



Supplement to the
Examiner's Manual for
Grades 6, 7, & 8 Tests

Directions for Paper Tests

Regular and Special Forms

Revised November 2016

EXAMINER'S/PROCTOR'S CHECKLIST FOR ADMINISTERING PAPER TESTS

Activities Before Test Administration	
<input type="checkbox"/>	1. Read this <i>Supplement to the Examiner's Manual</i> , the <i>Examiner's Manual</i> itself, and any local directions you have been given. Resolve any questions you might have with your STC (this <i>Supplement</i> , Section 2.1).
<input type="checkbox"/>	2. Prior to participating in the SOL test administration, read and sign the <i>School Division Personnel Test Security Agreement</i> , 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 <i>Examiner's Manual</i> Appendices).
<input type="checkbox"/>	3. Inform students of testing (refer to the <i>Examiner's Manual</i>).
<input type="checkbox"/>	4. Prepare students for testing (refer to the <i>Examiner's Manual</i>). 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 <i>Examiner's Manual</i>).
<input type="checkbox"/>	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 <i>Examiner's Manual</i>).
<input type="checkbox"/>	6. Verify the use of Proctors or need for additional assistance (refer to the <i>Examiner's Manual</i>).
<input type="checkbox"/>	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 <i>Examiner's Manual</i>).
<input type="checkbox"/>	8. Be familiar with the directions for administering the test (<i>Supplement</i> , Section 2.2). Paper test directions are located in Sections 5.2-5.5 of this <i>Supplement</i> .
<input type="checkbox"/>	9. Review the materials needed for testing (<i>Supplement</i> , Section 2.3)
<input type="checkbox"/>	10. If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 Plans, or LEP Student Assessment Participation Plans. Coordinate with your STC how accommodations will be provided (<i>Supplement</i> , Section 2.4, <i>Examiner's Manual</i> Appendices).
<input type="checkbox"/>	11. Understand the requirements for a student-initiated break (refer to the <i>Examiner's Manual</i>).
<input type="checkbox"/>	12. Know if the student or an authorized staff member will hand code the student information fields on the answer document (<i>Supplement</i> , Sections 3.1 and 3.2.).
<input type="checkbox"/>	13. Understand how students should mark the answer document or how to complete the answer document for students with certain accommodations (<i>Supplement</i> , Sections 3.3 and 3.4).
<input type="checkbox"/>	14. Use the directions in Section 4 if students will fill out the demographic portions of their own answer documents.
<p>CAUTION: Before you begin testing, verify that you are using the appropriate answer documents, Version 1.0. Using the wrong answer documents will result in inaccurate scores and delay delivery of test results.</p>	

Examiner’s Checklist for Administering Paper Tests, continued

Activities During Test Administration	
<input type="checkbox"/>	1. On the day of testing, receive test materials needed for the paper test session(s) from the STC; verify receipt of secure materials by signing the appropriate transmittal form; and fill out <i>Assembly ID Sheets</i> as you open test booklet packs (<i>Supplement</i> , Section 5.1).
<input type="checkbox"/>	2. Verify the preparation of the testing room. It must meet the requirements specified in the <i>Examiner’s Manual</i> .
<input type="checkbox"/>	3. Know the procedure of reporting test errors to the STC as reported by students (refer to the <i>Examiner’s Manual</i>).
<input type="checkbox"/>	4. Administer the <u>paper</u> test by reading the directions verbatim, or reading the directions with modifications for students with certain testing accommodations (<i>Supplement</i> Sections 5.2, 5.3, 5.4, or 5.5).
<input type="checkbox"/>	5. Monitor the students as they test, following the guidelines in <i>Supplement</i> Sections 5.2.1, 5.3.1, 5.4.1, or 5.5.1, and understand how to answer student questions and respond to common test scenarios.
<input type="checkbox"/>	6. Collect the students’ answer documents and test materials as described in the <i>Supplement</i> Sections 5.2.2, 5.3.2, 5.4.2, 5.5.2.

Activities After Test Administration	
<input type="checkbox"/>	1. Inspect students’ answer documents per STC directions (<i>Supplement</i> , Section 6.1).
<input type="checkbox"/>	2. Organize secure test materials for return to the STC (<i>Supplement</i> , Section 6.2).
<input type="checkbox"/>	3. Return ALL test materials to the STC (<i>Supplement</i> , Section 6.3).
<input type="checkbox"/>	4. Read and sign the <i>Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors</i> or the <i>Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors</i> (refer to the <i>Supplement to the Writing and Non-Writing Test Implementation Manuals</i>).
<input type="checkbox"/>	5. Inform the STC of any student absent from the test session (<i>Supplement</i> , Section 7).
<input type="checkbox"/>	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 Grade 6 *Mathematics* and *Reading*, Grade 7 *Mathematics* and *Reading*, Grade 8 *Mathematics*, *Reading*, and *Science* Standards of Learning (SOL) Assessments. This *Supplement* must be used in conjunction with the *Examiner's Manual* for Grades 6–8 assessments, which contains additional information, guidance, procedures, and responsibilities that the Test Examiner and Proctor are required to follow in order to administer 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 accommodation specified in the student's IEP, 504 Plan, or LEP Student Assessment Participation Plan requires a paper test. Accommodations requiring a paper test include large-print test, braille test, and a flexible schedule that requires multiple testing sessions over two or more school days.
- 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/pencil tests has been established using the *Documentation of Need for Paper/Pencil Standards of Learning (SOL) Assessment* form, which is retained in the office of the Division Director of Testing. The procedure for completing this document establishes that the use of paper/pencil tests is intended only to provide access to the SOL assessments for the following students:
 - students with disabilities who require other accommodations that necessitate a paper test
 - 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 Grade 6, 7, or 8 SOL paper tests **must use Version 1.0** 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 (SOL) GRADES 6, 7, AND 8 TESTS

This *Supplement to the Examiner's Manual* provides the testing directions that the Test Examiners and Proctors must use for the administration of the paper Grades 6, 7, and 8 Standards of Learning (SOL) Assessments. This *Supplement* must be used in conjunction with the *Examiner's Manual* for the Grades 6–8 assessments. 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, Limited English Proficient (LEP) Student 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 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 manual 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 who "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 the sample question and each answer choice to yourself] as I read them 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 them aloud," keeping a natural flow to the voice. For example:

SAY Read the sample question and each answer choice to yourself. (Pause.)

AUDIO/READ-ALoud TESTS ONLY (🎧 or 🗣️)

SAY [Read the sample question and each answer choice to yourself] as I read aloud.

Other testing directions contained in brackets indicate options for the Examiner. For example, in the following direction the Examiner must state either “**six**” or “**seven**” to match the content area of the students being tested:

SAY Today you will be taking the SOL Grade [6 or 7] *Mathematics* test.

Mixed group testing: If students taking the audio test (using a compact disc player headphones) will be testing in the same room as students taking the test without the audio accommodation, the Test 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 tools and materials needed for the test they will be taking. Refer to the materials listed in the following tables.

