VIRGINIA
Standards of Learning Assessments

Fall 2016 & Spring 2017
Non-Writing Tests

EXAMINER'S MANUAL
With Online Test Directions

Content Specific History
Virginia Studies, Civics & Economics

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

EXAMINER'S/PROCTOR'S CHECKLIST FOR ADMINISTERING TESTS

	Activities Before Test Administration
❑	1. Read this *Examiner's Manual* as well as any local directions you have been given. If you are administering any paper tests, read the *Supplement to the Examiner's Manual*. Resolve any questions you might have with your School Test Coordinator (STC) (Section 4.1).
❑	2. Prior to participating in the SOL test administration, read and sign the *School Division Personnel Test Security Agreement*, and read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests) regarding the repercussions of violating test security (Appendix A).
❑	3. Inform students of testing (Section 4.3).
❑	4. Prepare students for testing (Section 4.4). Students should be provided with opportunities to practice testing (Section 4.4.1). Teachers/Examiners should discuss with students the consequences of having access to cell phones, electronic devices, or other unauthorized materials during testing (Section 4.4.2), and cheating (Section 4.4.3).
❑	5. Prepare the test site for testing. Ensure all items that are capable of providing an unfair advantage are covered or removed as appropriate (Section 4.5).
❑	6. Verify the use of Proctors or need for additional assistance (Section 4.6).
❑	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 (Section 4.7).
❑	8. Be familiar with the directions for administering the test (Section 4.8). Online Multiple-Choice/Technology-Enhanced Items (MC/TEI) test directions are located in Section 5.2. Paper test directions are located in the *Supplement to the Examiner's Manual*.
❑	9. Review the materials and tools needed for testing (Section 4.9). Be familiar with the online tools and know what tools will be available and their function. Also be familiar with what hand-held manipulatives are permitted (Section 4.9.2).
❑	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 (Section 4.9.3, Appendix B, and Appendix C).
❑	11. Understand the requirements for a student-initiated break (Section 4.10).

Activities During Test Administration		
❑	1.	On each day of testing, receive test materials needed for testing from the STC. Verify receipt of secure materials by signing the appropriate transmittal form (Section 5.1.1).
❑	2.	Verify the preparation of the testing room (Section 5.1.2). It must meet the requirements specified in Section 4.5.
❑	3.	Understand navigating in TestNav (Section 5.1.3).
❑	4.	Know how to resume a student's test (Section 5.1.4).
❑	5.	Know the procedure of reporting test errors to the STC as reported by students (Section 5.1.5).
❑	6.	Know how to handle and report test irregularities (Section 5.1.6).
❑	7.	Understand how to troubleshoot common online (or paper) test scenarios (Section 5.1.7).
❑	8.	Administer the online test by reading the directions verbatim, or reading the directions with modifications for students with certain testing accommodations (*Examiner's Manual* Section 5.2); OR Administer the paper test by reading the directions verbatim, or reading the directions with modifications for students with certain testing accommodations (*Supplement to the Examiner's Manual* Section 5.2).
❑	9.	Monitor the students as they test, following the guidelines in Section 5.2.1, and understand how to answer student questions.
❑	10.	Understand the appropriate procedures for the student to Exit or Submit his/her test (Section 5.2.2).

Activities After Test Administration		
❑	1.	After testing, return **ALL** test materials (authorization tickets, manipulatives, and scratch paper, etc.) to the STC (Section 6.1).
❑	2.	Read and sign the *Examiner's*/*Proctor's Affidavit* (Section 6.2).
❑	3.	Inform the STC of any students absent from the test session (Section 7).
❑	4.	Be prepared to assist with make-up testing for absent students.

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NEW FOR 2016–2017

TestNav 8

- Beginning with the Fall 2016 Standards of Learning (SOL) test administration, all Virginia SOL online assessments will be administered using the new online test delivery software, TestNav 8.
- The TestNav 8 test delivery software supports the use of additional devices (e.g., Google™ Chromebooks, Apple iPads®, Android™ tablets), including touch-screen devices while continuing to support the use of Microsoft Windows®-based and Mac OS®-based workstations for the delivery of online SOL tests.
- Students, teachers, test examiners, proctors, school test coordinators, and other testing personnel must be familiar with the TestNav 8 delivery system prior to testing. Refer to Section 4.4.1 for the list of resources available to familiarize students and test personnel with the new online test delivery software.

Updates to Appendices

- **Appendix B Special Testing Accommodations**
  - **Testing Accommodations for Students with Disabilities:** All accommodations now have an explanation and an accommodation code assignment; as a result, new accommodation codes have been added. Adjustments have been made to some existing accommodations:
    - Multiple test sessions—testing over two or more school days has been assigned accommodation code 1.
    - Flexible schedule—time of day, order of tests, and scheduled breaks has been assigned accommodation code 31.
    - Additional writing implements—the student may use three or more writing implements has been assigned accommodation code 3.
    - Setting—test location, special furniture/lighting has been assigned accommodation code 32.
    - Test directions delivery—written directions to accompany oral test directions, and interpreting/transliterating test directions has been assigned accommodation code 7.
    - Accommodation code 21—has been renamed Response Devices.
    - Accommodation code 27—has been renamed VDOE Approved Special Accommodation Request.

NEW FOR 2016–2017, continued

- Templates or masks, under the Visual Aids accommodation (code 4), has been updated to address the availability of masks in TestNav 8 for online tests.
  - **NOTE:** Applying accommodation code 4 to the online test is not required for students who require the mask or template. Online tests show only one test item at a time and a line reader mask, answer mask, and highlighters are available for all students; therefore, this is not considered a testing accommodation for online tests. Students taking online tests must receive prior practice using the line reader mask, answer mask, and highlighters on a practice test using TestNav 8.
  - Apply accommodation code 4 to the paper tests of students who require a paper test **and** who require the mask or template.

- **Testing Accommodations for Limited English Proficient (LEP) Students**
  - **Updated Accommodation Codes**
    - Multiple test sessions—testing over two or more school days, accommodation code 1, has been added.
    - Flexible schedule—time of day, order of tests, and scheduled breaks, accommodation code 31, has been added.
  - The table of *Direct and Indirect Linguistic Testing Accommodations for LEP Students* has been updated to reflect the updates to the accommodations available to LEP students.
  - **Formerly LEP Students**—the formerly LEP student classification has been expanded. Refer to Appendix B.
- **Table of Testing Accommodations Available for the SOL Tests** has been moved to Appendix B.

- **Appendix C has been updated to include the following documents:**
  - *Guidelines for Proctoring and/or Recording a Test Session*
  - *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions*
  - *Virginia Assessment Program Interpreter's Affidavit*
  - Documentation of Need for Paper Standards of Learning Assessment
- Guidelines for **Testing Condition Adjustments Available to All Students** have been placed in **Appendix D**.
- The *Test Irregularity Form* has been moved to **Appendix E**.

IMPORTANT REMINDERS

Non-Writing Examiner's Manual and *Supplement to the Non-Writing Examiner's Manual*

- The *Non-Writing Examiner's Manual* contains the information, guidance, procedures, and responsibilities that the Examiner and Proctor are required to follow in order to administer the Standards of Learning (SOL) tests. It contains testing directions for online format tests but not paper tests and is provided as a hard-copy document sent to divisions/schools in the non-secure shipments. The *Non-Writing Examiner's Manual* is also available for download from the Virginia Department of Education Web site at:

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

- The *Supplement to the Non-Writing Examiner's Manual*, a separate document, provides the testing directions that Examiners and Proctors must use for the administration of the paper format tests; it must be used in conjunction with the *Non-Writing Examiner's Manual*. The *Supplement* is available in electronic format only—no hard copy is provided—and may be downloaded from the Virginia Department of Education Web site (above).
- The 2016–2017 *Non-Writing Examiner's Manual* for the SOL *Non-Writing* tests and the *Supplement* can be used for any of the three test administrations in the 2016–2017 testing year: Fall 2016, Spring 2017, or Summer 2017. The *Non-Writing Examiner's Manual* should be retained at the end of the Fall 2016 and Spring 2017 test administrations, as instructed by your STC, for subsequent use through Summer 2017.

Documented Need for Paper Test

All students are required to take the online version of the SOL tests with the exception of students who meet one of the following criteria for paper testing 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 Individualized Education Plan (IEP), 504 Plan, or Limited English Proficient (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 the testing device will aggravate the student's condition.

IMPORTANT REMINDERS, continued

- The student's eligibility for paper tests has been established using the *Documentation of Need for Paper Standards of Learning Assessment* form, which is retained in the office of the Division Director of Testing (DDOT). The procedure for completing this document establishes that the use of paper tests is intended only to provide access to the SOL assessments for 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.

Paper Testing

- **Version 1.0 *Non-Writing* Test Answer Documents.** All *Non-Writing* paper tests **must use Version 1.0** answer documents. Student demographic information on paper answer documents must be carefully hand coded.

Icons to Identify Audio and Read-Aloud Tests

- Students who have been assigned either an audio or read-aloud test in PearsonAccess will have an icon printed on their Student Authorization Tickets:

  This icon indicates the student should receive an audio test.

  This icon indicates the student should receive a read-aloud test.
- These icons will also appear next to the student's individual form assignment on the **Test Session Details screen in PearsonAccess**.
- School Test Coordinators must ensure the Test Examiners receive the most current Student Authorization Tickets prior to testing. In order for a test ticket to show the icons correctly, new authorization tickets should be printed if the student's test form is changed from "regular" to "audio" or "audio" to "regular" in a test session.
- These icons will also be used in the testing directions to designate the additional audio or read-aloud test directions that must be read to students using these accommodations.

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 email at Student_Assessment@doe.virginia.gov.

1. USE OF THIS MANUAL FOR THE 2016–2017 TEST ADMINISTRATIONS OF ALL STANDARDS OF LEARNING (SOL) CONTENT SPECIFIC HISTORY TESTS

This *Examiner's Manual* contains the information, guidance, procedures, and responsibilities that the Test Examiner and Proctor are required to follow in order to administer the Content Specific History (CSH) (*Virginia Studies* and *Civics & Economics*) Standards of Learning (SOL) tests.

2. TEST ADMINISTRATION SCHEDULE

Each school division is to administer the SOL *Virginia Studies and Civics & Economics* tests as follows:

Test	Fall 2016	Spring 2017
Civics & Economics	Yes If on block schedule	Yes
Virginia Studies	No	Yes

The School Test Coordinator (STC) will inform you of the school's specific test dates and times for the fall and spring administrations.

Each school's test schedule must allow opportunities for students who are absent from the administration of a test to take the missed test on a make-up basis. The STC will provide you with more information about how your school will handle make-up testing (Section 7).

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

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

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

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

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education (VDOE) and Pearson. The DDOT has division-wide responsibility for maintaining the security of test materials, implementing the SOL test procedures, and providing appropriate training for STCs and school administrators. DDOTs are to take particular care in reading all test administration materials. Additionally, DDOTs are to inform key instructional leaders, such as directors of instruction, directors of special education, and Title I and Title III coordinators, of testing policies, guidelines, and procedures. Any questions the DDOT has regarding the SOL test administration are to be directed to the Pearson Support Center or the assessment staff at the Virginia Department of Education.

School Test Coordinator

Each school has designated a School Test Coordinator (STC). The STC serves as the point of contact between the school and the DDOT. The STC has school-wide responsibility for maintaining the security of test materials, implementing SOL test procedures, and providing appropriate training for Examiners, Proctors, and other school personnel involved in the test administration. STCs are to take particular care in reading all test administration materials and informing all school staff of testing policies, guidelines, and procedures. Any questions the STC has regarding the SOL test administration are to be directed to the DDOT.

Test Examiner

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

Test Proctor

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

4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

4.1 Read All Materials

Prior to the day of testing, carefully read this *Non-Writing Examiner's Manual*, your students' Individualized Education Programs (IEPs), 504 Plans, Limited English Proficient (LEP) Student Assessment Participation Plans, and any local directions you have received. If you will be administering paper tests, you must also read the *Supplement to the Non-Writing Examiner's Manual*. The *Supplement* is only available in electronic format (PDF) and may be downloaded from the Virginia Department of Education Web site at:

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

Review the Examiner's/Proctor's Checklist (in the front of this 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 the test administration.

4.2 Sign the *School Division Personnel Test Security Agreement*

Before you may administer any of the Fall 2016, Spring 2017, or Summer 2017 SOL *Non-Writing* tests, you must read, understand, agree to adhere to, and sign the *School Division Personnel Test Security Agreement* (Appendix A). When you sign this document, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials.

4.3 Inform Students of Testing

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

If applicable, notify Term Graduates about testing opportunities. Refer to page 5 of this manual for the Term Graduate criteria. The STC will inform you of the specific process to administer the test to Term Graduates.

4.4 Prepare Students for Testing

4.4.1 Resources for test preparation

The resources listed in the following table are available for students, teachers, and Examiners to practice various functions of testing and to experience sample test items that are representative of the content and skills assessed on SOL tests. If you have difficulty locating any of these applications or questions about students completing tests, contact your STC.

Table 1. Resources for Test Preparation

Resource	Location	Purpose
Training Center Tests	Access to a training center test is via a Student Authorization Ticket created in the Training Center. The Training Center is located at: **www.pearsonaccess.com/** Select: Virginia in the dropdown menu Select: the Training Center Tab	The following Training Center tests are available: • Elementary School *Mathematics* CAT Training Test • Middle School *Mathematics* CAT Training Test • Elementary School *Reading* CAT Training Test Training Center Tests are available for student practice with: • signing in using a student test ticket; • selecting answer choices; • using the online tools; • practicing the procedures for exiting a test; and • practicing with the CAT format. The Training Center test should not be used to review the SOL test content. Consult your STC for access to a Training Center test. • The Training Center Infrastructure Test should not be used with students.

Table 1. Resources for Test Preparation, continued

Resource	Location	Purpose
Introduction to TestNav 8	**www.doe.virginia.gov/testing/sol/practice_items/testnav8.shtml**	The *Introduction to TestNav 8* is intended to be used with the Practice Item Sets. The *Introduction to TestNav 8* provides information on: • navigating through the practice item sets; • answering TEI and multiple-choice items; • using the online tools; and • using the accessibility features available in TestNav 8.
Practice Item Sets	Access the TestNav 8 application. The practice item sets are available on the Practice Tests link to the right of the *Sign In* button. Use the Guided Practice Suggestions with these Practice Item Sets.	The Practice Item Sets provide: • examples that are representative of content included in the SOL; • examples of TEI and opportunities to experience TEI functionality; • opportunities to practice with the online tools and features that are available during online SOL testing; and • opportunities to navigate through and interact with the online testing software.
Guided Practice Suggestions	**www.doe.virginia.gov/testing/sol/practice_items/testnav8.shtml**	The *Guided Practice Suggestions* documents provide specific item information (item type, SOL, and answer) for each question in the practice item sets and provide specific information for teachers as they guide students through the practice items. Following the suggestions in these guides will ensure that students are exposed to the different tools within TestNav 8, the different functionality features of TEI, and common messages that may appear as students complete their tests.
Sample Items for Content Specific History Tests	**www.doe.virginia.gov/testing/sol/released_tests/2011/history_sample/index.shtml**	Sample items based on the 2008 SOL are provided for *Virginia Studies* and *Civics & Economics*. The sample items reflect the increased rigor and the higher cognitive level of the items that appear on the tests.

Table 1. Resources for Test Preparation, continued

Resource	Location	Purpose
Content Specific History Released Tests	**www.doe.virginia.gov/testing/sol/released_tests/index.shtml**	Released Tests are actual SOL tests that were administered to Virginia public school students during a previous spring test administration. These tests are representative of the content and skills based on current 2008 SOL.
Large-Print and Braille Released Tests	PearsonAccess Orders	The DDOT may place an Additional Order for large-print and braille released tests.

4.4.2 Pre-testing discussion regarding cell phones, electronic devices, and other unauthorized materials

Prior to testing, school staff should discuss with students the consequences of having access to cell phones, electronic devices (including wearable technology), and other unauthorized materials during testing. The following information should be provided to students.

Cell phones and other electronic devices: While in the testing room, students may not have access to cell phones or other electronic devices (including wearable technology) while any students are testing. Students who refuse to remove their cell phones or other electronic devices from their work area (such as from pockets, desktops, purses and backpacks stored within reach, etc.), will not be permitted to test until the device is secured (as local policy permits). After testing, students should not be allowed to go online and access the Internet or other applications as it may disrupt those still taking tests. Students may not access cell phones or other electronic devices (including wearable technology) while any students are testing. Review the school division policy regarding cell phones and other electronic devices with the students.

Unauthorized materials: During testing, students should have access only to those materials permitted for the test they are taking. More information about the materials permitted for testing may be found in Section 4.9 of this manual. Students may not access any other unauthorized materials during testing. Such materials include, but are not limited to: formula cards, class notes, course-content review materials, test-taking strategy reminders, notes, textbooks and other curriculum materials, “cheat sheets,” unauthorized calculators, unauthorized formula sheets, extra highlighters, non-school issued scratch paper, etc.

4.4.3 Pre-testing discussion regarding cheating

Prior to testing, school staff should discuss with students the consequences of cheating. Specifically, students should be informed that if they are found to be cheating, they will receive a score of zero on the test. Students who are taking an end-of-course test should also be notified that they will not be permitted to attempt the test again until the next test administration. In addition to these consequences, students should be informed of any local repercussions for cheating. Your STC will provide you with information regarding local policies on cheating.

4.5 Establish the Test Setting

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

- Testing rooms should be quiet, well lighted, and well ventilated. Each student's work space should be clear of books and other materials not needed for the test and large enough to accommodate testing materials. Crowding should be minimized and the seating arranged to discourage students from copying or viewing one another's work. Students must not have access to cell phones or any other device that is capable of providing an unfair advantage.
- Remove from the testing site or cover all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage. These materials include, but are not limited to, class notes, study guides, maps, timelines, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, or bulletin board displays.
- Remove from student access any items not approved for use during testing. These items include, but are not limited to: cell phones, any electronic device, formula cards, class notes, course content review materials, test taking strategy reminders, notes, textbooks and other curriculum materials, "cheat sheets," unauthorized calculators, unauthorized formula sheets or paper *Periodic Table of the Elements*, extra highlighters, or non-school issued scratch paper.
- Placing physical barriers on both sides of the workstations is helpful in deterring students from looking at each other's computer screens.
- Placing a "TESTING: DO NOT DISTURB" sign on the door is helpful in deterring interruptions.

4.6 Verify the Use of Proctors and/or Procedures Used if Additional Assistance is Needed

If resources permit, it is recommended that teachers do not serve as Examiners or Proctors to their own students.

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

Regardless of the size of your group, the STC should arrange to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with minimal disruption. Students may not be left unattended for any length of time.

4.7 Be Aware of the Alternate Test Site

SOL assessments are not timed. Students who do not finish by the end of the allotted test administration time should be given additional time, up to the end of the school day. Students are **not** allowed, however, to complete the test after leaving, voluntarily or not, for any activity that would allow interaction with other students or access to any educational materials or electronic devices. **Students must complete the test in one school day.**

Consult with your STC prior to testing to understand the school's plan for students who test beyond the allotted test administration time, up to the end of the school day. Be prepared to move students who have not completed the test to an alternate testing site. Should this become necessary, be sure to maintain the security of secure materials (i.e., testing devices, Student Authorization Test tickets, test booklets, answer documents, all scratch paper, and audios, if applicable) for those students yet to

complete the test. 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.

4.8 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 a direction, 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 these instructions in this manual **before** 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 accommodations specified in the student's IEP, 504 Plan, or LEP Student Assessment Participation Plan. For example, the directions on how to select answers online or mark the answer document may be modified for students who have the accommodation of Examiner Records Responses (accommodation code 18).

Specific audio/read-aloud directions are contained in a gray box identified with the audio/read-aloud icons. Note the directions in the box may 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 aloud.** The bracketed part has already been read to students, in the previous direction, and need not be re-read. The Examiner should continue with "… as I read aloud," keeping a natural flow to the voice. For example:

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

AUDIO/READ-ALOUD TESTS (🎧 or 🔊)

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

Other testing directions contained in brackets indicate options for the Examiner. For example, in the following direction the Examiner must state either **"Virginia Studies"** or **"Civics & Economics"** to match the content area of the students being tested:

SAY Today you will be taking the SOL [*Virginia Studies* or *Civics & Economics*] test.

Mixed group testing. If students taking the test with the audio accommodation (using 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 test directions for the sample item to all students. Students administered a read-aloud test (an Examiner reads the test to the student) must be tested in a "read-aloud only" test room.

4.9 Review Materials Needed for Testing

Students should be familiar with the tools and materials needed for the test they will be taking.

4.9.1 Materials needed for paper testing

Refer to the *Supplement to the Examiner's Manual* for the lists of materials permitted on the *Virginia Studies* or *Civics & Economics* tests in paper format.

