting their answers.
9. All persons are prohibited from attempting to formally or informally score SOL assessments.
10. All Examiners, Proctors, or Interpreters using a Proctor Authorization Ticket to administer an online Read-Aloud assessment to students requiring this accommodation are prohibited from answering test questions in the Web-based assessment before, during, or after the administration of the test (not applicable for *Writing* tests).
11. All persons are prohibited from changing students' answers to test items whether by providing hints of 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 a violation by phone. Fax violation reports to (804) 371-8978. Written reports must be signed by the person making the report, and addressed to the Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Student Assessment and School Improvement.

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

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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 Actions 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 the students:

1. Permitting unauthorized access to secure test questions prior to testing;
2. Copying or reproducing all or any portion of any secure test booklet/writing prompt;
3. Divulging the contents of any portion of a secure test;
4. Altering test materials or examinees' responses in any way;
5. Creating or making available answer keys to secure tests;
6. Making a false certification on the test security form established by the Department of Education; or
7. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

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

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

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

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

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

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

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

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

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

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

B. Nothing in this section 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 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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STANDARD 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 sign and return the *Test Security Agreement* (from the computer OR manual) to the appropriate test administrator before administering any SOL tests.

Signed:_____

Print Name:_____

Position:_____

School:_____

Division:_____

Date:_____

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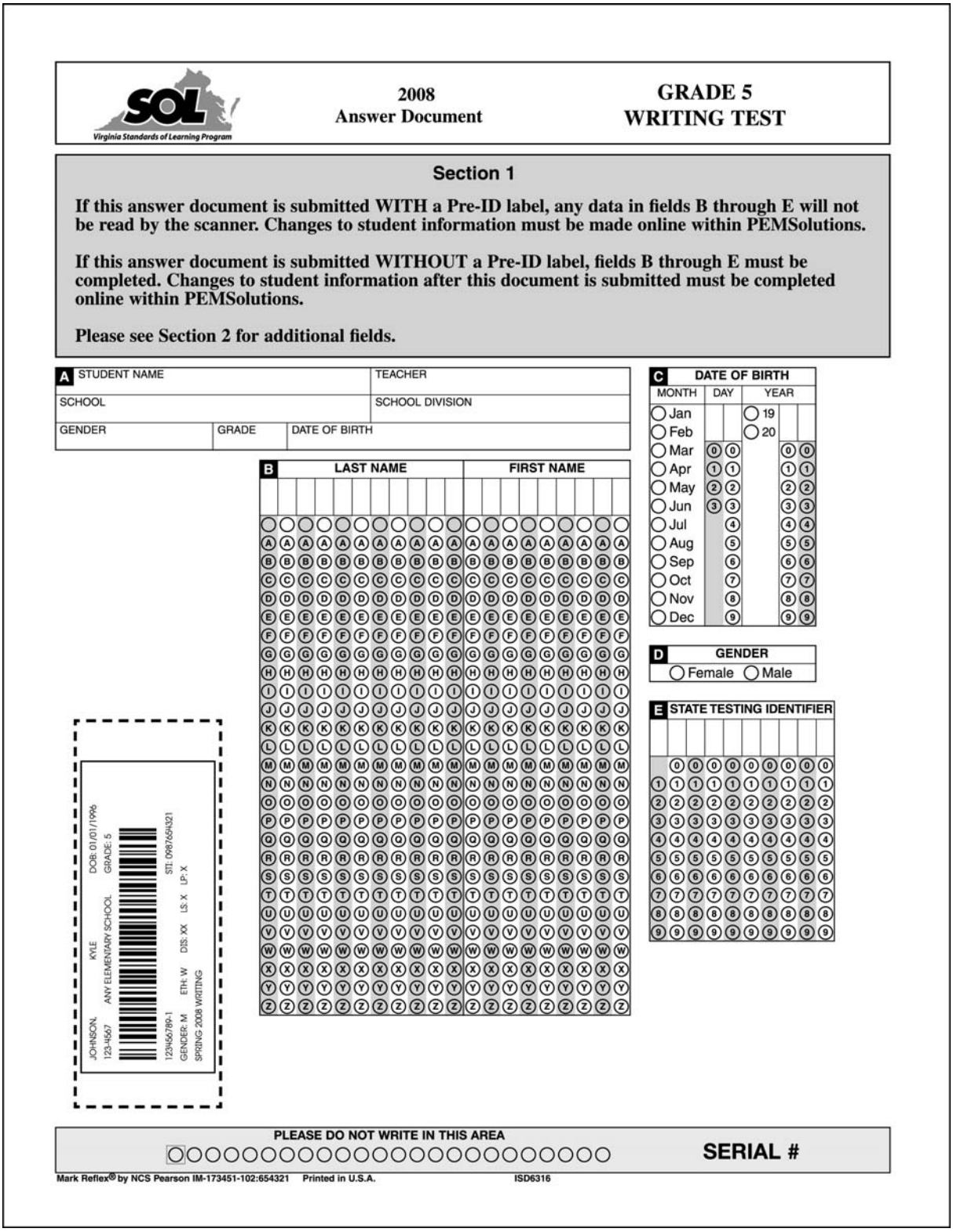
APPENDIX B
SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT
(Page 1 of 2)