Table 1. Materials Permitted on the Paper Grades 6–8 SOL Tests

Materials Description	Gr. 6, 7, & 8 Reading	Gr. 6 & 7 Mathematics	Gr. 8 Mathematics	Gr. 8 Science
<p>Test Booklets</p> <p>Regular test booklets, or as required:</p> <ul style="list-style-type: none"> • Regular Audio Test Booklet Kit—regular test booklet and audio 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	Yes	Yes	Yes
Answer Documents (as appropriate)	Yes	Yes	Yes	Yes
<p>Pencils</p> <p>Only No. 2 pencils or mechanical pencils with No. 2 lead must be used when completing the answer document. Have extra No. 2 pencils available.</p>	Yes	Yes	Yes	Yes

Table 1. Materials Permitted on the Paper Grades 6–8 SOL Tests, continued

Materials Description	Gr. 6, 7, & 8 Reading	Gr. 6 & 7 Mathematics	Gr. 8 Mathematics	Gr. 8 Science
<p>Scratch Paper</p> <p>Scratch paper must be of a <u>single</u> color and <u>blank</u> (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 <u>all</u> scratch paper distributed to students and ensure that it is <u>all</u> 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. Examples of acceptable grid/graph paper are posted on the VDOE Web site at:</p> <p>www.doe.virginia.gov/testing/test_administration/ancillary_materials/index.shtml</p>	Yes	Yes	Yes	Yes
<p>Calculator</p> <p>Students may use one hand-held State-approved calculator as stipulated. Refer to Table 3 and the Calculator Guidelines on page 4 for state-approved calculator models and guidelines.</p>	No	Yes Approved Scientific Calculator on Part 2 <u>only</u>	Yes Approved Scientific Calculator	Yes Approved Scientific Or 4-Function Calculator
<p>Metric/Standard Ruler or Straightedge Tool</p>	No	Yes	Yes	Yes
<p>Formula Sheet</p> <p>The formula sheets are included in the Grades 6, 7 & 8 <i>Mathematics</i> test booklets. Kits containing the large-print or braille versions for the <i>Mathematics</i> test include the corresponding large-print or braille version of the formula sheet.</p>	No	Yes	Yes	No
<p>Protractor <u>or</u> Angle Ruler</p>	No	Yes-Grade 6 No-Grade 7	No	No

Table 1. Materials Permitted on the Paper Grades 6–8 SOL Tests, continued

Materials Description	Gr. 6, 7, & 8 Reading	Gr. 6 & 7 Mathematics	Gr. 8 Mathematics	Gr. 8 Science
<p>OPTIONAL: Highlighter, Colored Pencil, or Pen</p> <p>In addition to the No. 2 pencil, as previously described, students may be provided <u>two</u> 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.</p> <p>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.</p>	Yes	Yes	Yes	Yes

Formula Sheets

If the test booklet formula sheet becomes damaged, the Examiner/Proctor may provide the student with a formula sheet from the materials sent to the school division. Test Examiners must be aware that the formula sheet for the Grade 8 *Mathematics* test based on the 2009 SOL is different from the formula sheet for the Grade 8 *Mathematics* test based on the 2001 SOL. Examiners must not allow a student to test using an incorrect formula sheet. The table below shows the specific Grade 8 *Mathematics* test and title appearing on its corresponding paper formula sheet.

Table 2. Grade 8 Mathematics Tests and Corresponding Formula Sheets

Test Name	Corresponding Paper Formula Sheet Title
<p>Grade 8 Mathematics (2009) Gr. 8 Plain English Mathematics (2009)</p>	<p>Grade 8 <i>Mathematics</i> Formula Sheet 2009 Mathematics Standards of Learning</p>
<p>Grade 8 Mathematics (2001) Gr. 8 Plain English Mathematics (2001)</p>	<p>Grade 8 <i>Mathematics</i> Formula Sheet</p>

Table 3. State-Approved Calculators and Guidelines

Four-Funtion Calculator	Guidelines
<p>Any model that meets the criteria listed.</p>	<p>A four-function calculator that adds, subtracts, multiplies, and divides is allowed. The calculator may have +/- key(s), a square root key, and a percent key; it may not have fraction capabilities or a multi-line display. The calculator cannot provide information to a student through its display or formatting that may assist the student with content knowledge during testing.</p>
Scientific Calculators	Guidelines
<p>TI-30Xa Solar School Edition* CASIO FX-260 School</p> <p>*This calculator should have a <u>white</u> faceplate. A <u>yellow</u> faceplate edition is not approved for use during testing.</p>	<p>A scientific calculator with fraction capabilities is not allowed. The “TI-30Xa Solar School Edition” and the “Casio FX-260 School” are unique versions of those calculators that have fraction keys disabled.</p>
<p>Sharp EL-501W Series Sharp EL-501V Series Sharp EL-501X Series</p>	<p>A scientific calculator with fraction capabilities is not allowed. The Sharp EL-501W Series, EL-501V Series, and EL-501X Series calculators do not have fraction keys. The model numbers on these series of calculators may include additional letters that indicate the color of the calculator. For example, the Sharp EL-501W series includes EL-501WBBL. The annexed “BBL” indicates the color of the calculator is blue.</p>
Calculators for Students with Disabilities	
<ul style="list-style-type: none"> • Students with blindness or visual impairments may need calculators with large keys, buttons, displays, and/or talking capabilities in order to access the test. Calculators with these accessibility features are allowed on the SOL <i>Mathematics</i> and <i>Science</i> tests that permit calculators as long as the calculator has the same mathematical capabilities as the state-approved calculators (refer to this table and the Hand-Held Calculator Guidelines). The IEP team/504 committee must determine the student’s eligibility by using the revised <i>Calculator Accommodation Criteria for Students with Disabilities</i> form (available on the Virginia Department of Education Web page: www.doe.virginia.gov/testing/participation/index.shtml). Students using a calculator with talking capabilities must be tested individually or with headphones/ear buds so that other students are not disturbed. • Students with disabilities may need calculators with additional mathematical capabilities and/or to use the calculator on the portion of a <i>Mathematics</i> test in which a calculator is not permitted. The IEP team/504 committee must determine the student’s eligibility by using the revised <i>Calculator Accommodation Criteria for Students with Disabilities</i> form (available on the Virginia Department of Education Web page: www.doe.virginia.gov/testing/participation/index.shtml). • For additional guidance, refer to the Testing Memo, <i>Calculator Accommodation Criteria Form for Students with Disabilities Including Blindness or Visual Impairments</i>. • For more information regarding <i>Testing Accommodations for Students with Disabilities</i>, refer to the Appendix in the <i>Examiner’s Manual</i>. 	

Table 3. State-Approved Calculators and Guidelines, continued

Calculators for Students with Disabilities
Refer to the Testing Memo, <i>Specific Scientific Calculators with Additional Mathematical Capabilities and Accessibility Features</i> , for guidance when considering using the calculators listed below: SciPlus-2200VA —large button and large screen scientific calculator. SciPlus-2300VA —large button, large screen, and talking scientific calculator. Orion TI-30XS MultiView —talking scientific calculator. Orion TI-36X (discontinued) —talking scientific calculator.

Hand-Held Calculator Guidelines

The guidelines outlined below should be followed when addressing calculator use on the Grades 6 and 7 *Mathematics* tests and the Grade 8 *Mathematics* and *Science* tests:

- Students may only use one hand-held State-approved calculator during a test and are allowed to use only one model of a calculator (i.e. students may not be issued both a four-function and a scientific calculator.)
- All calculators must meet the guidelines as described in Table 3 prior to each test session. If a student is moved to an alternate test site, he/she may continue to use the original calculator issued for the test. However, if the student is issued a different calculator, it must meet the guidelines as described in Table 3 prior to being issued to the student.
- If the calculator provides a language option for the display, English must be selected.
- Divisions wishing to use calculators which are not on the state-approved list must receive prior approval from the Virginia Department of Education.
- The calculator cannot provide information to a student through its display or formatting that may assist the student with content knowledge during testing.
- Students should be familiar with the calculator they are to use. The SOL test administration should not be the first time a student uses an approved calculator.
- Either a school-owned or student-owned calculator may be used on the test.
- Non state-approved materials that provide information on calculator use or course content may not be used or attached to or included with the calculator or its case during testing. Such materials include but are not limited to formula cards, calculator instruction sheets/ manuals, note cards, etc.
- A QWERTY keyboard may not be used.

