

Virginia

Standards of Learning Assessments

Spring 2012 Writing Field Test

Test Directions for Online Administration

Grades 5 and 8 and End-of-Course

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

Revised 2/09/2012

IMPORTANT INFORMATION

Carefully review this manual prior to the administration of the of the Virginia Standards of Learning (SOL) Grade 5, Grade 8, and End-of-Course (EOC) *Writing* field tests.

About the *Writing* Field Test

- Beginning with the Spring 2013 test administration, the Standards of Learning (SOL) writing tests will be administered online. In addition, the writing tests administered in Spring 2013 will assess the full implementation of the 2010 English SOL and will include technology-enhanced items. In preparation for these changes students will participate in a full-scale field test for the writing assessments in Spring 2012.
- The SOL *Writing* field test has an online multiple-choice/technology-enhanced item (MC/TEI) component and an online short-paper component. The short-paper component must be administered between February 13, 2012, and April 6, 2012. The MC/TEI component must be administered between March 12, 2012, and April 6, 2012. School divisions may select dates for the field test administration from within these windows. The school division may assess the components in any order; however, students should complete each component on a separate day. Your School Test Coordinator (STC) will inform you of the school's specific test dates and times for each component. Students participating in the *Writing* field test are required to complete both components.

Writing Field Test Participation

- Students who will complete classes in the spring semester requiring the Grade 5, Grade 8, or EOC *Writing* SOL test will participate in the online *Writing* field test.
- While an audio administration of the *Writing* field test is not available, a read-aloud administration will be available. If a student's Individualized Education Program (IEP), 504 Plan, or Limited English Proficient (LEP) Student Assessment Participation Plan includes an accommodation for an audio assessment, the field test items should be read aloud to the student.
- Re-testers who have failed the EOC *Writing* test but passed the course and need the test for verified credit and Term Graduates, who will graduate by August 31, 2012, should not participate in the *Writing* field test.
- Any student who must take a paper/pencil test due to a documented need, or who requires large-print or Braille format, is exempt from taking the *Writing* field test.

Writing Field Test Preparation

- To help prepare students for the implementation of the short-paper component of the online *Writing* test, a practice tool that mirrors the online interface that students will use to respond to the writing prompt (short-paper component) during the field test is available on the Virginia Department of Education (VDOE) Web site at:

www.doe.virginia.gov/testing/sol/standards_docs/english/2010/online_writing/index.shtml

- To help prepare students for the new technology-enhanced items (TEIs) that may appear on the field test, *Writing* Practice Items and Guides are available in the SOL Practice Tools section on the VDOE Web site at:

www.doe.virginia.gov/testing/test_administration/index.shtml

IMPORTANT INFORMATION, continued

***Writing* Field Test Administration**

- The *Writing* field tests should be administered under the same test conditions and test security requirements that are used for all other online tests.
- In addition to scrap paper, students will be able to use many online tools provided in the *Writing* field test. An online spell check tool will be provided; therefore, students may not use a dictionary on the short-paper component of the field test.

Student Survey

- After finishing the short-paper component of the field test, students will be asked to complete a short survey. Students will access the survey within TestNavTM 7 and will need to complete it before submitting the test. A copy of the survey questions may be found in the Appendix of this manual.

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EXAMINER'S CHECKLIST

Activities Before Test Administration	
<input type="checkbox"/>	1. Carefully read this <i>Examiner's Manual</i> as well as any local directions you have been given. Resolve any questions you might have with your STC.
<input type="checkbox"/>	2. Read the <i>Test Security Guidelines</i> and sign the <i>School Division Personnel Test Security Agreement (Including Examiners/Proctors)</i> (Section 4.2 and the Appendix).
<input type="checkbox"/>	3. Establish an appropriate setting for test administration (Section 4.4).
<input type="checkbox"/>	4. Verify the use of proctors or need for additional assistance (Section 4.5).
<input type="checkbox"/>	5. Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time (Section 4.6).
<input type="checkbox"/>	6. Know how to handle test irregularities (Section 5.1.9).
<input type="checkbox"/>	7. Be familiar with reading directions for administering the test (Section 4.8).
<input type="checkbox"/>	8. Know how to answer students' questions during testing (Section 5.1.8).
<input type="checkbox"/>	9. If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 Plans, or Limited English Proficient (LEP) Student Assessment Participation Plans. Coordinate with your STC how accommodations will be provided (Section 4.7). Readers will need to be secured for those students who need the read-aloud/audio accommodation.
<input type="checkbox"/>	10. Prepare students for online testing (Section 4.9).
<input type="checkbox"/>	11. On the day of testing, receive test materials needed for online test session(s) from the STC. Verify receipt of secure materials by signing the appropriate transmittal form (Section 5.1.1).
Activities During Test Administration	
<input type="checkbox"/>	1. Understand navigating in TestNav (Section 5.1.5).
<input type="checkbox"/>	2. Monitor student progress (Section 5.1.6).
<input type="checkbox"/>	3. Know how to resume a student's test (Section 5.1.7).
<input type="checkbox"/>	4. Administer the test according to the specific directions for the <i>Writing</i> field test (Sections 5.2 and 5.3).
Activities After Test Administration	
<input type="checkbox"/>	1. Return ALL authorization tickets, manipulatives, and scratch paper to your STC (Section 6.1).
<input type="checkbox"/>	2. Read and sign the <i>Examiner's/Proctor's Test Ticket Transmittal Form/Affidavit</i> (Section 6.2).

1. USE OF THIS MANUAL FOR THE ADMINISTRATION OF THE FIELD TESTS OF THE VIRGINIA STANDARDS OF LEARNING (SOL) ONLINE ASSESSMENTS FOR GRADES 5, 8, AND END-OF-COURSE *WRITING*

This *Examiner's Manual* describes procedures that test examiners are to follow to administer the field test of the online Standards of Learning (SOL) Grade 5 *Writing*, Grade 8 *Writing*, or End-of-Course (EOC) *English: Writing* assessment.