4.9.2 Materials needed for online testing

Refer to the following tables for the lists of online tools available and their functions and hand-held materials needed for testing.

Table 2. Online Tools, Icons, and Descriptions of Functions

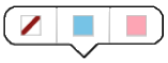
Tool Icon	Tool Name and Description
	Pointer—Use to select on screen and to place the cursor in an answer box, plot points, select one or more answers, and drag information from one location to another.
	Answer Eliminator—Use to eliminate (cross off) answer options. This tool functions with multiple-choice questions and certain TEI items.
	**Highlighter—**Use to highlight text (students cannot highlight art or pictures). There is no limit to the number of highlights a student can make within the test. To access the highlighter, the student selects text and selects the highlighter color. To remove the highlighted text, the student selects the highlighted text and selects the slash. Pink and blue are the two highlighter colors available when the background and foreground settings are set to the default (black text on white background). These colors may change when the background and foreground setting is changed (see the following page).
Zoom-In and Zoom-Out Feature Using the keyboard or touchscreen. No icon is available.	**On a PC or Chromebook:** Zoom in—press the CTRL and + keys at the same time. Zoom out—press the CTRL and – keys at the same. Return to default screen size—press the CTRL and 0 keys at the same time. **On a Mac:** Zoom in—press the CMD and + keys at the same time. Zoom out—press the CMD and – keys at the same time. Return to default screen size—press the CMD and 0 keys at the same time. **On a touch-screen device:** Zoom in—touch two points on the screen, and then move your fingers away from each other. Zoom out—touch two points on the screen, and then move your fingers toward each other.

Table 2. Online Tools, Icons, and Descriptions of Functions, continued

	User Dropdown Menu • **Change the Background and Foreground Colors**—selecting this permits the student to choose the background and foreground colors of his/her test. The list of background and foreground colors are shown in the screen shot below: To return the background and foreground color to the default, the student selects Black on White (Default).
	• **Show Line Reader Mask**—selecting this will place a mask on the screen which the student may place over text or test questions. The line reader mask has a window which shows only one line of text. The student must drag the mask down over the text in order to read it. The student can resize the mask and the window. This mask must be selected for each passage or question after the student moves backward or forward in the test. To remove the line reader mask, in the dropdown the student selects *Hide Line Reader Mask*. The line reader mask screen shot is below: • **Enable Answer Masking**—selecting this will place a mask over each multiple-choice answer choice (this is not available on TEI questions). The student may uncover an answer choice by selecting the gray box with the image of an eye. Once enabled, the answer mask will be present on all multiple-choice questions. To stop the answer choice masking, the student enters the dropdown menu and selects *Disable Answer Masking*. The answer masking screen shot is below: • **Sign out of TestNav**—selecting this will bring up the Exit Test screen. The Exit Test screen permits the student to Exit the Test, or to Cancel the selection and return to the test.

- TestNav tools cannot be used to indicate answers to online test items. The Pointer must be used to:
  1) select multiple-choice answers;
  2) place the cursor in a box in order to type an answer;
  3) plot points on a line, graph, or graphic;
  4) select one or more answers; or
  5) drag answers from one location to another.

  If the student uses a tool other than the Pointer to indicate his/her answer, the Review dropdown will show that question as *Not Answered*. If a student informs the Examiner or Proctor that his/her Review dropdown shows a question as *Not Answered* and the student feels that he/she did answer the question, the Examiner or Proctor should instruct the student to go back to the test item to make sure that the Pointer was used to indicate the answer.
- A Help menu for the TestNav tools is not available. During testing, if a student asks a question about a tool the Examiner/Proctor may use the Online Tools table provided here and read the tool description to the student.

Table 3. Hand-Held Materials Permitted on the Online Content Specific History Tests

Material Description
Scratch Paper Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, graphics, etc). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, outline, etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is all collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All scratch paper must be returned to the STC. The use of patty paper, dry-erase markers, and transparencies is not permitted. Students may not trace images directly from the computer monitor. Students may not hold anything up to the computer monitor. Examples of acceptable grid/graph paper are posted on the VDOE Web site at: **www.doe.virginia.gov/testing/test_administration/ancilliary_materials/index.shtml**
Writing Implements Each student may receive one pencil **or** one pen to use on the scratch paper. In addition to the pencil or pen, students may be provided two additional writing implements such as highlighters, colored pencils, or colored pens. The student may use the writing implements on the scratch paper.
NOTE: Students may not hold anything up to or over the testing device's screen.

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

4.9.3 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 Appendix B of this 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

- **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, by circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or LEP Student Assessment 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 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 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 Appendix B of this manual for the requirements for administering tests with accommodations.
  - For Online Tests: The testing directions may be modified for students who do not enter their answers into TestNav themselves. Such students indicate their answers in a different way (verbally, by pointing) according to the testing accommodations specified in their IEPs, 504 Plans, or LEP Student Assessment Participation Plans. The Examiner then enters the student's answers into TestNav.

    Examiners may modify the testing directions to reflect the accommodation. For example, the direction for using the pointer tool to select the answer may be modified to "point to the answer" or "say your answer." The directions pertaining to navigation may be modified to "tell me if you want to go back to a previous question" or "point to the bookmark on the screen if you want a question bookmarked for review." Refer to Appendix B for the requirements for administering tests with accommodations.
- **Paper Audio Tests:** Students should be familiar with operating the audio equipment for the CD prior to testing.
- **Online Audio Tests:** Students should have had practice using the audio player by practicing on an audio practice test (refer to Section 4.4).
- **Online read-aloud tests:** Students who require the read-aloud accommodation must be placed in a read-aloud test session when creating the test session in PearsonAccess. All the students assigned to a read-aloud session will receive the same test form. Examiners who will be reading the test aloud to the students in the read-aloud session will be given access to an online test to be viewed on the Examiner's workstation only, through the use of an Examiner Authorization ticket. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a computer monitor that is not

part of a student's workstation. The Examiner must not select any answers on his/her test, nor submit the test. When the read-aloud student has completed and submitted his/her test, the Examiner EXITS the Examiner's test.

- **Mixed-Group Testing:** Students taking an audio test (using headphones) may be tested in the same room as students taking the test without the audio accommodation. In this instance, the Examiner may read the audio/read-aloud test directions for the sample items to all students. Students administered a read-aloud test (an Examiner reads the test to the student) must be tested in a "read-aloud only" test room.
- As appropriate, provide students any materials or equipment required for accommodations. Refer to Appendix B for guidelines.
- **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.
- **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. Refer to the *Test Implementation Manual* for additional details.

4.9.4 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 Appendix D of this manual for further information.

- group size

- environmental modifications
- large diameter pencil, pencil grip
- assistance with directions
- student reading his/her own test out loud

4.10 Be Prepared for Student Breaks During Testing

The SOL tests are untimed, and ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. To minimize interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before beginning the testing session. A break is permissible for any student who requires one during testing. Students who are still testing by lunch time may be given a lunch break. All breaks must be supervised, and test security must be maintained at all times during the break. The student must not be allowed to discuss the test or course content in any way with anyone. The student must not have access to any educational materials, cell phones, or other 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. Student breaks must not be planned unless the accommodation is stipulated in the student's IEP, 504 Plan, or LEP Student Assessment Participation Plan.

5. SPECIFIC DUTIES OF EXAMINERS: THE DAY OF TESTING

5.1 General Directions for Administering an Online *Virginia Studies* or *Civics & Economics* Test

5.1.1 Receive test materials

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

- Student Authorization Tickets
- Examiner Authorization Ticket (if read-aloud session)
- Test Session Roster (optional)
- Appropriate test manipulatives/materials
- Scratch paper

Refer to Section 4.9 for the correct manipulatives/materials required for the test.

The STC will ask you to initial a *Test Ticket Transmittal Form and Affidavit for Examiners/Proctors* (Appendix C), or a similar form, to verify your receipt of the test materials. The purpose of these forms is to track the secure materials throughout the test administration period. Be sure to count the number of test tickets you receive from the STC and ensure that you have a test ticket for each student listed on your session roster before you initial the form.

5.1.2 Check students' work areas

Ensure that all desks/workstations are clear of books and other materials not needed for the test. Have students place book bags and other materials away from the desks/workstations. **Ensure that students have no access to cell phones, electronic devices (including wearable technology), or other unauthorized materials during testing.**

5.1.3 Understand navigating in TestNav 8

Examiners and Proctors should understand how to navigate in TestNav 8 so they can assist students who experience difficulty navigating either component of the test. Examiners and Proctors may practice navigating by accessing the *Non-Writing* Practice Items and practice tests accessed from the TestNav Sign-In screen. Refer to Section 4.4 for these applications on the Virginia Department of Education Web site.

5.1.3.1 *Virginia Studies* or *Civics & Economics* SOL tests:

Examiners and Proctors should understand how to navigate in TestNav 8 so they can assist students who experience difficulty navigating a test. Examiners and Proctors may practice navigating in TestNav by using a Training Center test (Section 4.4) and practice tests accessed from the TestNav Sign In screen. Contact your STC for information regarding the Training Center tests.

Students access the TestNav app on the testing device. After the student signs in to TestNav by entering the username and password from the Student Authorization Ticket, the **Welcome screen** will be displayed.

Welcome Screen

- Student first initial and last name—are located at the top right of the screen.
- User dropdown menu—is located to the right of the student's name.
- Banner Message—Welcome! You are about to start a test.
- Test Name—is located in the middle left. The total number of sections and questions is displayed.
- *Start Test Now* button—is located in the middle right. Selecting this button takes the student to the Section 1 screen.

Section 1

- The student's name and user dropdown menu are at the top of the screen.
- The middle of the screen displays Section 1 and the total number of questions.
- *Start Section* button—is located beneath the Section information. Selecting the *Start Section* button takes the student to the first sample item.
  - **NOTE:** Section 1 contains the sample items and the live test questions.

Sample Items and Test Questions Screens:

- Top of the screen. The top of the screen has these items:
  - *Left and Right Arrow* buttons—selecting the left arrow will take a student to the previous question/screen, and selecting the right arrow will take the student to the next question/screen.
  - *Review* dropdown—selecting the dropdown arrow will show a list of all the questions (in the section) and whether they have been answered, not answered, or flagged with a bookmark. Selecting End of Section at the end of the list will take you to the End of Section screen.

- *Bookmark* button—selecting the *Bookmark* button flags the question with an image of a blue bookmark that appears on the Review dropdown menu. Students may use the bookmark to flag questions to return to later.
- The name of the test, section, and question number appear on the line beneath the navigation and tool bar.

- Toolbar—is located at the top center of the screen. The online tools available for each test item are located here. Refer to Section 4.9.2, Table 2, for information regarding the online tools.
  - Student first initial and last name—are located at the top right of the screen.
  - User dropdown menu—is located to the right of the student's name. Refer to Section 4.9.2, Table 2, for information regarding this dropdown.

End Test Screen: When the student has answered the last question and selects the right arrow, the End Test screen appears that has the message, "Congratulations, you have reached the end of the test."

This screen shows the number of Not Answered questions and the number of Bookmarked questions.

- *Not Answered* orange circle—if the orange circle has a number in it, then selecting the orange circle will show a list of not answered questions. The student may return to any question by selecting it.
- *Bookmarks*—if the blue bookmarks icon has a number in it, then selecting the blue bookmarks icon will show a list of bookmarked questions. The student may return to any bookmarked question by selecting it.
- *Review* button—this screen also has the *Review* button at the top of the screen. Selecting the dropdown arrow will show the Review dropdown menu, which lists all the questions (in the section) and whether they have been answered, not answered, or flagged with a bookmark. The student may return to any question in the list by selecting the question.
- *Submit Final Answers* button—the student should select this button only when ready to submit the test. When selected, a Test Submit Warning screen will pop-up. It says, "Are you sure you want to submit final answers? You will not be able to return to this test." Two choices are offered:
  - *No, Cancel* button—selecting this button takes the student to the End Test screen where he/she may go back to test questions.
  - *Yes, Submit Final Answers* button—selecting this button submits the student's test for scoring. A screen appears with the message, "Sign out complete. Thank you for using TestNav." Each student should leave this screen showing until either dismissed from the test room or his/her testing device is shut down.
    - **NOTE:** Students should not be permitted to access other programs or applications on their devices in the same room where other students are still testing.

  For a screen shot and more information about the Submit and Exit Test process, refer to Section 5.2.2.

5.1.4 Be prepared to resume a student's test

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

5.1.5 Be prepared to report test item errors on SOL tests

If, during the testing session, a student reports that a test question and/or answer choice contains an error, 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, and the STC will, in turn, contact the DDOT. Do not communicate information related to the test questions and/or answer choices through electronic mail or in any other manner that will jeopardize the security of the test item.

5.1.6 Be prepared to handle testing irregularities

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

- inappropriately influences student performance;
- inappropriately influences the reporting of student performance;
- constitutes a breach in test security; or
- results in the improper implementation of mandatory student testing.

Any testing irregularities must be reported **immediately** to your STC. Prior to testing, it is important to understand your school and division's protocol for reporting testing irregularities. Your STC will discuss the procedures with you. All testing irregularities must be recorded as directed by your STC. The *Test Irregularity Form* in Appendix E may be used to document an incident.

Examples of testing irregularities include, but are not limited to:

- while testing, a student becomes ill or leaves the testing room unescorted;
- during testing, a student accesses or has access to a cell phone or other electronic device, notes, study guide, etc.;
- during testing, a student is observed cheating;
- while testing, students are interrupted by PA announcements, alarm system, or drills;
- an Examiner, Proctor, teacher, or other person provides improper assistance to a student;
- anyone who has not signed the *School Division Personnel Test Security Agreement* enters the testing room while secure test materials are exposed;
- testing accommodations specified in a student's IEP, 504 Plan, or LEP Student Assessment Participation Plan are not provided;
- a student is provided an accommodation that is not specified in her/his IEP, 504 Plan, or LEP Student Assessment Participation Plan;
- a student is provided an inappropriate manipulative for the test;

- a student's test booklet, writing prompt, or used answer document is missing; and
- any unused/unassigned test ticket, test booklet or writing prompt is missing.

If you question whether an incident in the test room is an irregularity, discuss it with your STC.

5.1.7 Troubleshooting

Below are frequently encountered scenarios in online testing and suggestions to help resolve the issues:

- **Student requires an audio test but there is no audio:** The audio player will appear on the **first question** (not the samples). The student must select the *Play* button on the audio player for the audio track to play. If an Examiner notices the audio player does not appear, the Examiner should contact the STC immediately and should not permit the student to continue testing. The STC or Examiner should verify the form assigned to the student using the Test Session Details screen in PearsonAccess. Scroll down to the student's name and look at the form assigned to the student (in the **Form/Form Group Type** column). The first number of an Audio form is a "9," for example W9036. In addition, the icon will appear next to the form number of students assigned an audio test. If the form assigned to the student is not an audio form, the STC or Examiner should have the student **EXIT** the test but keep the student seated at his/her workstation and contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can change the student's form to the correct audio form while the student waits in the test room. DO NOT mark the test complete or have the student *Submit* the test.

  If the audio player appears but no audio can be heard, the STC or Examiner should have the student **EXIT** the test and wait while school staff check the computer's audio control settings to make sure the computer is not set to MUTE. Be sure the headphones are functioning properly.
- **Student should not have an audio test, but the audio is playing, or the audio player appeared at the first test question:** Contact your STC immediately. Do not permit the student to continue testing. The STC or Examiner should have the student **EXIT** the test but keep the student seated at his/her workstation and immediately contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can change the student's form to the correct non-audio form while the student waits in the test room.
- **Shading is not visible on the test questions:** Some test questions refer to the "shaded section" of a map, graph, chart, etc. If the shading is not apparent to the student, you may adjust the contrast setting on the student's monitor until the shading is visible. If this adjustment does not resolve the problem, contact the STC.
- **The Review dropdown indicates a question is *"Not Answered"* when the student is confident he/she answered the question:**
  - The student may have attempted to answer the question using a "tool" other than the Pointer. The Pointer must be active for the student to:

    1) select multiple-choice answers;

    2) place the cursor in a box in order to type an answer;

    3) interact with an image;

4) select one or more answers; or

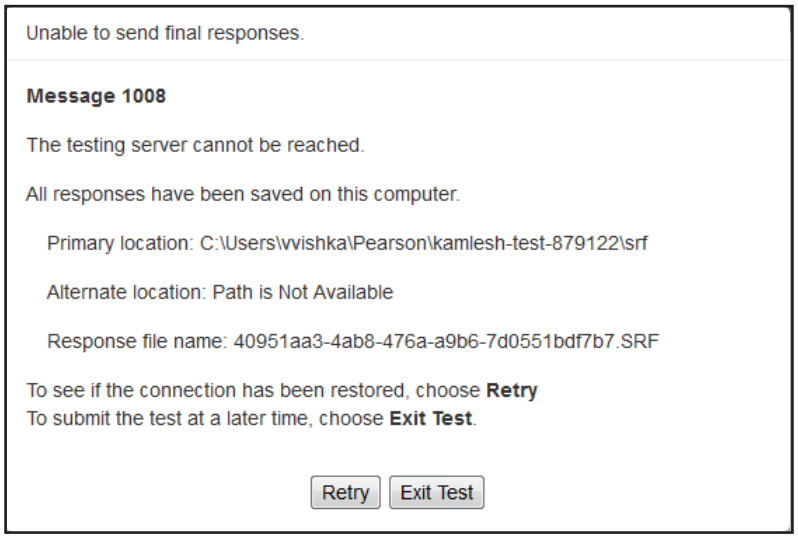
5) drag answers from one location to another.

The Examiner/Proctor may remind the student that **"The Pointer must be used to answer the question."**

OR

- The student may not have met all the requirements of the test question. For example, if a test item requires the student to select and drag 3 items to answer boxes, the Review dropdown will show that question as "Not Answered" if the student only selects 1 or 2 items. The Examiner/Proctor may tell the student to **"Read the screen carefully."**

- **Student is trying to use the Answer Eliminator tool on a TEI question and it is not working:** Refer to Table 2 in Section 4.9.2. You may tell the student that the Answer Eliminator tool functions with multiple-choice questions and certain TEI Items; it does not function on all TEI questions.
- **The student submitted the test prematurely:** If the student accidentally submitted the test, wants to return to it, and has not left the secure test room, contact your STC immediately. The STC or Examiner should have the student remain in the test room seated at his/her workstation and immediately contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can "unsubmit" the student's test so the student can log back into the test.
- **The student was attempting to Exit or Submit the test, but an error message, "Message 1008," appeared with a *Retry* and an *Exit Test* button and a message that "The testing server cannot be reached. All responses have been saved on this computer."**



This message appears when the student attempts to Exit or Submit the test, but connectivity between the student's testing device and the Pearson testing server has been interrupted. As the message indicates, the student responses have been saved locally (e.g., to a local drive or network drive) so that they can be uploaded to the Pearson server when connectivity has been restored.

Notify the STC immediately. Generally, if the message appears:

- on a single or a few testing devices, the device connectivity should be checked to ensure the device(s) can communicate to the Pearson server.
- throughout the school or division, the local network and connectivity to the Internet should be checked to ensure the testing devices can communicate to the Pearson server.
- divisionwide, it may be due to a problem at Pearson or with TestNav.

If the student **has completed** the test and the message appeared when the student tried to Submit the test:

- Have the student select the *Retry* button after waiting a short time (about a minute). If connectivity is restored, the test will Submit.
- If the message remains, make a note of the exact testing device the student was using and select the *Exit Test* button.
  - The student(s) may now be sent back to class. It is not necessary to hold students in the classroom until connectivity is restored.
  - The STC must notify the DDOT who must notify VDOE. VDOE will provide directions for submitting the students' tests once connectivity is restored.

If the student **has not completed** the test and the message appeared when the student tried to Exit the test:

- Connectivity must be restored before the student can continue testing.
- Have the student select the *Retry* button after waiting a short time (about a minute). If connectivity is restored, the test will Exit.
- If the message remains, the STC should notify the DDOT. The DDOT may need to contact VDOE for next steps.

- **Student was testing and an error message, "Message 1009," appeared with a *Retry* and an *Exit Test* button and a message that "The testing server cannot be reached. Any un-sent responses have been saved on this computer."**

This message appears when some portion of the online test cannot be downloaded to the student's testing device because connectivity between the student's device and the Pearson

testing server has been interrupted. The student responses have been saved locally (e.g., to a local drive or network drive), but the student cannot continue testing at the moment because some part of the online test cannot be displayed on the device.

Notify the STC immediately. Generally, if the message appears:

- on a single or a few testing devices, the device connectivity should be checked to ensure the device(s) can communicate to the Pearson server.
- throughout the school or division, the local network and connectivity to the Internet should be checked to ensure the testing devices can communicate to the Pearson server.
- Division-wide, it may be due to a problem at Pearson or with TestNav.