2.4 Accommodations

- Before testing, appropriate staff should become familiar with special test accommodations specified in students' IEPs, 504 Plans, or LEP Student Assessment Participation Plans. These are described in detail in Appendices B and C of the *Examiner's Manual*. 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 *Limited English Proficient Students: 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.
- As appropriate, provide students any needed materials or equipment required for accommodations. Refer to the Appendices in the *Examiner’s Manual* for guidelines.
- **Paper audio tests:** Students should be familiar with operating the audio equipment for the CD prior to testing.
- **Response Accommodations:** To meet any response accommodations specified in the student’s IEP, 504 Plan, or LEP Student 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 onto 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 LEP Student Participation Plans. The Examiner then enters the student’s choices onto 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 in 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.
 - The font size of the test item stem and answer choices is typically 20 point. Smaller text appearing in other parts of a test item such as the text in graphics, maps, and tables is enlarged proportionally but will not be as large as the 20 point font size appearing in the item stem and answer options. If a student has difficulty reading text

smaller than 20 point in large-print forms, the student may use a magnification device that has been used routinely in instruction.

- The print size for items containing subscripts and superscripts will appear larger than other test items on the same page. This difference is to ensure that the subscripts and superscripts associated with these items meet the appropriate font size for large print tests and are accessible to students with visual impairments. To maintain the appropriate proportion of the size of the subscript or superscript, the size of the test item will be larger than the 18–20 point type typically seen in a large-print item. Items of this nature primarily occur in the *Mathematics* test for large print, but may occur in *Science, History/Social Science, Reading, and Writing* tests. As a result, students may encounter test items with varying font sizes throughout the test.
- **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 Test 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 permit the student to indicate his/her answer in a different manner, as specified in the student's IEP, 504 Plan, or LEP Student Assessment Participation Plan. 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) on the answer document that the student would normally fill on the day of testing. The Examiner/Proctor must verify the form number entered in Field F matches the form number on the student's test booklet.

Guidance for modifying the testing directions is located at the beginning of Sections 5.2, 5.3, 5.4, and 5.5.

Refer to the Appendices in the *Examiner's Manual* 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?

Answer all questions, and 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 Look at the back page of your answer document. (Demonstrate.) Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name in the first box. Print your first name in the second box.

Give help as needed. When all students have finished,

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

Answer students’ questions.

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 (STI) must be completed by you or a designated adult to ensure accuracy.

5. DIRECTIONS FOR ADMINISTERING THE PAPER GRADES 6, 7, and 8 TESTS

5.1 Receive Test Materials

On the day of testing, you will receive all materials needed to administer the SOL Grade 6, 7, or 8 tests. Refer to Section 2.3 for information regarding manipulatives and materials.

The STC will ask you to initial a *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (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, open each package and count the number of test booklets. Indicate the number of test booklets contained in each package by checking off the applicable statement on the *Assembly ID Sheet* (Appendix). Then sign and date the *Assembly ID Sheet*.

Be sure to count the number of test booklets, Special Test Forms Kits, including individual audiotapes, if applicable, and Examiner's copies of the special test forms received from the STC before you initial the transmittal/affidavit form(s).

For the read-aloud accommodation, the Examiner and all students in the read-aloud group must have the same test form number.

AUDIO TESTS

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

- Check the labels on the CDs 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.
- 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 recording as necessary during the test to better follow its content.
- **Viewing CD 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 Paper Grades 6 and 7 Reading and Grade 8 Reading/Literacy Tests

Once students and the Test 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, circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or LEP Student 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 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 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 Appendices in the *Examiner's Manual* for the requirements for administering tests with accommodations.

Before distributing the answer documents,

SAY Today you will be taking the SOL Grade [6, 7, or 8] Reading test. All cell phones, electronic devices including wearable technology, backpacks, and books must be removed from your work area.

Ensure students' cell phones, all electronic devices, and other unauthorized materials have been removed from the students' work area and are inaccessible to students. Refer to the *Examiner's Manual* for details.

SAY I am going to give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the Section 1 side facing up. 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, your date of birth, and today's date as the testing date. (Provide students with the month, day, and year.) 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.

SAY Now look at the back page of your answer document. (Demonstrate.) Find the top two boxes labeled "Last Name" and "First Name." (Point.) Print your last name and first name in the first box. Print your first name in the second box

Answer all questions, and give help as needed.

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.

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

Distribute test booklets, and scratch paper. Remember, all scratch paper distributed, whether used or not used, must be collected and returned to the STC at the end of testing. Ensure that students also have any materials or supplies required for accommodations.

SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the “R” followed by four numbers. (Demonstrate using a student’s test booklet.) On your answer document, find Field F, Form. (Point.) The letter “R” has been written for you. In the empty boxes, write the four numbers that appear after the “R” from the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in.

Assist students as necessary.

To assist in the identification of the test form, the complete form number indicates the test level [6, 7, or 8], subject test code (3-digit numbers), followed by a dash (-), an “R,” and four numbers. However, only the last four numbers following the “R” 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 Find Field G, Test Date. (Point.) In the area labeled “Month,” find the circle for the month of this test date and fill it in. (Specify the month.)

When all students have finished,

SAY The next area is labeled “Day.” In the two boxes write the test date, entering one number in each box. (Specify the test date.) For example, if the test date is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box. Are there any questions?

Assist students as necessary. When all students have finished,

SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.

When all students have finished,

SAY The next area is labeled “Year.” In the last two boxes, write __. (Examiner should state the last two digits of the current year.)

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

Give help as needed.

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. Then turn your test booklet over. Print your first and last name in the box.

Give help as needed.

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

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

If you are administering a braille or large-print test form, check your Examiner’s copy of a braille test or large-print test to verify the starting page number.

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

SAMPLE ITEMS

Located on the back page of the *Reading* test answer document, the SAMPLES box has **two** spaces for students to mark their answers for sample items: A and B. There are **two** sample items on most *Reading* test forms. However, there is only **one** sample item (A) for Grade 8 *Reading* (2002) form R6037. For this form, the students are to leave sample item “B” BLANK.

➔ DIRECTIONS FOR GRADE 8 READING (2002) FORM **R6037**
WITH **ONE** SAMPLE ITEM CONTINUE ON PAGE 15 ➔

OR

➔ DIRECTIONS FOR ALL OTHER GRADES 6–8 READING FORMS
WITH **TWO** SAMPLE ITEM CONTINUE ON PAGE 16 ➔

GRADE 8 READING (2002) TEST FORM R6037—ONE SAMPLE ITEM

If you are administering Grade 8 *Reading* form R6037, note that there is only one sample item. Point out to students that the sample box, located on the back side of the answer document, has two spaces for students to mark their answers for items: A and B. Because the test will have only one sample item, “A,” students should leave sample “B” blank.

SAY There is only one sample question on this test; therefore, you will need to complete “Sample A” on your answer document and leave “Sample B” blank. Does anyone have a question? (Pause.)

Answer all questions not pertaining to test content.

SAY Find 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. Decide which is the best answer to each question. Mark the space on your answer document for the answer you have chosen.*”

Now find the sample passage.