2. TEST ADMINISTRATION SCHEDULE

The two-part SOL assessment for Grade 5 *Writing*, Grade 8 *Writing*, and EOC *English: Writing* consists of an online multiple-choice/technology-enhanced item (MC/TEI) component and an online short-paper component (a response by students to a writing prompt). Students participating in the field test are expected to complete both parts. Separate testing sessions are required for each component. Each component must be administered on a separate day within the following windows:

Short-Paper—February 13, 2012 to April 6, 2012

MC/TEI—March 12, 2012 to April 6, 2012

Each component is to be administered and completed in one day. The School Test Coordinator (STC) will inform you of the date to administer the MC/TEI component and the date to administer the short-paper component. Your STC will provide you with any local instructions. Resolve any questions you might have with the STC well in advance of testing.

This *Examiner's Manual* describes procedures that test examiners are to follow in the administration of the field tests. The manual includes the following information:

- Your duties before, during, and after the field test administration
- Specific instructions for administration of each component of the Grade 5 *Writing*, Grade 8 *Writing*, or EOC *English: Writing* field test

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

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

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

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

Division Director of Testing

Each division has designated a 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 maintaining the security of test materials, implementing the SOL test procedures, and providing appropriate training for STCs and school administrators. Additionally, DDOTs are to inform key instructional leaders, such as directors of instruction, directors of special education, and Title I and Title III coordinators, of testing policies, guidelines, and procedures. Any questions the DDOT has regarding the SOL test administration are to be directed to the Pearson Support Center or the assessment staff at the Virginia Department of Education.

School Test Coordinator

Each school has designated an STC. The STC serves as the point of contact between the school and the DDOT. The STC has schoolwide responsibility for maintaining the security of test materials, implementing SOL test procedures, and providing appropriate training for Examiners, Proctors, and other school personnel involved in the test administration. STCs are to take particular care in reading all test administration materials and informing all school

staff of testing policies, guidelines, and procedures. Any questions the STC has regarding the SOL test administration are to be directed to the DDOT.

Test Examiner

The Test Examiner (Examiner) is responsible for administering the SOL tests according to the procedures outlined in the *Examiner's Manual* and for maintaining the security of test materials. Any questions the Examiners have regarding the SOL test administration are to be directed to the STC.

Test Proctor

The Test Proctor (Proctor) works with the Examiner in administering the SOL tests and assists in maintaining an appropriate testing environment. A proctor is also an observer who may be called upon to verify that students did not receive help on the tests, that the test was administered according to the procedures outlined in the *Examiner's Manual*, and that the security of materials was maintained. Any questions the Proctor has regarding the SOL test administration are to be directed to the STC.

4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

4.1 Read All Materials

Prior to the day of testing carefully read this *Examiner's Manual* and any local directions you may have been given by your School Test Coordinator (STC). Review the Examiner's Checklist (page vii). Ensure that you understand the activities before, during, and after the test administration. Resolve any questions you might have with your STC well in advance of test administration.

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

Before you may administer the *Writing* field tests, you must read the *Test Security Guidelines* and then read and sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)*, which is available in the Appendix of this manual. 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.

4.3 Inform Students of Testing

Prior to the day of testing, make any necessary announcements about testing. You may want to remind students about the test schedule and the school/division's policy on cell phone/electronic devices. You may also tell them to bring something to read if they finish early.

4.4 Establish the Test Setting

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

Testing rooms should be quiet, well lighted, and well ventilated. Each student's work space should be clear of books and other materials not needed for the test and large enough to accommodate testing materials. Crowding should be minimized and the seating arranged to discourage students from copying one another's work. Students must not have access to cell phones or any other device that is capable of providing an unfair advantage.

Physical barriers on both sides of the workstations are helpful in deterring students from looking at each other's computer monitors.

Remove from the testing site or cover all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage. These materials include but are not limited to maps, time-lines, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, and bulletin board displays. You may find it helpful to place a "TESTING: DO NOT DISTURB" sign on the door.

4.5 Verify the Use of Proctors and/or Procedures Used if Additional Assistance Is Needed

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

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

4.6 Be Aware of the Alternate Test Site

The *Writing* field tests are not timed. Students who do not finish by the end of the allotted test administration time should be given additional time. 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 in one school day.

Consult with your STC prior to testing to understand the school's plan for students who test beyond the allotted test administration time. Be prepared to move students who have not completed the test to an alternate testing site. Should this become necessary, be sure to maintain the security of secure materials such as Student Authorization Test tickets and scratch paper. Students should not be allowed to discuss the test in any way during this move.

4.7 Become Familiar with Special Accommodations

Be sure to consider any accommodations that are specified in the students' IEPs. Braille, large-print, or audio versions of the *Writing* field tests are not available. If a student's IEP, 504 Plan, or LEP Student Assessment Participation Plan includes an accommodation for an audio assessment, the test items should be read aloud to the student.

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

www.doe.virginia.gov/testing/participation/index.shtml

Questions regarding accommodations for the *Writing* field test should be directed to the School Test Coordinator or the Division Director of Testing.

4.8 Be Familiar with the Directions for Administering the Test

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

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

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

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

4.9 Prepare Students for the Online *Writing* Field Test

- **Practice the Short-Paper Component using the Writing Practice Tool**

Before administering the field test, it is recommended that students be provided an opportunity to practice writing a short paper using the online writing format utilized by TestNav. For this practice, students may use the *Writing Practice Tool*, a stand-alone program that simulates the online *Writing* assessment's short-paper component. Except for the process of entering appropriate login information (username, password, test code), the student will experience the *Writing Practice Tool* application in much the same way as a Web-based *Writing* assessment. Teachers are urged to use the *Writing Practice Tool Guide* to provide structured training that introduces students to the features of the *Writing Practice Tool*.

The *Writing Practice Tool* and the *Writing Practice Tool Guide* may be found at:

www.doe.virginia.gov/testing/sol/standards_docs/english/2010/online_writing/index.shtml







- **Practice with Multiple-Choice and Technology-Enhanced Items using Writing Practice Items**

The Writing Practice Items provide examples of the new content and increased rigor represented by the revised SOL and illustrate the new technology-enhanced item types that may appear on the field test. The guide provides step-by-step guidance for the teacher and students. The *Writing Practice Items and Guide* are available in the SOL Practice Tools section on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/test_administration/index.shtml

4.10 Review Materials Needed for Testing

Test Tools and Manipulatives on the Grade 5, Grade 8, and EOC *Writing Field Test* Multiple-Choice/TEI and Short-Paper Components

Type of Tool	Tool Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
Tools Available in TestNav			
	Eraser -removes pencil marks, highlight marks, and choices marked as eliminated	Yes	Yes
	Highlighter -used to highlight text or graphics	Yes	No
	Choice Eliminator -used to mark choices the student does <u>not</u> want to consider	Yes	No
	Notepad -used to make notes	No	Yes
	Pencil -used to make marks on test items, <i>Checklist for Writers</i> , or notepad	Yes	Yes
	Exhibit -click to access the <i>Checklist for Writers</i>	No	Yes
Short-Paper Writing Tools	See Chart (next page)	No	Yes
Hand-Held Manipulatives			
Scratch paper	See below	Yes	Yes

Scratch paper may be used on both the MC/TEI and the short-paper components. Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, outline, etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is all collected and accounted for before students are dismissed from the testing session. All scratch paper must be returned to the STC. The STC may distribute the scratch paper











to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions.