Because the testing device displaying **"Message 1009"** cannot communicate with the Pearson server, TestNav must be closed on the device until connectivity is restored. To proceed,

- Select the *Exit Test* button and make a note of the exact testing device the student was using.
- If possible, to avoid having to retest the student, maintain secure test conditions among the students while connectivity is being restored. Consult with your STC regarding how long you should wait for connectivity to be restored before discontinuing the testing session.
- Once connectivity is restored to the student's testing device, the STC must Resume the student's test in PearsonAccess before the student can log in to the test again.
- The STC should notify the DDOT. The DDOT may need to contact VDOE for next steps.

5.2 Directions for Administering the *Virginia Studies* or *Civics & Economics* Tests in Online Format

⬇ DIRECTIONS FOR ALL ONLINE CSH TESTS START HERE ⬇

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. Check the test room to ensure it has been prepared for testing as described in Section 4.5.

NOTE: The testing directions may be modified for students who do not use the mouse or the keyboard to enter their answers into TestNav. Such students indicate their answers in a different way (verbally, by pointing) according to the testing accommodations specified in their IEPs, 504 Plans, or LEP Student Assessment Participation Plans. Examiners may modify the testing directions to reflect the accommodation. For example, the direction for using the pointer tool to select the answer may be modified to "point to the answer" or "say your answer," or the directions pertaining to navigation may be modified to "tell me if you want to go back to a previous question" or "point to the bookmark on the screen if you want a question bookmarked for review." Refer to Appendix B for the requirements for administering tests with accommodations.

SAY **Today you will be taking the SOL [*Virginia Studies* or *Civics & Economics*] test.**

Please check your work area and make sure it is clear. All cell phones, electronic devices including wearable technology, backpacks, and books must be removed from your work area.

Ensure students' cell phones, electronic devices, and other unauthorized materials have been removed from the students' work area and are inaccessible to students. Refer to Sections 4.4.2 and 4.4.3 for details.

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

Distribute student test tickets, and approved materials as listed in Section 4.9 to the students. Ensure the name on the Student Authorization ticket matches the student who receives it. If students, within a test session or in the school, have the same first and last names, the testing student's identity, test assignment, and authorization ticket must be verified before test log in. The materials may be handed out singly or as a "kit." Remember, all scratch paper distributed, whether used or not, must be accounted for and returned to the STC at the end of testing.

SAY **Look at your Student Authorization ticket. Your name should appear on the test ticket. Please raise your hand if you do not have your <u>own</u> test ticket.**

Pause. Ensure all students have their specific test tickets. You may instruct students to sign their test tickets and enter their testing device ID if directed to do so by the STC. For example:

[After you have verified the ticket is yours, sign the ticket and enter your testing device ID.]

Login Information

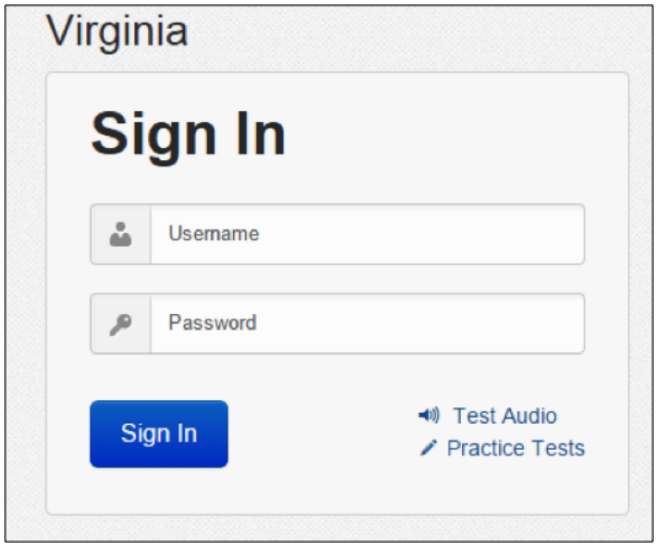
You may skip the following directions if the TestNav sign in screen is displayed on the testing devices' screens when the students enter the room.

SAY **Select the TestNav app on your testing device.**

The TestNav Sign In box will appear on your screen.

Examiners may assist the students with locating the TestNav 8 app on their testing device.

Students should see the Sign In box:



Read for all online Audio tests only

You may skip the following direction if the volume has been set for the student's testing device.

SAY **In the TestNav Sign In box, locate the Test Audio link to the right of the *Sign In* button. When I tell you to do so, put on your headphones and select this link. You should hear a "ringing bell". Use this sound to set a comfortable volume for your headphones. When you have finished setting the volume, take off your headphones. If you need assistance, please raise your hand.**

Now, put on your headphones and set the volume.

When students have finished setting the volume for their audio tests, ensure they have removed their headphones and continue with the Sign In process.

SAY **Enter your username and password into the Sign In screen exactly as they appear on your test ticket.**

Then select the *Sign In* button. Do not do anything else until I tell you what to do.

Pause while students locate their sign in information from their test tickets and type it into the fields on the testing device.

Assist students who are having problems with the sign in process. Ensure that students are entering their username and password exactly as they appear on their Student Authorization tickets. When all students have signed in, continue.

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

Your screen should say: "Welcome! You are about to start a test."

Look at the upper right-hand corner of the screen. Your first initial and your last name should be displayed. The name of the test you are taking is displayed in the box on the left side of the screen. Verify that your name and the test you are taking are correct. Raise your hand if there is a problem.

All students should verify that the test name appearing on the screen is the test they are to take. Examiners should verify that the student name and test name on the student's testing device's screen are correct for the student sitting at the workstation.

SAY **Select the *Start Test Now* button.** (Pause for students to access the next screen.)

A screen appears listing Section 1 and the number of questions. On this screen, select the *Start Section* button. (Pause for students to access the first test sample screen.)

The Sample A item should appear on your screen. Do not do anything else until I tell you what to do.

➡ Specific test directions for *Civics & Economics* Continue on Page 28 ➡

➡ Specific test directions for *Virginia Studies* Continue on Page 30 ➡

Civics & Economics Test

SAY **Test questions will be presented one at a time. Some of the questions will be multiple-choice, while others will have additional directions on how to indicate your answer. You must use the Pointer tool to answer the questions and move through the test.**

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

"Which action will the government take when it needs more money?

(A) Hold elections… (B) Lower prices… (C) Increase taxes… (D) Hire workers." (Pause.)

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 "C." Select the letter "C."**

SAY **The tools you can use for this test are on the toolbar at the top of your screen. Take a moment to review the different tools.**

Pause while the students explore using the tools.

SAY **While taking your test, you may select the *Bookmark* button Bookmark at any time. Use *Bookmark* for any question you are having difficulty with and want to go back to later or for any question you want to review.**

Notice the *Review* button Review. When *Review* is selected, a list of all the questions appears indicating which have been answered, not answered, or bookmarked. Remember, the Pointer tool must be selected in order to answer the test items. If you use another tool by mistake to answer the question, that question will be marked as "not answered" on the Review screen. Are there any questions?

Navigation arrows appear at the top of the screen for each question. Selecting the *Left Arrow* takes you back to the previous question. Selecting the *Right Arrow* takes you to the next question. If the arrow appears gray, you cannot go in that direction.

Select the *Right Arrow* to view the second sample.

Pause as students go to the next sample.

SAY **You will notice that this question is not a multiple-choice question. For this item you must drag each answer to a box.**

On this test you may see questions such as this one, but you may also see questions that require you to interact with an image, graph, or a map. Other questions may ask you to select one or more answers.

These questions have directions at the top of the screen. The directions contain information on how to answer the question and may include specific information on how to represent your answer. Always read the directions before answering the question.

➡ DIRECTIONS CONTINUE ON NEXT PAGE ➡

***Civics & Economics* Test, Continued**

SAY Read the directions and the sample question to yourself as I read them aloud.

"Directions: Drag the correct answer to each box."

"Sample B."

"Complete this diagram."

At top: Government Needs Money, at bottom from left to right: empty box, empty box.

Please refer to the diagram on your screen.

Gray Box, from left to right: Holds elections, Lowers prices, Increases taxes, Collects fees.

Pause.

SAY Which answers did you choose?

Pause for replies.

SAY The correct answers are "Increases taxes" and "Collects fees."

Are there any questions about how to select an answer?

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

➡ DIRECTIONS CONTINUE ON PAGE 32 ➡

Virginia Studies Test

SAY **Test questions will be presented one at a time. Some of the questions will be multiple-choice, while others will have additional directions on how to indicate your answer. You must use the Pointer tool to answer the questions and move through the test.**

Read the sample question and each answer choice to yourself as I read them aloud.

"In which direction would you travel from Richmond to Alexandria?

(A) North… (B) South… (C) East… (D) West." (Pause.)

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." Select the letter "A."**

The tools you can use for this test are on the toolbar at the top of your screen. Take a moment to review the different tools.

Pause while the students explore using the tools.

SAY **While taking your test, you may select the *Bookmark* button Bookmark at any time. Use *Bookmark* for any question you are having difficulty with and want to go back to later, or for any question you want to review.**

Notice the *Review* button Review. When *Review* is selected, a list of all the questions appears indicating which have been answered, not answered, or bookmarked. Remember, the Pointer tool must be selected in order to answer the test items. If you use another tool by mistake to answer the question, that question will be marked as "not answered" on the Review screen. Are there any questions?

Navigation arrows appear at the top of the screen for each question. Selecting the *Left Arrow* takes you back to the previous question. Selecting the *Right Arrow* takes you to the next question.

Select the *Right Arrow* to view the second sample.

Pause as students go to the next sample.

SAY **You will notice that this question is not a multiple-choice question. For this item, you must select your answers on a map.**

On this test you may see questions such as this one, but you may also see questions that require you to drag information from one location to another. Other questions may ask you to select one or more answers.

These questions have directions at the top of the screen. The directions contain information on how to answer the question and may include specific information on how to represent your answer. Always read the directions before answering the question.

➡ DIRECTIONS CONTINUE ON NEXT PAGE ➡

***Virginia Studies* Test, Continued**

SAY Read the directions and the sample question to yourself as I read them aloud.

"Directions: Select the correct answers."

"Sample B."

"Which two locations are west of Richmond?"

A map titled "Virginia." Labels read clockwise from the top: Alexandria, Richmond, Petersburg, Buckingham, Charlottesville. Please refer to the map on your screen.

Pause**.**

SAY Which answers did you choose?

Pause for replies.

SAY The correct answers are "Buckingham" and "Charlottesville."

Are there any questions about how to select an answer?

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

➡ DIRECTIONS CONTINUE ON PAGE 32 ➡

⬇ DIRECTIONS FOR ALL ONLINE CSH TESTS CONTINUE HERE ⬇

SAY **You may have as much time as you need today to finish the test, but do not spend too much time on any one question. You may use your scratch paper and the tools on the screen at any time; however, you may NOT hold anything up to or over the screen.**

When you finish the last question of the test and select the *Right Arrow* button, the End Test screen will display the message, "Congratulations! You have reached the end of the test." This screen will show you the number of questions you have not answered and the number of questions you have bookmarked. You should complete the not answered questions and revisit the questions you bookmarked.

If you have finished your test and are ready to submit your answers, raise your hand. Do NOT select the *Submit Final Answers* button without permission from me [or the Proctor]. Once your test is submitted you cannot go back to any questions. Do you have any questions?

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

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 **After your test has been submitted and I have collected your test ticket and other test materials, do not access any other program, application, cell phone, or other electronic device while in the testing room.**

[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.**

Pause.

➡ (🎧) Audio Test Directions Continue on Page 33 ➡

SAY **Raise your hand if you have a problem during the test. At the bottom of this screen select the *Right Arrow*. You may start working now.**

Read for all online Audio tests:

SAY **On each test item, an audio player will appear at the top of the screen. The audio player will play the audio track for the test question. Use the audio player to pause, play, advance, replay, and control the volume of the audio. You must select the forward arrow to begin the audio. At the top of the screen, select the *Right Arrow* to go to the first test item.**

Pause for students to access the first question of the test.

SAY **Be sure you can locate the audio player. If you do not see the audio player, raise your hand.**

If the audio player is not visible on the first test item, ask the STC for assistance. If the students' audio players are visible on the first test item, continue with the directions below.

SAY **Raise your hand if you have a problem during the test.**

Now you may put on your headphones, select the forward arrow on the audio player, and start working now.

Throughout the test, you may assist students with the control functions of the audio player: pausing/playing, advancing/replaying, and adjusting the volume.

Monitor the students carefully. Refer to Section 5.2.1 for guidance monitoring students and answering questions. An individual break is permissible for any student who requires one during testing. Follow the procedures in Section 4.10 pertaining to a student's request for a break during testing.

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 may not be left unattended for any length of time.
- **Student access to unauthorized materials.** Examiners/Proctors should ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. **If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student may not be permitted to continue testing. The test must be placed in Exited status and moved to an irregularity session, and the STC must notify the DDOT immediately if test security may be compromised.** 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, reading/reviewing student drafts, or discussing test items with anyone. (Examiners/Proctors may report a problem with a test item to their STC. Refer to Section 5.1.5 for guidelines.)
- **Examiner/Proctor providing help.** Help must not be given on any test items. Examples of prohibited help include, but are not limited to: pronouncing words, rewording the question, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal cues about the correctness of a student's answer. Test questions or portions of the question may not be read to students unless specified by their IEPs, 504 Plans, or 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.
- **Examiner/Proctor prompting students.** Examiners/Proctors must not prompt the student to go back to any specific questions such as any *Not Answered* or *Bookmarked*. If an Examiner/Proctor notices the student left questions *Not Answered* or *Bookmarked*, the Examiner/Proctor may only tell the student to **"Read the screen carefully."** For guidance regarding questions marked as *Not Answered*, refer to Section 5.2.2.
- **Examiner/Proctor navigating a student's test.** Examiners/Proctors must not navigate any portion of the test for the student. This includes, but is not limited to: moving between questions; moving from the Review dropdown to questions marked *Not Answered* or *Bookmarked*, exiting or submitting the test.
- **Questions about the 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 previous bullet regarding prohibited help.
- **Assistance with TestNav Tools.** If the student requests a description or the function of a tool, you may read the specific tool's description to the student from Table 2 in Section 4.9.2.
- **Assistance with navigating**. If a student needs assistance navigating the test, the Examiner/Proctor may provide directions to the student, such as:

  "To move to the next question, select the *Right Arrow*."

  "To go back to previous question, select the *Left Arrow.*"

  "To go back to a question from the Review dropdown, select the question's number."

  "To submit your test, select the *Submit Final Answers* button."

For assistance with navigating the tests in TestNav, refer to Section 5.1.3.1.

- **Assistance with the zoom feature.** If a student needs assistance zooming in or out or returning the screen to the default screen size, the Examiner/Proctor may provide directions to the student:

  On a PC or Chromebook:

  "To zoom in, press the CTRL and + keys at the same time."

  "To zoom out, press the CTRL and – keys at the same time."

  "To return to the default screen size, press the CTRL and 0 keys at the same time."

On a Mac:

"To zoom in, press the CMD and + keys at the same time."

"To zoom out, press the CMD and – keys at the same time."

"To return to the default screen size, press the CMD and 0 keys at the same time."

On a touch screen device:

"To zoom in, touch two points on the screen, and then move your fingers away from each other."

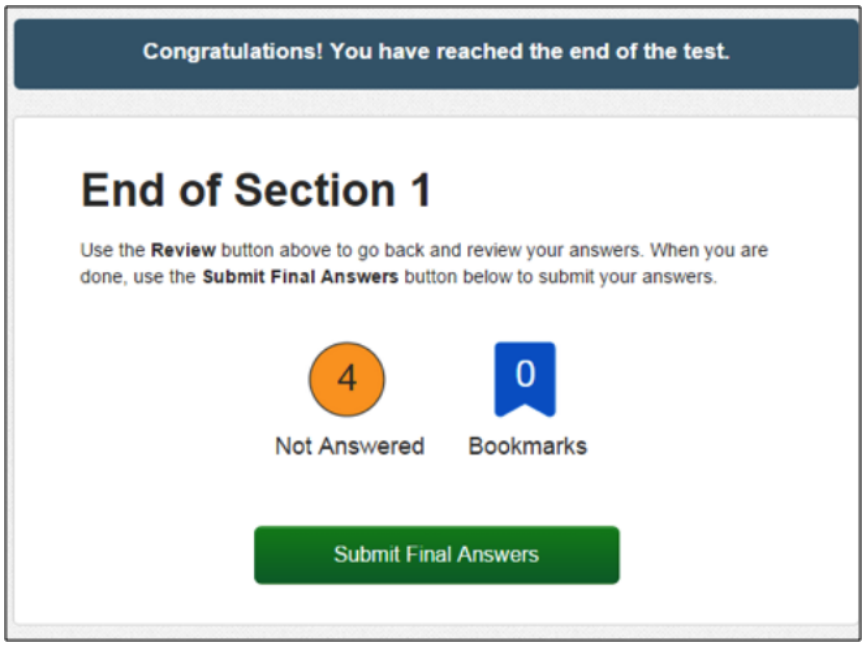
"To zoom out, touch two points on the screen, and then move your fingers toward each other."

- **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 any educational materials or electronic devices while out of the test room.
- **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.
- **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.
- **Cheating.** The Examiner must immediately notify the STC if a student is found cheating on the test. **If the student is testing at the time of the discovery of cheating, the student may not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session.** The STC must notify the DDOT immediately if test security may be compromised. 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 administration. If the test was an EOC SOL test, the student may retest during the next regularly scheduled administration. 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 direct the student through the Submit process.

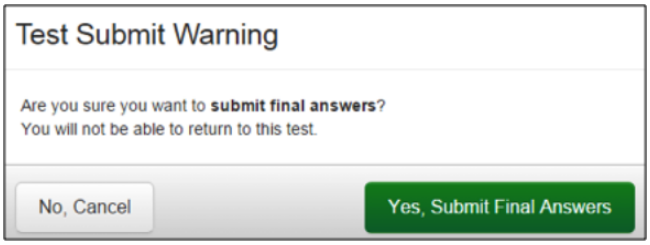
5.2.2 Examiner/Proctor Directions for Submitting the Test

When a student raises his/her hand and is ready to submit the test, the Examiner/Proctor goes to the student's workstation to give permission for the student to submit the test.

- The student should be on the End Test screen which displays the message, "Congratulations! You have reached the end of the test." Refer to the screen shot below. If the Examiner/Proctor notices the student has any *Not Answered* questions, the Examiner/Proctor may only tell the student to **"Read the screen carefully."**

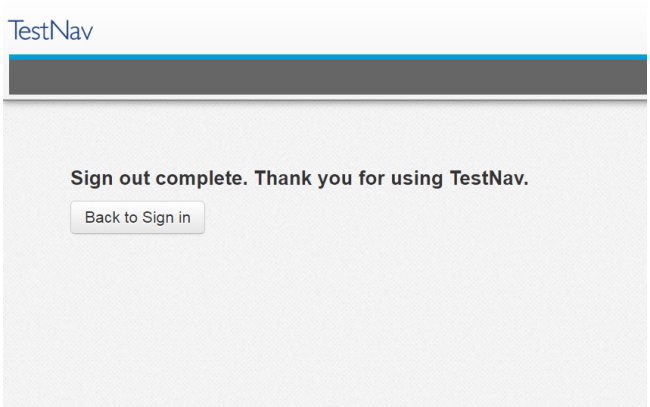


- When the student is ready to submit his/her test for scoring, the student should be directed to select the green button: *Submit Final Answers*. When selected, a Test Submit Warning screen will pop up. Refer to the screen shot below:



The screen says, "Are you sure you want to submit final answers? You will not be able to return to this test." Two choices are offered:

- *No, Cancel* button—selecting this button takes the student to the End Test screen where he/she may go back to test questions.
- *Yes, Submit Final Answers* button—selecting this button submits the students test for scoring. A screen appears with the message, "Sign out complete. Thank you for using TestNav." Refer to the following screen shot.



Students should leave this screen showing until either dismissed from the test room or their testing device is shut down. This prevents students from accessing software applications or the Internet and disrupting those still testing.

- **NOTE:** Students should not be allowed to go online and access the Internet or other applications, as it may cause an irregularity by disrupting those still taking tests. Students may not access cell phones or other electronic devices while any students are testing. Students may be dismissed from the testing room or permitted to read quietly.

- As students finish testing, collect test materials (i.e., Student Authorization ticket and all scratch paper) from each individual student. Do not have students pass materials up or down the rows of workstations. Be sure to account for all test materials, including Student Authorization tickets and scratch paper. The Test Examiner must ensure 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 must be returned to the STC. After the test session is over, return all test materials to the STC as specified in Section 6. Test materials must be kept in a secure location until returned to the STC.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

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

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

The STC will verify that you have returned all test materials and initial the "IN" column on the *Test Ticket Transmittal Form and Affidavit for Examiners/Proctors* (Appendix C).