Point to the sample passage using a student’s test booklet.

SAY Now find the passage for “Sample A” and read the passage to yourself.

Pause while students read the sample passage.

AUDIO/READ-ALoud ONLY

SAY [Now find the passage for “Sample A” and read the passage to yourself] as I read it aloud. Pause.

“Tina was almost ready to leave when she realized that she had misplaced her keys. After searching for ten minutes, she still could not find them. Tina decided to search her backpack and found the keys in the side pocket.”

Pause.

SAY Read the question and each answer choice to yourself as I read aloud. “*What does the word misplaced mean in this paragraph? (A) lost... (B) changed...(C) broken... (D) hidden.*” (Pause.)

Which answer did you choose?

Pause for replies.

SAY The best answer is “A.” (Pause.)

SAY On the back page of your answer document look at the bottom section. (Demonstrate.) Now find the shaded box labeled “Sample A.” (Point to this section.)

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

SAY Fill in the circle for the letter “A” because “A” is the letter for the best answer.

➡ DIRECTIONS CONTINUE ON PAGE 18 ➡

DIRECTIONS FOR GRADES 6-8 READING TESTS WITH TWO SAMPLE ITEMS

SAY Find the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud.

DIRECTIONS FOR LARGE-PRINT OR BRAILLE FORMS ONLY

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

DIRECTIONS FOR ALL OTHER GRADE 6-8 READING TESTS

SAY 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.

SAY Find the sample passage. (Point to the sample passage using a student's test booklet.)

SAY Read the Sample A passage to yourself.

Pause, while students read the sample question.

AUDIO/READ-ALoud ONLY

SAY [Read the sample passage to yourself] as I read it aloud.

Pause.

"Mia's Art. Mia rushed home and threw open the front door. Her mother whirled around, surprised that Mia was home from school so early. "I won first place in the art contest!" she said with pride.

Though Mia had been working eagerly on her art submission for weeks, her mother wasn't sure what the project involved. "That's wonderful, Mia! What was the subject of your art project?" her mother asked.

Grinning from ear to ear, Mia handed over her artwork. It was a portrait of her mother."

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

Pause.

SAY *"This story is mostly about Mia—(A) working on a project at home... (B) choosing a new art project... (C) winning an art contest... (D) completing a painting."* (Pause.)

Which answer did you choose? (Pause for replies.)

SAY The best answer is "A." (Pause.)

SAY On the back page of your answer document look at the bottom section. (Demonstrate.) Now find the shaded box labeled "Sample A." (Point to this section.)

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

➔ DIRECTIONS CONTINUE ON NEXT PAGE ➔

GRADES 6-8 READING TESTS WITH TWO SAMPLE ITEMS, Continued

SAY Fill in the circle for the letter “C” because “C” is the letter for the best answer. Are there any questions?

Answer all questions related to marking the answer document.

SAY Find the directions in your test booklet for “Sample B.” (Point.) Read the directions to yourself as I read them aloud. *“Directions: You do not need to read a passage to answer the following question. Read and answer the question.”* (Pause.)

SAY Find “Sample B.” *“Read these sentences. Michael was almost ready to leave when he realized that he had misplaced his keys. After searching for ten minutes, he found the keys in his backpack.”*

Now read the question and possible answers to yourself as I read them aloud. *“What does the word misplaced mean? (F) lost... (G) changed... (H) broken... (J) hidden.”* (Pause.)

Which answer did you choose?

Pause for replies.

SAY The best answer is “F.” (Pause.) Fill in the circle for the letter “F” because “F” is the letter for the best answer.

➡ DIRECTIONS CONTINUE ON PAGE 18 ➡

↓ DIRECTIONS FOR ALL PAPER GRADES 6, 7, & 8 *READING TESTS*
TESTS CONTINUE HERE ↓

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

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of selecting a response.

SAY You should read each passage; then answer the questions about the passage. If there is no passage, just read the question or questions and choose the best answer. You should answer all of the questions. You may have as much time as you need today to complete this test.

You may write in your test booklet or on your scratch paper but make sure to fill in your answers on your answer document. (Point to this section.)

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, make sure to erase the first answer completely.

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

Answer only questions related to the mechanics of selecting a response. 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 individually to class.

SAY When you have finished, raise your hand. 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.**]

Remember 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 High School students 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 Grade 8 *Reading* 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 understand they may 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.

SAY Listen to the test items as they are read and follow along in your test booklet.

You may start, stop, advance, or replay the audio as necessary during the test. Are there any questions?

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

SAY You may start working now.

STRUGGLING LEP STUDENTS

As you are monitoring students, be especially observant of LEP students who appear to be struggling with reading the test items. Testing may be discontinued after an LEP student has had sufficient time to answer items on the *Reading* test and indicates that he or she is unable to complete any more items. Students must answer at least five items to be counted as a participant in the *Reading* test.

After the student has indicated verbally or non-verbally that he or she is unable to respond to any more test items,

SAY If you have completed as many items as you can, you may stop now. I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class].

5.2.1 Monitoring the Test and Answering Student Questions

- **Examiner/Proctor monitoring.** During the test administration, 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 must 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.

- **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 specific test items. Examples of prohibited help include but are not limited to: pronouncing words, rewording the question, providing hints and clues, and/or giving reminders, 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 LEP Student 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 mark-in-test-booklet accommodation may test without an answer document, circling answers in their test booklet.
- **Prompting students.** Examiners/Proctors must not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. The Examiner/Proctor may tell students, **“Review your answer document carefully.”** Once the student’s answer document has been collected it may not be returned to the student.
- **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 any test items. Refer to the bullet above 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.

5.2.2 Collecting Students’ Test Materials

- 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 tell the student to “**Review your answer document carefully.**” Examiners/Proctors must not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. 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, formula sheet, 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.
- 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.
- All test materials must be kept in a secure location until they are returned to the STC.

5.3 Specific Directions for Administering the Paper Grades 6 and 7 *Mathematics* Tests Including Plain English *Mathematics*

Once students and the Test 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, or circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or LEP Student Participation Plans. The Examiner then enters the students' 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 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 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 Appendices in the *Examiner's Manual* for the requirements for administering tests with accommodations.

Before distributing the answer documents,

SAY Today you will be taking the SOL Grade [6 or 7] *Mathematics* test. All cell phones, electronic devices including wearable technology, backpacks, and books must be removed from your work area.

Ensure students' cell phones, all electronic devices, and other unauthorized materials have been removed from the students' work area and are inaccessible to students. Refer to the *Examiner's Manual* for details.

SAY I am going to give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the Section 1 side facing up. Ensure all students have two 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, your date of birth, and today's date as the testing date. (Provide students with the month, day, and year.) 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.

SAY Now look at the back page of your answer document. (Demonstrate.) Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name in the first box. Print your first name in the second box.

Answer all questions, and give help as needed.

SAY I will now give each of you a test booklet, a ruler, [for Grade 6 Mathematics say (either) a protractor or an angle ruler], and scratch paper. Do not open your test booklet until I tell you to do so.

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

Distribute test booklets, scratch paper, and rulers. For the *Grade 6 Mathematics* test only, distribute a protractor or an angle ruler to each student. Remember, all scratch paper distributed, whether used or not used, must be collected and returned to the STC at the end of testing. Do not distribute scientific calculators for this section of the test.

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

SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the “M” followed by four numbers. (Demonstrate using a student’s test booklet.) On your answer document, find Field F, Form. (Point.) The letter “M” has been written for you. In the empty boxes, write the four numbers that appear after the “M” from the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in.