The use of patty paper, dry-erase markers, and transparencies is not permitted. Students may not trace images directly from the computer monitor.

Examples of acceptable grid/graph paper are posted on the VDOE Web site at:

www.doe.virginia.gov/testing/test_administration/index.shtml

Short-Paper Writing Tools Available in TestNav

Short-Paper Writing Tools	Tool Description
	Bold -use to bold selected text
	Italics -use to italicize selected text
	Underline -use to underline selected text
	Indent -use to add a 5-space indent
	Spell Check -use to check spelling in the short paper
	Cut -use to cut selected text for pasting within the response area
	Copy -use to copy selected text within the response area
	Paste -use to paste selected text within the response area
	Undo -use to undo the previous command that was completed
	Redo -use to redo the previous command that was completed

*The online spell check is available to all students; therefore, students may not use a dictionary.

Optional Material

- In addition to the “regular” pencil or pen the student uses with their scrap paper, students may be provided one single-color highlighter **or** one single-color pencil or pen.

Accommodations

- Before testing, the Examiner should become familiar with special test accommodations specified in students’ IEPs, 504 Plans, or LEP Student Assessment Participation Plans.
- Any student who must take a paper/pencil test due to a documented need, or who requires large-print or Braille formats, is exempt from taking the *Writing* field test.

- Additionally, special test accommodations may be provided to students with a documented temporary condition who do not have an IEP or 504 Plan. Follow directions from your STC regarding these students. The Examiner should coordinate with the STC on how accommodations will be provided during the testing session.
- To meet any response accommodations specified in the student's IEP, 504 Plan, or LEP Student Assessment Participation Plan, you may adjust the directions you read aloud to the students regarding the process they are to use for selecting answers (pointing to the answer, verbal response, etc.)
- While an audio administration of the *Writing* field test is not available, a read-aloud administration will be available. If a student's Individualized Education Program (IEP), 504 Plan, or Limited English Proficient (LEP) Student Assessment Participation Plan includes an accommodation for an audio assessment, the field test items should be read aloud to the student.
 - Read-aloud on the MC/TEI portion. Students who require the read-aloud accommodation must be placed in a read-aloud test session when creating the test session in PearsonAccess. All the students assigned to a read-aloud session will receive the same test form. Examiners who will be reading the MC/TEI portion of the test aloud to the students in the read-aloud session will be given access to an online test to be viewed on the Examiner's workstation only, through the use of a Proctor Test Ticket. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a computer monitor that is not part of a student's workstation.
 - Read-aloud on the short-paper portion. A read-aloud test session CANNOT be created for the short-paper portion of the test. The session must be created as a "regular" test session. Several prompts will be assigned to each test session; therefore, examiners who are providing the read-aloud accommodation may read the *Checklist for Writers* to the group but must read each student's prompt individually at the student's workstation. Specific directions have been included to assist with providing the read-aloud accommodation.
- Accommodations provided to students should be coded in PearsonAccess. Refer to the Appendix for the list of available accommodations and corresponding codes.

5. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING

5.1 General Directions for Administering an Online Test

5.1.1 Receive test materials

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

- Student Authorization tickets
- Proctor Authorization ticket (if read-aloud session)
- Test Session Roster (optional)
- Appropriate test manipulatives/materials (refer to Section 4.10)
- Scratch paper

The STC will ask you to initial an *Examiner's/Proctor's Test Ticket Transmittal Form/Affidavit* (available in the Appendix of this manual) or a similar form, 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 tickets you receive from the STC and ensure that you have a test ticket for each student listed on your session roster before you initial the form.

5.1.2 Check students' workstations

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

5.1.3 Allow students to visit restroom prior to testing

To minimize 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.

5.1.4 Provide test manipulatives/materials

Refer to Section 4.10 for the materials required for the Grades 5, 8, and EOC *Writing* tests. The STC should provide you with instructions for distributing the test materials. As appropriate, provide students any needed materials or supplies required for accommodations.

5.1.5 Understand navigating in TestNav™7

You should understand how to navigate within TestNav 7 so you can assist students who are having difficulty navigating a test. At the end of the test, a *Review* screen will display information about whether questions are answered, unanswered, and/or have been "Flagged for Review." To go back to a question, the student may click on the question number. To move to the end of the test, the student should click on the *Continue to Test Overview* button. When a student submits an online test, one of the confirmation boxes indicates the total number of unanswered questions. If the student has not selected an answer for the sample item(s), the display will indicate the unanswered question(s).

5.1.6 Monitor student progress

Once students and the Test Examiner enter the testing room, all instruction and/or review of the content covered by the test must stop. During the test administration, you should monitor the testing process by moving as unobtrusively as possible about the room.

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

5.1.7 Be prepared to resume a student's test

Verify with your STC the procedures you should follow to resume a test if a student inadvertently exits the test or loses connectivity before submitting the test.

5.1.8 Be prepared to answer students' questions

If a student asks a question about a test item during the test, the student should be told, **“Read it carefully and choose the best answer.”** Help must not be given on specific test items and no clues should be given about the correctness of a student's answer to a particular item. **If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures.** Test questions may **not** be read to students unless specified by their IEPs.

Most of the field test passages include test items that are associated with a single “rough draft” of a fictional student's writing. However, in some cases the rough draft is divided into two sections with different items associated with each section. If students ask questions about the differences in how the passages are presented, reassure them that this is just a difference in presentation and encourage them to read the “rough drafts” and answer the questions that are associated with them.

You may answer students' questions about the mechanics of testing, such as how to navigate to the next question.

If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.

