VIRGINIA
Standards of Learning Assessments

Supplement to the Examiner's Manual for ***Writing*** **Tests**

Directions for Paper Tests

Grade 8 and End-of-Course

Regular and Special Forms

Revised September 2018

Only those persons who have signed the *School Division Personnel Test Security Agreement* may participate in the administration of the Standards of Learning assessments to students.

Examiner's Checklist for Paper Tests

Activities Before Test Administration		
❑	1.	Read this *Supplement to the Examiner's Manual*, the *Examiner's Manual* itself, and any local directions you have been given. Resolve any questions you might have with your STC (this *Supplement*, Section 2.1).
❑	2.	Prior to participating in the SOL test administration, read and sign the *School Division Personnel Test Security Agreement*, and read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 and § 22.1–292.1) regarding the repercussions of violating test security (refer to the *Examiner's Manual* Appendices).
❑	3.	Inform students of testing (refer to the *Examiner's Manual*).
❑	4.	Prepare students for testing. Students should practice both the multiple-choice and short-paper components. Teachers/Examiners should discuss with students the consequences of: having access to cell phones, electronic devices, or other unauthorized materials during testing, and cheating (refer to the *Examiner's Manual*).
❑	5.	Prepare the test site for testing. Ensure all items that are capable of providing an unfair advantage are covered or removed as appropriate (refer to the *Examiner's Manual*).
❑	6.	Verify the use of Proctors or need for additional assistance (refer to the *Examiner's Manual*).
❑	7.	Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time and understand the process of moving students from one test site to another (refer to the *Examiner's Manual*).
❑	8.	Be familiar with the directions for administering the test (this *Supplement*, Section 2.2). Paper test directions for the multiple-choice component are located in Section 5.2 of this *Supplement*. Paper test directions for the short-paper component are located in Section 6.2 of this *Supplement*.
❑	9.	Know if the prompt for the short paper will be read to each student or only those who request it (refer to the *Examiner's Manual*).
❑	10.	Review the materials needed for testing (this *Supplement*, Section 2.3).
❑	11.	If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 Plans, or English Learner (EL) Assessment Participation Plans. Coordinate with your STC how accommodations will be provided (this *Supplement*, Section 2.4, *Examiner's Manual* Appendices).
❑	12.	Understand the requirements for a student-initiated break (refer to the *Examiner's Manual*).
❑	13.	Know if the student or an authorized staff member will hand code the student information fields on the answer document (this *Supplement*, Sections 3.1 and 3.2.).
❑	14.	Understand how students should mark the answer document or how to complete the answer document for students with certain accommodations (this *Supplement*, Sections 3.3 and 3.4).

Examiner's Checklist for Paper Tests, continued

Activities Before Test Administration	
❑	15. Use the directions in Section 4 if students will fill out the demographic portions of their own answer documents.
CAUTION: Before you administer the Grade 8 *Writing* or End-of-Course *Writing* tests, verify that students are using the appropriate answer documents, Version 2.0. Using the wrong answer documents can result in inaccurate scores and will delay test results.	

Activities During Test Administration	
❑	1. On each day of testing, receive test materials from the STC needed for the component administered that day; verify receipt of secure materials by signing the appropriate transmittal form; and fill out *Assembly ID Sheets* as you open test booklet and prompt packs (this *Supplement*, Sections 5.1 and 6.1).
❑	2. Verify the preparation of the testing room. It must meet the requirements specified in the *Examiner's Manual*.
❑	3. Know the procedure of reporting test errors to the STC as reported by students (refer to the *Examiner's Manual*).
❑	4. Understand how to troubleshoot common test scenarios (refer to the *Examiner's Manual*).
❑	5. Administer the multiple-choice and short-paper components of the test by reading the directions verbatim, or reading the directions with modifications for students with certain testing accommodations (this *Supplement*, Sections 5.2 for multiple-choice component, and Section 6.2 for the short-paper component).
❑	6. Monitor the students as they test following the guidelines in this *Supplement*, Section 5.3 for the multiple-choice component, and Section 6.3 for the short-paper component. Understand how to answer student questions and respond to common test scenarios (this *Supplement*, Section 5.3 for the multiple-choice component, and Section 6.3 for short-paper component).
❑	7. Collect the students' answer documents and test materials after each test component as described in this *Supplement*, Section 5.4 for the multiple-choice component, and Section 6.4 for the short-paper component.

Activities After Test Administration	
❑	1. Inspect students' answer documents per STC directions (this *Supplement*, Section 7.1).
❑	2. Organize secure test materials for return to the STC (this *Supplement*, Section 7.2).
❑	3. Return **ALL** test materials to the STC (this *Supplement*, Section 7.3).
❑	4. Read and sign the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (refer to the *Supplement to the Writing and Non-Writing Test Implementation Manuals*).

Examiner's Checklist for Paper Tests, continued

Activities After Test Administration	
❑	5. Inform the STC of any student absent from the test session (this *Supplement*, Section 8).
❑	6. Be prepared to assist with make-up testing for absent students.

IMPORTANT REMINDERS

Using the *Supplement to the Examiner's Manual*

- This *Supplement to the Examiner's Manual* provides the testing directions that Test Examiners and Proctors must use for the administration of the paper Standards of Learning (SOL) assessments for Grade 8 *Writing* and EOC *Writing*. This *Supplement* must be used in conjunction with the *Examiner's Manual* for *Writing*, which contains additional information, guidance, procedures, and responsibilities for the Test Examiner and Proctor in the administration of the SOL tests.
- Unlike the *Examiner's Manual*, this *Supplement* is not available as a paper manual sent to the divisions in the non-secure shipments. Instead, it is available in electronic format at the Virginia Department of Education Web site, where it may be downloaded:

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

Paper Test Format

All students are required to take the online version of the Standards of learning (SOL) tests with the exception of students who meet one of the criteria for paper testing. Those criteria are listed below:

- The student attends school in a location where a secure network connection or the required technology is not available to access an online test. Such locations include the following: special situations schools; homebound, residential, or hospital placement; night school or Governor's school.
- The student requires an accommodation specified in his/her Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in the *Examiner's Manual* Appendices as requiring a paper test (e.g., large-print test, braille test, brailler, and some instances of multiple test sessions).
- The student has a documented medical condition, such as a seizure disorder, where exposure to a testing device will aggravate the student's condition.
- The student's eligibility for paper tests has been established using the *Documentation of Need for Paper Standards of Learning (SOL) Assessment* form, which is retained in the office of the Division Director of Testing (DDOT). The procedure for completing this document establishes that the use of paper tests is intended only to provide access to the SOL assessments for:
    - students with disabilities who require other accommodations that necessitate a paper test, and
    - students with medical conditions that render them unable to take an online test.
- The use of paper tests may not be permitted for the purpose of improving performance.

IMPORTANT REMINDERS, continued

Answer Documents

- All students taking the *Writing* paper tests **must use Version 2.0** answer documents.
- Student demographic information on paper answer documents must be carefully hand coded.

If you have questions about your school's testing procedures, contact your School Test Coordinator (STC). If you have concerns about the testing procedures being followed in your school and your STC is unable to address them, contact the Division Director of Testing (DDOT) in your school division's central office. If you have concerns that your DDOT cannot address, please contact the Division of Student Assessment and School Improvement at (804) 225-2102 or by e-mail at Student_Assessment@doe.virginia.gov.