Assist students as necessary.

To assist in the identification of the test form, the complete form number indicates the test level (6 or 7), subject test code (3-digit numbers), followed by a dash (-), an “M,” and four numbers. However, only the last four numbers following the “M” 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 Find Field G, Test Date. (Point.) In the area labeled “Month,” find the circle for the month of this test date and fill it in. (Specify the month.)

When all students have finished,

SAY The next area is labeled “Day.” In the two boxes, write the test date, entering one number in each box. (Specify the test date.) For example, if the test date is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box. Are there any questions?

Assist students as necessary. When all students have finished,

SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.

When all students have finished,

SAY The next area is labeled “Year.” In the last two boxes, write _____. (Examiner should state the last two digits of the current year.)

SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.

Give help as needed.

SAY Look at your test booklet. On the front cover find the box labeled “Student Name.” (Point.) Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.

Give help as needed. Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

STARTING PAGE NUMBERS: REGULAR AND SPECIAL TEST FORMS

Most regular test forms begin on page 3, but some begin on page 5. If you are administering a Grade 6 or 7 *Mathematics* test that begins on page 5, adjust your directions accordingly.

The starting page numbers for Special Test Forms will vary. Therefore, check the starting page number—the page with the sample item—in your Examiner’s copy of the test booklet prior to reading the directions to the students. Adjust your directions as necessary.

➔ GRADE 6 MATHEMATICS DIRECTIONS CONTINUE ON PAGE 25 ➔

➔ GRADE 7 MATHEMATICS DIRECTIONS CONTINUE ON PAGE 26 ➔

GRADE 6 MATHEMATICS TESTS

SAY Open your test booklet to the first page and carefully tear out the Grade 6 *Mathematics* formula sheet. (Demonstrate using a student's test booklet.)

NOTE: Students using large-print or braille test forms will not need to tear out the formula sheet. The kit contains a loose formula sheet in large print or braille as required. Make sure all students have found the formula page. It is located immediately after the front cover.

SAY Open your test booklet to page [3 or 5].

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

SAY Find the directions at the top of page [3 or 5] of your test booklet. Read them to yourself as I read them aloud.

DIRECTIONS FOR LARGE-PRINT OR BRAILLE GRADE 6 *MATHEMATICS* TESTS ONLY

SAY Read each question and choose the best answer.

DIRECTIONS FOR ALL OTHER GRADE 6 *MATHEMATICS* TESTS

SAY Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen.

SAY Now find the sample.

Point to the sample question using a student's test booklet.

SAY Read the sample to yourself as I read it aloud:

"The first four terms of a sequence are shown. 9, 12, 15, 18. What is the next term in this sequence? (A) 21... (B) 27... (C) 33... (D) 54." Select the best answer.

Wait for students to select their response.

SAY Which answer did you choose?

Pause for replies.

SAY The best answer is "A." (Pause.)

SAY On the back page of your answer document look at the bottom section. (Demonstrate.) Now find the shaded box labeled "Sample A" on your answer document.

Point to the section. Make sure all students have found the correct section on the answer document.

SAY Fill in the circle for the letter "A" because "A" is the letter for the best answer.

➔ DIRECTIONS CONTINUE ON PAGE 27 ➔

GRADE 7 MATHEMATICS TESTS

SAY Open your test booklet to the first page and carefully tear out the *Grade 7 Mathematics formula sheet*. (Demonstrate.)

NOTE: Students using large-print or braille test forms will not need to tear out the formula sheet. The kit contains a loose formula sheet in large print or braille as required. Make sure all students have found the formula page. It is located immediately after the front cover.

SAY Open your test booklet to page [3 or 5].

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

SAY Find the directions at the top of page [3 or 5] of your test booklet. Read them to yourself as I read them aloud.

Pause while students read the sample passage.

DIRECTIONS FOR LARGE-PRINT OR BRAILLE GRADE 7 MATHEMATICS TESTS ONLY

SAY Read each question and choose the best answer.

DIRECTIONS FOR ALL OTHER GRADE 7 MATHEMATICS TESTS

SAY Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen.

SAY Now find the sample. (Point to the sample question using a student's test booklet.)

SAY Read the sample to yourself as I read it aloud: "What is the solution to, 2 "x" equals 6? (A) "x" equals 3 [x=3]... (B) "x" equals 4 [x=4]... (C) "x" equals 8 [x=8]... (D) "x" equals 12 [x=12]..." (Pause.) Which answer did you choose?

Pause for replies.

SAY The best answer is "A." (Pause.)

SAY On the back page of your answer document look at the bottom section. (Demonstrate.) Now find the shaded box labeled "Sample A" on your answer document.

Point to the section. Make sure all students have found the correct section on the answer document.

SAY Fill in the circle for the letter "A" because "A" is the letter for the best answer.

➔ DIRECTIONS CONTINUE ON PAGE 27 ➔

↓ DIRECTIONS FOR ALL PAPER GRADE OR 7 MATHEMATICS TESTS
TESTS CONTINUE HERE ↓

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

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of selecting a response. Examiners must not answer any questions pertaining to test content.

SAY You should answer all of the questions on this part of the test. You may use your scratch paper and the tools you were given at any time. You may write in your test booklet or on your scratch paper, but be sure to fill in your answers on your answer document. (Point to this section.) Are there any questions?

Answer only questions related to the mechanics of selecting a response. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

SAY Work until you finish section one where you see the stop sign. (Demonstrate using a student's test booklet.) You will not be able to return to these questions after you have finished this part of the test.

SAY 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 the first answer completely.

When you have finished section one, you may check your work for questions in section one only. Then raise your hand. I will then give further directions. Do NOT go past the STOP sign into section two of the *Mathematics* test. Remember, you must do your own work and not discuss the test at any time with anyone, including your classmates and teachers. Are there any questions?

Answer only questions related to the mechanics of selecting a response. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

AUDIO TESTS ONLY

Make sure the students know how to start, stop, advance, or replay the audio and understand they may 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.

SAY Listen to the test items as they are read and follow along in your test booklet. You may start, stop, advance, or replay the audio as necessary during the test. Are there any questions?

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

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

You may start working now.

➔ INDIVIDUAL DIRECTIONS: NO CLASSROOM BREAK CONTINUE ON
PAGE 29 ➔

OR

➔ DIRECTIONS: CLASSROOM BREAK CONTINUE ON PAGE 30 ➔

INDIVIDUAL DIRECTIONS: NO CLASSROOM BREAK

Each student should raise his/her hand indicating he/she has completed the non-calculator section. If the student indicates he/she requires a break, the break must be supervised. Test security must be maintained at all times during the break. The student must not be allowed to discuss the test in any way, must not have access to any educational materials or electronic devices during the break, and must not disrupt other students who are continuing to test. The student's test materials must not be accessible or viewable to other students.

When the student indicates that he/she is ready to begin the next section, distribute an approved scientific calculator. Students may continue to use the manipulatives they were given for section one. Important: Verify that the correct calculators are distributed for the test, then read the following directions for the calculator section quietly to each student.

SAY Here is a scientific calculator. Make sure your calculator is working. Raise your hand if you have a problem with your calculator during the test.

Answer only questions related to the mechanics of selecting a response. Examiners/Proctors must not answer any questions pertaining to the content of test questions. Be sure all calculators are operating correctly and that everyone understands how to use the calculators.

Using a student's test booklet, verify the beginning page number for the **calculator section** of the Grade 6 or 7 *Mathematics* test.