SOL
Virginia Standards of Learning Program

2008
Answer Document

GRADE 5
WRITING 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 PEMSolutions.

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Please see Section 2 for additional fields.

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

B LAST NAME | FIRST NAME

C DATE OF BIRTH

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

D GENDER
Female Male

E STATE TESTING IDENTIFIER

JOHNSON, KYLE
123-4567 ANY ELEMENTARY SCHOOL
DOB: 01/01/1996
GRADE: 5
123456789-1 ETH: W DIS: XX LS: X LP: X
STI: 0987654321
GENDER: M
SPRING 2008 WRITING

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

Mark Reflex® by NCS Pearson IM-173451-102:654321 Printed in U.S.A. ISD6316

SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT
(Page 2 of 2)

STUDENT NAME

Last Name	First Name

2008
GRADE 5
WRITING TEST

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

F MC FORM

W

G PROMPT NUMBER

H TESTING STATUS
Select Only One

1 2 3 4 5 7 8 9 10 11

I SPECIAL TEST ACCOMMODATIONS

1 4 5 6 8 9 10 11 12 13 17 18 21 22 23 24 25 27 A B

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Printed in the United States of America.

Grade 5 WRITING

SAMPLES	
A	A B C D
B	F G H J
C	A B C D
D	F G H J

1 A B C D	11 A B C D	21 A B C D	31 A B C D
2 F G H J	12 F G H J	22 F G H J	32 F G H J
3 A B C D	13 A B C D	23 A B C D	
4 F G H J	14 F G H J	24 F G H J	
5 A B C D	15 A B C D	25 A B C D	
6 F G H J	16 F G H J	26 F G H J	
7 A B C D	17 A B C D	27 A B C D	
8 F G H J	18 F G H J	28 F G H J	
9 A B C D	19 A B C D	29 A B C D	
10 F G H J	20 F G H J	30 F G H J	

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

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

SOL
Virginia Standards of Learning Program

2007 – 2008
Answer Document

GRADE 8
WRITING TEST

Section 1

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Please see Section 2 for additional fields.

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

B LAST NAME	FIRST NAME

C DATE OF BIRTH		
MONTH	DAY	YEAR
Jan		19
Feb		20
Mar	00	00
Apr	11	11
May	22	22
Jun	33	33
Jul	4	4
Aug	5	5
Sep	6	6
Oct	7	7
Nov	8	8
Dec	9	9

D GENDER
Female Male

E STATE TESTING IDENTIFIER
0 0 0 0 0 0 0 0 0 0
1 1 1 1 1 1 1 1 1 1
2 2 2 2 2 2 2 2 2 2
3 3 3 3 3 3 3 3 3 3
4 4 4 4 4 4 4 4 4 4
5 5 5 5 5 5 5 5 5 5
6 6 6 6 6 6 6 6 6 6
7 7 7 7 7 7 7 7 7 7
8 8 8 8 8 8 8 8 8 8
9 9 9 9 9 9 9 9 9 9

JOHNSON, KYLE
123-4567 ANY MIDDLE SCHOOL
DOB: 01/01/1994
GRADE: 8
123456789-1
STI: 098765432 1
GENDER: M ETH: W DIS: XX LS: X LP: X
SPRING 2008 WRITING

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

Mark Reflex® by NCS Pearson IM-173264-102:654321 Printed in U.S.A. ISD6139

SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT
(Page 2 of 2)

STUDENT NAME

Last Name	First Name

2007 – 2008
GRADE 8
WRITING TEST

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

F MC FORM

W				
	0	0		0
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4		4
	5	5		5
	6	6		6
	7	7		7
	8	8		8
	9	9		9

G PROMPT NUMBER

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

H TESTING STATUS
Select Only One

1 2 3 4 5 7 8 9 10 11

I SPECIAL TEST ACCOMMODATIONS

1 4 5 6 8 9 10 11 12 13 17 18 21 22 23 24 25 27 A B

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Printed in the United States of America.