5.1.9 Be prepared to handle testing irregularities

A testing irregularity for the *Writing* field test administration is any occurrence that inappropriately influences student performance or constitutes a breach in test security. Please report any testing irregularities to your STC. Many testing irregularities during field testing may be resolved locally.

5.2 Specific Directions for Administering the Multiple-Choice/Technology-Enhanced Item Component of the Grade 5 *Writing*, Grade 8 *Writing*, or EOC *Writing* Field Test

SAY Today you will be taking a component of the online SOL [Grade 5, or Grade 8, or EOC *English*:] *Writing* field test.

Listen carefully as I read the directions for taking the test.

Test items will be presented one at a time.

Some of the items will be multiple-choice, while other items will require you show your answer in a different way. Use the Pointer tool  to select answers and navigate through the test. Some items may have additional directions on how to indicate your answer.

Next and *Previous* buttons appear at the bottom of the screen for each question. Clicking *Next* takes you to the next question. Clicking *Previous* takes you back to the previous question.

Do not attempt to leave the test by clicking the *Exit* button.

I am going to give each of you your Student Authorization ticket and scratch paper. Do not do anything until I tell you what to do.

Distribute Student Authorization tickets (test tickets) and scratch paper. Remember, all scratch paper distributed, whether used or not, must be returned to the STC at the end of testing.

SAY Look at your student test ticket. Your name should appear on the test ticket. Please raise your hand if you do not have your test ticket.

Pause. Make sure all students have their specific test ticket. You may instruct students to sign their test tickets if directed to do so by the STC.

Login Information

You may skip the following direction if you have entered the URL so that the login screen is displaying on the computer screen when the students enter the room.

Instruct the students to open the browser as designated by your school division.

SAY Using your Web browser, go to the Web address that is printed on your test ticket. The Web address begins with the letters “http.”

The TestNav login screen will appear on your computer.

Examiners may assist students entering the Web address into the browser. If a Security Warning page appears, assist students with the confirmation to “trust” the content and run the application by checking the appropriate box and clicking the designated button.

Students should see this login screen:



SAY Look at the login screen. You should see a rectangle with white, light gray, medium gray and dark gray shading. If you do not see the four different shades in the rectangle, raise your hand.

If the shading is not apparent to the student, you may adjust the contrast setting on the student's monitor until the shading is visible. If this adjustment does not resolve the problem, contact the STC and/or technology staff. Computers with monitors that do not display the shaded rectangle correctly should not be used.

Once the monitors are adjusted,

SAY Enter your username, password, and test code into the login screen exactly as they appear on your Test ticket.

Then click the *Login* button. Do not do anything else until I tell you what to do.

Note: If the screen resolution is less than 1024 x 768, the student will encounter a pop-up window indicating that TestNav will close. Adjust the screen resolution or contact technology staff or the STC for assistance.

Pause while students locate their login information from their test ticket and type them into the fields on the computer screen.

Assist students who are having problems with the login process. Ensure that students are entering their username, password, and test code exactly as they appear on their student authorization. When all students have logged in, continue.

SAY A sample passage and an item should appear on the screen. Your name and the name of the test should appear in the upper right-hand corner of the screen. Verify that your name and the test you are taking are correct.

All students should verify that the test name appearing on the screen is the test they are to take. Examiners should verify that the student name and test name on the computer screen is correct for the student sitting at the workstation. All students should be on the sample item.

➔ Grade 5 *Writing* MC/TEI Sample Directions continue on Page 12 ➔

➔ Grade 8 and EOC *Writing* MC/TEI Sample Directions continue on Page 14 ➔

GRADE 5 WRITING
MC/TEI TEST DIRECTIONS

SAY Read the sample passage to yourself.

[For students with a read-aloud accommodation, add “as I read it to you.”]

Examiners providing a read-aloud accommodation must have a Proctor Authorization ticket and their own computer and will read the samples from their own computer.

Pause while students read the sample passage.

Now read the Sample A question and each answer choice to yourself while I read aloud. (Pause.)
“Antonio wants to develop a research question about the behavior of kinkajous. Which question would best help with this topic?” Is it: “(A) Can kinkajous be kept as pets? (B) Where are kinkajous found? (C) Do kinkajous live in groups? (D) Are kinkajous an endangered species?” Which answer did you choose?

Pause for replies.

SAY The best answer is “C.” Select the letter “C.”

Click Next. Read Antonio’s rough draft and use it to answer the questions.

[For students with a read-aloud accommodation, add “as I read it to you.”]

(Pause while students read the rough draft.)

SAY Click *Next* to see Sample B.

Read sentence 2 and the question, and then read the answer choices.

[For students with a read-aloud accommodation, add “as I read them to you.”]

When students have finished,

SAY Which answer did you choose?

Pause for replies.

SAY The best answer is “D.” Select the letter “D.” Are there any questions?

Examiners/Proctors must not answer any questions pertaining to the content of test questions.

SAY Click *Next* to see Sample C.

You will notice that this question is not a multiple-choice question and must be answered in a different way. For this item you must drag a comma and drop it into the correct locations to correctly punctuate a sentence.

On this test you may see questions like this one, but you may also see other questions that ask you to indicate your answer in different ways.

Notice that directions for this type of question are at the top of the screen in a gray box. The directions tell you how to answer the question. Always read the directions in the box before answering the question.

➔ TEST DIRECTIONS CONTINUE ON NEXT PAGE ➔

Grade 5 MC/TEI Sample, continued

SAY Now, read the directions to yourself as I read them aloud:

“Click and drag the comma into the correct location within the sentence. There may be one or more correct locations. Punctuate sentence 5 correctly.”

For students with a read-aloud accommodation, read the sentence to the students.

When students have finished,

SAY Where did you place a comma?

Pause for answers.

SAY A comma should be placed after the word “flowers” and after the word “fruit.” Are there any questions on how to indicate your answer to this question?

Answer only questions related to the mechanics of indicating a response or navigating on the screen. Proctors must not answer any questions pertaining to the content of the test item.

SAY Click *Next* to see Sample D. Read the sentences for Sample D and the question, and then read the answer choices.

[For students with a read-aloud accommodation, add “as I read them to you.”]

When students have finished,

SAY Which answer did you choose?

Pause for replies.

SAY The best answer is “B.” Select the letter “B.” Are there any questions?