Make sure the student has his/her test booklet open to the correct page.

SAY Beginning on this page, you should answer all the questions in section two. Keep working until you come to the stop sign. (Demonstrate using a student's test booklet.) **You may have as much time as you need today to complete this section.** (Pause.)

SAY When you finish, you may check your work on questions in section two only. Do NOT go back to questions in section one of your test booklet. Are there any questions?

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

You may start working now.

NOTE: for audio tests, make sure the audio is set to start on the first test item of section two. Assist students as necessary.

➔ EXAMINER/PROCTOR MONITORING GUIDELINES ON PAGE 32 ➔

DIRECTIONS FOR CLASSROOM BREAK

If you have been instructed by your STC to provide a classroom break, when most students have finished section one,

SAY If you have finished the first section raise your hand. I will collect your materials. You may sit quietly or read if you wish. If you have not finished, continue working. When you do finish, raise your hand.

As students complete the first part of the test and raise their hands at the end of part one (at the Stop Sign) you should collect their test booklet, answer document, formula sheet, and scratch paper. Other manipulatives (e.g. rulers, protractors/angle rulers, pencils) may remain at the student's workstation. You may keep each student's test materials together (inside the test booklet) for when you have to re-distribute them for the second part of the test. All test materials should be collected from each individual student rather than passed up or down the rows of workstations. Ensure that you have accounted for all of the scratch paper distributed to students. Instruct students who are using an audio to turn off the player. Follow your STC's instructions regarding how long a BREAK between the first and second parts of the *Mathematics* test the class should be given. When most students have finished,

SAY We will take a break now.

Remember that SOL tests are untimed. Allow those students who have not finished part one to continue working. You may move these students to an alternate test area. Should this become necessary be sure to collect and account for all test materials including test booklets, answer documents, formula sheets, and scratch paper before the students are moved to the alternate test area. Do not allow them to discuss the test in any way nor have access to any educational materials during the move.

For students who are moved, before starting the next part of the test, allow them to take a break as instructed by the STC when these students have finished part one of the test.

When the students are ready to begin the calculator section of the online *Mathematics* test,

SAY We will now begin the calculator section of the Mathematics test. I will now give back your test materials and a scientific calculator. Do not do anything until I tell you what to do.

Distribute the approved scientific calculators, and each student's test materials. Important: Verify that the correct calculators are distributed for the test.

SAY Check that the test booklet has your name on it. Remove the answer document and other materials from your test booklet and verify you have your answer document. Please raise your hand if you do not have your own test booklet or answer document. Do not open your test booklet until I tell you to do so. Do not go back to questions in the first section.

SAY Make sure your calculator is working. Raise your hand if you have a problem with your calculator during the test.

Using a student's test booklet, verify the beginning page number for the **calculator section** of the Grade 6 or 7 *Mathematics* test.

SAY Now open your test booklet to page ____. (Say the page number.) Make sure each student has his/her test booklet open to the correct page.

➔ DIRECTIONS CONTINUE ON NEXT PAGE ➔

DIRECTIONS FOR CLASSROOM BREAK, Continued

SAY Beginning on this page, you should answer all the questions in section two. Keep working until you come to the stop sign. (Demonstrate using a student's test booklet.) You may have as much time as you need today to complete this section. (Pause.)

SAY When you finish, you may check your work on questions in section two only. Do NOT go back to questions in section one of your test booklet. Are there any questions?

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

You may start working now.

NOTE: for audio tests, make sure the audio is set to start on the first test item of section two. Assist students as necessary.

➔ EXAMINER/PROCTOR MONITORING GUIDELINES ON PAGE 32 ➔

5.3.1 Monitoring the Test and Answering Student Questions

- **Examiner/Proctor monitoring.** During the test administration, 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 must 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.
- **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 specific test items. Examples of prohibited help include but are not limited to: pronouncing words, rewording the question, providing hints and clues, and/or giving reminders, 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 LEP Student 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. The student should be re-issued the same calculator he/she received for the test. If the student is issued a different calculator, it must meet the guidelines as described in Table 3, Section 2.3, prior to being issued to the student.
- **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 mark-in-test-booklet accommodation may test without an answer document, circling answers in their test booklet.

- **Prompting students.** Examiners/Proctors must not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. The Examiner/Proctor may tell students, “**Review your answer document carefully.**” Once the student’s answer document has been collected it may not be returned to the student.
- **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 any test items. Refer to the bullet above 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.

5.3.2 Collecting Students’ Test Materials

- 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 tell the student to “**Review your answer document carefully.**” Examiners/Proctors must not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. 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
- Be sure to account for all test materials including test booklets, answer documents, scratch paper, formula sheets, 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.
- All test materials must be kept in a secure location until they are returned to the STC.

5.4 Specific Directions for Administering the Paper Grades 8 *Mathematics/ Numeracy Tests Including Plain English Mathematics*

Once students and the Test 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, or circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or LEP Student 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 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 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 Appendices in the *Examiner's Manual* for the requirements for administering tests with accommodations.

SAY Today you will be taking the SOL Grade 8 *Mathematics* test. All cell phones, electronic devices including wearable technology, backpacks, and books must be removed from your work area.

Ensure students' cell phones, all electronic devices, and other unauthorized materials have been removed from the students' work area and are inaccessible to students. Refer to the *Examiner's Manual* for details.

SAY I am going to give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

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

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, your date of birth, and today's date as the testing date. (Provide students with the month, day, and year.) 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.

Give help as needed.

SAY Now look at the back page of your answer document. (Demonstrate.) Find the top two boxes labeled "Last Name" and "First Name." (Point.) Print your last name in the first box. Print your first name in the second box.

Give help as needed and answer student questions.

SAY I am going to give each of you a test booklet, a ruler, a scientific calculator, and scratch paper. Do not open your test booklet until I tell you to do so.

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

Distribute test booklets, scratch paper, rulers, and calculators. Remember, all scratch paper distributed, whether used or not used, must be collected and returned to the STC at the end of testing. Important: Verify that the correct calculators are distributed for the test. Ensure that students also have any materials or supplies required for accommodations.

SAY Check to make sure your calculator is working. (Pause.)

Look at the front cover of your test booklet for the form number of the test you are taking.

Find the “M” followed by four numbers. (Demonstrate using a student’s test booklet.) **On your answer document find Field F, Form.** (Point.) **The letter “M” has been written for you. In the empty boxes, write the four numbers that appear after the “M” from the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in.**

Assist students as necessary.

To assist in the identification of the test form, the complete form number indicates the test level (8), subject test code (3-digit numbers), followed by a dash (-), an “M,” and four numbers. However, only the last four numbers following the “M” 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 Find Field G, Test Date. (Point.) **In the area labeled “Month,” find the circle for the month of this test date and fill it in.** (Specify the month.)

After students have finished,

SAY The next area is labeled “Day.” In the two boxes, write the test date, entering one number in each box. (Specify the test date.) **For example, if the test date is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box. Are there any questions?**

Answer all questions. Examiners/Proctors must not answer any questions pertaining to the content of test questions. When everyone has finished,

SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.

After students have finished,

SAY The next area is labeled “Year.” In the last two boxes, write ____. (Examiner should state the last two digits of the current year.)

SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.

Give help as needed.

SAY Look at your test booklet. On the front cover find the box labeled “Student Name.”

Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.

Give help as needed.

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

SAY Open your test booklet and carefully tear out the formula sheet.