6.2 Sign the Examiner's/Proctor's Affidavit

After the SOL *Virginia Studies* or *Civics & Economics* tests have been administered and materials are 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 Ticket Transmittal Form and Affidavit for Examiners/Proctors* (Appendix C) or another such transmittal/affidavit to sign.

7. MAKE-UP TESTING

Every student who is absent must be given an opportunity to take the component he/she missed on a make-up basis, **provided the make-up sessions are within the testing window**.

- For make-up sessions, students will take the same test form taken by other students on the regular testing date(s).
- Students who are absent on the day of testing must be removed/moved from the testing session before the session can be stopped and placed in make-up session.
- The STC will provide you with information regarding the schedule for make up testing sessions.

THANK YOU

We appreciate your time and effort in administering the *Virginia Studies* or *Civics & Economics* assessments.

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

Appendix A

Test Security

2016–2017 *School Division Personnel Test Security Agreement* 41
General Assembly Legislation 44

STANDARDS OF LEARNING (SOL) ASSESSMENTS

2016–2017 *SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT*

The *School Division Personnel Test Security Agreement* that follows should be read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of Virginia Standards of Learning (SOL) Assessments (including but not limited to Examiners, Proctors, Interpreters and Scribes) **MUST** read, understand, and agree to adhere to the following:

1. Students must never be exposed to unreleased (secure)[1] test items (except while completing an official SOL test attempt) or exposed to answers to secure test items. **Using secure test items in any form (including reworded test items) at any time is a violation of test security.** If in doubt whether test items are secure, contact your Division Director of Testing for assistance.
2. All persons are prohibited from providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include, but are not limited to the following: providing clues or hints, providing reminders of content or testing strategies, prompting students to correct or check/recheck specific responses, permitting access to curricular materials (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.) or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.
3. Examiners should be in possession of secure test materials only on the day they are administering a test and only for the specific test being administered. For the paper SOL *Writing* tests only, Examiners are not permitted to open sealed packages of prompts more than 30 minutes before the administration of the short-paper component.
4. Reading or reviewing any part of a secure test (e.g., test items, answer options, passages, pictures, diagrams, charts, maps, etc.) before, during, or after the test administration is a violation of test security unless an Examiner is reading the test items as part of an accommodation (e.g., read-aloud, interpretation/transliteration, etc.) or is reviewing the test items in preparation for providing that accommodation.
5. Any Login IDs and passwords issued for the administration of Virginia SOL Assessments are secure and must remain confidential.
6. Logging into or navigating throughout a secure online test by anyone except the student whose name appears on the Student Authorization Ticket is a violation of test security. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
7. Capturing **ALL OR ANY PART** of a secure test **is a violation of test security.** Prohibited actions include, but are not limited to, copying, photographing, recording, outlining, or summarizing test content or details regarding the secure test content. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
8. All SOL tests must be administered strictly in accordance with the instructions provided in the SOL test manuals. This includes, but is not limited to, adhering to procedures for the handling, distribution and use of test materials and test manipulatives, adhering to specific requirements associated with test accommodations (e.g., read-aloud accommodation, dictation to scribe, etc.), and reading all SOL test directions to students exactly as written. SOL test directions must not be paraphrased, altered, or expanded without prior authorization from the Virginia Department of Education through the Division Director of Testing unless the *Examiner's Manual* allows flexibility in providing specific directions.
9. Sample items are included at the beginning of each SOL test and are the only items on the SOL test that may be used with students to review, as directed in the *Examiner's Manual*, test item format and procedures for indicating responses. Students should also be provided with opportunities prior to the day of their test administration to become familiar with SOL test item formats and how to indicate responses.

Resources such as SOL Practice Items are available for these purposes on the Virginia Department of Education Web site.

10. All persons are prohibited from attempting to formally or informally score secure SOL tests or individual test items. Prohibited actions include, but are not limited to, creating an answer key, reviewing or scoring a student's SOL item response or responses, reviewing or scoring student scratch paper, or tracking student performance on test items.

11. All persons are prohibited from altering, in any manner, student responses to secure SOL test items. Prohibited actions include, but are not limited to, erasing or deleting student responses, changing student responses, or providing responses to items left unanswered or partially unanswered.

[1]SOL test items remain secure before, during, and after all test administrations until such time that the Virginia Department of Education publishes the test item on its Web site as released. The end of a test administration does NOT indicate secure SOL test items are released.

2016–2017 *SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT*

Complete the following prior to participating in any SOL test administration activities involving secure test materials:

Check the *Non-Writing* Test Administration: ❑ **Fall 2016** ❑ **Spring 2017** ❑ **Summer 2017**

I acknowledge that I will have access to the Standards of Learning (SOL) Assessments for the purpose of administering an SOL test. I also acknowledge that I have read, understand, and agree to adhere to all elements of the *School Division Personnel Test Security Agreement* and the following:

1. I have read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests).
2. I understand that if test security procedures are not followed, my license may be suspended or revoked and/or I may be assessed a civil penalty for each violation.
3. All known or suspected violations of SOL test security shall be reported to appropriate school division personnel or to the Virginia Department of Education. To contact the Virginia Department of Education to report a known or suspected violation, call student assessment staff at (804) 225-2102, or mail details to Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

Please be sure to sign and return the School Division Personnel Test Security Agreement to the appropriate test administrator before participating in any SOL test administration activities involving secure test materials.

Signed:	**Print Name:**
Position:	**Date:**
School:	**Division:**

Pages 1–3 of this document should be photocopied.

GENERAL ASSEMBLY LEGISLATION

Please read legislation passed by the Virginia General Assembly (§ 22.1–19.1 Actions for violations related to secure mandatory tests) regarding the repercussions of violating test security.

§ 22.1–19.1. Action for violations related to secure mandatory tests.

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

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

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

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

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

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

D. For the purpose of this section, "person" shall not mean a student enrolled in a public school.

Please read legislation passed by the Virginia General Assembly (§ 22.1–292.1 Violations related to secure mandatory tests) regarding the repercussions of violating test security.

§ 22.1-292.1. Violations related to secure mandatory tests.

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

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
5. Making available any answer keys;

6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions;
9. Excluding students from testing who are required to be assessed; or
10. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

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

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

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

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

These pages may be photocopied.

Appendix B

Special Testing Accommodations

Special Testing Accommodations: Resources and General Guidance . . 49

Testing Accommodations for Students with Disabilities 51

Testing Accommodations for Limited English Proficient (LEP) Students 71

Table of Testing Accommodations Available for the SOL *Non-Writing* Test 82

STANDARDS OF LEARNING ASSESSMENTS

Before testing, the Examiner should become familiar with special testing accommodations specified in students' IEPs, 504 Plans, or Limited English Proficient Student Assessment Participation Plans. Additionally, special testing accommodations may be provided to students with a documented temporary condition who do not have an IEP or 504 Plan. The Examiner should coordinate with the STC to determine how special testing accommodations will be provided during the testing session. Consult the resources listed below:

- *Students with Disabilities: Guidelines for Assessment Participation*
- *Students with Disabilities: Guidelines for Special Test Accommodations*
- *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program*
- *Guidelines for Administering the Read-Aloud Accommodation for Standards of Learning Assessments*
- *Explanation of Testing Accommodations for Students with Disabilities—Math Aids—Accommodation Code 19*
- *Explanation of Testing Accommodations for Students with Disabilities—Assistive Technology Accommodations*

These and other resources are located on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/participation/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 the testing device will aggravate the student's condition.
- The student's eligibility for paper tests has been established using the *Documentation of Need for Paper Standards of Learning (SOL) Assessment* form (available from the DDOT). The form documents that the use of paper 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.

Additional materials required for testing accommodations

Some accommodations require additional materials and supplies for test administration. It is important to identify these materials or devices prior to testing. For example: Examiners conducting a paper test read-aloud administration MUST ensure that the test booklets used have IDENTICAL form numbers so that the Examiner and student(s) are viewing the same test items. Examiners conducting an online read-aloud administration should use a proctor authorization ticket on their own testing device to log in and access the identical online form number the student(s) are viewing on their testing device. Some special test accommodations require that the test administration be recorded (audio or audio and video recorded) or proctored; therefore, an appropriate recording device must be used. Students taking an audio test will require head phones (for online and paper tests) and a CD player (for paper tests). Other students may require magnification aids, spelling aids, math aids, a braillewriter, a calculator, etc., depending on what is specified in the student's IEP, 504 Plan, or Limited English Proficient (LEP) Student Assessment Participation Plan.

STANDARDS OF LEARNING ASSESSMENTS

The accommodations listed below and explained on the following pages are available to eligible students with disabilities and students with documented temporary conditions. Staff administering SOL Assessments with accommodations must be familiar with the information in this section.

Accommodations are commonly placed in the four categories noted below, and guidance for each of the accommodations is provided in the pages that follow.

Timing/Scheduling Accommodations	Setting Accommodations
Adjust the scheduling of a test: ■ multiple test sessions ■ time of day ■ order of tests ■ planned breaks during test	Adjust the place in which the testing normally occurs: ■ test location ■ adaptive or special furniture ■ special lighting
Presentation Accommodations	**Response Accommodations**
Adjust the presentation of test material and/or test directions: ■ written directions accompanying oral directions ■ specific verbal prompts ■ visual aids ■ amplification equipment ■ large-print test ■ braille test ■ Plain English version of a *Mathematics* test ■ read-aloud test ■ audio test ■ interpreting/transliterating testing directions ■ interpreting/transliterating the test	Adjust the manner in which students respond to or answer test items: ■ enlarged copy of the answer document ■ communication board or choice cards ■ Examiner records responses ■ brailler ■ word processor or word processor with speech-to-text ■ augmentative communication device ■ word prediction software ■ spelling aids ■ English dictionary ■ dictation using a recording device ■ dictation to a scribe ■ read back student response ■ calculator or arithmetic tables ■ calculator with additional functions ■ math aids ■ dry erase board ■ additional writing implements

Timing/Scheduling Accommodations

The SOL tests are untimed, but ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. Some students, for example, may be unable to concentrate for a long period of time, have short attention spans, or have a disability that affects stamina. Establishing breaks or scheduling the test over two or more school days may be appropriate for these students.

Before attempting an SOL test, the student should be familiar with his/her specific test schedule and the time frame of his/her test (e.g., time of day, taking a test over multiple days, frequent breaks). Familiarity with the test schedule or time frame is best provided as part of regular instruction well in advance of the actual test administration.

- **Multiple Test Sessions**
  Use accommodation code 1.
  Paper test administration is required

  Students with disabilities who require multiple test sessions, when the test will be completed in two or more school days, must be administered a paper test. Care must be taken to ensure that the student is exposed only to those test items in the portion of the test that he/she is attempting that day. Previously completed items and items not yet accessed must be sealed to prevent accidental exposure to the student. The short-paper component of the *Writing* assessment must be completed in one school day and does not qualify for multiple test sessions; however, the student may be given breaks under secure conditions.

- **Flexible Schedule**
  Use accommodation code 31.

  Students with disabilities may receive adjustments to their test schedule to include:

  Time of Day: The student is assessed during the time of day that is most appropriate for the student.

  Order of Tests: The order of tests administered is based on what is most appropriate for the student.

  Breaks: Students who require breaks, but not multiple test sessions, must complete the test in one school day. The schedule for breaks must be determined prior to testing and be based on the routine use of scheduled breaks during classroom assessment. The Test Examiner and School Test Coordinator should work together to establish the procedure for notifying the student to begin and end a break during testing. Breaks are available for either online or paper tests. The break(s) must be supervised. Test security must be maintained at all times during the break(s). 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(s), and must not disrupt other students who are continuing to test.

  Also for test security, the student's test materials must not be accessible or viewable by other students or by school personnel during the break(s). If the student is testing online, the student should either be *Exited* from the online test or, if the testing room will be securely maintained, the student's screen could be turned off or covered prior to the break(s) to maintain test security. If the student *Exits* the test, his/her test must be *Resumed* on the Session Details screen in PearsonAccess and the student must log back into TestNav using his/her Student Authorization ticket. If the student's screen was turned off or covered and the student did not *Exit*, the student must return to the same testing device to continue testing.

  NOTE: The paper answer document does not list accommodation code 31. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess.

Setting Accommodations

Before attempting an SOL test, the student should be familiar with the setting of his/her test (the location of the test administration, using special furniture, the lighting in the testing room). Familiarity with the test setting is best provided as part of regular instruction well in advance of the actual test administration.

- **Setting**
  Use accommodation code 32.

  Students with disabilities may receive adjustments to their test setting to include:

  Location: The test is administered in an alternate location, to minimize distractions for the student, or the student is assessed in a non-school setting as determined by the IEP team or the 504 committee.

Adaptive or Special Furniture: The student is assessed using adaptive or special furniture, such as balance balls, cushions, or raised desk surface.

Special Lighting: The lighting in the testing room may be modified based on what is most appropriate for the student.

NOTE: The paper answer document does not list accommodation code 32. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess.

Presentation Accommodations

Before attempting an SOL test, the student should be familiar with how his/her test will be presented (e.g., using visual aids, read aloud, audio). Familiarity with the test presentation or test format is best provided as part of regular instruction well in advance of the actual test administration.

- **Written Directions Accompanying Oral Directions**
  Use accommodation code 7, Test Directions Delivery.

  The student may receive a copy of the bold, "**SAY**," testing directions from the *Examiner's Manual* (for online tests) or from the *Supplement to the Examiner's Manual* (for paper tests). Prior to providing the directions to the student, the student's copy must be reviewed by a second staff member to ensure all the **SAY** directions from the *Manual* are included. The non-bold directions that provide instructions only for the Examiner/Proctor should be removed.

  NOTE: The paper answer document does not list accommodation code 7. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess.

- **Specific Verbal Prompts**
  Use accommodation code 20.

  The Examiner is permitted to use specific verbal prompts to help students with disabilities remain focused on completing the SOL assessment. The following statements are the only prompts that may be used with students during SOL tests:

  "Please continue with your test."
  "Keep working."
  "Keep going."
  "Focus."
  "Stay focused."

  The IEP Team or 504 Committee must select from these five phrases to choose the specific verbal prompt(s) which will be used. The specific verbal prompt(s) selected must be documented in the IEP or 504 Plan. All other verbal prompts must be approved by the Virginia Department of Education using the *Special Assessment Accommodation Request* form before the prompts are used on any SOL tests.

  The student must be assessed individually to ensure that other test takers are not distracted.

  The test session must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

  NOTE: The paper answer document does not list accommodation code 20. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess.

- **Visual Aids**
  Use accommodation code 4.

  Visual aids can include:

  - Magnification. For test security, school staff must ensure that assessment items are not visible to others. This may require windows to be covered and/or individualized testing.
    - Physical magnification devices, such as a magnifying glass or screen magnifier, which are placed over the display for visually impaired students.
    - Electronic magnification devices such as a closed-circuit television (CCTV), a large monitor, an interactive or electronic whiteboard, or a LCD projector which projects the assessment onto a large screen or board may be used for magnification purposes only for visually impaired students. These

magnification devices must not save or capture any portion of the SOL test or use software running concurrently with TestNav.

- Color overlays or tinted screens. A student may use only one blank color overlay. Prior to the assessment session, the Examiner and student must use practice tests to verify that the color overlay or the tinted screen does not obscure any shaded areas of online test items.
- Templates (or masks) that are blank that allow a student to see one word, sentence, or line of print at a time, and markers that allow the student to maintain his/her place.
  - Use accommodation code 4 for students who require a paper test and the use of a mask or template.
  - **NOTE:** Applying accommodation code 4 to the online test is not required for students who require the mask or template. Online tests show only one test item at a time. The Line Reader Mask, Answer Mask, and Highlighter tools are available for all students; therefore, this is not considered a testing accommodation for online tests. Students taking online tests must receive prior practice using the Line Reader Mask, Answer Mask, and Highlighters tools on practice items using TestNav 8.
- Blank graphic organizers which must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind.
- Template software must produce only blank templates which may be used electronically or in print and which must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Template libraries, hyperlink functions, and access to the Internet must be disabled and the software must be used on a separate device from the online testing device.

- **Amplification Equipment**
  Use accommodation code 5.

  Amplification equipment, such as an auditory trainer or whisper phone, is available only to students with disabilities as documented in the IEP or 504 Plan. These accommodations must be administered in an individual session to ensure that other test takers are not distracted.

- **Large-Print Test**
  Use accommodation code 6.
  Available with paper tests only

  Large-print tests are available only to students who have a documented visual impairment. A copy of the large-print test is provided in regular print to the Examiners/Proctor administering the large-print test.

- **Braille Test**
  Use accommodation code 9.
  Available with paper tests only

  Braille tests are available only to students who have a documented visual impairment. A copy of the braille test is provided in regular print to the Examiner/Proctor administering the braille test.

- **Plain English *Mathematics* Test**
  Use accommodation code A.

  Plain English *Mathematics* tests for grades 3–8 and *Algebra I* are available to students with disabilities and eligible Limited English Proficient (LEP) students.

  For students with disabilities, the Plain English *Mathematics* test is available to those who demonstrate a need for linguistic simplifications as specified in their Individualized Education Program (IEP) or 504 Management Plan. See the document *Students with Disabilities: Guidelines for Special Test Accommodations* at:

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

  For LEP students, see the section, Testing Accommodations for Limited English Proficient (LEP) Students, located in this Appendix.

Guidance for Reading Tests Aloud—Information for all Assessments

Special attention must be given to the IEP or 504 Plan for specific accommodations regarding reading the test aloud. For example, a student's accommodation may require the entire test to be read aloud or may require having words, questions, or sentences read aloud only when requested by the student.

When reading the tests aloud, the Examiner must be careful not to lead the student to the correct answer by intonation or to repeat any part of the test which is not specifically requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The Examiner should be familiar with how to read test items to students. Examiners may use the PearsonAccess audio Practice Items to hear how tests should be read aloud and to practice reading types of test items. In order to provide the student multi-sensory stimulation, the student must be provided the regular print, large-print, braille, or online version of the test to follow along as the Examiner reads. Test items must be read in English. For more detailed information, refer to *Guidelines for Administering the Read-Aloud Accommodation for the Standards of Learning Assessments* at:

www.doe.virginia.gov/testing/participation/guidelines_read_aloud.pdf

All read-aloud administrations must be recorded or proctored throughout the entire read-aloud test administration. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

- **Read-Aloud Accommodation on *Mathematics, Science, History/Social Science*, and *Writing* Assessments**
  Use accommodation code 10.

  The read-aloud accommodation for *Mathematics*, *Science*, *History/Social Science*, and *Writing* assessments is allowed for students with disabilities as specified in the IEP or 504 Plan. Refer to the Guidance for Reading Tests Aloud—Information for all Assessments, located in this Appendix, for additional information.

- **Read-Aloud Accommodation on the *Reading* Assessment**
  Use accommodation code 14.

  The read-aloud accommodation on the statewide *Reading* assessments is allowed only for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty as determined by a diagnostic tool or instrument that was administered by a qualified professional. Students with disabilities who are simply having difficulty reading text and/or are reading below grade-level are not allowed the read-aloud accommodation on the statewide *Reading* assessments. Refer to the Guidance for Reading Tests Aloud—Information for all Assessments, located in this Appendix, for additional information.

  NOTE: For the EOC *Reading* test, under certain circumstances students with disabilities may receive the read-aloud accommodation (accommodation code 14) even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud accommodation on the *Reading* Assessment. To qualify, the student must meet all of the following criteria:

  - the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio accommodation; and
  - the student's IEP/504 Plan lists the read-aloud or audio accommodation for other tests; and
  - the student receives the read-aloud or audio accommodation in the classroom.

  The read-aloud accommodation on the EOC *Reading* test will be considered a non-standard accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 14 and B, the test must be marked as retest on the Student Test Details screen in PearsonAccess.

  NOTE: If a student passes the EOC *Reading* test using a non-standard accommodation, the student is considered to have passed for the purpose of earning a verified credit toward graduation.

Guidance for Creating an Online Read-Aloud Test Session

NOTE: The following guidelines do not apply to Computer Adaptive Tests.