Grade 8 WRITING

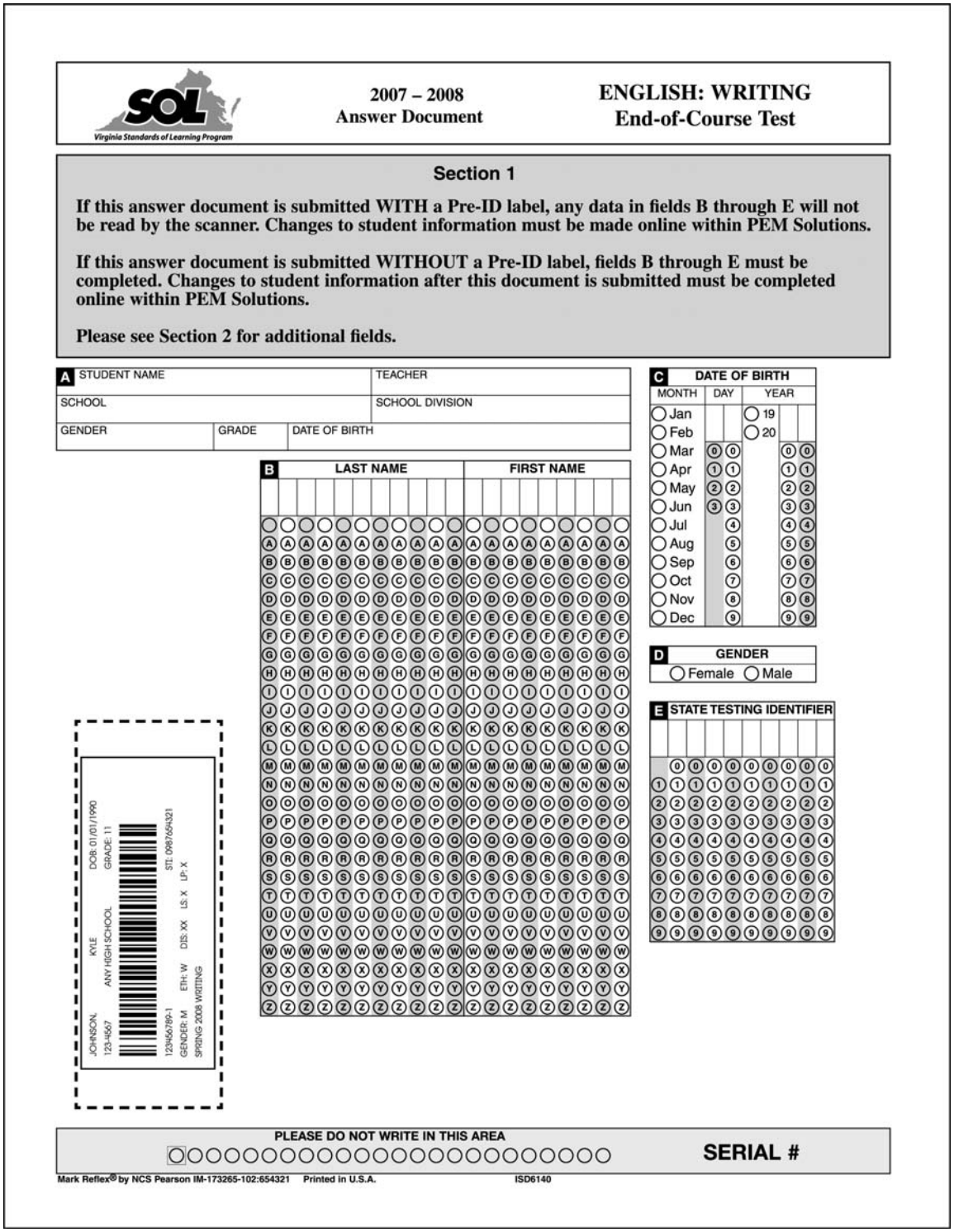
SAMPLES	
A	A B C D
B	F G H J
C	A B C D
D	F G H J