NOTE: Students using large-print or braille test forms will not need to tear out the formula sheet. The kit contains a loose formula sheet in large print or braille as required. (Demonstrate using a student’s test booklet.) Make sure all students have located the formula sheet.

STARTING PAGE NUMBERS: REGULAR AND SPECIAL TEST FORMS

Most regular test forms begin on page 3, but some begin on page 5 or 6. If you are administering a Grade 8 *Mathematics* test that begins on page 5 or 6, adjust your directions accordingly.

The starting page numbers for Special Test Forms will vary. Therefore, check the starting page number—the page with the sample item—in your Examiner’s copy of the test booklet prior to reading the directions to the students. Adjust your directions as necessary.

SAY Open your test booklet to page [3, 5, or 6].

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

Test Examiners must be aware of which standards test they are administering:

Grade 8 *Mathematics* (2009): All students currently enrolled in grade 8 Mathematics and students who were taught the grade 8 *Mathematics* (2009) curriculum and are retaking the test either for remediation recovery or for the numeracy requirements of the modified standard diploma.

Grade 8 *Mathematics* (2001): Students who were taught grade 8 *Mathematics* (2001) curriculum prior to Spring 2012 and who are retaking the test for the numeracy requirements of the modified standard diploma.

If you are administering a large-print or braille form (e.g., M7554 or M8054) for Grade 8 *Mathematics* (2009 Standards), the sample item will be different from the sample for regular forms.

SAY Find the directions at the top of page and read them to yourself as I read them aloud.

DIRECTIONS FOR LARGE-PRINT OR BRILLE FORMS ONLY

SAY Read each question and choose the best answer.

DIRECTIONS FOR ALL OTHER GRADE 8 MATHEMATICS TESTS

SAY Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen.

SAY Find the sample and read it to yourself as I read aloud.

Grade 8 Mathematics (2009 SOL) for Large-Print and Braille Forms

SAY “Which of these describes the square root of 49 [$\sqrt{49}$]? (A) Exactly 8... (B) Between 7 and 8... (C) Exactly 7... (D) Between 8 and 9.”

Which answer did you choose?

Pause for replies.

SAY The best answer is “C.”

If students will be using a regular or enlarged answer document: **SAY On the back page of your answer document look at the bottom section.** (Demonstrate.) **Now find the shaded box labeled “Sample A.”** (Point to this section.) **Fill in the circle for the letter “C” because “C” is the letter for the best answer.**

Make sure all students have marked the correct answer for the sample.

➔ DIRECTIONS CONTINUE ON PAGE 38 ➔

Grade 8 Mathematics (2009 SOL)

SAY Refer to the drawings on the page. “Three views of a rectangular prism are shown. Front, Right Side, Top. Which could be this prism? (A), (B), (C), (D).” (Pause.) Which answer did you choose?

Pause for replies.

SAY The best answer is “C.” (Point to this section.)

On the back page of your answer document look at the bottom section. (Demonstrate.)

Now find the shaded box labeled “Sample A.” (Point to this section.)

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

SAY Fill in the circle for the letter “C” because “C” is the letter for the best answer.

↓ DIRECTIONS CONTINUE BELOW ↓

Grade 8 Mathematics Tests (2001 SOL)

SAY “Vicki had \$228 dollars. She spends \$37 dollars on a gift. How much did she have left? (Pause.) (A) \$211 dollars... (B) \$191 dollars... (C) \$181 dollars... (D) \$164 dollars.” (Pause.) Which answer did you choose?

Pause for replies.

SAY The best answer is “B.” (Point to this section.)

On the back page of your answer document look at the bottom section. (Demonstrate.)

Now find the shaded box labeled “Sample A.” (Point to this section.)

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

SAY Fill in the circle for the letter “B” because “B” is the letter for the best answer.

↓ DIRECTIONS CONTINUE BELOW ↓

↓ DIRECTIONS FOR ALL PAPER TESTS CONTINUE HERE ↓

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

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of selecting a response.

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

SAY You should read and answer all of the questions. You may have as much time as you need today to complete this test.

SAY You may use the calculator, ruler, or the formula sheet at any time during the test. Raise your hand if you have a problem with your calculator during the test. You may write in your test booklet or on your scratch paper, but be sure to fill in the answers on your answer document.

(Point to this section.)

SAY 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, make sure to erase your first answer completely. Work until you come to the stop sign. (Demonstrate using a student’s test booklet.) When you have finished, you may go back to any question and check your work. Are there any questions?

Answer only questions related to the mechanics of selecting a response. 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 individually to class.

SAY When you have finished, raise your hand. 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.**]

Remember 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 High School students 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 Grade 8 *Mathematics* 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 understand they may 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.

SAY Listen to the test items as they are read and follow along in your test booklet.

You may start, stop, advance, or replay the audio as necessary during the test. Are there any questions?

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

SAY You may start working now.

5.4.1 Monitoring the Test and Answering Student Questions

- **Examiner/Proctor monitoring.** During the test administration, 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 must 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.
- **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 specific test items. Examples of prohibited help include but are not limited to: pronouncing words, rewording the question, providing hints and clues, and/or giving reminders, 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 LEP Student 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. The student should be re-issued the same calculator he/she received for the test. If the student is issued a different calculator, it must meet the guidelines as described in Table 3, Section 2.3, prior to being issued to the student.
- **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 mark-in-test-booklet accommodation may test without an answer document, circling answers in their test booklet.
- **Prompting students.** Examiners/Proctors must not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. The Examiner/Proctor may tell students, **"Review your answer document carefully."** Once the student's answer document has been collected it may not be returned to the student.
- **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 any test items. Refer to the bullet above 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.

5.4.2 Collecting Students’ Test Materials

- 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 tell the student to “**Review your answer document carefully.**” Examiners/Proctors must not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. 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, formula sheet, 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.
- Be sure to account for all test materials including test booklets, answer documents, scratch paper, formula sheets, 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.
- All test materials must be kept in a secure location until they are returned to the STC.

5.5 Specific Directions for Administering the Paper Grade 8 Science Tests

Once students and the Test 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, or circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or LEP Student 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 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 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 Appendices in the *Examiner's Manual* for the requirements for administering tests with accommodations.

Before distributing the answer documents,

SAY Today you will be taking the SOL Grade 8 Science test. All cell phones, electronic devices including wearable technology, backpacks, and books must be removed from your work area.

Ensure students' cell phones, all electronic devices, and other unauthorized materials have been removed from the students' work area and are inaccessible to students. Refer to the *Examiner's Manual* for details.

SAY I am going to give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the Section 1 side facing up. Ensure all students have two sharpened No. 2 pencils with erasers.

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.

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, your date of birth, and today's date as the testing date. (Provide students with the month, day, and year.) 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.) Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name in the first box. Print your first name in the second box.

Answer all questions, and give help as needed.

SAY I am going to give each of you a test booklet, a ruler, a [four-function or scientific] calculator, and scratch paper. Do not open your test booklet until I tell you to do so.

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

Distribute test booklets, scratch paper, rulers, and calculators. Remember, all scratch paper distributed, whether used or not used, must be collected and returned to the STC at the end of testing. Important: Verify that the correct calculators are distributed for the test.

SAY Check to make sure your calculator is working. (Pause.)

SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the “S” followed by four numbers. (Demonstrate using a student’s test booklet.) On your answer document, find Field F, Form. (Point.) The letter “S” has been written for you. In the empty boxes, write the four numbers that appear after the “S” from the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in.

Assist students as necessary.