Examiners who will be reading an online test aloud to students who require this accommodation will be given access to an online test to be viewed on the Examiner's testing device only, through the use of an Examiner Authorization ticket. This online test will not be scored or reported in the online system. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a testing device that is separate from the student's testing device. Directions for the DDOT and/or STC for creating read-aloud sessions are as follows:

- When creating a new test session, select "yes" from the read-aloud drop-down box on the New Test Session screen. A read-aloud session will be indicated on the New Test Session screen.
- Select the *Authorizations* button to view the Examiner Authorization ticket. Selecting this button will display the Examiner's test ticket. This ticket should be printed on colored paper to differentiate it from the students' test tickets and kept secure until the day of testing. The Examiner Authorization ticket should be printed no more than 4 days prior to the start of a test session.
- The Examiner Authorization ticket is not valid until the test session is started, and it will remain active until the test session is stopped. Unlike the students' online tests, the Examiner may exit the test and log back into the test using the login information on the ticket without resuming the test. Because of this, Examiner Authorization tickets are highly secure materials and must be kept secure until the test session is in STOPPED status. It is imperative that read-aloud test sessions are stopped immediately after the test session is complete. All read-aloud administrations must be audio recorded or proctored.
- Student and Examiner test tickets are generated based on the form group type designated when the session is created. ALL students in the session will receive the same form. Any student needing a form different from the rest of the session must be removed from the session and placed in a new test session set up with that form group type.

The *PearsonAccess User's Guide for the Virginia Assessment Program* provides additional information about preparing read-aloud sessions.

Guidance for Providing the Read-Aloud Accommodation on a Computer Adaptive Test (CAT)

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, an Examiner/Proctor test cannot be displayed on a separate testing device that would match the student's test. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the Guidance for Reading Tests Aloud—Information for all Assessments, located in this Appendix, as well as all of the following:

- The test must be administered individually.
- The test administration must be recorded or proctored throughout the entire read-aloud test administration.
- In order to provide the student multi-sensory stimulation, the student must be seated directly in front of his/her own testing device to follow along as the Examiner reads. The Examiner must sit to the side of the student and read directly from the student's screen.
- Test items must be read in English.
- Unless otherwise specified in the student's IEP/504 Plan, the student will maintain control of the testing device. The student will respond to each test question and be responsible for all navigation and final submission of the test for scoring.
- A Computer Adaptive Test cannot be reviewed by the Examiner prior to the test administration. Examiners may use the Practice Items in audio format to hear how test items should be read aloud.
- The Examiner must read the test items aloud without providing any assistance. The Examiner may not: re-read the item unless requested by the student, summarize the test item, reword the test item, provide hints and clues, remind the student to use test taking strategies, or give any verbal indications or non-verbal cues about the accuracy of a student's response.

Guidance for Choosing the Online Audio Test Accommodation for Students with Disabilities Who Typically use the Read-aloud Accommodation in the Classroom

School divisions are told that students should not use accommodations during testing unless they use the same accommodation during classroom instruction and assessments. Since it would be very difficult for school divisions to provide an online audio accommodation during instruction, the following guidelines provide clarification as to the circumstances under which a student could be provided with an online audio accommodation during testing.

- The IEP Team or 504 Committee must determine whether the read-aloud accommodation administered by a Test Examiner or the online audio accommodation is the more appropriate delivery method for online testing. It is particularly important that the parent agrees to the delivery method and that the decision is clearly documented in the IEP or 504 Plan.
- The online audio accommodation on the SOL test may be provided to students who typically have a read-aloud accommodation during instruction or to those who use recorded media or text readers in the classroom.
- If the IEP Team or 504 Committee determines that the online audio accommodation is the more appropriate accommodation, the student should have practice with audio Practice Items available on the Virginia Department of Education's Web site at:

www.doe.virginia.gov/testing/sol/practice_items/index.shtml

- **Audio Accommodation on *Mathematics*, *Science*, *History/Social Science*, and *Writing* Assessments**
  Use accommodation code 11.

  The audio accommodation for *Mathematics*, *Science*, *History/Social Science*, and *Writing* assessments is allowed for students with disabilities as specified in the IEP or 504 Plan. Refer to the Guidance for Choosing the Online Audio Test Accommodation for Students with Disabilities Who Typically use the Read-aloud Accommodation in the Classroom, located in this Appendix.

  In order to provide the student multi-sensory stimulation, the student must be provided the regular print (online or paper), large-print, or braille version of the test to follow along as the audio plays.

- **Audio Accommodation on the *Reading* Assessment**
  Use accommodation code 15.

  The audio accommodation on the statewide *Reading* assessments is allowed only for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty as determined by a diagnostic tool or instrument that was administered by a qualified professional. Students with disabilities who are simply having difficulty reading text and/or are reading below grade-level are not allowed the audio accommodation on the statewide *Reading* assessments.

  NOTE: For the EOC *Reading* test, under certain circumstances students with disabilities may receive the audio accommodation (accommodation code 15) on the EOC *Reading* test even though the student has not been determined as eligible by the school division according to the criteria required for the audio accommodation on the *Reading* Assessment. The student must meet all of the following criteria:

  - the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio accommodation; and
  - the student's IEP/504 Plan lists the read-aloud or audio accommodation for other tests; and
  - the student receives the read-aloud or audio accommodation in the classroom.

  The audio accommodation on the EOC *Reading* test will be considered a non-standard accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 15 and B, the test must be marked as retest on the Student Test Details screen in PearsonAccess.

  NOTE: If a student passes the EOC *Reading* test using a non-standard accommodation, the student is considered to have passed for the purpose of earning a verified credit toward graduation.

Guidance for Creating an Online Audio Test Session

- Using the Proctor Caching functionality is strongly encouraged especially when delivering an audio form of the test. Proctor Caching allows test administrators to "pre-fetch" test content. This accelerates the delivery of test content to students and reduces the amount of bandwidth required for online testing. Because audio files consume a large amount of bandwidth, Proctor Caching should be used when delivering an audio test to a student. For details on downloading, installing, and using Proctor Caching, refer to the TestNav 8 Online Support page at:

  https://support.assessment.pearson.com/display/TN/ProctorCache+System+Requirements
  and
  https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache.

- The STC or designated technology representative should ensure that the online audio test is cached before the test session begins.
- The DDOT or STC may assign the online audio form to a student after the test session has been created. For directions on assigning the audio form, refer to the *PearsonAccess User's Guide for the Virginia Assessment Program*.
- When administering the online audio version of a test, an audio player will appear on the user's screen with the first test question but AFTER the sample item(s). Students use this player to play, pause, replay, advance the audio, and to control the volume.
- The student must select the forward button for each passage/question. Two audio players will appear when there is a reading passage with a question. One player controls the recording of the passage, the other controls the recording of the question. Students may listen to a question as many times as necessary. If several students will be tested using the online audio form in the same location, headphones must be provided for each of the students. If a student needs clarification of what was heard on the audio test, the Examiner may repeat or read anything on the screen that is requested by the student but with caution not to inadvertently disclose a response (e.g., reading numbers versus place values, etc.). The Examiner may not answer questions about the passages or test items, provide definitions, or explain test items for students.
- Using an online audio version of the test is a preferred method of oral presentation as it provides uniform administration statewide. The student should have instructional experience with similar electronic media players found on electronic devices. Unless the student has experience with using electronic media players, the online audio version of a test may place the student at a disadvantage.

Guidance for Interpreting/Transliterating (sign language, cued speech)—Information for ALL Assessments

Interpreters/Transliterators may be used for students who are deaf or have a hearing impairment and who have interpretation documented as an accommodation in their IEP or 504 Plan. The Interpreter/Transliterator may interpret/transliterate test directions, sample items, questions regarding the mechanics of testing directed to and answered by the Examiner, and test items. The student's IEP Team or 504 Committee should determine the best method to provide the student with hearing impairments or deafness access to assessment items. Interpreters/Transliterators for all tests:

- must participate in Examiner/Proctor training offered at the division or school;
- must read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement*;
- may help prepare students for testing by interpreting practice items, released tests, or other materials designed for test preparation;
- may have access to the tests for review purposes 24 hours prior to the test administration as authorized by the DDOT. If the Interpreter/Transliterator requires access to an online test for review purposes, the DDOT must contact testing staff at the Virginia Department of Education for assistance. The pre-testing review must be conducted under supervision. **NOTE:** A Computer Adaptive Test cannot be reviewed prior to the test administration.

During testing, the Interpreter/Transliterator functions as the communication facilitator and must read each item to him/herself silently before interpreting/transliterating it to the student to ensure that the correct response is not inadvertently disclosed. The Interpreter/Transliterator must be careful not to lead the student to a correct answer by facial expression or by repeating any part of the test which is not specifically requested by the student. The Interpreter's/Transliterator's role and professional code of ethics prohibit answering questions directly or providing assistance in answering test questions. The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

- **Interpreting/Transliterating Test Directions (sign language, cued speech)**
  Use accommodation code 7, Test Directions Delivery.

  Testing sessions for students who are deaf or have a hearing impairment and who normally communicate in sign language or using cued speech may include a qualified interpreter or transliterator for testing directions or to interpret/transliterate questions answered by the Test Examiner. The Test Examiner must be present for the testing session and must read the test directions aloud as presented in the *Examiner's Manual* so that they can be interpreted/transliterated. The interpreter/transliterator should communicate sample test items that are read aloud as part of the test directions, and student questions should be directed to the Test Examiner.

- **Interpreting/Transliterating *Mathematics*, *Science*, *History/Social Science*, and *Writing* Assessments**
  Use accommodation code 12.

  The interpreting/transliterating accommodation for *Mathematics, Science, History/Social Science*, and *Writing* assessments is allowed for students who are deaf or have hearing impairments as specified in the IEP or 504 Plan. The test items may be interpreted/transliterated directly from assessments (paper or online formats) or from items read to the student by Test Examiners. The student's IEP Team or 504 Committee should determine the best method to provide the student access to assessment items. The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

- **Interpreting/Transliterating the *Reading* Assessment**
  Use accommodation code 16.

  Students who are deaf or have a hearing impairment may be considered by school divisions for the interpreting/transliterating accommodation on the *Reading* assessment because of difficulty hearing phonemes, which is a part of the decoding process. Eligibility must be determined by a diagnostic tool or instrument administered by a qualified professional. If a student who is deaf or hearing impaired is found eligible for the interpreting/transliterating accommodation because his/her hearing impairment severely limits the ability to decode text, the test would be administered through an interpreter if that student uses sign language as his/her method of communicating. The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

If the student does not use an interpreter, but depends on speech reading in addition to audition for comprehension, the read-aloud accommodation should be done face-to-face and recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

Guidance for Creating an Interpreting/Transliterating Online Test Session

If the Interpreter/Transliterator is interpreting/transliterating an online test, the Interpreter/Transliterator will need access to the test on a separate testing device unless the test being administered is a Computer Adaptive Test (CAT). Follow the Guidance for Creating an Online Read-Aloud Test Session located in this Appendix in order to obtain an Examiner Authorization ticket for the Interpreter/Transliterator. If the Interpreter/Transliterator requires access to the test for review purposes, the DDOT must contact testing staff at the Virginia Department of Education for assistance.

Guidance for Interpreting/Transliterating a Computer Adaptive Test (CAT)

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, an Interpreter's/Transliterator's copy of the test cannot be displayed on a separate testing device. If the student requires interpretation/transliteration services on a Computer Adaptive Test follow the interpreting/transliterating guidelines in Interpreting/Transliterating Test Items (e.g., sign language, cued speech)—Information for ALL Assessments, located in this Appendix, as well as all of the following:

- The test administration must be administered individually.
- The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
- The student and the Interpreter/Transliterator must position themselves so that the student has access to the testing device and can see the Interpreter/Transliterator, and the Interpreter/Transliterator can see the test questions on the student's testing device.
- Unless otherwise specified in the student's IEP/504 Plan, the student will maintain control of the testing device. The student will respond to each test question and be responsible for all navigation and final submission of the test for scoring.
- A Computer Adaptive test cannot be reviewed by the Interpreter/Transliterator prior to the test administration. Interpreters/Transliterators may practice interpreting/transliterating test questions using the Practice Items for the specific test.

Response Accommodations

It is important to remember that even when accommodations are provided, all responses on the assessment must be generated by the student and not influenced by others. Before attempting an SOL test, the student should be familiar with how he/she will be providing his/her response to test items/prompt (e.g., using a communication board, using an augmentative communication device, pointing). Familiarity with the response method is best provided as part of regular instruction well in advance of the actual test administration

- **Enlarged Copy of Answer Document**
  Use accommodation code 8.
  Available with paper tests only

  If the student marks responses on an enlarged copy of the answer document (accommodation code 8), the student's responses must be transcribed to the regular answer document by a school official. The regular answer document and the enlarged copy of the answer document must be verified by a second school official to ensure that no errors in the transcription occurred. The enlarged copy of the answer document shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration.

  NOTE: It is the school division's responsibility to provide the enlarged answer document for the student.

- **Communication Board, Choice Cards**
  Use accommodation code 13.

  Student responses selected from a communication board or choice cards must be transcribed to the regular answer document or entered online by a school staff member. The student and the scribe must have previously used this method of communication instructionally. For online testing, practice items must be used so that both the student and the scribe are familiar with the level of communication required to complete the Technology Enhanced Items (TEI). The test administration must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C. The student's answer choices for paper or online assessments must be verified by a second school official to ensure that no errors in transcription occurred.

- **Examiner Records Responses**
  Use accommodation code 18.

  Students who are unable to respond to test items by marking a regular or enlarged copy of the answer document, or by selecting the answer online, may have an Examiner/Proctor record their responses. The student may mark in the test booklet, respond verbally, point, or otherwise indicate a response. The Examiner must transfer the student's responses to the regular answer document or select them on the student's testing device.

  If the student marks in his/her own test booklet, the answers are transcribed onto the answer document. The answer choices in the test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The student's name should be clearly printed on the test booklet and the booklet returned with all other secure materials to Pearson. If a discrepancy is discovered after the division has returned its secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

  The student may give the Examiner directions on how to respond to online TEI items by responding verbally, pointing, or otherwise indicating his/her answers.

  If the student responds verbally, points, or otherwise indicates a response, the student must be assessed individually to ensure that other test takers are not distracted. The session between the student and the scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

  The student's responses for the assessment must be verified by a second school official to ensure that no errors in transcription occurred.

- **Brailler**
  Use accommodation code 21, Response Devices.
  Available with paper tests only

  Blind and vision impaired students may use a braille writer to respond to the writing prompt of the short-paper component of the *Writing* test or to record responses to multiple-choice questions on the SOL tests. Student responses must be transcribed to the regular answer document by school personnel qualified to read braille. If a student has written his/her response to the *Writing* assessment with a braille writer and has used braille

shorthand, the student must spell the English words. The regular answer document and brailled material must be verified by a second school staff member qualified to read braille to ensure that no errors in transcription occurred. The brailled material shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration.

- **Word Processor or Word Processor with Speech-to-Text**
  Use accommodation code 21, Response Devices.
  Available on the short-paper component of the Writing Assessment only

  These accommodations are available for students who are blind or have visual impairments and who do not use braille, as well as students who have an orthopedic impairment, a specific learning disability, or other disability that interferes with the composing process or prevents them from composing their response within the online test. It allows these students to use a word processor, or word processor with speech-to-text to complete the short-paper component of the SOL *Writing* test. To be eligible for this accommodation, documentation must exist indicating the student uses a word processor or word processing device with speech-to-text for his/her written classwork. The student may use a hand-held "spell checker" or the spell checking capacity of the word processor can be used, but the student must not be prompted to use it. The student may edit his/her short paper on the word processor or use a printed copy.

  NOTE: The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. When using the online format, two separate workstations must be made available to the student. The student must first use one workstation to log into TestNav using his/her Student Authorization ticket to access the prompt and the Checklist for Writers, and the other workstation will be used to compose his/her short paper.

  Word Processor or Word Processor with Speech-to-Text Guidelines: If the speech-to-text capability of a word processor is used, the student must be assessed individually to ensure that other test takers are not distracted. Sessions involving speech-to-text must be recorded or proctored. Any automatic correction, thesaurus, or grammar check features of the word processor must be disabled.

  The student may enter his/her own short-paper response from the word processor to the regular answer document or into the online test's response area in TestNav. If appropriate, the student's short paper may be transcribed by school staff from the word processor to the regular answer document or into the online test's response area in TestNav. If transcribed, the student's response must be verified by a second school official to ensure that no errors in the transcription occurred. The student's short paper must be deleted from the device used to compose the short paper; however, a paper or an electronic copy of the short paper must be securely stored (on a flash drive, CD, etc.) until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. The paper or electronic copy must then be securely destroyed. A document stating that the response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration.

  If the session was recorded or proctored, follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

- **Augmentative Communication Device**
  Use accommodation code 22.
  When using this accommodation on the Writing assessment, use the guidelines below as well as the guidelines provided under the Dictation to a Scribe accommodation (accommodation code 25).

  To be an eligible accommodation, documentation must exist indicating the student uses an augmentative communication device for his/her written work. Only augmentative communication devices which produce student responses verbatim may be used.

  - The student must be assessed individually to ensure that other test takers are not distracted.
  - The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.
  - The entire testing session must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
  - When using the online format, two separate devices must be made available to the student. One device will be the testing device where the student will use his/her Student Authorization ticket to log into TestNav to access the multiple-choice component or the short-paper component of the test. The other

device will be the augmentative communication device. The student must not have access to the Internet or any other software during the testing session.

- **Multiple-choice/TEI component of the *Writing* test**—prior to the assessment, the student and scribe should use the augmentative communication device to complete practice items which include TEI. Based on these practice sessions, staff may use the vocabulary software of the augmentative communication device to create preset word banks of 'direction' words which will allow the student to direct the scribe to complete TEI items. The word bank may include words such as 'select,' 'drag,' 'drop,' 'up,' 'down,' 'right,' 'left,' etc. Additionally, the student may use a preset template to select multiple-choice letter responses. The student may not have access to subject-linked vocabulary options within the augmentative communication device. The Examiner must record the student's responses on the student's testing device or paper answer document exactly as the student indicates. The student's responses must be verified by a second staff member to ensure that no errors in transcription occurred.
- **Short-paper component of the *Writing* test**—the student may use the augmentative communication device to type the short paper using the QWERTY keyboard. The student may not have access to subject-linked vocabulary options of the augmentative communication device. The spell checking capacity of the augmentative communication device may be used, but the student must not be prompted to use it. If a word prediction feature is used, it must provide only single words (not phrases) triggered by the letters chosen by the student. The word options may not be linked by subject. The student may not use any automatic correction, thesaurus, or grammar check features. The student's typed or printed response to the writing prompt must be transcribed into the response screen of the online test or onto the paper answer document by school staff.
- Prior to submitting the test for scoring, the transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred. The student's short paper must be deleted from the device used to compose the short paper; however, a paper or an electronic copy (flash drive, CD, etc.) of the short paper must be securely stored (on a flash drive, CD, etc.) until the scores are received and verified, and Authorization to Proceed (ATP) is approved for that test administration. The paper or electronic copy must then be securely destroyed.
- A document stating that the response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration.

■ **Augmentative Communication Device**
Use accommodation code 22.
Use these guidelines when using this accommodation on Non-Writing assessments.

To be an eligible accommodation, documentation must exist indicating the student uses an augmentative communication device for his/her written work. Only augmentative communication devices which produce student responses verbatim may be used.

- The student must be assessed individually to ensure that other test takers are not distracted.
- The entire testing session must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
- When using the online format, two separate devices must be made available to the student. One device will be the testing device where the student will use his/her Student Authorization ticket to log into TestNav to access test. The other device will be the augmentative communication device. The student must not have access to the Internet or any other software during the testing sessions.
- **Multiple-choice/TEI component of a *Non-Writing* test**—prior to the assessment, the student and scribe must use the augmentative communication device to complete practice items which include TEI. Based on these practice sessions, staff may use the vocabulary software of the augmentative communication device to create preset word banks of 'direction' words which will allow the student to direct the scribe to complete TEI items. The word bank may include words such as 'select,' 'drag,' 'drop,' 'up,' 'down,' 'right,' 'left,' etc. The student must use the QWERTY keyboard to provide his/her response for 'fill in the blank' TEI. The student may use a preset template to select multiple-choice letter responses. The student may not have access to subject-linked vocabulary options within the augmentative communication device. The Examiner must record the student's responses on the student's testing device or paper answer document exactly as the student indicates. The student's responses must be verified by a second staff member to ensure that no errors in transcription occurred.

- **Word Prediction Software**
  Use accommodation code 21, Response Devices.
  Available on the short-paper component of Writing Assessment only

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

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

  The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. The student's short paper must be deleted from the device used to compose the short paper; however, an electronic copy of the short paper must be securely stored (on a flash drive, CD, etc.) until scores have been received, then securely destroyed.

  Guidelines for Word Prediction Software Using the Online Format of the Short-Paper Component:

  When using the online format, two separate devices must be made available to the student. The student must first use one device to log into TestNav using his/her Student Authorization ticket to access the prompt and the Checklist for Writers. The other device will be used to compose his/her short paper using word prediction software.

  The student's short paper is then typed into the response area in TestNav. As specified in the IEP/504 Plan, the student may transcribe his/her own paper into TestNav, or it may be transcribed and verified by school staff. Follow the guidelines for Transcription of Students' Answers.