Answer only questions related to the mechanics of indicating a response or navigating on the screen. Proctors must not answer any questions pertaining to the content of test questions.

SAY Click *Next* to see Sample E. ***“You do not need to read a passage to answer the question. Read and answer the question. Click on the correct word.”***

Read the sentence and the question, and then read the answer choices.

[For students with a read-aloud accommodation, add “as I read them to you.”]

When students have finished reading the sentence,

SAY ***“In this sentence, which word should replace shaking to be most specific?”***

Which word did you choose?

Pause for replies.

SAY The best answer is “quivering.” Click on the word “quivering.” Are there any questions?

Answer only questions related to the mechanics of indicating a response or navigating on the screen. Proctors must not answer any questions pertaining to the content of the test item.

➔TEST DIRECTIONS CONTINUE ON PAGE 16 ➔

GRADE 8 and EOC WRITING**MC/TEI TEST DIRECTIONS**

SAY Read the sample passage to yourself.

[For students with a read-aloud accommodation, add “as I read it to you.”]

Examiners providing a read-aloud accommodation must have a Proctor Authorization ticket and their own computer and will read the samples from their own computer.

Pause while students read the sample passage.

SAY Now read the Sample A question and each answer choice to yourself while I read aloud.

(Pause.) *“The best source for more information about the characteristics of Lipizzaner horses would probably be—(A) a timeline showing important dates in the development of Lipizzaners ... (B) a book titled Lipizzaners: A History in Photographs... (C) a documentary titled The Elegant and Intelligent Lipizzaner... (D) a chart picturing the specialized dance moves performed by Lipizzaners.”* Which answer did you choose?

Pause for replies.

SAY The best answer is “C.” Select the letter “C.”

Click *Next*. Read Antonio’s rough draft and use it to answer the questions.

[For students with a read-aloud accommodation, add “as I read it to you.”]

When students have finished,

SAY Click *Next to See Sample B*. Read sentence 2 and the question, and then read the answer choices.

[For students with a read-aloud accommodation, add “as I read them to you.”]

Pause while students read the sentence, question, and answer choices.

SAY Which answer did you choose?

Pause for replies.

SAY The best answer is “D.” Select the letter “D.” Are there any questions?

Examiners/Proctors must not answer any questions pertaining to the content of test questions.

SAY Click *Next* to see Sample C.

You will notice that this question is not a multiple-choice question and must be answered in a different way. For this item you must drag and drop commas into the correct locations to correctly punctuate a sentence.

On this test you may see questions like this one but you may also see other questions that ask you to indicate your answer in different ways.

Notice that directions for this type of question are at the top of the screen in a gray box. The directions tell you how to answer the question. Always read the directions in the box before answering the question.

SAY Now read the directions to yourself as I read them aloud:

“Click and drag the comma into the correct location within the sentence. There may be one or more correct locations. Punctuate sentence 4 correctly.”

For students with a read-aloud accommodation, read the sentence to the students.

➔TEST DIRECTIONS CONTINUE ON NEXT PAGE ➔

Grade 8 and EOC MC/TEI Sample, continued

When students have finished,

SAY Where did you place a comma?

Pause for answers.

SAY A comma should be placed after the word "School" and after the word "horses." Are there any questions on how to indicate your answer to this question?

Answer only questions related to the mechanics of indicating a response or navigating on the screen. Proctors must not answer any questions pertaining to the content of the test item.

SAY Click *Next* to see Sample D. Read sentences 7 and 8 and the question, and then read the answer choices.

[For students with a read-aloud accommodation, add "as I read them to you."]

When students have finished,

SAY Which answer did you choose?

Pause for replies.

SAY The best answer is "B." Select the letter "B." Are there any questions?

Examiners/Proctors must not answer any questions pertaining to the content of test questions.

SAY Click *Next* to see Sample E. "You do not need to read a passage to answer the question. Read and answer the question. Click on the correct word."

Read the sentence and the question, and then read the answer choices.

[For students with a read-aloud accommodation, add "as I read them to you." (Pause.)

Which word did you choose?

Pause for replies.

SAY The best answer is "persuade." Click on the word "persuade." Are there any questions?


Answer only questions related to the mechanics of indicating a response or navigating on the screen. Proctors must not answer any questions pertaining to the content of the test item.

➔TEST DIRECTIONS CONTINUE ON PAGE 16 ➔

↓ THE **GRADE 5, GRADE 8, AND EOC ENGLISH: WRITING** MC/TEI TEST DIRECTIONS
CONTINUE BELOW ↓

SAY Are there any questions on how to indicate an answer on the computer screen?

Answer only questions related to the mechanics of selecting a response or navigating on the screen. Proctors must not answer any questions pertaining to the content of the test items.


The tools you can use for this test are in the toolbar at the top of your screen. Only the Pointer tool  may be used when selecting your final answer. Take a moment to click on the different tools.

Pause while the students explore using the tools.

SAY At any time during the test, you may click on the *Flag for Review* button located at the bottom of the screen. By clicking this button, you are selecting that item to review later. At the end of the test a *Review* screen will appear. The *Review* screen will list all of the items and show those you have answered, not answered, and flagged for review. To return to any item, click on the link to the item.

Pause. Answer only questions related to the mechanics of selecting a response or navigating on the screen. Do not answer students' questions about how to answer the sample item correctly.

SAY You should read and answer all items. You may have as much time as you need to complete the test.

You may use the tools on the toolbar and your scratch paper whenever you want. But remember to use the Pointer tool  when indicating your final answer. Please raise your hand if you have a problem with your computer during the test.

Make sure students have been provided the appropriate authorized materials as outlined in Section 4.10. As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

SAY When you have finished your test and clicked the *Continue to Test Overview* button, please raise your hand. Do NOT click the *Exit Test* or the *Submit and Exit Test* buttons without permission from me [or the Proctor]. After your test has been submitted and I have collected your test ticket and other materials,

[if students will be staying in the classroom, **SAY: you may sit quietly or read if you wish.**]

[if students will be dismissed individually back to class, **SAY: you will be dismissed to class.**]

Remember, after taking the test you should not discuss the test with anyone, including your classmates and teachers. Are there any questions?

Pause. Answer only questions related to the mechanics of selecting a response or navigating on the screen. Administration of the online test may now begin.