To assist in the identification of the test form, the complete form number indicates the test level (8), subject test code (3-digit numbers), followed by a dash (-), an “S,” and four numbers. However, only the last four numbers following the “S” 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 Find Field G, Test Date. (Point.) In the area labeled “Month,” find the circle for the month of this test date and fill it in. (Specify the month.)

When all students have finished,

SAY The next area is labeled “Day.” In the two boxes, write the test date, entering one number in each box. (Specify the test date.) For example, if the test date is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box. Are there any questions?

Answer all questions. Examiners/Proctors must not answer any questions pertaining to the content of test questions. When everyone has finished,

SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.

When all students have finished,

SAY The next area is labeled “Year.” In the last two boxes, write _____. (Examiner should state the last two digits of the current year.)

SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.

Give help as needed.

SAY Now 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. Then turn your test booklet over. Print your first and last name in the box.**

Give help as needed. Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklet.

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

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

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

SAY Find the directions at the top of page 3 in your test booklet. Read them to yourself as I read them aloud.

DIRECTIONS FOR LARGE-PRINT OR BRAILLE FORMS ONLY

SAY Read each question and choose the best answer. (Pause.)

DIRECTIONS FOR ALL OTHER GRADE 8 SCIENCE TESTS

SAY Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen. Now look at the sample. (Pause.)

SAY Find the sample. Read the sample to yourself as I read it aloud. “These animals are grouped together because all of them— (A) live in the water... (B) are fish... (C) are warm-blooded... (D) lay eggs.” (Pause.) **Which answer did you choose?**

Pause for replies.

SAY The best answer is “A.”

Pause.

SAY On the back page of your answer document look at the bottom section. (Demonstrate.) **Now find the shaded box labeled “Sample A.”** (Point to this section.)

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

SAY Fill in the circle for the letter “A” because “A” is the letter for the best answer.

Pause.

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

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of selecting a response.

SAY You should read and answer all of the questions. You may have as much time as you need today to complete the test. You may use the calculator and ruler at any time during the test.

Raise your hand if you have a problem with your calculator during the test. You may write in your test booklet or on your scratch paper, but be sure to fill in the answers on your answer document. (Point to this section.)

SAY 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, make sure to erase your first answer completely.

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

Answer only questions related to the mechanics of selecting a response. 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 individually to class.

SAY When you have finished, raise your hand. 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.**]

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

AUDIO TESTS ONLY

Make sure the students know how to start, stop, advance, or replay the audio and understand they may 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.

SAY Listen to the test items as they are read and follow along in your test booklet.

You may start, stop, advance, or replay the audio as necessary during the test. Are there any questions?

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

SAY You may start working now.

5.5.1 Monitoring the Test and Answering Student Questions

- **Examiner/Proctor monitoring.** During the test administration, 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 must 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.
- **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 specific test items. Examples of prohibited help include but are not limited to: pronouncing words, rewording the question, providing hints and clues, and/or giving reminders, 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 LEP Student 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. The student should be re-issued the same calculator he/she received for the test. If the student is issued a different calculator, it must meet the guidelines and/or be reset/prepared as described in Table 3, Section 2.3, prior to being issued to the student.
- **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 mark-in-test-booklet accommodation may test without an answer document, circling answers in their test booklet.
- **Prompting students.** Examiners/Proctors must not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. The Examiner/Proctor may tell students, **“Review your answer document carefully.”** Once the student’s

answer document has been collected it may not be returned to the student.

- **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 any test items. Refer to the bullet above 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.

5.5.2 Collecting Students’ Test Materials

- 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 tell the student to “**Review your answer document carefully.**” Examiners/Proctors must not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. 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, formula sheet, 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.
- Be sure to account for all test materials including test booklets, answer documents, scratch paper, formula sheets, 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.
- All test materials must be kept in a secure location until they are returned to the STC.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

6.1 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:

- Box A is correctly completed.
- 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 out, however, the STC will determine who fills this in.

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

6.2 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
 - accompanying Examiner's copy of braille or large-print test booklets
 - accompanying audio copies 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 and formula sheets
- 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)
- completed *Assembly ID Sheets*

6.3 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.**

■ **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 formula sheets and 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)

The STC will verify that you have returned all test materials and initial the “IN” column on the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *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 to the Examiner’s Manual*
- the *Examiner’s Manual*

NOTE: The *Examiner’s Manual* and their *Supplements* may be reused in subsequent administrations.

6.4 Sign the Examiner’s/Proctor’s Affidavit

After the SOL Grades 6, 7, or 8 tests have been administered and materials returned to the STC, you are required to certify the following:

I administered the Standards of Learning Assessment(s) according to the *School Division Personnel Test Security Agreement*.

For this certification, the STC may provide the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* or another such transmittal/affidavit to sign (located in the Appendix of the *Supplement to the Writing and Non-Writing Test Implementation Manuals*).

7. MAKE-UP TESTING

Every student who is absent on the regular test date must be given an opportunity to take the missed test, provided the make-up sessions are within the testing window.

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

- 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.
- The 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

The Virginia Department of Education appreciates your time and effort in administering the SOL Assessments for Grades 6, 7, or 8.

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

SAMPLE ANSWER DOCUMENT

MATHEMATICS TEST
GRADE 6
Version 1.0

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

F FORM			
M			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

G TEST DATE		
MONTH	DAY	YEAR
<input type="radio"/> Jan		
<input type="radio"/> Feb	20	
<input type="radio"/> Mar	00	00
<input type="radio"/> Apr	11	11
<input type="radio"/> May	22	22
<input type="radio"/> Jun	33	33
<input type="radio"/> Jul	44	44
<input type="radio"/> Aug	55	55
<input type="radio"/> Sep	66	66
<input type="radio"/> Oct	77	77
<input type="radio"/> Nov	88	88
<input type="radio"/> Dec	99	99

H TESTING STATUS	
Select Only One	
<input type="radio"/> 0	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 10	<input type="radio"/> 11
<input type="radio"/> 12	<input type="radio"/> 13
<input type="radio"/> 14	<input type="radio"/> 15

I SPECIAL TEST ACCOMMODATIONS	
<input type="radio"/> 0	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 7
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<input type="radio"/> 586	<input type="radio"/> 587
<input type="radio"/> 588	<input type="radio"/> 589

SAMPLE ANSWER DOCUMENT



SCIENCE TEST
GRADE 8

Answer Document
Version 1.0

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 _____ TEST DATE _____

C DATE OF BIRTH

MONTH	DAY	YEAR
<input type="radio"/> Jan		<input type="radio"/> 19
<input type="radio"/> Feb		<input type="radio"/> 20
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<input type="radio"/> Apr	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> May	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> Jun	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> Jul	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> Aug	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> Sep	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> Oct	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> Nov	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> Dec	<input type="radio"/> 9	<input type="radio"/> 9

B LAST NAME FIRST NAME

LAST NAME										FIRST NAME									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
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H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
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L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
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Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

D GENDER

Female Male

E STATE TESTING IDENTIFIER

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

PLACE PRE-ID LABEL HERE

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

188798-001-321
Printed in the USA by Pearson
ISO3877
VA00022831

SAMPLE TEST BOOKLET PACKAGE ASSEMBLY ID SHEET

VIRGINIA STANDARDS OF LEARNING NON-WRITING SECURE TEST MATERIALS

Name of Test

Form Number

8 READ 2010, FM R3054, PK 5



VA00033013

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: H
PGM-SSN: N/A	Discrete Job: 2833367	Batch #: N/A
Page: 1	PKT: N/A of N/A	Seq #: N/A

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