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1. USE OF THIS SUPPLEMENT FOR THE ADMINISTRATION OF PAPER STANDARDS OF LEARNING GRADE 8 AND END-OF-COURSE *WRITING* TESTS

This *Supplement to the Examiner's Manual* provides the testing directions that Test Examiners and Proctors must use for the administration of the paper Standards of Learning (SOL) assessments for Grade 8 and End-of-Course (EOC) *Writing*. This *Supplement* must be used in conjunction with the *Examiner's Manual* for *Writing*. The *Examiner's Manual* contains additional information, guidance, procedures, and responsibilities that the Examiner/Proctor is required to follow in order to administer the paper SOL tests. The *Examiner's Manual* is available for download from the Virginia Department of Education Web site at:

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

2. PREPARE FOR ADMINISTERING PAPER TESTS

2.1 Read All Materials

Prior to the day of testing, carefully read this *Supplement to the Examiner's Manual*, the *Examiner's Manual* itself, your students' Individualized Education Programs (IEPs), 504 Plans, EL Assessment Participation Plans, and any local directions you have received.

Review the Examiner's/Proctor's Checklist (in the front of this *Supplement to the Examiner's Manual*) to make sure that you understand the activities before, during, and after the test administration and your duties and responsibilities. Resolve any questions you might have with your School Test Coordinator (STC) well in advance of test administration.

2.2 Be Familiar with the Directions for Administering the Test

All directions that Examiners must read aloud to the students are in **bold type** so that they stand out from the rest of the text. This text must be read **exactly as written**, using a natural tone and manner. If a mistake is made in reading directions, the Examiner should stop and say, **"No, that is wrong. I must read it to you again."** Then re-read the direction.

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

Examiners may mark up this *Supplement* in order to help deliver the directions to the students in the clearest possible way. However, directions may not be modified or deleted unless it is necessary due to a student's disability. For example, students with "mark their answers in the test booklet" (Examiner Records Responses, accommodation code 18) would not be given the directions about marking their answers on their answer document, but would be directed to circle their answers in their test booklet.

Specific audio/read-aloud directions are contained in a gray box. Note that the directions in the box begin with a sentence in which the first part is in brackets: **[Read these sentences, the question, and the answer choices to yourself] as I read aloud.** The bracketed part has already been read to students, in the previous direction, and need not be re-read. The Examiner should continue with "… as I read aloud," keeping a natural flow to the voice. For example:

SAY **Now look at Sample C in your test booklet.** (Pause as students go to Sample C.)

Read sentence 5, the question, and the answer choices to yourself.

AUDIO/READ-ALOUD TESTS

SAY [Read sentence 5, the question, and the answer choices to yourself] as I read aloud.

"For this purpose, a permanent structure was built in Vienna by the Austrians in 1735." (Pause.)

Other testing directions contained in brackets indicate options for the Examiner. For example, in the following direction, the Examiner must state, **"Grade 8 *Writing*"** or **"End-of-Course *Writing*"** to match the content area of the students being tested.

SAY Today you will be taking the paper Standards of Learning (SOL) assessment for [Grade 8 *Writing* or End-of-Course (EOC) *Writing*].

Mixed group testing: If students taking the test with the audio accommodation (using a compact disc player with headphones) will be testing in the same room as students taking the test without the audio accommodation, the Examiner may read the audio/read-aloud directions to all students. Students administered a read-aloud test must be tested in a "read-aloud only" test room.

2.3 Review Materials Needed for Testing

Students should be familiar with the materials used on each component of the *Writing* test. Refer to the materials listed in the table below.

Table 1. Materials Required for the Multiple-Choice and Short-Paper Components of the Paper *Writing* Test

Materials Required for Paper Format	Multiple-Choice Component	Short-Paper Component
Test Booklets **Regular test booklets**, or as required: • **Regular Audio Test Booklet Kit**—regular test booklet and CD. • **Large-Print Test Booklet Kit**—large-print test booklet, Examiner's copy of the test in regular print, and a CD if the kit is specified as audio. • **Braille Test Booklet Kit**—braille test booklet, Examiner's copy of the test in regular print, two sheets of braille paper, and a CD if the kit is specified as audio.	**Yes**	**No**

Table 1. Materials Required for the Multiple-Choice and Short-Paper Components of the Paper *Writing* Test, continued

Materials Required for Paper Format	Multiple-Choice Component	Short-Paper Component
Prompts **Regular prompts**, or as required: • **Regular Audio Prompt Kit**—regular writing prompt and CD. • **Large-Print Prompt Kit**—large-print writing prompt, Examiner's copy of the writing prompt in regular print, and a CD if the kit is specified as audio. • **Braille Prompt Kit**—braille writing prompt, Examiner's copy of the writing prompt in regular print, five sheets of braille paper, and a CD if the kit is specified as audio.	**No**	**Yes**
Answer Documents (as appropriate)	**Yes**	**Yes**
Pencils Only No. 2 pencils or mechanical pencils with No. 2 lead must be used when completing the answer document. Extra No. 2 pencils should be available.	**Yes**	**Yes**
Scratch Paper Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, graphics, etc.). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Patty paper is permitted for paper testing only. 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. 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. All scratch paper must be returned to the STC.	**Yes**	**Yes**
English Dictionary The dictionary must be a general English dictionary without a thesaurus section. The dictionary may not be content specific or a specialized dictionary. Either a school-owned or student-owned dictionary may be used. The student should be familiar with the dictionary. The SOL *Writing* test should not be the first time a student uses the dictionary. The dictionary must be a paper dictionary. Electronic dictionaries are not allowed. The dictionary must not be altered with hand-written notes in the margins or include additional materials, such as class notes.	**No**	**Yes**

Table 1. Materials Required for the Multiple-Choice and Short-Paper Components of the Paper *Writing* Test, continued

Materials Required for Paper Format	Multiple-Choice Component	Short-Paper Component
OPTIONAL: Highlighter, Colored Pencil, or Pen In addition to the No. 2 pencil, as previously described, students may be provided two additional writing implements such as highlighters, colored pencils, or colored pens. The student may use the writing implements in the test booklet and on the scratch paper. The highlighters, colored pencils, or pens **must not** be used anywhere on the student's answer document. Answer documents submitted with highlighter, colored pencil, or pen marks will not scan properly and therefore cannot be scored. The student's answer document must only be completed with the No. 2 pencil.	**Yes**	**Yes**

STCs may distribute the hand-held manipulatives to Examiners prior to testing or on the day of testing.

2.4 Accommodations

- Before testing, appropriate staff should become familiar with special test accommodations specified in students' IEPs, 504 Plans, or EL Assessment Participation Plans. Accommodations and any required materials or equipment are described in detail in the *Examiner's Manual* Appendices. Appropriate staff should also be familiar with the following documents: *Students with Disabilities: Guidelines for Assessment Participation, Students with Disabilities: Guidelines for Special Test Accommodations* and *English Learners: Guidelines for Participation in the Virginia Assessment Program*, available on the Virginia Department of Education's Web site at:

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

- **Temporary Conditions:** Special test accommodations may be provided to students with a documented temporary condition, such as a broken arm or injured hand, who do not have an IEP or 504 Plan. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file. The STC should coordinate with the Examiner on how accommodations will be provided during the testing session.
- **Paper audio tests:** Students should be familiar with operating the audio equipment for the CD prior to testing. Audio is available for both the multiple-choice and short-paper components.
- **Response Accommodations:** To meet any response accommodations specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan, directions read aloud to students may be modified. For example, the directions on how to select answers online or mark the answer document may be modified for students who have the accommodation Examiner Records Responses (accommodation code 18).
  - For Paper Tests: The testing directions may be modified for students who do not enter their answers into the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, or by circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. The Examiner then enters the student's choices into the answer document.

    The Examiner may omit the test directions pertaining to the student completing the information in Fields A, F, and G (and Field K for EOC *Writing*) on the answer document

and writing his/her name on the test booklet and prompt sheet. Before or after testing, the Examiner should complete Fields A, F, and G (and Field K for EOC *Writing*) and write the student's name on his/her test booklet and prompt sheet.