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

During the test administration, monitor the testing process by moving as unobtrusively as possible about the room. Be sure that students are working independently and do not have access to unauthorized materials. They should have no access to cell phones or any other electronic devices in the testing room while any students are testing.

↓Examiner/Proctor Directions Regarding the Test Submit Process↓

When a student raises his or her hand and is ready to submit the test, the student clicks the *Submit and Exit Test* button on the test overview screen. After clicking the button, the student will see a pop-up box that offers three choices: **(1) I want to return to the test**—the student should click this button only if they want to go back and review their answers or to finish the test; **(2) I want to exit this test and finish later**—the student should click this button only if they are being moved to another computer or to an alternate test room and still need to complete their test. Please remember, all online tests must be completed in one day. If the student is given a break (as an authorized accommodation), he/she must be monitored by school personnel at all times and is not allowed to discuss the test with anyone or have access to educational materials that would provide an unfair advantage; and **(3) I am finished with this test and I want to submit my final answers**—the student clicks this button to submit their test for scoring.

If the student has finished the test, he/she may click on the appropriate radio button and then confirm his/her choice by clicking the green *Final Submit* button.

After the student has submitted the test, the message “You have now exited the test” will display on the screen. You should instruct the student to leave the final gray screen showing and NOT click on the *Close TestNav* button. This prevents students from accessing software applications or the Internet and disrupting those still testing. When all students have completed testing, you may instruct the students to click *Close TestNav* to exit TestNav.

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

Be sure to account for all test materials **before** students are moved to an alternate test site or dismissed from the test session. All scratch paper that has been written on must be destroyed in accordance with local policies.

After the test session is over, return all test materials to the STC as specified in Section 6.1. Test materials must be kept in a secure location until returned to the STC.

5.3 Specific Directions for Administering the Short-Paper Component of the Grade 5 *Writing*, Grade 8 *Writing*, or EOC *Writing* Field Test

SAY Today you will take the short-paper component of the SOL [Grade 5, Grade 8, or EOC] *Writing* test. You will write a short paper to a prompt that will display on your computer screen.

SAY I am going to give each of you scratch paper [, a handout with shortcut keys,] and a Student Authorization ticket. Do not do anything until I tell you what to do.

Distribute student test tickets and scratch paper. The handout with keyboard shortcuts is optional and may be copied to hand out to students, or the specific information may be written on the board and shared with students. Remember, all paper distributed whether used or not used must be returned to the STC at the end of testing.

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

SAY Look at your student test ticket. Your name should appear on the test ticket. Please raise your hand if you do not have your own test ticket.

Pause. Make sure all students have their specific test ticket. You may instruct students to sign their test ticket if directed to do so by the STC.

Login Information

You may skip the following direction if you have entered the URL so that the login screen is displaying on the computer screen when the students enter the room.

Instruct the students to open the browser as designated by your school division.

SAY Using your Web browser, go to the Web address that is printed on your test ticket. The Web address begins with the letters “http.”

The TestNav login screen will appear on your computer.

Examiners may assist students entering the Web address into the browser. If a Security Warning page appears, assist students with the confirmation to “trust” the content and run the application by checking the appropriate box and clicking the designated button.

Students should see this login screen:



SAY Look at the login screen. You should see a rectangle with white, light gray, medium gray and dark gray shading. If you do not see the four different shades in the rectangle, raise your hand.

If the shading is not apparent to the student, you may adjust the contrast setting on the student's monitor until the shading is visible. If this adjustment does not resolve the problem, contact the STC and/or technology staff. Computers with monitors that do not display the shaded rectangle correctly should not be used.

Once the monitors are adjusted,

SAY Enter your username, password, and test code into the login screen exactly as they appear on your Test ticket.

Then click the *Login* button. Do not do anything else until I tell you what to do.

Note: If the screen resolution is less than 1024 x 768, the student will encounter a pop-up window indicating that TestNav will close. Adjust the screen resolution or contact technology staff or the STC for assistance.

Pause while students locate their login information from their test ticket and type them into the fields on the computer screen.

Assist students who are having problems with the login process. Ensure that students are entering their username, password, and test code exactly as they appear on their student authorization. When all students have logged in, continue.

SAY The writing prompt should be displayed on your screen. Your name and the name of the test should appear in the upper right-hand corner of the screen. Verify that your name and the test you are taking are correct.

All students should verify that the test name appearing on the screen is the test they are to take. Examiners should verify that the student name and test name on the computer screen is correct for the student sitting at the workstation. All students should be on the prompt screen.

Note: Toward the end of these directions, you will navigate the students back to this prompt screen and students will be directed to read the prompt and you will have an opportunity to read the prompt to any student who requests it.

SAY We will come back to the prompt screen shortly. Now click the *Next* button at the bottom right corner of the screen.

Pause while students click *Next* and proceed to the next screen.

SAY In the center of this screen is the writing response area. This is where you will type your response to the prompt.

Make sure that you write about the topic provided. 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.

Notice that there are two sets of tools that you may use.

The writing tools are located directly above the writing response area. These tools are used within the response area for composing and editing your response.


The TestNav tools are located in the toolbar at the top of the screen. These tools cannot be used in the response area but can be used during planning and review.

For non-read-aloud administration only:

SAY: Find the *Exhibit* icon () that looks like two sheets of paper and click on it to display 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.

For read-aloud administration only:

SAY: Find the *Exhibit* icon () that looks like two sheets of paper and click on it to display the “Checklist for Writers.” It lists points for you to keep in mind as you write. Read the checklist to yourself as I read it aloud to you.

Use a student’s monitor to read the “Checklist for Writers” to the students in the read-aloud group.

SAY To close the “Checklist,” click on the “X” in the top right corner of the checklist pop-up window. You may open and close this window whenever you want. Take a moment to click on the other tools in the toolbar.

Pause while the students explore using the TestNav tools (pencil, eraser, notepad, and exhibit).

SAY You may use scratch paper or the notepad tool for any planning you need to do before you begin typing your paper. Remember, you cannot use the cut or copy buttons to move text from the notepad and paste it into your short paper.

After you have finished planning, type your paper in the response area. Only the writing typed in the response area will be scored, so plan carefully in order to write everything you want to say. You do not have to use all 52 lines of available space but you should write as much as necessary to cover the topic well. You may have as much time as you need today to complete your paper. To check your spelling use the spell check tool available with the writing tools. Are there any questions?