1 A B C D	11 A B C D	21 A B C D	31 A B C D
2 F G H J	12 F G H J	22 F G H J	32 F G H J
3 A B C D	13 A B C D	23 A B C D	33 A B C D
4 F G H J	14 F G H J	24 F G H J	34 F G H J
5 A B C D	15 A B C D	25 A B C D	35 A B C D
6 F G H J	16 F G H J	26 F G H J	36 F G H J
7 A B C D	17 A B C D	27 A B C D	37 A B C D
8 F G H J	18 F G H J	28 F G H J	38 F G H J
9 A B C D	19 A B C D	29 A B C D	
10 F G H J	20 F G H J	30 F G H J	

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

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



SOL
Virginia Standards of Learning Program

2007 – 2008
Answer Document

ENGLISH: WRITING
End-of-Course Test

Section 1

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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

B LAST NAME | FIRST NAME

C DATE OF BIRTH
MONTH: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec
DAY
YEAR: 19, 20

D GENDER
Female Male

E STATE TESTING IDENTIFIER

JOHNSON, KYLE
123-4567
ANY HIGH SCHOOL
DOB: 01/01/1990
GRADE: 11
123456789-1
GENDER: M
ETH: W
DIS: XX
LS: X
LP: X
STI: 0987654321
SPRING 2008 WRITING

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

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SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT
(Page 2 of 2)

STUDENT NAME

Last Name	First Name

2007 – 2008
ENGLISH: WRITING
End-of-Course Test

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

F MC FORM

W				
	0	0		0
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4		4
	5	5		5
	6	6		6
	7	7		7
	8	8		8
	9	9		9

G PROMPT NUMBER

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

H TESTING STATUS
Select Only One

1 4 5 7 8 9 10 11

I SPECIAL TEST ACCOMMODATIONS

1 4 5 6 8 9 10 11 12 13 17 18 21 22 23 24 25 27 A B

J 2ND ATTEMPT

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Printed in the United States of America.

End-of-Course ENGLISH: WRITING

SAMPLES	
A	A B C D
B	F G H J
C	A B C D
D	F G H J
E	A B C D

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

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, 504 management plans, or *LEP Student Assessment Participation 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
- Examiner/Proctor records students' answers for students who must dictate answers because they are unable to mark the regular answer document; or the student responds verbally
- Student dictates her or his response to the writing prompt to a scribe

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.

Dictation to a Scribe

Writing Assessment only

The student will dictate (or use an augmentative communication device with auditory output) his/her response to the writing assessment in English to a second person (scribe) who will transcribe it. The session between the student and scribe must be recorded on audiotape and given to Division Director of Testing along with the transcription. The scribe, who should have experience working with the student, must format, capitalize and punctuate only as directed by the student. The student is not required to spell each word to the scribe. The scribe's transcription and taped record must be verified by a second school official to ensure that no errors in transcription occurred. The scribe's transcription and taped record shall be retained on file and secure in the office of the Division Director of Testing until the established appeal period is over.

Interpreters

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

Interpreting Directions

Assistance with directions may include interpreting the test directions through signing or transliterations. Hearing-impaired students who normally communicate in an alternative or manual method may be provided an educational interpreter to interpret test directions or to answer questions concerning test instructions or procedures. The Examiner must be present for the testing session and read aloud the test directions as presented in 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 do 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 handwriting. **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, an audiotape of the students responses, **and/or** the marked test booklet shall be retained on file and secure in the office of the DDOT until scores are received and verified.

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/prompts 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.

Using Word Prediction/Selection Software

Writing Assessment Only

Word prediction/selection is defined as any software providing a student with a selection of single words from a student-generated single or multiple keystrokes. For example, a student may type into the software the letter "p." The software will provide the student with a list of single words starting with the letter "p" (e.g., "plane," "plain," "put," "part," "please," etc.). It should be noted that word prediction/selection is limited to the software providing selections of single words and not phrases, grammatically appropriate options, or other unrelated word choices generated by student keystrokes to predict ahead sentence structure.

Software providing word prediction/selection must not provide prompting for spell checking, grammar checking, predicting ahead of phrases or word choices, and must not make use of a thesaurus. If the word prediction/selection software allows selection of a dictionary for use by the software, an appropriate dictionary for the student's grade level should be selected.