Examiners may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to "circle the answer in your test booklet," "say your answer," or "point to the answer." The direction to write on the lined pages of the answer document may be modified to "type your paper in the word processor" or "dictate your paper to me." Refer to the Appendices of the *Examiner's Manual* for the requirements for administering tests with accommodations.

- **Braille tests:** Examiners/Proctors responsible for monitoring students using braille tests should be familiar with the Braille Notes and Transcriber's Notes included in the Examiner's copy of the braille test. The Braille Notes list the differences between the braille test form and the corresponding Examiner's copy and are intended to help the Examiner answer any questions that a student may have regarding reading and interpreting items in the braille form. Transcriber's Notes provide information to the (braille) reader that is not readily apparent by reading the test item's text alone. If a student has a question pertaining to the Transcriber's Notes on his/her test, the Examiner can consult the Examiner's copy for assistance.
- **Large-print tests:** Examiners/Proctors responsible for monitoring students using large-print tests should be aware of font size variations that may appear on a student's test.
  - For all test item questions (stem) and answer options, the font type is Tahoma and font size is 20 point.
  - All text, including, numbers, variables, labels and captions on graphs, pictures, diagrams, maps, charts, coordinate planes, equations, exponential numbers and letters, subscripts and superscripts, notes, and footnotes, are presented in 18–20 point type. Due to the complexity of graphics in some test items, some text embedded within graphics may be enlarged proportionally to the graphic rather than enlarged to 20 point in order to lessen the impact of reformatting the test items. The Special Forms Committee provides recommendations for items of this nature on an item-by-item basis.
- **Mixed group testing:** If students taking the test with the audio accommodation (using a compact disc player with headphones) will be testing in the same room as students taking the test without the audio accommodation, the Examiner may read the audio/read-aloud directions to all students. Students administered a read-aloud test must be tested in a "read-aloud only" test room.

2.5 Testing Condition Adjustments Available to All Students

- The following adjustments to the conditions under which an SOL test may be administered are available to any student as needed. Refer to the *Examiner's Manual* Appendices for further information.
  - group size
  - environmental modifications
  - large diameter pencil, special pencil, pencil grip
  - assistance with directions
  - the student reads his/her own test out loud

3. MANAGING STUDENTS' ANSWER DOCUMENTS

3.1 Prepare Answer Documents with Student Information

Identification information for each student must be included on the answer document by carefully hand-coding the information in the spaces provided.

Refer to Section 3.2, which contains additional directions on how to complete the demographic information. If it is not clear how to complete the demographic information on the answer document, be sure to ask your STC for directions well in advance of the test administration dates.

3.2 Complete Demographic Information

Answer document Fields B through E must be completed by hand, as directed by your STC. If you are instructed to have the students complete Fields B through D, prior to administering the test, go to Section 4, *Directions for Student Completion of Demographic Information on Answer Document*. As directed by your STC, Field E, STI, must be completed by you, or another designated adult, to ensure accuracy.

3.3 Understand How Students Should Mark the Answer Document

Remind students to handle their answer documents with care. They should record their answers by completely darkening the circle on the answer document with a No. 2 pencil, and avoid making extra marks anywhere else on the answer document. Answer documents should never be folded, clipped, stapled, or torn.

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

3.4 Completing Answer Documents for Students with Accommodations

Some special testing accommodations, as specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan, permit the student to indicate his/her answer in a different manner. For example, the student may circle the answer in his/her test booklet; respond verbally; point to the answer, etc. In these instances, the student should not be given the answer document. The Examiner/Proctor should fill in the student information sections on the answer document either before or after testing. It is essential that the hand-entered information for Fields B–D match the identity of the student taking the test and the student information entered in Field A. The Examiner/Proctor should also complete the other information fields (A, F, G, J, K) on the answer document that the student would normally fill on the day of testing. The Examiner/Proctor must verify that the form number entered in Field F and the prompt number entered in Field G match the materials given to the student.

Guidance has been provided to the Examiner/Proctor (located at the beginning of the *Specific Directions for Administering the Paper* tests) regarding which portions of the student test directions may be omitted or modified for the students with these accommodations.

Refer to the *Examiner's Manual* Appendices for the requirements for administering tests with accommodations.

4. DIRECTIONS FOR STUDENT COMPLETION OF DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENT

DIRECTIONS: If you have been instructed by your STC to have students complete Fields B through D before or during the testing session, then you should read the following directions to students.

SAY **Today you are going to complete only the demographic information on your answer document in Fields B through D.**

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

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

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

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

Give help as needed. When all students have finished,

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

Give help as needed. When all students have finished,

SAY **Now, fill in the matching circle beneath each letter in your name. Be sure you fill in only one circle for each letter. Are there any questions?**

Give help as needed. When all 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.**

Give help as needed. When all students have finished,

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

Give help as needed. When all students have finished,

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

Give help as needed. When all students have finished,

SAY **The next area is labeled "Year." Fill in the circle next to "19" [or "20"]. 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. When all students have finished,

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. When all students have finished,

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

SAY **[**For Grade 8 *Writing*, **SAY: Do not fill in the fields that are labeled with the letters E, H, or I.]**

[For EOC *Writing*, **SAY: Do not fill in the fields that are labeled with the letters E, H, I, J, or K.]**

Are there any questions? Answer students' questions. Give help as needed.

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

NOTE: As directed by your STC, Field E, the student's State Testing Identifier, must be completed by the Examiner or other designated school staff member.

5. DIRECTIONS FOR ADMINISTERING THE MULTIPLE-CHOICE COMPONENT OF THE GRADE 8 OR EOC *WRITING* TEST IN PAPER FORMAT

5.1 Receive Test Materials for the Multiple-Choice Component

On the day of testing you will receive all materials needed to administer the Grade 8 or EOC *Writing* multiple-choice component (refer to Section 2.3 and the table on pages 2 and 3). **No student may use an English dictionary on the multiple-choice component.**

The STC will ask you to initial a *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or a *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (located in the Appendix of the *Supplement to the Writing and Non-Writing Test Implementation Manuals*) 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.

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

For a read-aloud session the Examiner/reader and student must have the same form numbers on their test booklets and prompts.

AUDIO TESTS

If you are administering a regular, braille, or large-print Grade 8 *Writing* or EOC *Writing* test that is accompanied by an audio recording on a compact disc (CD), please note the following:

- Check the label on the CD to verify that the subject area and test form numbers match the braille, large-print, or regular test booklet version.
- Check the audio equipment to ensure that it is working properly.
- The Examiner will read the test directions, the sample items, and the answers to the sample items to the students. The test directions will instruct students when to begin playing the CD.
- Students should start the CD on the first track when told to start working.
- The students may play, pause/stop, advance, or replay the CD as necessary during the test to better follow its content.
- **Viewing Compact Disc Track Details.** When used in a workstation's media player, the CD will display track numbers. If the school wishes for students to see the individual track details on the media player screen, a CD-Text plug-in must be installed for the individual media player. Individual track details would include the question numbers and/or the passage titles. CD-Text plug-ins are dependent on the media player loaded on individual workstations. If a school chooses to use a CD player rather than a computer workstation with the CDs, students will only be able to view track numbers. It is not possible for a CD player to display the CD-Text information.

5.2 Specific Directions for Administering the Multiple-Choice Component of the Grade 8 *Writing* or EOC *Writing* Test in Paper Format

Once students and the Examiner enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. Check the test room to ensure it has been prepared for testing, as described in Section 4.5 of the *Examiner's Manual*.

NOTE: The testing directions may be modified for students who do not enter their answers into the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, by circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans.

The Examiner may omit the test directions pertaining to the student completing the information in Fields A, F, and G (and Field K for EOC *Writing*) on the answer document and writing his/her name on the test booklet. Before or after testing, the Examiner should complete Fields A, F, and G (and Field K for EOC *Writing*) and write the student's name on his/her test booklet.