- **Spelling Aids**
  Use accommodation code 23.
  Available on the short-paper component of the Writing Assessment only

  Students with disabilities are allowed to use approved spelling aids on the SOL short-paper component of the *Writing* assessment. Spelling aids include spell checkers and spelling dictionaries. The spelling aid must meet the criteria established by the Virginia Department of Education. The spelling aid must be documented on the student's IEP or 504 Plan as a testing accommodation. Spell checkers may not automatically correct words or provide prompting for spell checking. If the spell checker allows for the selection of a dictionary, a dictionary appropriate to the student's grade level should be selected. Further, if automatic correction, prompting for spelling, and/or access to a thesaurus are included, these features must be disabled. A spelling dictionary may be a commercial product as long as there are not hints or clueing included. It should only contain the word lists in alphabetical order. A spelling dictionary could also be a teacher- or student-made personal spelling dictionary with words that the student uses in his or her writing.

  The spelling dictionary must not contain spelling rules, punctuation rules, words used in sentences, or other clueing.

- **English Dictionary**
  Use accommodation code 29.
  Available on the short-paper component of the online Writing Assessment only

  Students who cannot access the online spell check tool or other permitted spelling aid for the short-paper component of the online *Writing* test may use an English dictionary to check spelling. The English dictionary must meet these guidelines:

  - The English dictionary must be a general dictionary without a thesaurus section.
  - The English dictionary must not be content specific or a specialized dictionary.
  - The English dictionary must be a paper dictionary. An electronic dictionary is not allowed.
  - The English dictionary may be either school-owned or student-owned.
  - The English dictionary should be familiar to the student. The SOL *Writing* Test should not be the first time a student uses the dictionary.

- The English dictionary must not be altered with hand-written notes in the margins or include additional materials, such as class notes.

NOTE: The English dictionary is only designated as an accommodation on the short-paper component of the online *Writing* test. For any paper short-paper component of the *Writing* test (2002 and 2010 SOL), the English dictionary is available to all students and should not be designated as an accommodation.

■ **Dictation to a Recording Device**
Use accommodation code 24.
Available for planning the short-paper component of the Writing Assessment only

The student may use a recording device on the short-paper component of the *Writing* assessment for pre-writing planning or draft composition. Follow these guidelines when using this accommodation.

- The student must be assessed individually to ensure that other test takers are not distracted.
- Only the recording and play-back capability of the device may be used for this accommodation.
- The student may dictate notes and ideas for the composition of his/her draft of the short paper.
- Only the student may use the recording to compose his/her short paper. The short paper may **not** be transcribed by any staff member from the student's recording when using this accommodation.
- The recording must be treated in the same manner as scratch paper and securely destroyed after the test administration.

■ **Dictation to a Scribe**
Use accommodation code 25.
Use these guidelines when this accommodation is used on the short-paper component of the Writing Assessment.
The student must be assessed individually to ensure that other test takers are not distracted.

The student will dictate in English (or use an augmentative communication device with auditory output) his/her response to the prompt for the short-paper component of the *Writing* assessment to a school official (scribe), who will transcribe it. The scribe, who should have experience working with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. Care must be taken by the scribe not to provide help on test items. Examples of prohibited help include, but are not limited to: discussing test items, providing hints or clues, giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer.

The session between the student and scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

Guidelines for Dictation to a Scribe Using the Online Format of the Short-Paper Component: The process between the student and scribe should be established before testing begins and should follow the format that is used in the classroom. The IEP/504 Plan should specify how the scribing will be completed, from the following options:

- As the student dictates, the scribe may type directly into the response area of the student's short-paper component in TestNav. The student may revise/edit within the response area and submit the test when finished; or
- As the student dictates, the scribe may type the student's response on a word processor using a different device than the one running TestNav. The student may revise/edit the short paper on the word processor or a printed copy. A final paper copy is printed and used for transcription into the response area in TestNav; or
- As the student dictates, the scribe may hand-write the student's response. The student may revise/edit the short paper on the hand-written copy. The final short paper is then transcribed into the response area in TestNav.

Transcriptions into the response area of the student's short paper component of the *Writing* test in TestNav must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be completed as soon as possible after the test. Remember that all materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

NOTE: The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.

- **Dictation to a Scribe**
  Use accommodation code 25.
  Use these guidelines when this accommodation is used on the multiple-choice/TEI component of the Writing Assessment or on Non-Writing assessments.
  The student must be assessed individually to ensure that other test takers are not distracted.

  The student will dictate in English (or may use an augmentative communication device with English auditory output) what he/she wants the school official (scribe) to write on the student's scratch paper. The scribe, who should have experience working with the student, must write on the student's scratch paper only as directed by the student. The student must direct the scribe through the process of performing mathematic or scientific calculations with or without the use of a calculator, using manipulatives, or recording notes. Care must be taken by the scribe not to provide help on test items. Examples of prohibited help include, but are not limited to: discussing test items, providing hints or clues, giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer.

  The session between the student and the scribe must be audio/video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

  NOTE: The paper answer documents for the *Non-Writing* tests do not list accommodation code 25. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess.

- **Read Back Student Response**
  Use accommodation code 30.
  Available on the short-paper component of the Writing Assessment only

  Reading back a student's short-paper response is only allowed for students with disabilities and must be documented in the student's IEP or 504 Plan as an accommodation. The IEP or 504 Plan must clearly document whether the student's short-paper response will be read back by the Test Examiner or from a device equipped with text-to-speech capabilities. In addition, the read-back accommodation must be used routinely in the student's instruction. Guidance regarding the read-back accommodation by the Test Examiner or from a device with text-to-speech capabilities is provided below.

  Read-Back Accommodation Provided by the Test Examiner

  - The student must be tested individually so other test takers are not distracted.
  - The student may request any portion of the draft and/or final short paper to be read back as often as necessary. The student may continue to edit and request read-back until the final short paper is submitted for scoring.
  - The Test Examiner must read the student's response back verbatim without providing any assistance. Examples of prohibited help include, but are not limited to: correcting or providing clues to spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response. The Test Examiner must read only the student's response, not the writing prompt. If the student uses interpreter services, the Interpreter must sign the Test Examiner's oral reading of the student's short paper.
  - All read-back sessions must be audio or video recorded or proctored. Video recording is required if an Interpreter is used to sign the Test Examiner's read back. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
  - The final short paper must be written on the regular answer document or entered into the online test's response area in TestNav.

  Read-Back Accommodation Provided by a Device with Text-to-Speech Capability

  - The student must be tested individually or with headphones so other test takers are not distracted.
  - When using the online format, two separate devices must be made available to the student. The student must first use one device to log into TestNav using his/her Student Authorization ticket to access the prompt and the Checklist for Writers, and the other device will be used to compose his/her short paper using a program with text-to-speech capabilities that reads the student's response verbatim. The student may use the text-to-speech function as often as necessary.
  - If the text-to-speech program includes automatic correction, thesaurus, or grammar check, these features must be disabled. The student may use the manual spell-checking capacity of the text-to-speech program, but the student must not be prompted to use it.
  - The Test Examiner must not provide any assistance. Examples of prohibited help include, but are not limited to: correcting spelling, grammar, and/or punctuation, rewording the response, providing hints and

clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response.

- The student's short-paper response from the device with the text-to-speech capability must be printed. The short paper must be transcribed to the regular answer document or into the online test's response area in TestNav by school staff. The transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred.
- A paper copy of the student's short paper shall be retained on file and secured in the office of the DDOT until the scores are received and verified and ATP is approved for that test administration. In addition, the student's short paper must be deleted from the device used to compose the short paper; however, an electronic copy of the short paper must be securely stored (on a flash drive, CD, etc.) until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. The electronic copy must then be securely destroyed.
- A document stating that the printed response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and ATP is approved for that test administration.

NOTE: The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.

Transcriptions into the response area of the student's short-paper component of the *Writing* test in TestNav must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be completed as soon as possible after the test. All materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

NOTE: The paper answer document does not list accommodation code 30. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess.

■ **Calculators and Arithmetic Tables**
Use accommodation code 26.
Available on the Grades 3–7 Mathematics assessments only

Students with disabilities may use calculators or arithmetic tables on sections of the Grades 3–7 *Mathematics* SOL assessments in which a calculator is not allowed. The student's IEP Team or 504 Committee must determine that a student is eligible based on the calculator accommodation criteria established by the Virginia Department of Education. Arithmetic machines, tables, and charts are defined as tools that serve the same function as a simple calculator (e.g. four-function calculator). Examples include multiplication charts, addition charts, subtraction charts, or division charts. In order to use these tools, students with disabilities must be found eligible by their IEP Team or 504 Committee under the calculator accommodation criteria. If the student is determined eligible, the IEP Team or 504 Committee must document the decision on the student's IEP or 504 Plan and must complete and sign the *Calculator Accommodation Criteria* form and maintain a copy in the student's educational record. The *Calculator Accommodation Criteria Form for Students with Disabilities* is located on the Virginia Department of Education Web site at:

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

■ **Calculator with Additional Functions**
Use accommodation code 28.
Available on the Grades 4–8 and EOC Mathematics and Grades 5, 8, and EOC Science assessments only

Calculators with additional functions are calculators with mathematical functions designed to accommodate a student's disability. Calculators with additional functions are calculators other than those routinely supplied to students on the SOL *Mathematics* and/or *Science* tests. Calculators routinely supplied to students are referred to as approved calculators and are listed in the *Non-Writing Test Implementation Manual*.

To prevent the use of calculators with additional functions which exceed those used to accommodate a student's disability, the following guidance must be used when selecting calculators with additional functions for eligible students with disabilities.

ALLOWED

Calculators with additional functions are allowed if the additional mathematical functions are required for the student to access the SOL assessment and are directly related to the student's disability. Both the disability and the corresponding additional functions must be clearly documented in the justification statement of the appropriate *Calculator Accommodation Criteria* form. The justification statement should explain the student's disability as it relates to mathematics and provide a rationale as to why the additional functions are necessary.

The *Calculator Accommodation Criteria Form for Students with Disabilities* is located on the Virginia Department of Education Web site at:

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

NOT ALLOWED

Calculators with additional functions:

- that are not related to the student's disability;
- that provide an unfair advantage to the student;
- designed solely to enhance student performance; or
- designed to compensate for below-grade-level mathematic skills.

■ **Math Aids**
Use accommodation code 19.
Available on Mathematics assessments only

Students with disabilities may use approved math aids on *Mathematics* SOL assessments if the accommodation is documented in the student's IEP or 504 Plan as a testing accommodation. Examples of approved math aids include: number line, colored shapes, and fraction circles. For a complete list of both approved and not approved math aids, refer to the document *Explanation of Testing Accommodations for Students with Disabilities—Math Aids Accommodation Code 19*, available on the Virginia Department of Education Web site at:

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

■ **Dry Erase Board**
Use accommodation code 2.

In place of scratch paper, a student may use a dry erase board (including a large wall-mounted board). The student must be tested individually. For test security, school staff must ensure that the student's dry erase board is not visible to others. This may require windows to be covered. The Test Examiner must ensure that the dry erase board is completely erased prior to the beginning of the testing session, and at the completion of the test session. The student must use the dry erase board independently without assistance from the Examiner. Prohibited help includes, but is not limited to, reminders to use the board, discussing test items, providing hints or clues, giving verbal indications or non-verbal cues about the correctness of a student's answer. The test session must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* in Appendix C.

NOTE: The paper answer document does not list accommodation code 2. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess.

■ **Additional Writing Implements**
Use accommodation code 3.

The student may be provided additional (3 or more) writing implements such as, but not limited to: highlighters, markers, colored pens, colored pencils, etc. The student may use the writing implements in the test booklet or on his/her scratch paper. Writing implements must not be used anywhere on the student's answer document. Answer documents submitted with markers, highlighters, colored pens and/or colored pencils will not scan properly, and therefore cannot be scored. The additional writing implements must be provided to the student at the beginning of the session. The student must use the additional writing implements on the scratch paper or dry erase board (as appropriate) independently without assistance from the Examiner. Prohibited help includes, but is not limited to: reminders to use the additional writing implements, discussing test items, providing hints or clues, giving verbal indications or non-verbal cues about the correctness of a student's answer.

NOTE: The paper answer document does not list accommodation code 3. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess.

Guidance for Transcribing Students' Answers—Information for all Assessments

Transcribing students' test responses onto an answer document or onto the online test screen is available **only** for students as stated in their IEPs, 504 Plans, LEP Student Assessment Participation Plans, or due to a documented temporary condition. In the case of a damaged answer document or an irregularity, prior approval must be obtained from the DDOT for the STC to conduct a transcription of students' answers.

A student's test items responses must be transcribed if the student's answers were:

- recorded on braille paper or on an enlarged copy of the answer document;
- dictated to an Examiner/Proctor;
- created using a word processor, word processor with speech-to-text, brailler, augmentative communication device, or word prediction software;
- marked directly in the test booklet; or
- indicated verbally, by pointing, or using a communication board or choice cards.

The student's responses must be entered exactly as the student indicated. The student's responses must not be corrected, or altered in any way. The transcription must be verified by a second school official to ensure that no errors occurred. Proctors may transcribe or verify the transcription. Other school staff members may transcribe responses or verify responses without formal training as a Proctor; however, they must receive test security training and sign the *School Division Personnel Test Security Agreement*.

NOTE: The same individual should transcribe the entire short-paper component of the *Writing* test since an alert will be triggered if a response appears with more than one individual's handwriting.

Transcriptions must be completed as soon as possible after the test has been administered. Transcriptions to an online test must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be completed as soon as possible after the test. All materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

If a device was used to compose the student's responses, the responses must be deleted from the device. The documentation of the student's responses (such as an audio/video of the session, output from a brailler or augmentative communication device, paper and electronic copies of responses (e.g., flash drive, CD, enlarged answer documents) shall be retained on file and secured in the office of the DDOT until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration.

Procedures for Requesting a Special Assessment Accommodation

Some students with disabilities may require accommodations beyond those listed in this manual to access the SOL assessments. Prior approval from the Virginia Department of Education is required in order to administer these accommodations. The Division Director of Testing or his/her designee should complete the *Special Assessment Accommodation Request* form available on the Virginia Department of Education Web site at:

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

The *Special Assessment Accommodation Request* form must be submitted to the Virginia Department of Education following the directions provided on the form and by the deadline listed on the form.

Each request for a special assessment accommodation will be reviewed based upon the need to provide equal access to the SOL test for the student and the need to maintain standardized procedures and test security. Accommodations may be "approved," "approved with conditions," or "not approved." Some accommodations that are approved or approved with conditions may be designated as non-standard accommodations. The Division Director of Testing or his/her designee will be notified as soon as the decision concerning the special assessment accommodation has been made.

If a request for a special assessment accommodation receives an "approved" or "approved with conditions" response, the approval for that accommodation will remain in effect for subsequent SOL administrations for that same student only, if:

- the subsequent SOL assessment is in the same content area(s) as the original approval;
- the student's continuing need for the same accommodation is documented in the IEP; and
- the conditions specified in the original response will be met.

STANDARDS OF LEARNING ASSESSMENTS

For detailed information regarding LEP student participation in the Standards of Learning (SOL) assessments, refer to *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

The table below provides an overview of the WIDA® ACCESS for ELLs® 2.0 Overall Proficiency Levels. English language proficiency levels are used to determine assignment of testing accommodations to LEP students for SOL assessments.

Table 4. Overview of Virginia English Language Proficiency Levels and ACCESS for ELLs 2.0 Overall Proficiency Levels

English Language Proficiency Levels	ACCESS for ELLs 2.0 Overall Proficiency Levels*
Level 1	1.0–1.9
Level 2	2.0–2.9
Level 3	3.0–3.9
Level 4	4.0–4.9
Level 5	5.0–6.0 and Literacy Score less than 5.0
Level 6—Formerly LEP	5.0 or above *and* Literacy Proficiency Level 5.0 or above *and* Testing on Tier B or C

*If the student does not have an Overall Proficiency Level from Spring 2016 ACCESS for ELLs 2.0 testing, the Grade Adjusted Composite Proficiency Level from the WIDA-ACCESS Placement Test (W-APT™), the WIDA Screener Paper, the WIDA Screener Online, or the Overall Composite Proficiency Level from the WIDA Measure of Developing English Language (MODEL™) Assessment may be used.

- **Exempting LEP Students from the Virginia Assessments**
  - ***Reading* Exemption (Testing Status Code 11)**—LEP students who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL *Reading* test in grades 3–8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for End-of-Course *Reading*.
  - ***History/Social Science* Exemption (Testing Status Code 3)**—LEP students in grades 3–8 may exercise a one-time exemption for the *Virginia Studies* or *Civics & Economics* SOL test.
  - ***Mathematics***—LEP students may NOT be exempted from the SOL *Mathematics* tests.
  - ***Science***—LEP students may NOT be exempted from the SOL *Science* tests.
  - ***Writing* (Testing Status Code 3)**—LEP students may exercise a one-time exemption from the Grade 8 SOL *Writing* test. No exemption is available for the EOC *Writing* test.

The reason(s) for exemptions and the ramification(s) of exemptions should be documented in the student's LEP Student Assessment Participation Plan and conveyed to the LEP student's parent(s) or guardian(s).

Formerly LEP Students

Formerly LEP–Year 1

A student is considered Formerly LEP–Year 1 when he/she in spring 2016:

- tested on Tier B or Tier C of the ACCESS for ELLs 2.0 test and earned both an Overall Proficiency Level of 5.0 or higher and a Literacy Proficiency Level of 5.0 or higher; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Formerly LEP–Year 2

A student is considered Formerly LEP–Year 2 when he/she in spring 2015:

- tested on Tier C of the ACCESS for ELLs test and earned both an Overall Proficiency Level of 5.0 or higher and a Literacy Proficiency Level of 5.0 or higher; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Formerly LEP–Year 3

A student is considered Formerly LEP–Year 3 when he/she in spring 2014:

- tested on Tier C of the ACCESS for ELLs test and earned both an Overall Proficiency Level of 5.0 or higher and a Literacy Proficiency Level of 5.0 or higher; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Formerly LEP–Year 4

A student is considered Formerly LEP–Year 4 when he/she in spring 2013:

- tested on Tier C of the ACCESS for ELLs test and earned both an Overall Proficiency Level of 5.0 or higher and a Literacy Proficiency Level of 5.0 or higher; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Testing Accommodations

The Formerly LEP student, Year 1, 2, 3, or 4, is not eligible for the direct and indirect testing accommodations described in this Appendix. However, if a Formerly LEP student is also a student with a disability, she/he may receive testing accommodations based upon his/her IEP/504 Plan.

Direct and Indirect Linguistic Testing Accommodations for Standards of Learning Tests

Testing accommodations for the SOL assessments provide LEP students the opportunity to be assessed on content knowledge rather than English language proficiency. Testing accommodations may involve changes to testing procedures, testing materials, or the testing situation to allow students meaningful participation in an assessment. Direct linguistic testing accommodations involve adjustments to the language of the test, such as a Plain English version of the test or the use of a bilingual dictionary. Indirect linguistic testing accommodations involve adjustments to the conditions under which LEP students take the test, such as a flexible schedule that may include breaks. Additionally, testing accommodations should not provide an unfair advantage during testing, should be determined prior to testing, and documented in the LEP Student Participation Plan.

The information listed in the following table summarizes direct and indirect testing accommodations that are matched to recommended ACCESS for ELLs 2.0 Overall Proficiency Levels. While all direct and indirect testing accommodations are available to all LEP students as deemed appropriate, certain testing accommodations may be more appropriate for students at particular English language proficiency levels.

The following Key applies to Table on the next page.

Key

H	The testing accommodation is available for the *History/Social Studies* SOL test.
M	The testing accommodation is available for the *Mathematics* SOL test.
R	The testing accommodation is available for the *Reading* SOL test.
S	The testing accommodation is available for the *Science* SOL test.
W	The testing accommodation is available for the *Writing* SOL test. (MC: multiple-choice/technology enhanced item (TEI) component. SP: short-paper component. NOTE: Paper *Writing* tests do not include TEI.)
	The testing accommodation is not available for the content area.
●	The testing accommodation is recommended for LEP students if they possess the literacy skills necessary to use the accommodation.
✔	The testing accommodation is available if it is specified in the LEP Student Assessment Participation Plan.
○	Student must meet eligibility criteria to receive the testing accommodation. Refer to the LEP testing accommodations guidelines for the details regarding eligibility criteria.