If a student is provided the word prediction/selection accommodation during testing, Field I, Special Test Accommodations, Circle B, must be coded on the answer document. Refer to *Special Test Accommodations Codes*, B-Other in Appendix D.

APPENDIX D

Special Test Accommodations Codes
Grade 5, Grade 8, and EOC *English: Writing* Test

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.

Limited English Proficient (LEP)	Students with Disabilities (SWD)	Available for Online Testing	Answer document circle number	
•	•	Writing tests are not available online.	**1**	Flexible schedule (includes breaks during test and multiple test sessions)
			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)
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 *Reading*). If Plan calls for reading the *Reading* test aloud, see #14.
•	•		**11**	audiotape version of test items (except for *Reading*). If Plan calls for using audiotape version of the *Reading*, see #15.
L	•		**12**	Interpreting (e.g., signing, transliteration) test items (except for *Reading*). If Plan calls for interpreting the *Reading*, see #16.
L	•		**13**	communication board / pictorial presentation
			14	Reading test items in English on the *Reading* test
			15	using audiotape version of the *Reading* test
			16	Interpreting (e.g., signing, transliteration) test items on the *Reading* test
•	S		**17**	bilingual dictionary
•	•		**18**	mark in test booklet or 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
L	•		**24**	tape recorder (pre-writing only)
•	•		**25**	dictation in English to a scribe (direct-writing sample only)
			26	use of calculator or arithmetic tables (grades 3, 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	**NOT AVAILABLE. DO NOT COMPLETE**
•	•		**B**	Other (must obtain prior approval from VDOE)

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.

APPENDIX E

SAMPLE TEST BOOKLET PACKAGE *ASSEMBLY ID SHEET*

Form numbers

Name of test

Level

Quantity

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

EOC WR TB FM W0118-W0518 (10)

VA00000161 006921821

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

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

___ There were 10 test materials in this package.

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

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

Range of security numbers in packet

Assembly Number: VA00000161
Assembly Name: EOC WR TB FM W0118-W0518 (10)

Beginning Serial Range: 006921 **821**

Ending Serial Range: 006921 **830**

Quantity: 10

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

SAMPLE WRITING PROMPT PACKAGE *ASSEMBLY ID SHEET*

Prompt number

Name of test

Level

Quantity

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

EOC WR PROMPT 1652 (10)

VA00000147

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.

Quantity: 10

For Internal Use Only.

Pg 3

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Spring 2008 *Writing* Test

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

Division Name:_____ **School 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, school, grade level, and test 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 (3) when receiving test booklets.

❑ **4.** The STC should 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) Assessments 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 *Writing* Tests

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

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

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

(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 on the reverse side.

NOTES TO STC:

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

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Spring 2008 *Writing* Tests

EXAMINER'S/PROCTOR'S WRITING PROMPT TRANSMITTAL FORM/AFFIDAVIT

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

Directions

School Test Coordinators: Use the form on the reverse side to sign writing prompts out to and in from Examiners/Proctors in your school.

- ❑ **1.** List each Examiner's/Proctor's name in column (1).
- ❑ **2.** List the number of writing prompts assigned to each Examiner/Proctor in column (2).
- ❑ **3.** The Examiner/Proctor should initial the "Out" column (3) when receiving writing prompts.
- ❑ **4.** The STC should initial the "In" column (4) when writing prompts are returned. Both the Examiner/Proctor and STC should count or otherwise verify the number of writing prompts 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) Assessments 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 *Writing* Tests

EXAMINER'S/PROCTOR'S WRITING PROMPT TRANSMITTAL FORM/AFFIDAVIT

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

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

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

NOTES TO STC:

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

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Spring 2008 *Writing* Tests

CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS/PROMPTS KITS

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

Directions

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

Examiner's/Proctor's Affidavit

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

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

c. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance 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 *Writing* Tests

CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS/PROMPT KITS

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

School Name:_____ Examiner's Name: _____

	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]
Grade 5 Writing Multiple-Choice									
Grade 5 Writing Prompt									
Grade 8 Writing Multiple-Choice									
Grade 8 Writing Prompt									
EOC Writing Multiple-Choice									
EOC Writing Prompt									
Term Graduate Writing Multiple-Choice									
Term Graduate Writing Prompt									

Refer to the packing list to determine total number of kits.

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

APPENDIX F
STANDARDS OF LEARNING (SOL) ASSESSMENTS 2007-2008

TEST IRREGULARITY FORM

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