Examiners may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to "circle the answer in your test booklet," "say your answer," or "point to the answer." Refer to the *Examiner's Manual* Appendices for the requirements for administering tests with accommodations.

Before distributing any materials,

SAY **Today you will be taking the multiple-choice component of the SOL [Grade 8 or End-of-Course] *Writing* test.**

Please check your work area. You should only have the materials that are allowed for this test.

SAY **Cell phones and devices that can transmit, receive, photograph, or record information must be removed during all tests.**

Examiners must ensure that unauthorized materials (backpacks, books, papers, cell phones, electronic devices, etc.) have been removed from the students' work areas and are inaccessible to students. Refer to the *Writing Examiner's Manual* for details.

SAY **I am going to give each of you an answer document. Do not write anything on it until I tell you what to do.**

Distribute the answer documents with the Section 1 side facing up. Ensure all students have sharpened No. 2 pencils with erasers. Ensure that students also have any needed materials or supplies required for accommodations.

SAY **We will complete some of the information on the front 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.

ADDITIONAL TEST DIRECTIONS (OPTIONAL)

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

SAY **Now, on the other lines in Field A, fill in the rest of the information requested—teacher, school, school division, gender, grade, and your date of birth. Are there any questions?**

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

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

SAY **Now look at the back page 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 and first name in the labeled boxes.**

Give help as needed and answer student questions.

SAY **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 the scratch paper. Remember, all scratch paper distributed, whether used or not used, must be returned to the STC at the end of testing.

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

SAY **Look at the front cover of your test booklet for the form number of the test you are taking. Find the "W" followed by four numbers.** (Demonstrate using a student's test booklet.) **On the back of your answer document find Field F, *MC Form*.** (Point.) **The letter "W" has been written for you. In the empty boxes, write the four numbers that appear after the "W" from the front cover of your**

test booklet. Beneath each box fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in.

Assist students as necessary.

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

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

SAY **Field G, *Prompt Number*, will be completed during the administration of the short-paper component of this test on another day.**

Answer any questions the students may have.

SAY **Do not fill in any of the fields that are labeled with the letters**

[for Grade 8 *Writing*, **SAY: E, H, and I]**

[for EOC *Writing*, **SAY: E, H, I, and J].**

Pause.

SAY **Are there any questions?** (Pause.)

Answer students' questions.

EOC *WRITING* TESTS ONLY

SAY **Fill in the circle in Field K: 2010 Standards, located on your answer document.**

Check that all EOC *Writing* (2010) standards tests are correctly coded in Field K.

SAY **Look at your test booklet. On the front cover find the box labeled "Student Name."** (Point using a student's test booklet.) **Print your first and last name in the box.** (Pause while students enter their names.) **Now, turn your test booklet over. Print your first and last name in the box.**

Assist students as necessary. Check students' test booklets and ensure that they have printed their names clearly in the boxes on the front and back covers of the test booklets.

If you are administering a braille or large-print test form: Check the Examiner's copy of a braille or large-print test to verify the starting page number.

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

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

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read 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."***

BRAILLE OR LARGE-PRINT TESTS ONLY

SAY ***"Directions: Read the passage. Then read each question about the passage and choose the best answer."***

SAY **Find Sample A.**

Read the first sample to yourself as I read it to you.

"Lipizzaner Horses. Antonio's teacher asks students to write a report about an unusual animal. Antonio writes about Lipizzaner horses."

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) documentary titled The Elegant and Intelligent Lipizzaner… (C) book titled Lipizzaners: A History in Photographs… (D) chart picturing the specialized dance moves performed by Lipizzaners." (Pause.)

Which answer did you choose?

SAY **The best answer is "B."**

Now look at the bottom section of your answer document and find the shaded box labeled "Samples." (Point to this section.)

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

SAY **In the shaded box for Sample A fill in the circle for the letter "B" because "B" is the letter for the best answer. Are there any questions?**

Answer only questions related to the mechanics of completing the answer document. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

SAY **Find the passage for Sample B. Notice that each sentence has a number. Sometimes the questions will mention the numbers.**

(Using a student's test booklet, point to the sample passage.)

SAY **Read Antonio's rough draft to yourself.**

AUDIO/READ-ALOUD TESTS

SAY [Read Antonio's rough draft to yourself] as I read it to you.

"Read Antonio's rough draft, and use it to answer the questions that follow. (1) Among horse breeds, the Lipizzaner is unique in its ability to thrill audiences with acrobatic jumps and dances. (2) Research indicates that this more beautiful, grayish-white breed most likely originated hundreds of years ago in the Andalucía region of Spain. (3) During the 16th century, Austrian noblemen began breeding Spanish horses in the town of Lipizza. (4) The Spanish Riding School was created in 1572 to provide a specialized training program for these talented horses. (5) For this purpose, a permanent structure was built in Vienna by the Austrians in 1735. (6) Throughout World War II, combat threatened the safety of both the school and the horses. (7) Consequently, American General George S. Patton led a daring rescue, and he saved the Lipizzaners. (8) Today, centuries of breeding and training are on display as these horses perform around the world."

When students have finished reading the draft,

SAY Now find Sample B in your test booklet. (Pause as students go to Sample B.)

Read sentence 2, the question, and the answer choices to yourself.

AUDIO/READ-ALOUD TESTS

SAY [Read sentence 2, the question, and the answer choices to yourself] as I read aloud.

"Research indicates that this more beautiful, grayish-white breed most likely originated hundreds of years ago in the Andalucía region of Spain." (Pause.)

"Which correction should be made to this sentence? (F) Change more beautiful to beautiful… (G) Add a comma after breed… (H) Add a comma after ago … (J) Change region to Region."

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

SAY Which answer did you choose?

Pause for replies.

SAY The best answer is "F." For Sample B, select letter "F" in the sample box.

Pause.

SAY Now look at Sample C in your test booklet. (Pause as students go to Sample C.)

Read sentence 5, the question, and the answer choices to yourself.

AUDIO/READ-ALOUD TESTS

SAY **[Read sentence 5, the question, and the answer choices to yourself] as I read aloud.**

"For this purpose, a permanent structure was built in Vienna by the Austrians in 1735." (Pause.)

"How is this sentence best revised for clarity? (A) The Austrians, in 1735, built a permanent structure for this purpose in Vienna… (B) In Vienna in 1735 the Austrians built a permanent structure for this purpose… (C) In 1735 the Austrians built a permanent structure in Vienna for this purpose… (D) The Austrians built in 1735 a permanent structure in Vienna for this purpose."

When students have finished,

SAY **Which answer did you choose?**

Pause for replies.

SAY **The best answer is "C." For Sample C, select letter "C" in the sample box.**

Now look at Sample D. (Pause as students go to Sample D.)

Read sentence 7, the question, and the answer choices to yourself.

AUDIO/READ-ALOUD TESTS

SAY **[Read sentence 7, the question, and the answer choices to yourself] as I read aloud.**

"Consequently, American General George S. Patton led a daring rescue, and he saved the Lipizzaners. (Pause.)

In this sentence, how is American General George S. Patton led a daring rescue, and he saved the correctly written? (F) American General George S. Patton, led a daring rescue, and he saved the… (G) American General George S. Patton, led a daring rescue and he saved the… (H) American General, George S. Patton led a daring, rescue and he saved the… (J) As it is."

When students have finished,

SAY **Which answer did you choose?**

Pause for replies.

SAY **The best answer is "J." For Sample D, select letter "J" in the sample box.**

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

SAY **Now look at the directions in your test booklet for Sample E.** (Pause as students go to Sample E.) **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."***

AUDIO/READ-ALOUD TESTS

SAY **[Read and answer the question] as I read aloud.** (Pause.)