Table 5. Direct and Indirect Linguistic Testing Accommodations for LEP Students

Content Area					Code	Testing Accommodation and Description Refer to Appendix B: *Selection of Testing Accommodations for LEP Students* for additional details regarding these accommodations.	ACCESS for ELLs 2.0 Overall Proficiency Levels				
							1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9
Direct Linguistic Testing Accommodations											
H	M	R	S	W	7	**Test Directions Delivery** ■ Written directions (in English only) to accompany oral test directions.	✔	✔	✔	✔	✔
H	M		S	W	10	**Read-Aloud Test** ■ Tests are read (in English only) to the student. Must be recorded or proctored.	●	●	●	✔	✔
H	M		S	W	11	**Audio Test** ■ A pre-recorded (in English only) version of the test items.	●	●	●	✔	✔
		R			14	**Read-Aloud *Reading* Test** ■ *Reading* test is read (in English only) to the student. Must be recorded or proctored. Student must meet specific criteria.	○	○	○	○	○
		R			15	**Audio *Reading* Test** ■ A pre-recorded (in English only) version of the *Reading* test items. Student must meet specific criteria.	○	○	○	○	○
H	M	R	S	W	17	**Bilingual Dictionary** ■ LEP students may use a word-to-word bilingual dictionary.	●	●	●	●	●
				W	25	**Dictation to a Scribe** ■ Dictation (in English only) to a scribe (short-paper component only). Must be recorded or proctored. Requires transcription.	✔	✔	✔	✔	✔
H	M	R	S	W MC	29	**English Dictionary** ■ ***Writing* Tests:** ● 2010 SOL–allowed on short-paper component for Grade 8 and EOC. ● 2002 SOL–allowed on both components for EOC. ■ ***Non-Writing* Tests:** LEP students may use a general English dictionary.	**The English dictionary is not permitted on the MC/TEI component of the *Writing* (2010 SOL) test.**				
				W SP			✔	✔	✔	✔	✔
	M				A	**Plain English *Mathematics* Test** ■ Grades 3–8 *Mathematics* and *Algebra I* only. ■ LEP student must meet eligibility criteria for participation.	**ACCESS for ELLS 2.0 Overall Proficiency Levels** **Grades 3–5: 1.0–3.5** **Grades 6–8: 1.0–3.3** **Grades 9–12: 1.0–3.5**				

Table 5. Direct and Indirect Linguistic Testing Accommodations for LEP Students, continued

Content Area					Code	Testing Accommodation and Description Refer to Appendix B: *Selection of Testing Accommodations for LEP Students* for additional details regarding these accommodations.	ACCESS for ELLs 2.0 Overall Proficiency Levels				
							1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9
Indirect Linguistic Testing Accommodations											
H	M	R	S	W	1	**Multiple Test Sessions** ■ Testing over two or more school days requires a paper test. Multiple test sessions are not permitted on the short-paper component of the *Writing* test.	✔	✔	✔	✔	✔
H	M	R	S	W	4	**Visual Aids** ■ Visual templates showing one word, sentence, line, or test item at a time. Code test accommodation 4 only when used on a paper test.	✔	✔	✔	✔	✔
H	M	R	S	W	18	**Examiner Records Responses** ■ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.	✔	✔	✔	✔	✔
H	M	R	S	W	31	**Flexible Schedule** ■ Testing with breaks requires the test to be completed within one school day.	✔	✔	✔	✔	✔

Direct Linguistic Testing Accommodations

- **Written Directions Accompanying Oral Directions**
  Use accommodation code 7, Test Directions Delivery.

  The student may receive a copy of the bold, "**SAY**," testing directions (in English only) from the *Examiner's Manual* (for online tests) or from the *Supplement to the Examiner's Manual* (for paper tests). Prior to providing the directions to the student, the student's copy must be reviewed by a second staff member to ensure all the **SAY** directions from the *Manual* are included. The non-bold directions that provide instructions only for the Examiner/Proctor should be removed:

  NOTE: The paper answer document does not list accommodation code 7. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess.

Guidance for Reading Tests Aloud—Information for all Assessments

Special attention must be given to the LEP Student Assessment Participation Plan for specific accommodations regarding reading the test aloud. For example, a student's accommodation may require the entire test to be read aloud or may require having words, questions, or sentences read aloud only when requested by the student.

When reading the tests aloud, the Examiner must be careful not to lead the student to the correct answer by intonation or to repeat any part of the test which is not specifically requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The Examiner should be familiar with how to read test items to students. Examiners may use the PearsonAccess audio Practice Items to hear how tests should be read aloud and to practice reading types of test items. In order to provide the student multi-sensory stimulation, the student must be provided the online version or paper version (if eligible) of the test to follow along as the Examiner reads. Test items must be read in English. For more detailed information, refer to *Guidelines for Administering the Read-Aloud Accommodation for the Standards of Learning Assessments* at:

www.doe.virginia.gov/testing/participation/guidelines_read_aloud.pdf

All read-aloud administrations must be recorded or proctored throughout the entire read-aloud test administration. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

- **Read-Aloud *(Use accommodation code 10.)* or Audio *(Use accommodation code 11.)* on the *Mathematics, Science, History/Social Science,* and *Writing* Assessments**

  The read-aloud or audio accommodation on *Mathematics, Science, History/Social Science*, and *Writing* assessments is allowed for LEP students as specified in the LEP Student Assessment Participation Plan.

- **Read-Aloud *Reading* Assessment *(Use accommodation code 14.)* or Audio *Reading* Assessment *(Use accommodation code 15.)***

  The read-aloud or audio accommodation is not available to LEP students for the SOL *Reading* assessment unless the LEP student also has an eligible disability and the accommodation is documented in the student's IEP or 504 Plan. See *Students with Disabilities: Guidelines for Assessment Participation* located at:

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

  LEP students may receive the read-aloud or audio testing accommodation on the EOC *Reading* test under the following circumstances:

  The LEP student meets all of the following criteria:

  - the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio testing accommodation; and
  - the student's LEP Student Assessment Participation Plan lists the read-aloud or audio testing accommodation for other tests; and
  - the student receives the read-aloud or audio testing accommodation in the classroom.

  For LEP students retaking the EOC *Reading* test, the read-aloud or audio testing accommodation will be considered a non-standard testing accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 14 or 15 and B, the EOC *Reading* test must be marked as retest on the Student Test Details screen in PearsonAccess.

  NOTE: Providing the read-aloud or audio testing accommodation to an LEP student on the EOC *Reading* retest will generate a test alert. Only Virginia Department of Education (VDOE) staff can clear this test alert. Before the test alert can be cleared, the Division Director of Testing or designee must submit a request to VDOE to clear the test alert. The request must include the following:

  - the student's name and State Testing Identifier (STI); and
  - a statement verifying that the student is LEP and meets all eligibility criteria for the read-aloud or audio testing accommodation on the EOC *Reading* retest.

  Requests to clear the test alert must not be sent via email. These requests must be sent via the dropbox in the Single Sign-on for Web Systems (SSWS) to Robert Fugate and copied to Kevin McClintock.

Guidance for Creating an Online Read-Aloud Test Session

NOTE: The following guidelines do not apply to Computer Adaptive Tests.

Examiners who will be reading an online test aloud to students who require this accommodation will be given access to an online test to be viewed on the Examiner's testing device only, through the use of an Examiner Authorization ticket. This online test will not be scored or reported in the online system. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a testing device that is separate from the student's testing device. Directions for the DDOT and/or STC for creating read-aloud sessions are as follows:

- When creating a new test session, select "yes" from the read-aloud drop-down box on the New Test Session screen. A read-aloud session will be indicated on the New Test Session screen.
- Select the *Authorizations* button to view the Examiner Authorization ticket. Selecting this button will display the Examiner's test ticket. This ticket should be printed on colored paper to differentiate it from the students' test tickets and kept secure until the day of testing. The Examiner Authorization ticket should be printed no more than 4 days prior to the start of a test session.
- The Examiner Authorization ticket is not valid until the test session is started, and it will remain active until the test session is stopped. Unlike the students' online tests, the Examiner may exit the test and log back into the test using the login information on the ticket without resuming the test. Because of this, Examiner Authorization tickets are highly secure materials and must be kept secure until the test session is in STOPPED status. It is imperative that read-aloud test sessions are stopped immediately after the test session is complete. All read-aloud administrations must be audio recorded or proctored.
- Student and Examiner test tickets are generated based on the form group type designated when the session is created. ALL students in the session will receive the same form. Any student needing a form different from the rest of the session must be removed from the session and placed in a new test session set up with that form group type.

The *PearsonAccess User's Guide for the Virginia Assessment Program* provides additional information about preparing read-aloud sessions.

Guidance for Providing the Read-Aloud Accommodation on a Computer Adaptive Test (CAT)

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, an Examiner/Proctor test cannot be displayed on a separate testing device that would match the student's test. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the Guidance for Reading Tests Aloud—Information for all Assessments, located in this Appendix, as well as all of the following:

- The test must be administered individually.
- The test administration must be recorded or proctored throughout the entire read-aloud test administration.
- In order to provide the student multi-sensory stimulation, the student must be seated directly in front of his/her own testing device to follow along as the Examiner reads. The Examiner must sit to the side of the student and reads directly from the student's screen.
- Test items must be read in English.
- Unless otherwise specified in the student's LEP Student Assessment Participation Plan, the student will maintain control of the testing device. The student will respond to each test question and be responsible for all navigation and final submission of the test for scoring.
- A Computer Adaptive Test cannot be reviewed by the Examiner prior to the test administration. Examiners may use the Practice Items in audio format to hear how test items should be read aloud.
- The Examiner must read the test items aloud without providing any assistance. The Examiner may not: re-read the item unless requested by the student, summarize the test item, reword the test item, provide hints and clues, remind the student to use test taking strategies, or give any verbal indications or non-verbal cues about the accuracy of a student's response.

Guidance for Creating an Online Audio Test Session

- Using the Proctor Caching functionality is strongly encouraged, especially when delivering an audio form of the test. Proctor Caching allows test administrators to "pre-fetch" test content. This accelerates the delivery of test content to students and reduces the amount of bandwidth required for online testing. Because audio files consume a large amount of bandwidth, Proctor Caching should be used when delivering an audio test to a student. For details on downloading, installing, and using Proctor Caching, refer to the TestNav 8 Online Support page at

  https://support.assessment.pearson.com/display/TN/ProctorCache+System+Requirements
  and
  https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache.

- The STC or designated technology representative should ensure that the online audio test is cached before the test session begins.
- The DDOT or STC may assign the online audio form to a student after the test session has been created. For directions on assigning the audio form, refer to the *PearsonAccess User's Guide for the Virginia Assessment Program*.
- When administering the online audio version of a test, an audio player will appear on the user's screen with the first test question but AFTER the sample item(s). Students use this player to play, pause, replay, advance the audio, and to control the volume.
- The student must select the *Forward* button for each passage/question. Two audio players will appear when there is a reading passage with a question. One player controls the recording of the passage, the other controls the recording of the question. Students may listen to a question as many times as necessary. If several students will be tested using the online audio form in the same location, headphones must be provided for each of the students. If a student needs clarification of what was heard on the audio test, the Examiner may repeat or read anything on the screen that is requested by the student but with caution not to inadvertently disclose a response (e.g., reading numbers versus place values, etc.). The Examiner may not answer questions about the passages or test items, provide definitions, or explain test items for students.
- Using an online audio version of the test is a preferred method of oral presentation as it provides uniform administration statewide. The student should have instructional experience with similar electronic media players found on electronic devices. Unless the student has experience with using electronic media players, the online audio version of a test may place the student at a disadvantage.

Guidance for Choosing the Online Audio Test Accommodation for LEP Students Who Typically use the Read-Aloud Accommodation in the Classroom

School divisions are told that students should not use accommodations during testing unless they use the same accommodation during classroom instruction and assessments. Since it would be very difficult for school divisions to provide an online audio accommodation during instruction, the following guidelines provide clarification as to the circumstances under which a student could be provided with an online audio accommodation during testing.

- The LEP Committee must determine whether the read-aloud accommodation administered by a Test Examiner or the online audio accommodation is the more appropriate delivery method for online testing. It is particularly important that the parent agrees to the delivery method and that the decision is clearly documented in the LEP Student Assessment Participation Plan.
- The online audio accommodation on the SOL test may be provided to students who typically have a read-aloud accommodation during instruction or to those who use recorded media or text readers in the classroom.
- If the LEP Committee determines that the online audio accommodation is the more appropriate accommodation, the student should have practice with audio Practice Items available on the Virginia Department of Education's Web site at:

  www.doe.virginia.gov/testing/sol/practice_items/index.shtml

- **Bilingual Dictionary**
  Use accommodation code 17.

  LEP students may use a bilingual dictionary on SOL tests following these guidelines:

  - The bilingual dictionary must be a general, word-to-word bilingual dictionary.
  - The bilingual dictionary must not be a specialized dictionary, such as a subject specific dictionary, rhyming dictionary, picture dictionary, etc.
  - The bilingual dictionary must be a paper dictionary. Electronic bilingual dictionaries or translators are not allowed.
  - The bilingual dictionary may be either school-owned or student-owned.
  - The bilingual dictionary should be familiar to the LEP student. SOL testing should not be the first time an LEP student uses a bilingual dictionary.
  - The bilingual dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
  - The bilingual dictionary may be used alone or with the English dictionary.

- **English Dictionary**
  Use accommodation code 29.

  Because an English dictionary may provide definitions of subject-specific vocabulary that LEP students are expected to know (e.g., median, simile) for the SOL tests, the use of this testing accommodation should be carefully considered. An English dictionary is likely to be most appropriate for LEP students who are still beginning English learners, for example those at Virginia English Language Proficiency (ELP) levels 1 through 3 and those who are not literate in their native languages. The English dictionary testing accommodation should be *cautiously* considered for LEP students at Virginia ELP Levels 4 and 5. Refer to the table, **Overview of Virginia English Language Proficiency Levels and ACCESS for ELLs 2.0 Overall Proficiency Levels**, at the beginning of this section. LEP students may use an English dictionary on SOL tests following these guidelines:

  - The English dictionary must be a general dictionary without a thesaurus section.
  - The English dictionary must not be a specialized dictionary, such as a subject-specific dictionary, rhyming dictionary, picture dictionary, etc.
  - The English dictionary must be a paper dictionary. An electronic dictionary is not allowed.
  - The English dictionary may be either school-owned or student-owned.
  - The English dictionary should be familiar to the LEP student. SOL testing should not be the first time an LEP student uses the English dictionary.
  - The English dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
  - The English dictionary may be used alone or with the bilingual dictionary on *Non-Writing* SOL tests, the short-paper component of the *Writing* test (2002 and 2010 SOL), and the multiple-choice component of the EOC *English: Writing* test (2002 SOL).
  - The English dictionary is not permitted on the multiple-choice component of the Grade 8 or EOC *Writing* test (2010 SOL).

  NOTE: For any paper short-paper component of the *Writing* test (2002 and 2010 SOL), the English dictionary is available to all students and should not be designated as a testing accommodation.

- **Dictation to a Scribe**
  Use accommodation code 25.
  Use these guidelines when this accommodation is used on the short-paper component of the Writing Assessment.
  The student must be assessed individually to ensure that other test takers are not distracted.

  The student will dictate in English his/her response to the prompt for the short-paper component of the *Writing* assessment to a school official (scribe) who will transcribe it. The scribe, who should have experience working with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. Care must be taken by the scribe not to provide help on test items. Examples of prohibited help include, but are not limited to: discussing test items, providing hints or clues, giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer.

  The session between the student and scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

Guidelines for Dictation to a Scribe Using the Online Format of the Short-Paper Component: The process between the student and scribe should be established before testing begins and should follow the format that is used in the classroom. The LEP Student Assessment Participation Plan should specify how the scribing will be completed, from the following options:

- As the student dictates in English, the scribe will type directly into the response area of the student's short-paper component in TestNav. The student will revise/edit within the response area of TestNav and submit the test when finished; or
- As the student dictates in English, the scribe will type directly into a word processor using a different computer. The student will revise/edit on the word processor or a printed copy. A final paper copy will be printed to be used for transcription into the response area of the student's short-paper component in TestNav. The student will submit the test when finished; or
- As the student dictates in English, the scribe will hand-write the student's response. The student will revise/edit on the paper copy. The response is then transcribed by typing into the response area of the student's short-paper component in TestNav. The student will submit the test when finished.

Transcriptions into the response area of the student's short-paper component of the *Writing* SOL test in TestNav must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be completed as soon as possible after the test. Remember that all materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

NOTE: The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.

- **Plain English *Mathematics* Test**
  Use accommodation code A.

  LEP students may be assessed in mathematics using the Plain English versions of the grades 3–8 *Mathematics* and *Algebra I* tests if they are enrolled in:

  - grades 3–5 and have an ACCESS for ELLs 2.0 Overall Proficiency Level within the range of 1.0-3.5;
  - grades 6–8 and have an ACCESS for ELLs 2.0 Overall Proficiency Level within the range of 1.0-3.3;
  - grades 9–12 and have an ACCESS for ELLs 2.0 Overall Proficiency Level within the range of 1.0-3.5 (*Algebra I* only); or
  - grades 3–8 or *Algebra I* and have been enrolled in United States schools for less than 12 months, regardless of their Overall Proficiency Level.

  NOTE: LEP students may participate in the Plain English *Mathematics* testing for a window of no more than three consecutive years if they continue to meet the requirements described above.

Indirect Linguistic Testing Accommodations

The SOL tests are untimed, but ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. Based on their English language proficiency and/or the language demands of the assessment, some LEP students may require breaks or multiple test sessions.

- **Multiple Test Sessions**
  Use accommodation code 1.
  Paper test administration is required.

  LEP Students who require multiple test sessions, when the test will be completed in two or more school days, must be administered a paper test. Care must be taken to ensure that the student is exposed only to those test items in the portion of the test that he/she is attempting that day. Previously completed items and items not yet accessed must be sealed to prevent accidental exposure to the student. The short-paper component of the *Writing* SOL test must be completed in one school day and does not qualify for multiple test sessions; however, the student may be given breaks under secure conditions.

- **Flexible Schedule**
  Use accommodation code 31.

  Breaks: Students who require breaks, but not multiple test sessions, must complete the test in one school day. The schedule for breaks must be determined prior to testing and be based on the routine use of scheduled breaks during classroom assessment. The Test Examiner and School Test Coordinator should work together to establish the procedure for notifying the student to begin and end a break during testing. Breaks are available for

either online or paper tests. The break(s) must be supervised. Test security must be maintained at all times during the break(s). 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(s), and must not disrupt other students who are continuing to test.

Also, for test security, the student's test materials must not be accessible or viewable by other students or by school personnel during the break(s). If the student is testing online, the student should either be *Exited* from the online test or, if the testing room will be securely maintained, the student's screen could be turned off or covered prior to the break(s) to maintain test security. If the student *Exits* the test, his/her test must be *Resumed* on the Session Details screen in PearsonAccess and the student must log back into TestNav using his/her Student Authorization ticket. If the student's screen was turned off or covered and the student did not *Exit*, the student must return to the same testing device to continue testing.

NOTE: The paper answer document does not list accommodation code 31. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess.

- **Visual Aid (Masking templates)**
  Use accommodation code 4 when this accommodation is used on paper tests.

  Templates (or masks) that are blank allow a student to see one word, sentence, line, or test item at a time.

  - Use accommodation code 4 to the paper tests of LEP students who require a paper test and the use of a the mask or template.
  - **NOTE:** Applying accommodation code 4 to the online test is not required for LEP students who require the mask or template. Online tests show only one test item at a time. The Line Reader Mask and Answer Mask tools are available for all students; therefore, this is not considered a testing accommodation for online tests. Students taking online tests must receive prior practice using the Line Reader Mask and Answer Mask on a practice test using TestNav 8.

- **Examiner Records Responses**
  Use accommodation code 18.

  LEP students who are unable to respond to test items by marking an answer document or by selecting the answer online may have an Examiner/Proctor record their responses. The student may mark in the test booklet, respond verbally, point, or otherwise indicate a response. The Examiner must transfer the student's responses to the regular answer document or select them on the student's testing device.

  If the student marks in his/her own test booklet, the answers are transcribed onto the answer document. The answer choices in the test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The student's name should be clearly printed on the test booklet and the booklet returned with all other secure materials to Pearson. If a discrepancy is discovered after the division has returned its secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

  The student may give the Examiner directions on how to respond to online TEI items by responding verbally, pointing, or otherwise indicating his/her answers.

  If the student responds verbally, points, or otherwise indicates a response, the student must be assessed individually to ensure that other test takers are not distracted. The session between the student and the scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

  The student's answer choices for paper or online assessments must be verified by a second school official to ensure that no errors in transcription occurred.

APPENDIX B	Table of Testing Accommodations Available for the SOL *Non-Writing* Test

STANDARDS OF LEARNING ASSESSMENTS

The testing accommodations listed in the table on the following pages are intended for students with disabilities and limited English proficient (LEP) students as noted. In order to receive an accommodation, the student must meet the criteria established for that accommodation. **The table is a summary only and does not contain all the criteria or details associated with the accommodation.** Most of the accommodations listed in the tables are explained in greater detail in the Testing Accommodations for Students with Disabilities or Testing Accommodations for LEP Students sections of Appendix B. The **Description** column on the table contains a brief description of the accommodation and any notations or restrictions for its use.