Answer only questions related to the mechanics of typing their paper in the response area.

Examiners/Proctors may not answer any questions pertaining to the content of the prompt, or assist students in interpreting the prompt or in choosing topics, etc.

SAY Click the *Previous* button at the bottom right corner of the screen. (Pause)

You should be back on the prompt screen. You may go back and forth between the prompt screen and the response screen as much as you need to. You may use the online tools and your scratch paper whenever you want. Please raise your hand if you have a problem with your computer during the test.

When you have finished typing your short paper, click on the *Next* button at the bottom of the response screen. The “Checklist for Writers” will be displayed. After reviewing your checklist, click on the *Next* button and a *Review* screen will be displayed.

If you need to return to your short paper, click on the *Prompt* link.

When you have finished your paper and clicked the *Continue to Test Overview* button, a Student Survey will appear. You will be asked questions about your experience taking the test. Please read and answer all of the questions in the survey. When you are finished, click *Next* at the bottom of the screen.

At the *Section Review* screen, do NOT click the *Exit Test* or the *Submit and Exit Test* button without permission from me [or the Proctor]. After your test has been submitted and I have collected your Student Authorization ticket and other test materials,

[if students will be staying in the classroom, **SAY: you may sit quietly or read if you wish.**]

[if students will be dismissed individually back to class, **SAY: you will be dismissed to class.**]

SAY Are there any questions?

Pause. Answer only questions related to the mechanics of typing their paper in the response area. Examiners/Proctors may not answer any questions pertaining to the content of the prompt, or assist students in interpreting the prompt, or in choosing topics, etc.

For non-read aloud administration only:

SAY Read the writing prompt to yourself. If you would like me to read your prompt to you, raise your hand. You may start working now.

As students begin working, Examiners should go to students with raised hands and read the prompt quietly from the individual student's computer monitor. Be aware that there will be several different prompts in any one test session. Do not read all the different prompts aloud to the entire group.

Examiners/Proctors may not answer any questions pertaining to the content of the prompt, assist students in interpreting the prompt or in choosing topics, etc.

For read-aloud administration only:

SAY I will come to your computer and read your prompt to you. You may start working after I have read your prompt to you.

Be aware that there will be several different prompts in the read-aloud group. Do not read all the different prompts aloud to the entire group. Examiners should go to each student and read the prompt quietly from the individual student's computer monitor. Examiners/Proctors may not answer any questions pertaining to the content of the prompt, assist students in interpreting the prompt or in choosing topics, etc.

During the test administration, monitor the testing process by moving as unobtrusively as possible about the room. Be sure that students are working independently and do not have access to unauthorized materials. They should have no access to cell phones or any other electronic devices in the testing room while any students are testing.

↓ Examiner/Proctor Directions Regarding the Test Submit Process ↓

When a student raises his or her hand and is ready to submit their paper, the student clicks the *Submit and Exit Test* button on the review screen. After clicking the button, the student will see a pop-up box (below) that offers three choices: **(1) I want to return to the test**—the student should click this button only if they want to go back and review their paper or to finish their paper; **(2) I want to exit this test and finish later**—the student should click this button only if they are being moved to another computer or to an alternate test room and still need to complete their paper. Please remember, all online tests must be completed in one day. If the student is given a break (as an authorized accommodation), he/she must be monitored by school personnel at all times and is not allowed to discuss their paper or prompt with anyone or have access to educational materials that would provide an unfair advantage; and **(3) I am finished with this test and I want to submit my final answers**—the student clicks this button to submit their paper for scoring.

If the student has finished their paper, he/she may click on the appropriate radio button and then confirm his/her choice by clicking the green *Final Submit* button.

After the student has submitted their paper, the message “You have now exited the test” will display on the screen. You should instruct the student to leave the final gray screen showing and NOT click on the *Close TestNav* button. This prevents students from accessing software applications or the Internet and disrupting those still testing. When all students have completed testing, you may instruct the students to click *Close TestNav* to exit TestNav.

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

Be sure to account for all test materials **before** students are moved to an alternate test site or dismissed from the test session. All scratch paper that has been written on must be destroyed in accordance with local policies.

After the test session is over, return all test materials to the STC as specified in Section 6.1. Test materials must be kept in a secure location until returned to the STC.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

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

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

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

6.2 Sign the *Examiner's/Proctor's Test Ticket Transmittal Form/Affidavit*

After the *Writing* field tests have been administered and materials are returned to the STC, you are required to certify the following:

1. The tests have been administered according to the directions in the *Examiner's Manual*.
2. All test materials were kept secure when in your possession.
3. No inappropriate test preparation activities have been conducted.
4. Students' responses have not been altered in any way.

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

7. MAKE-UP TESTING

A student may be offered an opportunity to take a make-up field test if he is absent on the scheduled test date. Make-up testing sessions, however, are not required. Should a make-up test be offered, the student will be given the same field test that was offered to the other students in his/her level or course on the regularly scheduled testing date. No alternate form for any *Writing* field test is available.

THANK YOU

We appreciate your time and effort in the administration of the Spring 2012 SOL Grade 5, Grade 8, or EOC *Writing* Field Test.

APPENDIX
VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS
2011-2012

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 short-paper component of the writing tests.
4. Examiners are not to improperly review test items or test booklets before, during, or after test administration. Examiners administering the paper multiple-choice SOL 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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Updated August 2008

Appendix, continued

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

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

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

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

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

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

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

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

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Appendix, continued

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

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

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

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

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

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

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

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

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Appendix, continued

STANDARD OF LEARNING (SOL) ASSESSMENTS

**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: _____

This page may be photocopied.

EXAMINER'S/PROCTOR'S TEST TICKET TRANSMITTAL FORM/AFFIDAVIT**Directions**

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

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

5. EXAMINER'S/PROCTOR'S AFFIDAVIT

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

- a. I administered the Virginia Standards of Learning *Writing* Field 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, disadvantage them, or give them an undue advantage over others.
- d. I did not alter students' responses in any way.
- e. I have read the statements above and understand that I am certifying that they are true by signing the "Examiner's/Proctor's Affidavit" on the reverse side.