Read this sentence. "Her cheerful smile and positive attitude help get people to agree with her ideas."

(Pause.)

Which word should replace get to be most specific?

(A) persuade… (B) assure… (C) cause… (D) bring.

Pause while students read and answer the question.

SAY **Which answer did you choose?**

Pause for replies.

SAY **The best answer is "A." For Sample E, select letter "A" in the sample box. Are there any questions?**

Before actual testing starts, make sure the test procedures are very clear to the students. Your comments must be confined to answering student questions about the mechanics of completing the answer document. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

SAY **You may have as much time as you need today to complete the test, but do not spend too much time on any one question.**

You may write in your test booklet or on your scratch paper, but make sure to fill in answers on your answer document.

Notice that odd-numbered questions have answer choices labeled "A," "B," "C," and "D," and even-numbered questions have answers labeled "F," "G," "H," and "J." Fill in only one answer for each question. If you decide to change your answer to a question, make sure to erase your first answer completely.

SAY **Work until you come to the stop sign.** (Demonstrate with a student's test booklet.) **When you finish, you may go back to any question and check your work. Are there any questions?**

Answer only questions related to the mechanics of completing the answer document. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

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

SAY **When you have finished, raise your hand and I will collect your 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 **You must do your own work. At no time may you discuss, or share, by any means, the questions on the test with anyone.**

Read for all EOC *Writing* tests only:

SAY Remember that students who cheat on the test will receive a score of zero and will not be permitted another opportunity to take the *Writing* test until the next test administration.

While any student found cheating on a Standards of Learning test will receive a score of zero, this text is only read to students taking the End-of-Course test because of the potential impact on a student's attempt to meet graduation requirements.

AUDIO TESTS ONLY

Make sure the students know how to start, stop, advance, or replay the audio and know that they can do this as necessary during the test.

Students can begin playing the CD at the first track when told to turn on the recording and start working. (Refer to the box "Audio Tests" on page 9 for directions.)

SAY Use your audio player to control the audio track and adjust the volume of the audio.

Turn on the recording.

Before actual testing starts, make sure the test procedures are very clear to the students. Your comments must be confined to answering student questions about the mechanics of completing the answer document and operating the audio equipment.

SAY You may start working now.

⬇ Examiner/Proctors Multiple-Choice Component Monitoring Guidelines, Below ⬇

➡ Examiner/Proctors Directions for Collecting Students' Test Materials, Page 18 ➡

5.3 Monitoring the Multiple-Choice Component and Answering Student Questions

For assistance with monitoring the short-paper component refer to Section 6.3.

- **Examiner/Proctor monitoring.** During the test session, Examiners/Proctors must monitor the testing process by moving as unobtrusively as possible about the room. Examiners/Proctors must not engage in other activities that would interfere with monitoring. Such activities include, but are not limited to, reading, grading papers, using electronic devices, etc. Students may not be left unattended for any length of time.
- **Student access to unauthorized materials.** Examiners/Proctors should ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. **If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student may not be permitted**

to continue testing. The STC must submit an irregularity to the Division Director of Testing (DDOT) providing the details about the incident.

- **Answer document monitoring.** Check that students are working in the multiple-choice section of the answer document and not going back to the short-paper section (if previously completed), and are using only a No. 2 pencil to select answer choices.
- **Examiner/Proctor reviewing test items.** Before, during, or after testing, Examiners/Proctors must not spend time reading any test items, creating any type of answer key to the test items, copying test items or portions of test items, taking notes about test items, recording student responses to test items, or discussing test items with anyone. (Examiners/Proctors may report a problem with a test item to their STC. Refer to the *Examiner's Manual* for guidelines.)
- **Examiner/Proctor providing help.** Help must not be given on any test items. Examples of prohibited help include, but are not limited to: pronouncing words, rewording the question, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal cues about the correctness of a student's answer. Test questions or portions of the question may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. 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.
- **Students leaving the testing room during the test.** Students may not leave the testing site and subsequently return to finish the test unless they are closely monitored. Students may not discuss the test or any test items with anyone. Students must not be allowed to interact with each other or any other students in any way, or have access to cell phones, electronic devices, or educational materials.
- **Students moving to an alternate test room.** If students are moved to an alternate testing site to complete their tests, their testing materials must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing.
- **Answer selection.** If a student needs assistance with the mechanics of selecting a response, the Examiner/Proctor may provide directions to the student, such as: **"Fill in the circle on your answer document for the letter you have chosen."**
- **Circling in the test booklet.** Examiners/Proctors must not direct students to circle answer choices in their test booklets first and then transfer their answers to their answer documents. Only students with the Examiner Records Responses accommodation may be directed to circle their answers in their test booklet and not be issued an answer document.
- **Questions about test items.** If a student asks a question during the test about a test item, the student should be told, **"Read it carefully and choose the best answer."** Help must not be given on specific test items. Refer to the previous bullet regarding prohibited help.
- **Cheating.** The Examiner must immediately notify the STC if a student is found cheating on the test. **If the student is testing at the time of the discovery of cheating, the student may not be permitted to continue testing.** The STC must submit an irregularity to the DDOT providing the details about the incident. If the school division makes the determination that a student cheated, the student is not eligible for a retest during the current session. If the test was an EOC SOL test, the student may retest during the next regularly scheduled

session. The STC/DDOT must invalidate the test and the student will receive a score of "0." The student's test record will note the student cheated on the test.

- **Student Inactivity.** If the Examiner/Proctor observes an inactive student during testing, the Examiner/Proctor may ask the student, **"Are you finished with your test?"** If the student responds "No," then the Examiner/Proctor may say, **"You need to continue working on your test."** If the student responds, "Yes," then the Examiner/Proctor should collect the student's testing materials. Once the student's answer document has been collected, it may not be returned to the student.
- **Reporting an error with a test item.** If the student reports there is an error with a test question or answer choice, you should record the name of the student, subject area, test level, format (online or paper), question number, and a brief statement describing the student's concern. However, under no circumstances should the test question or answer choices be written down or discussed with the student or with other staff members. Tell the student that the concerns will be reported. The student may continue with the test; you may tell the student to, **"Read the question carefully and choose the best answer."** Notify the STC of the student's concern.

5.4 Collecting Students' Multiple-Choice Component Test Materials

- **Grade 8 and EOC *Writing* Tests.** Examiners/Proctors must not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. Before the Examiner/Proctor accepts the answer document from the student, the Examiner/Proctor may quickly review the multiple-choice section of the student's answer document.

  If the Examiner/Proctor notices any questions left unanswered, the Examiner/Proctor may only tell the student:
  SAY "Review your answer document carefully."

  Once the student's answer document has been collected it may not be returned to the student. As students finish testing, collect all items (i.e., answer document, test booklet, audio, and scratch paper) from each individual student, one student at a time. Do not have students pass materials up or down the rows of desks or workstations. Students may be dismissed from the testing room or permitted to read quietly. Students may not access cell phones or other electronic devices while any students are testing.
- Be sure to account for all test materials including test booklets, answer documents, scratch paper, audios, and audio equipment. The test examiner must be sure that all sheets of scratch paper distributed to each student are collected and accounted for **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 7. All test materials must be kept in a secure location until they are returned to the STC.

6. DIRECTIONS FOR ADMINISTERING THE SHORT-PAPER COMPONENT OF THE GRADE 8 OR EOC *WRITING* TEST IN PAPER FORMAT

6.1 Receive Test Materials for the Short-Paper Component

On the day of testing, you will receive all materials needed to administer the Grade 8 or EOC *Writing* short-paper component (refer to Section 2.3 and the table on pages 2 and 3).

The STC will ask you to initial a *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or a *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (located in the Appendix of the *Supplement to the Test Implementation 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.

The sealed packages of writing prompts you receive must not be opened more than 30 minutes prior to the beginning of the short-paper component of the Writing test.