School staff are reminded that accommodations must only be used to provide equal access to the SOL assessment and may not provide an unfair advantage or be selected to enhance performance. All accommodation determinations must be documented in the student's IEP, 504 Plan, and/or LEP Student Assessment Participation Plan.

Dually Identified Students. LEP students who are also students with disabilities are referred to as "dually identified." IEP/504 Teams **and** LEP Committees must work collaboratively to determine the assessment participation for dually identified students.

- The IEP/504 Team and LEP Committee jointly determine the statewide assessment participation based on the dually identified student's disability and LEP status.
- The IEP/504 Team and LEP Committee jointly determine special test accommodations based on the student's disability and LEP status.
- Statewide assessment participation and special test accommodations must be documented in the student's IEP/504 Plan and LEP Student Assessment Participation Plan.

Students with Temporary Conditions. Students who do not have an IEP or 504 Plan may be provided with appropriate special test accommodations needed to access the Virginia SOL tests if they have a documented temporary condition, such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file and appropriately coded in PearsonAccess.

Refer to the Key below for an explanation of abbreviations or symbols encountered on the Table.

Key

Abbreviation Symbol	Explanation
SWD	This accommodation may be considered for students with disabilities and dually identified students.
LEP	This accommodation may be considered for LEP students and dually identified students.
SWD LEP	If SWD and LEP appear together in a cell, this indicates that the accommodation may be considered for students with disabilities, LEP students, or dually identified students.
H	The accommodation is available on the *History/Social Science* test.
M	The accommodation is available on the *Mathematics* test.
R	The accommodation is available on the *Reading* test.
S	The accommodation is available on the *Science* test.
#	Under certain circumstances, an SWD and/or LEP student who is retesting on the EOC *Reading* or Grade 8 *Reading* test (Grade 8 *Reading* only to demonstrate literacy requirement for a Modified Standard Diploma) may receive the accommodation even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud/ audio accommodation on the *Reading* test. Refer to the SWD or LEP guidelines for criteria.
	The accommodation is not available for this test administration or on the content area indicated.

Table of Testing Accommodations Available for the SOL *Non-Writing* Tests

Refer to the Testing Accommodations for Students with Disabilities or Testing Accommodations for LEP Students for additional details regarding these accommodations.

Code	Accommodation	Student	Content Area				Description
A	Plain English *Mathematics* Test	SWD LEP		M			■ Grades 3–8 *Mathematics* and *Algebra I* only. ■ LEP students must meet eligibility criteria.
B	Non-Standard	SWD LEP	H	M	R	S	■ Contact VDOE for assistance.
1	Multiple Test Sessions	SWD LEP	H	M	R	S	■ Testing over two or more school days; requires a paper test.
2	Dry Erase Board	SWD	H	M	R	S	■ Use dry erase board as scratch paper. Must be video recorded or proctored.
3	Additional Writing Implements	SWD	H	M	R	S	■ The student may be provided additional (3 or more) writing implements such as highlighters, markers, colored pens, colored pencils, etc.
4	Visual Aids	SWD LEP	H	M	R	S	■ Magnification, color overlays, templates/masks, blank graphic organizers, template software.
5	Amplification Equipment	SWD	H	M	R	S	■ Auditory trainer, whisper phone.
6	Large-Print Test	SWD	H	M	R	S	■ Available as a paper test only.
7	Test Directions Delivery	SWD LEP	H	M	R	S	■ Written directions to accompany oral test directions. ■ Interpret/transliterate testing directions. Available for SWD only.
8	Enlarged Answer Document	SWD	H	M	R	S	■ Available with paper tests only. Transcription to a standard answer document required.
9	Braille Test	SWD	H	M	R	S	■ Available as a paper test only.
10	Read-Aloud Test	SWD LEP	H	M		S	■ Test items are read (in English only) to the student. Must be recorded or proctored.
11	Audio Test	SWD LEP	H	M		S	■ A pre-recorded version of the test items.
12	Interpret/Transliterate the Test	SWD	H	M		S	■ Interpret/transliterate test items. Must be video recorded or proctored.
13	Communication Board/Choice Cards	SWD	H	M	R	S	■ Communication board, choice cards. Must be video recorded or proctored. Requires transcription.
14	Read-Aloud *Reading* Test	SWD LEP			R		■ *Reading* test is read (in English only) to the student. Student must meet eligibility criteria. Must be recorded or proctored. ■ For SWD & LEP high school retesters, see # in Key.
15	Audio *Reading* Test	SWD LEP			R		■ A pre-recorded version of the *Reading* test items. Student must meet eligibility criteria. ■ For SWD & LEP retesters, see # in Key.
16	Interpret/Transliterate the *Reading* Test	SWD			R		■ Interpret/transliterate the *Reading* test. Must be video recorded or proctored. Student must meet eligibility criteria.
17	Bilingual Dictionary	LEP	H	M	R	S	■ LEP students may use a bilingual dictionary. Refer to LEP accommodation guidelines.
18	Examiner Records Responses	SWD LEP	H	M	R	S	■ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.
19	Math Aids	SWD		M			■ Use approved math aids, examples: abacus, number line, colored shapes. Refer to SWD accommodation guidelines for assistance.

Table of Testing Accommodations Available for the SOL *Non-Writing* Tests, continued

Code	Accommodation	Student	Content Area				Description
20	Specific Verbal Prompts	SWD	H	M	R	S	■ Examiner uses specific verbal prompts to keep student focused. Must be recorded or proctored.
21	Response Devices	SWD	H	M	R	S	■ Student records responses to MC items using braille writer. Requires a paper test. Requires transcription.
22	Augmentative Communication Device	SWD	H	M	R	S	■ Student responds by augmentative communication device. Must be video recorded or proctored. Requires transcription.
23	Spelling Aids						
24	Dictation to a Recording Device						
25	Dictation to a Scribe	SWD	H	M	R	S	■ Student directs the scribe (in English only) through the process of writing out mathematical formulas and solutions, solving TEI, making notes, etc. Must be recorded or proctored.
26	Calculator/Arithmetic Tables	SWD		M			■ Gr. 3 *Mathematics*—for use on the entire test. ■ Gr. 4, 5, 6, 7 *Mathematics*—for use on the NON-calculator portion of the test. ■ Grades 3–7 students must meet eligibility criteria. ■ Grade 8 and EOC *Mathematics*—not applicable (see #28).
27	VDOE Approved Special Accommodation Request	SWD	H	M	R	S	■ Prior approval from VDOE required. DDOT must submit the *Special Assessment Accommodation Request* form by the published deadline.
28	Calculator with Additional Functions	SWD		M		S	■ Gr. 3 *Mathematics*—not applicable (see #26). ■ Gr. 4–8 and EOC *Mathematics* and Grades 5, 8, and EOC *Science*—calculator with additional functions to those routinely supplied to all students. Student must meet eligibility criteria.
29	English Dictionary	LEP	H	M	R	S	■ LEP students only may use a general English dictionary. Refer to LEP accommodation guidelines.
30	Read Back Student Response						
31	Flexible Schedule	SWD LEP	H	M	R	S	■ Time of day, order of tests, and scheduled breaks.
32	Setting	SWD	H	M	R	S	■ Location, adaptive or special furniture, special lighting.

Appendix C

Guidance and Forms

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STANDARDS OF LEARNING ASSESSMENTS

Some special test accommodations require that the test administration be audio/video recorded or proctored. These accommodations include but are not limited to:

- read back response
- dry erase board
- specific verbal prompts
- interpreting/transliterating
- Examiner records responses
- dictation to a scribe
- augmentative communication device
- communication board, choice cards
- read-aloud test administration

For more information on which test sessions must be recorded or proctored, please refer to the Special Test Accommodations section found in the appendices of the *Test Implementation Manuals* (TIM) and the *Examiner's Manuals*.

Using a Proctor

The VDOE recommends that a proctor be present with the Examiner during all recorded sessions to avoid possible retesting in the event of technological failure. If the session is proctored, the Proctor must sign the affidavit that the test administration was conducted according to the *School Division Personnel Test Security Agreement*. This written verification must be retained on file and secure in the office of the DDOT until after scores have been received and verified, and Authorization to Proceed (ATP) is approved for that test administration. The Proctor's Affidavit is on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions,* which is available on the next page.

Recording Devices

Test sessions may be audio/video recorded using the following types of devices:

Tape recorder; handheld digital recorder; micro-cassette recorder; or a PC, laptop, or netbook with recording capabilities.

Storing Devices

All recorded test sessions must be securely stored on one of the following types of devices/media: CD, DVD, encrypted flash drive, audiotape, videotape, or floppy disk. When saving the audio/video file, VDOE recommends the use of a naming convention that allows easy identification of the specific student, test, and form number.

Maintain Security

All recordings of test sessions are considered secure test materials and must be stored by the DDOT in a secure, locked location until scores are received and verified, and Authorization to Proceed (ATP) is approved for that test administration. If a digital recording is created, the digital file must not remain on any device or media that is readily accessible to the general school population and/or public, including, but not limited to, teachers, students, paraprofessionals, custodial staff, library/media staff, building administrators, and parents. Once the scores are received and verified, the recordings of test sessions should be securely destroyed following your division's policy as directed by the DDOT.

Recording Technology Training

Examiners and Proctors should be trained prior to testing on the use of the recording technology to be used during the test session. The training should include opportunities for the Examiner and Proctor to have hands-on practice with the recording hardware, software, and/or storage device/medium. Training should include procedures for handling technical difficulties should they arise. The STC should keep a record of staff trained, date of training, and topics covered.

Proctor Training

The Proctor works with the Examiner in administering the SOL tests(s) and assists in maintaining an appropriate testing environment. A Proctor is also an observer who may be called upon to verify that students did not receive help on the test, that the test was administered according to the procedures outlined in the *Examiner's Manual*, and according to the *School Division Personnel Test Security Agreement*. Proctors must receive the same training as Examiners and must read and then sign the *School Division Personnel Test security Agreement*.

APPENDIX C | ***Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions***

STANDARDS OF LEARNING ASSESSMENTS

Use this form to document the distribution and return of test tickets/booklets/prompts, recording hardware, and storage media used for recorded and/or proctored test sessions. This form also provides the Examiner's and Proctor's affidavits, certifying the tests were administered according to the *School Division Personnel Test Security Agreement*.

Division Name _____ **School Name** _____ **Test Date** _____

Directions: Column (1): list the SOL test name. Column (2): enter the quantity of test tickets/test booklets/prompts issued (student and Examiner copies). Column (3): list the type of hardware used to conduct the recording, such as digital audio/video recorder, laptop, tape recorder, etc. Column (4): list the storage medium used to store the session, such as CD, DVD, flash-drive, cassette tape, etc. Column (5): Examiners initial the "OUT" column verifying the quantity and receipt of the test tickets/booklets/prompts, recording equipment, and storage media. Column (6): STC initials the "IN" column, verifying the return of the test tickets/booklets/prompts, recording equipment, and storage media. Column (7): after testing, the Examiner reads then signs the Examiner's Affidavit. Column (8): after testing, if applicable, the Proctor reads then signs the Proctor's Affidavit.

(1) Test name	(2) Test ticket/ booklet/ prompt quantity	(3) Type of hardware used to record session	(4) Type of storage medium	(5) OUT Examiner's initials	(6) IN STC's initials	(7) Examiner's Affidavit My signature below affirms that I administered the SOL Assessment(s) according to the *School Division Personnel Test Security Agreement*.	(8) Proctor's Affidavit (if applicable) My signature below affirms that I observed the SOL test administration conducted by the Examiner listed in Column 7, and I am certifying that the test was conducted according to the *School Division Personnel Test Security Agreement*.

STANDARDS OF LEARNING ASSESSMENTS

Directions: The interpreter should complete a separate form and read and sign an affidavit for each student who received interpretation services. All signed affidavits for the SOL and/or VMAST assessments must be securely maintained in the Office of the Division Director of Testing. Signed affidavits for the VAAP, VGLA, and VSEP must be included in the student's collection of work.

Student Receiving Interpretation Services

Student Name	**State Testing Identifier**	**Grade Level**
School Name	**Division Name**	

Test(s) Interpreted:

Test Administration (check one only): ❑ Fall 2016 ❑ Spring 2017 ❑ Summer 2017

Test Type (check all that apply): ❑ SOL ❑ VMAST ❑ VAAP ❑ VGLA ❑ VSEP

Content Area(s) (check all that apply):

❑ History/Social Science ❑ Mathematics

❑ Reading ❑ Science ❑ Writing

Interpreter's Affidavit

My signature below affirms:

I have:

- provided interpretation services for the student on the assessment (noted above) in an appropriate and professional manner according to the *School Division Personnel Test Security Agreement*.
- maintained confidentiality of the student's responses.

I have not:

- provided hints, clueing, prompting, or any other type of inappropriate assistance that would give the student answers to assessment items or provide an unfair advantage.
- fabricated, altered, or modified student responses or evidence in any way.

Signed:	**Print Name:**
Position:	**Date:**
School:	**Division:**

STANDARDS OF LEARNING ASSESSMENTS

2016–2017 *Non-Writing* Test Administration

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

Date: _____

Directions: Use this transmittal form to track and verify the distribution of Student/Proctor Authorization tickets. After testing has been completed, each Examiner/Proctor and all individuals who administered a Virginia Standards of Learning (SOL) Assessment must read and affirm the statement in the Affidavit column.

Examiner's Name (Proctor's Name)	**Quantity of Test Tickets Issued to Examiner/Proctor**	**Examiner's initials (Proctor's initials)** verifying receipt of the secure test tickets.	**STC Initials** verifying return of the secure test tickets.	**Examiner's/Proctor's Affidavit** **My signature below affirms,** I administered the Standards of Learning Assessment(s) according to the *School Division Personnel Test Security Agreement*.

APPENDIX C	Documentation of Need for Paper Standards of Learning Assessment

STANDARDS OF LEARNING ASSESSMENTS

Directions: This form must be completed for students with disabilities or those with medical conditions who need a paper test but who do NOT meet the following criteria:

- attend school in a location where a secure network connection or the required technology is not available to access an online test, such as special situation schools, homebound, residential facilities, hospitals, night schools, or Governor Schools.
- require an accommodation in the Individualized Education Plan (IEP) or 504 Plan that necessitates a paper format such as large-print test, braille test, or flexible schedule (multiple testing sessions requiring more than one school day).
- have a documented medical condition, such as a seizure disorder where exposure to a testing device will aggravate the student's condition.

For a student with disabilities, this form should be completed by the Individual Education Program (IEP) team/504 committee. For a student with medical conditions, this form should be completed by a team composed of the Division Director of Testing, building principal, course content teacher, parent, and other appropriate school staff. A separate form must be completed for each SOL Assessment, and a copy of each signed and completed form must remain in the student's education record and on file in the office of the Division Director of Testing.

Section I: Student Information

Student Name:_____ Date of Birth: _____

State Testing Identifier (STI): _____ Current Grade of Enrollment: _____

SOL Assessment Considered for Paper: _____

Section II: School Division Information

School Division Name:_____ School Name:_____

Course Content Teacher: _____ Date: _____

Section III: Eligibility Determination

Eligibility for paper administration of SOL assessments is determined based on a student's disability or the student's medical need. Section IIIA should be completed by the student's IEP or 504 team if the need for a paper administration is based on an identified disability. Section IIIB should be completed by a team composed of the Division Director of Testing, building principal, parent, and other appropriate school staff if a medical condition is the basis for the need for a paper test.

Section IIIA: ***(Complete for a Student with a Disability)***

The student's IEP Team/504 Committee must determine that a student is eligible for a paper assessment based on answers to the following three questions. A response of "No" for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.

1) **Does the student have a current IEP/504 Plan or is one being developed?**

   ❏ **Yes** ❏ **No**

2) **As a result of a disability, the student requires an accommodation other than large-print test, braille, or multiple test sessions, that can only be provided in a paper format. List accommodation requiring a paper administration:**

   ❏ **Yes** ❏ **No**

3) **Does the student require paper classroom tests in order to access content?**

   ❏ **Yes** ❏ **No**

Justification Statement: *The IEP Team/504 Committee must also provide a justification statement as to why the IEP Team or 504 Committee has determined that the impact of the student's disability prevents access to online SOL assessments even with accommodations. Data should be referenced from the student's educational record, including the most recent evaluation information, teacher observations, and classroom and state assessment performance history.*

Signed:

_____ Date: _____
Course Content Teacher

_____ Date: _____
Special Education Teacher

_____ Date: _____
Parent

_____ Date: _____
Building Administrator or Designee

_____ Date: _____
Other

_____ Date: _____
Other

This completed form must be retained in the student's education record and on file in the office of the Division Director of Testing.

Section IIIB: ***(Complete for a Student with a Medical Condition)***

The school team must determine that a student is eligible for a paper assessment based on answers to the three questions below. A response of "No" for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.

1) **Does the student have a current medical condition documented by a physician or other health professional? (Letter must be attached.)**

   ❏ **Yes** ❏ **No**

2) **As a result of the medical condition, is the student unable to demonstrate his/her individual achievement on the online Standards of Learning test for the assigned course and grade level?**

   ❏ **Yes** ❏ **No**

3) **Does the student require paper classroom tests in order to access content?**

   ❏ **Yes** ❏ **No**

Justification Statement: *The school team must also provide a justification statement as to why it has determined that the impact of the student's medical condition prevents access to online SOL assessments. Data should be referenced from teacher observations and from classroom and state assessment performance history. A letter from the student's physician must also be attached that documents the current medical condition that prevents access to online SOL assessments.*

Signed:

_____ Date: _____
Division Director of Testing

_____ Date: _____
Building Administrator or Designee

_____ Date: _____
Course Content Teacher

_____ Date: _____
Parent

_____ Date: _____
Other

_____ Date: _____
Other

This completed form must be retained in office of the Division Director of Testing.

STANDARDS OF LEARNING ASSESSMENTS

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.

Adjustment to Testing Conditions	Guidance
Group size	Students may be tested individually or in small groups with the size of the group determined by the STC.
Environmental modifications	Students may be tested with modifications to the environment to include amount or type of lighting, noise buffers, and/or the use of a study carrel. The student may **NOT** be issued any kind of accessory to modify the environment. Prohibited accessories include, but are not limited to: headphones, ear plugs, ticking clocks, egg timers, stress balls, toys, music, or "soothing" sounds during testing.
Large diameter pencil, pencil grip	If a large pencil is used on a paper answer document, it must contain #2 lead.
Assistance with directions	Directions for taking the test are read to students as printed in the *Examiner's Manuals* and their *Supplements*. If a student has a question about a direction, then the Examiner may simplify or clarify the "**SAY**" direction. Examiners/Proctors may **NOT** provide assistance with directions for "live" test items that are within the student's test.
Student reading his/her own test out loud	For any student who needs to hear himself/herself read aloud, the student must be tested individually. The student can then read the test aloud to himself/herself without interaction from the Examiner. The student may not be issued any kind of accessory including, but not limited to, a "whisper phone" or recording/playback device. The student may **NOT** read to the Examiner/Proctor.

APPENDIX E — 2016–2017 Test Irregularity Form

The Test Irregularity Web Application System (TIWAS) is used to document and submit test irregularities. The STC may direct Examiners to use this form or parts of the form to document the test irregularity incident. The information from this form must be entered into TIWAS and submitted to the DDOT.

Division Name:_____

Test Administration: _____ **Year:** _____

❑ **Regular** ❑ **Term Grad** ❑ **Exp Retake**

School Name:_____

No. of Students:_____

Test Session Name:_____

Irregularity Number: _____

Created Date: _____ **By:** _____

Student Grade:_____

Test Type: ❑ **Regular** ❑ **Audio** ❑ **Large Print** ❑ **Braille**

Test Mode ❑ **Online** ❑ **Paper**

Test Level/Content Area/Subject		Form No. with Irregularity	Prompt No.	Assigned by TIWAS	
				Alternate Form No.	Prompt No.
FOR EXAMPLE: ❑ ***EOC World Geography***		H0116			
❑ **3**					
❑ **4**					
❑ **5**					
❑ **6**					
❑ **7**					
❑ **8**					
CHS	❑ *Virginia Studies*				
	❑ *Civics & Economics*				
End-of-Course	❑ *Writing*				
	❑ *Reading*				
	❑ *Math*				
	❑ *Science*				
	❑ *History*				

Student Names and STIs (attach list of additional names and STIs):

1. _____ 2. _____

Description of Irregularity (PLEASE PRINT):

Submitted to DDOT: ❑ **YES** ❑ **NO** **Submitted to VDOE:** ❑ **YES** ❑ **NO**

SIGNATURE:_____ DATE: _____

These pages may be photocopied.

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