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

Division Name:	School Name:
Check one: <input type="checkbox"/> Grade 5 <i>Writing</i> Field Test <input type="checkbox"/> Grade 8 <i>Writing</i> Field Test <input type="checkbox"/> EOC <i>Writing</i> Field Test	Check one: <input type="checkbox"/> MC/TEI Component <input type="checkbox"/> Short-Paper Component

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

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

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

Limited English Proficient (LEP)	Students with Disabilities (SWD)	Accommodation code number	
			Refer to Appendix D of the 2011-2012 Grades 5, 8 and EOC Writing Examiner's Manual for details regarding many of the accommodations listed below.
•	•	1	flexible schedule (includes breaks during test and multiple test sessions). The short-paper component must be administered in one school day.
•	•	4	visual aids (e.g., magnifying glass, large monitor, screen magnifier, templates to show only one item at a time, blank graphic organizer)
L	•	5	amplification equipment (e.g., hearing aid, auditory trainer, whisper phone)
		6	large-print test
		8	increased size of answer circles (e.g., enlarged copy of answer document)
		9	Braille test
•	•	10	read-aloud: test examiner reads test items in English (except for <i>Reading</i> test). See #14 for read-aloud on the <i>Reading</i> test.
		11	Audio version of the test (except for <i>Reading</i> test). See #15 for audio for the <i>Reading</i> test.
L	•	12	interpreting (e.g., signing, transliteration) test items (except for <i>Reading</i> test). See #16 for interpreting the <i>Reading</i> test.
L	•	13	communication board / pictorial presentation
		14	read-aloud on the <i>Reading</i> test: test examiner reads <i>Reading</i> test items in English
		15	Audio version of the <i>Reading</i> test
		16	interpreting (e.g., signing, transliteration) test items on the <i>Reading</i> test
•	S	17	bilingual dictionary
•	•	18	student marks answers in test booklet, responds verbally, points, or indicates a response
		19	math aids (e.g., abacus, number line, colored shapes, fraction circles)
L	•	21	respond by word processor, typewriter; Braille, word prediction software
L	•	22	augmentative communication device
L	•	23	spelling aids (e.g., spell checker, spelling dictionary)
L	•	24	dictation using a recording device (pre-writing for the short-paper component of the <i>Writing</i> test only)
•	•	25	dictation in English to a scribe (short-paper component of the <i>Writing</i> test only)
		26	use of calculator or arithmetic tables for grade 3 (and for grades 4, 5, 6, and 7 on the math computation section of the test that does not allow a calculator)
•	•	27	other (must obtain prior approval from VDOE)
		28	calculator with additional functions to those routinely supplied to all students
•	S	29	English dictionary:—LEP students may use a general English dictionary when a bilingual dictionary in the student's native language is not available, or when specified on the LEP Student Assessment Participation Plan.
		A	<i>Plain English Mathematics</i> Test
		B	other-nonstandard (for <i>Reading</i> and <i>Mathematics</i> : the student will be considered a non-participant in the calculation of AYP)
S			Black squares in either column indicate accommodations that are <u>not available</u> for these tests.
L			Unless also identified as LEP, these accommodations are <u>not available</u> for students with disabilities or a temporary condition. DO NOT COMPLETE.
•			Unless also identified as SWD or a temporary condition, these accommodations are <u>not available</u> for LEP students. DO NOT COMPLETE.
			These accommodations are available as needed.

Appendix, continued

Student Survey

After completing the short-paper portion of the Writing Field Test, the student will see the following survey on his/her computer screen. The student must complete the online survey before submitting the test.

1. I learned keyboarding skills at school.
 - a. Yes
 - b. No
2. I am able to practice writing online at school-
 - a. every day
 - b. a couple of times a week
 - c. a couple of times a month
 - d. a couple of times a semester
 - e. never
3. When compared to writing on paper, I enjoyed writing online-
 - a. a lot more
 - b. slightly more
 - c. about the same
 - d. slightly less
 - e. a lot less
4. The prompt I just wrote about was-
 - a. very interesting
 - b. somewhat interesting
 - c. not interesting
5. When responding to the prompt, I did my pre-writing using-
 - a. scratch paper
 - b. online notepad
 - c. scratch paper and online notepad
6. I wrote my paper by-
 - a. using scratch paper and then typing in the online response area
 - b. typing directly in the online response area
7. I think the space available in the online response area was-
 - a. too much
 - b. just right
 - c. too little
8. When responding to the prompt-
 - a. I did not use the notepad tool
 - b. I used the notepad tool and found it easy to use
 - c. I used the notepad tool and found it difficult to use
 - d. I tried to use the notepad tool but was not successful

Appendix, continued

9. When responding to the prompt-
 - a. I did not use the pencil tool
 - b. I used the pencil tool and found it easy to use
 - c. I used the pencil tool and found it difficult to use
 - d. I tried to use the pencil tool but was not successful
10. When responding to the prompt-
 - a. I did not use the bold button
 - b. I used the bold button and found it easy to use
 - c. I used the bold button and found it difficult to use
 - d. I tried to use the bold button but was not successful
11. When responding to the prompt-
 - a. I did not use the italic button
 - b. I used the italic button and found it easy to use
 - c. I used the italic button and found it difficult to use
 - d. I tried to use the italic button but was not successful
12. When responding to the prompt-
 - a. I did not use the underline button
 - b. I used the underline button and found it easy to use
 - c. I used the underline button and found it difficult to use
 - d. I tried to use the underline button but was not successful
13. When responding to the prompt-
 - a. I did not use the tab button
 - b. I used the tab button and found it easy to use
 - c. I used the tab button and found it difficult to use
 - d. I tried to use the tab button but was not successful
14. When responding to the prompt-
 - a. I did not use the cut button
 - b. I used the cut button and found it easy to use
 - c. I used the cut button and found it difficult to use
 - d. I tried to use the cut button but was not successful
15. When responding to the prompt-
 - a. I did not use the copy button
 - b. I used the copy button and found it easy to use
 - c. I used the copy button and found it difficult to use
 - d. I tried to use the copy button but was not successful
16. When responding to the prompt-
 - a. I did not use the paste button
 - b. I used the paste button and found it easy to use
 - c. I used the paste button and found it difficult to use
 - d. I tried to use the paste button but was not successful

Appendix, continued

17. When responding to the prompt-

- a. I did not use the spell check button
- b. I used the spell check button and found it easy to use
- c. I used the spell check button and found it difficult to use
- d. I tried to use the spell check button but was not successful

18. If you could change anything about this online writing test, what would it be?

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