Upon receipt of the prompts or prompt kits, open each package and count the materials. Indicate the number of prompts or kit materials contained in each package by checking off the applicable statement on the *Assembly ID Sheet* (Appendix B). Then sign and date the *Assembly ID Sheet*.

For a read-aloud session, the Examiner/reader and student must have the same numbers on their test prompts.

AUDIO TESTS

If you are administering a regular, braille, or large-print Grade 8 *Writing* or EOC *Writing* test that is accompanied by an audio recording on a CD, please note the following:

- Check the label on the CD to verify that the subject area and prompt number matches the braille, large-print, or regular paper prompt issued to the student.
- Check the audio equipment to ensure that it is working properly.
- The test directions will instruct students when to begin playing the CD. The audio will “read” the prompt and the *Checklist for Writers* to the students.
- Students should start the CD on the first track when told to start working.
- The students may play, pause/stop, advance, or replay the CD as necessary during the test.
- **Viewing Compact Disc Track Details.** When used in a workstation’s media player, the CD will display track numbers. If the school wishes for students to see the individual track details on the media player screen, a CD-Text plug-in must be installed for the individual media player. Individual track details would include the question numbers and/or the passage titles. CD-Text plug-ins are dependent on the media player loaded on individual workstations. These plug-ins are not dependent on the TestNav test delivery system or Pearson. If a school chooses to use a CD player rather than a computer workstation with the CDs, students will only be able to view track numbers. It is not possible for a CD player to display the CD-Text information.

6.2 Specific Directions for Administering the Short-Paper Component of the Grade 8 *Writing* or EOC *Writing* Test

Once students and the Examiner enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop.

NOTE: The testing directions may be modified for students who do not enter their answers into the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, by circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans.

The Examiner may omit the test directions pertaining to the student completing the information in Field G on the answer document and writing his/her name on the answer document and prompt sheet. Before or after testing, the Examiner should complete Field G, and write the student's name on his/her prompt sheet.

Examiners may modify the testing directions to reflect the accommodation. For example, the direction to write on the lined pages of the answer document may be modified to "type your paper in the word processor" or "dictate your paper to me." Refer to the *Examiner's Manual* Appendices for the requirements for administering tests with accommodations.

Before distributing the answer documents,

SAY **Today you will complete the short-paper component of the SOL [Grade 8 or End-of-Course] *Writing* test. Please check your work area. You should only have the materials that are allowed for this test.**

Cell phones and devices that can transmit, receive, photograph, or record information must be removed during all tests.

Examiners must ensure that unauthorized materials (backpacks, books, papers, cell phones, electronic devices, etc.) have been removed from the students' work areas and are inaccessible to students. Refer to the *Writing Examiner's Manual* for details.

SAY **For this part of the test you will use the pencil to write a short 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. Make sure each student receives his/her own answer document. Resolve any problems before continuing. Ensure all students have sharpened No. 2 pencils with erasers. Ensure students also have any needed materials or supples required for accommodations.

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. In the upper right corner of your prompt sheet, print your first and last names in the box labeled "Student Name."**

Distribute the writing prompts. Pause while students write their names on the prompt sheet.

SAY **Now look at the top of your writing prompt sheet where it says "Prompt No. _____."** (Using a student's prompt sheet, read aloud the 4-digit Prompt No.) **On the back page of your answer document, find the Field labeled G, *"Prompt Number."* Write the prompt number in the empty boxes. Beneath each box, fill in the circle that matches the number you wrote. When you are**

finished, recheck the prompt number and the circles that you filled in. Are there any questions? (Pause.)

Answer only questions related to the mechanics of completing the answer document. Proctors should not answer any questions pertaining to the content of the prompt.

As the Examiner, you may need to complete this field for students with disabilities. Correct completion of this prompt number is essential for accurate scoring.

If you are administering a large-print prompt: the 4-digit prompt number is located at the top center of the sheet.

If you are administering a braille prompt: the 4-digit prompt number is located at the bottom of the front cover of the booklet.

SAY **Do not fill in any of the fields that are labeled with the letters**

[for Grade 8, **SAY: E, H, and I]**

[for EOC Writing, **SAY: E, H, I, J, and K].**

Pause.

SAY **Are there any questions?** (Pause.)

Answer students' questions.

SAY **Now open your answer document to page 3 and find the boxes in the top right corner.** (Point.) **Write your last name and first name in the labeled boxes.**

(Pause while students write their names.)

SAY **Now turn to page 5 and find the boxes in the top right corner. Write your last name and first name in the labeled boxes. Are there any questions?**

Make sure students understand what to do. When everyone has finished,

SAY **I will now give each of you some scratch paper and a dictionary.**

Distribute scratch paper as directed by your STC. Remember, all scratch paper distributed whether used or not used must be returned to the STC at the end of testing.

As instructed by your STC, distribute a dictionary to each student or 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.

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

NOTE: Make sure students use only a No. 2 pencil when writing their short paper in their answer documents. Have extra sharpened pencils, erasers, and scratch paper in an accessible place.

SAY **You may use scratch paper for any planning you need to do before you begin writing your paper. If you need more scratch paper, raise your hand. You may use a dictionary to check your spelling.**

After you have finished planning, open your answer document to page 3. Where it says "Start Here," use a pencil to write your paper on the lined pages. (Demonstrate.) **Only the writing on the lined pages will be scored.**

You do not have to fill all of the lined pages with writing. You may print, or you may write in cursive. You may have as much time as you need today to complete your paper. Are there any questions?

Answer only questions related to the mechanics of completing the answer document. Examiners/Proctors may not answer any questions pertaining to the content of the prompt, interpreting the prompt, assisting students with choosing topics, etc.

➡ **AUDIO ONLY: GRADE 8 AND EOC *WRITING*** DIRECTIONS CONTINUE ON PAGE 24 ➡

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

[For Read-Aloud session and if the STC has instructed you to read the prompt to all the students,

SAY: Now read the writing prompt to yourself as I read it aloud.]

You may use a student's copy to read the prompt to the student(s).

[If the STC has instructed you to only read the prompt to those who need assistance,

SAY: If you would like me to read your prompt to you, raise your hand.]

Examiners should go to students with raised hands and read the prompt quietly to them.

You may use a student's copy to read the prompt to the student(s).

Pause while students read the writing prompt.

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

SAY **Be sure you respond to the prompt provided. If you do not, your paper will not be scored. Are there any questions?**

Examiners/Proctors may not answer any questions pertaining to the content of the prompt, or interpret the prompt for students or assist students with choosing topics, etc. Make sure that the students know what to do.

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.**

READ-ALOUD TESTS ONLY

SAY **[Read the checklist to yourself] as I read it aloud.**

Use a student's prompt sheet to read the Checklist for Writers to students in the read-aloud group.

Pause while students read the checklist.

SAY **When you have finished the test, raise your hand and I will collect your materials. After I have collected your 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 **You must do your own work. At no time may you discuss, or share, by any means, the questions on the test with anyone.**

Read for all EOC *Writing* tests only:

SAY **Remember that students who cheat on the test will receive a score of zero and will not be permitted another opportunity to take the *Writing* test until the next test administration.**

While any student found cheating on a Standards of Learning test will receive a score of zero, this text is only read to students taking the End-of-Course test because of the potential impact on a student's attempt to meet graduation requirements.

SAY **You may start working now.**

➡ Examiner/Proctors Short-Paper Component Monitoring Guidelines, Page 25 ➡

➡ Examiner/Proctors Directions for Collecting Students' Test Materials, Page 27 ➡

AUDIO ONLY: GRADE 8 AND EOC *WRITING*

Make sure the students know how to start, stop, advance, or replay the audio and they know that they can do this as necessary during the test. Students can begin playing the CD at the first track when told to turn on the recording and start working. Refer to the box "Audio Tests" on page 19 for directions.

Do not start the audio until the directions below have been read.

SAY **Do not start the recording until I tell you to do so.**

When you have turned on your recording, listen carefully to the prompt and the "Checklist for Writers," (point, using the Examiner's copy of the prompt sheet) **as they are read and follow along on the prompt sheet. Turn off the recording after you have completed listening to the prompt and the checklist.**

Be sure you respond to the prompt provided. If you do not, your paper will not be scored. Are there any questions?

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

SAY **Listen carefully to the "Checklist for Writers" as it is read on the recording. It lists points for you to keep in mind as you write.**

Pause. Answer students' questions.

SAY **When you have finished the test, raise your hand and I will collect your materials. After I have collected your 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**.]

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 to class individually.

SAY **Use your audio player to control the audio track and adjust the volume of the audio. Are there any questions?**

Answer only questions related to the mechanics of completing the answer document or the operation of the audio equipment. Examiners/Proctors may not answer any questions pertaining to the content of the prompt, or interpret the prompt for students, or assist students with choosing topics, etc.

SAY **You must do your own work. At no time may you discuss, or share, by any means, the questions on the test with anyone.**

Read for all EOC *Writing* tests only:

SAY **Remember that students who cheat on the test will receive a score of zero and will not be permitted another opportunity to take the *Writing* test until the next test administration.**

While any student found cheating on a Standards of Learning test will receive a score of zero, this text is only read to students taking the End-of-Course test because of the potential impact on a student's attempt to meet graduation requirements.

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

⬇ Examiner/Proctors Short-Paper Component Monitoring Guidelines, Below ⬇

➡ Examiner/Proctors Directions for Collecting Students' Test Materials, Page 27 ➡

6.3 Monitoring the Short-Paper Component and Answering Student Questions

For assistance with monitoring the multiple-choice component refer to Section 5.3.

- **Examiner/Proctor monitoring.** During the test session, Examiners/Proctors must monitor the testing process by moving as unobtrusively as possible about the room. Examiners/Proctors must not engage in other activities that would interfere with monitoring. Such activities include, but are not limited to, reading, grading papers, using electronic devices, etc. Students may not be left unattended for any length of time.
- **Student access to unauthorized materials.** Examiners/Proctors should ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. **If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student may not be permitted to continue testing.** The STC must submit an irregularity to the DDOT providing the details about the incident.
- **Answer document monitoring.** Check that students are:
  - working in the short-paper writing section of the answer document and not going back to the multiple-choice section; and
  - only using a No. 2 pencil to write their papers on the lined pages of their answer documents. Papers written in pen and loose sheets of paper will not be scored.
- **Examiner/Proctor reviewing test items.** Before, during, or after testing, Examiners/Proctors must not spend time reading any prompt, student responses, grading student responses, creating any type of answer key to the test items, copying any prompts or portions of prompts, taking notes about prompts, recording student responses to the prompt, or discussing test prompts with anyone. (Examiners/Proctors may report a problem with a test item to their STC. Refer to the *Examiner's Manual* for guidelines.)
- **Examiner/Proctor providing help.** Help must not be given on the test items/prompts. Examples of prohibited help include, but are not limited to: interpreting the prompt for students, assisting students with choosing topics, help with the writing process, pronouncing or spelling words, rewording the prompt, providing hints and clues, and/or giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer. Examiners/Proctors must not direct or remind students to use any specific method or strategy when composing or writing their papers. If, after testing is complete, a student asks to

discuss a question or the short paper, the Examiner, Proctor, or teacher should remind the student that the test cannot be discussed.

- **Checklist for Writers.** While the prompt may be read to any student who requests it, the *Checklist for Writers* may not be read to students unless specified as an accommodation in their IEPs, 504 Plans, or EL Assessment Participation Plans.
- **Questions about the prompt.** If a student asks a question that refers to what the student should write about or asks the examiner/proctor to explain the prompt, say only, **"Read the topic carefully and write a short paper about it."**
- **Questions about writing a paper.** If a student needs assistance with the mechanics of writing, the Examiner/Proctor may provide directions to the student, such as: **"Use the pencil to write a short paper on the lined pages in your answer document about the topic given."**
- **Examiner/Proctor prompting students.** Examiners/Proctors must not remind the student, either verbally or non-verbally, to make adjustments or corrections to the short paper or to write more (or less). Once the student's answer document has been collected it may not be returned to the student.
- **Students leaving the testing room during the test.** Students may not leave the testing site and subsequently return to finish their short papers unless they are closely monitored. Students may not discuss the test, any test items, or the prompt or their short papers with anyone. Students must not be allowed to interact with each other or any other students in any way, or have access to any educational materials, cell phones, or other electronic devices.
- **Students moving to an alternate test room.** If students are moved to an alternate testing site to complete their tests, their testing materials must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing.
- **Cheating.** The Examiner must immediately notify the STC if a student is found cheating on the test. **If the student is testing at the time of the discovery of cheating, the student may not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session.** The STC must submit an irregularity to the DDOT providing the details about the incident. If the school division makes the determination that a student cheated, the student is not eligible for a retest during the current session. If the test was an EOC SOL test, the student may retest during the next regularly scheduled session. The STC/DDOT must invalidate the test and the student will receive a score of "0." The student's test record will note the student cheated on the test.
- **Student Inactivity.** If the Examiner/Proctor observes an inactive student during testing, the Examiner/Proctor may ask the student, **"Are you finished with your test?"** If the student responds "No," then the Examiner/Proctor may say, **"You need to continue working on your test."** If the student responds, "Yes," then the Examiner/Proctor should collect the student's testing materials. Once the student's answer document has been collected, it may not be returned to the student.
- **Reporting an error with a test item.** If the student reports there is an error with a test question or answer choice, you should record the name of the student, subject-area test, level, format (online or paper), question number, and a brief statement describing the student's concern. However, under no circumstances should the test question or answer

choices be written down or discussed with the student or with other staff members. Tell the student that the concerns will be reported. The student may continue with the test; you may tell the student to, **"Read the question carefully and choose the best answer."** Notify the STC of the student's concern.

6.4 Collecting Students' Short-Paper Component Test Materials

- **Grade 8 and EOC *Writing* Tests.** When a student raises his/her hand indicating completion of the short paper, before the Examiner/Proctor accepts the answer document from the student, the Examiner/Proctor may tell the student:

  SAY Have you completed the short paper?

- Do not collect the answer document if the student wants to continue writing. If the student indicates he/she has completed the short paper, collect the student's answer document and other test materials. Examiners/Proctors must not remind/direct the student, either verbally or non-verbally, to make adjustments or corrections to the short paper or to write more (or less). Once the answer document has been collected it may not be returned to the student.
- Be sure to account for all test materials including prompt sheets, answer documents, scratch paper, CDs, and audio equipment. The test examiner must be sure that all sheets of scratch paper distributed to each student are collected and accounted for **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.
- As students finish testing, collect all items (i.e., answer document, prompt sheet, CD, and scratch paper) from each individual student, one student at a time. Do not have students pass materials up or down the rows of desks or workstations. Students may be dismissed from the testing room or permitted to read quietly. Students may not access cell phones or other electronic devices while any students are testing.
- After the test session is over, return all test materials to the STC as specified in Section 7. All test materials must be kept in a secure location until they are returned to the STC.

7. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

7.1 Inspect Answer Documents

Remember that the students' completed answer documents are secure test materials. They must be returned to your STC **no later than the end of the school day on which the test was administered.** Examiners should check the answer document to ensure:

- Field A is correctly completed.
- The form number in Field F (*MC Form*) matches the form number on the student's test booklet. The number in Field G (*Prompt Number*) matches the student's Prompt sheet.
- If an EOC *Writing* 2010 SOL test was administered, Field K (*2010 Standards*) is correctly bubbled.
- Fields B (*Last Name, First Name*), Field C (*Date of Birth*), and Field D (*Gender*) must be correctly completed.
- Field E (*State Testing Identifier*) must be filled in, however, the STC will determine who fills this in.

The student's answer choices must not be altered in any way.

7.2 Organize Test Materials for Return to the STC

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

Prepare Scorable Test Materials (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.
- The number of students tested, the number of completed answer documents, and the number of test booklets (identified with students' names) match the testing/classroom attendance roster.

Prepare Non-Scorable Test Materials

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

- regular test booklets/prompts
- if applicable, Special Test Forms Kits including
  - students' test booklets/prompts
  - accompanying Examiner's copy of braille or large-print test booklets/prompts
  - accompanying CDs of regular, braille, or large-print tests

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

Separate these items from answer documents and test booklets:

- unused answer documents
- all scratch paper
- damaged and/or "VOID" answer documents
- student paper, audio, or electronic responses used for transcriptions
- audio/electronic and video copies of testing sessions (e.g., read-aloud, dictation to a scribe, interpretation, etc.)
- completed *Assembly ID Sheets*

7.3 Return All Test Materials to the STC After Testing

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

- **Group 1—Scorable Secure Answer Documents:**
  - all completed and partially completed answer documents. **NOTE: No loose scratch paper should be included with the scorable answer documents. In the Spring administration, place the bundle of answer documents for Term Graduates on top of the stack.**
- **Group 2—Non-Scorable Secure Test Materials:**
  - all test booklets/prompts issued to you for the test session (include braille and large-print Examiner's copies and accompanying audios)
  - damaged and/or "VOID" answer documents
  - used scratch paper written on by students

- student paper, audio, or electronic responses used for transcriptions
- audio/electronic and video copies of testing sessions (e.g., read-aloud, interpreting)

The STC will verify that you have returned all test materials and initial the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* or other document.

- **Group 3—Remaining Non-Scorable, Non-Secure Materials:**
  - completed *Assembly ID Sheets*
  - unused and/or unmarked answer documents
  - unused scratch paper
  - this *Supplement*
  - the *Examiner's Manual*

  NOTE: The unused answer documents, *Examiner's Manual*, and *Supplement* may be reused in subsequent administrations.

7.4 Sign the Examiner's/Proctor's Affidavit

After the Grade 8 or EOC *Writing* test has been administered and materials returned to the STC, Examiner's and Proctors are required to sign the affidavit certifying that the test was administered according to the *School Division Personnel Test Security Agreement*.

For this certification, the STC should provide the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (located in the Appendix of the *Supplement to the Test Implementation Manual*).

8. MAKE-UP TESTING

Every student who is absent on either or both administration days of the Grade 8 or EOC *Writing* test must be given an opportunity to take the component he/she missed on a make-up basis, **provided the make-up sessions are within the testing window.**

- **Paper Make-up Sessions**
  - **Multiple-choice** component paper make-up sessions: Students will use a test booklet from the school's original distribution of main materials. However, for irregularities that require retesting, use the alternate multiple-choice form as directed by the Virginia Department of Education. The STC must provide you with the appropriate test booklets.
  - **Short-paper** component paper make-up sessions: Students will not write to the main prompt assigned to their division. Instead, students taking the make-up short-paper component will write to the alternate prompt assigned to the division.
  - **Term Graduates multiple-choice or short-paper component materials for make-up sessions.** Term Graduates will make-up the portion or the test they missed using the original multiple-choice booklet or prompt that was assigned on the day they were absent.
  - **NOTE:** To help ensure complete and proper scoring of test results, each student must use only **one** answer document in which all multiple-choice responses are entered and her/his short paper is written; therefore, if a student has already completed one component of the *Writing* test and will be taking the other component on a make-up basis, you must obtain from the STC the original answer document which the student had started.
- Your **STC** will provide you with information regarding the schedule for make-up testing sessions.
- Consult with your STC if you have any questions about make-up testing.

THANK YOU

We appreciate your time and effort in administering the Grade 8 or EOC *Writing* SOL assessment.

Please e-mail any comments or suggestions for improving this manual to: **student_assessment@doe.virginia.gov**

SAMPLE GRADE 8 ANSWER DOCUMENT

Virginia Assessment Program

GRADE 8
WRITING TEST

Answer Document
Version 2.0

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 PearsonAccess.

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 PearsonAccess.

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

PLACE PRE-ID LABEL HERE

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

189140-102:321 Printed in the USA by Pearson ISO3877 VA00032247

SAMPLE GRADE 8 ANSWER DOCUMENT

STUDENT NAME

Last Name	First Name

GRADE 8
WRITING TEST
Version 2.0

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 4 7 8 9 15 50 51

I SPECIAL TEST ACCOMMODATIONS

1 4 5 6 8 9 10 11 12 13 17 18 21 22 23 24 25 27 29 30 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
E A B C D

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 END-OF-COURSE ANSWER DOCUMENT

Virginia Assessment Program

WRITING
End-of-Course Test

Answer Document
Version 2.0

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 PearsonAccess.

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 PearsonAccess.

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

PLACE PRE-ID LABEL HERE

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

189141-102:321 Printed in the USA by Pearson ISD3877 VA00032250

SAMPLE END-OF-COURSE ANSWER DOCUMENT

STUDENT NAME

Last Name	First Name

WRITING
End-of-Course Test
Version 2.0

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

F MC FORM — W

G PROMPT NUMBER

K 2010 Standards

H TESTING STATUS
Select Only One
1 4 7 8 9 10 15 50 51

I SPECIAL TEST ACCOMMODATIONS
1 4 5 6 8 9 10 11 12 13 17 18 21 22 23 24 25 27 29 30 B

J 2ND ATTEMPT

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End-of-Course WRITING

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

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

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

SAMPLE TEST BOOKLET PACKAGE
ASSEMBLY ID SHEET

Name of Test

Form Number

Level

Quantity

VIRGINIA
STANDARDS OF LEARNING
FALL WRITING SECURE TEST MATERIALS

Assembly ID Sheet

GR 8 WR TB, FM W5064, PK 5

VA00032269

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

1. Count the number of test materials contained in this package.
2. Check the one that is applicable and explain any discrepancy.
   ____ The number of test materials in this package matches the number indicated in the description.
   ____ The number of test materials in this package DOES NOT match the number indicated in the description.

   Discrepancy: _____

   _____

3. Signature _____ Date_____
4. Return this Assembly ID sheet to the STC along with all enclosed test materials

For Internal Use Only:		Pack Station: B
PGM-SSN: N/A	Discrete Job: 2829069	Batch #: N/A
Page: 1	PKT: **N/A** Of **N/A**	Seq #: **N/A**

SAMPLE *WRITING* PROMPT PACKAGE
ASSEMBLY ID SHEET

VIRGINIA
STANDARDS OF LEARNING
WRITING SECURE TEST MATERIALS

Assembly ID Sheet

Prompt Number

Name of Test

EOC TG WR 2010 PROMPT 1670, PK 5

VA000396511

Level

Quantity

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

1. Count the number of test materials contained in this package.
2. Check the one that is applicable and explain any discrepancy.
   ____ The number of test materials in this package matches the number indicated in the description.
   ____ The number of test materials in this package DOES NOT match the number indicated in the description.

   Discrepancy: _____

   _____

3. Signature _____ Date_____
4. Return this Assembly ID sheet to the STC along with all enclosed test materials

For Internal Use Only:		Pack Station: C
PGM-SSN: N/A	Discrete Job: 3116848	Batch #: N/A
Page: 1	PKT: **N/A** Of **N/A**	Seq #: **N/A**

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