VIRGINIA
Standards of Learning Assessments

Fall 2018
Writing
Tests

Test Implementation Manual
for the Division Director of Testing
and School Test Coordinators

Grade 8 and
End-of-Course

Revised October 4, 2018

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

Fall 2018 SOL *Writing* Test Administration Schedule

Begins September 4, 2018	Division submits Student Registration Import (SRI) file via PearsonAccess^{next}.
October 1, 2018	Special assessment accommodation request deadline.
September 10– November 26, 2018	Additional Order window for DDOTs to place orders, via PearsonAccess^{next}, for test materials and shipping materials.
Begins September 24, 2018	Create online test sessions.
Begins October 1, 2018	Prepare online test sessions.
Begins October 12, 2018	Proctor cache online test sessions.
By October 12, 2018	Return the *School Division Test Security Agreement* to Pearson (Appendix A).
October 15–17, 2018	**Grade 8 and End-of-Course (EOC) *Writing* Paper Testing Window** • October 15 or 16, 2018—Administer the paper multiple-choice component to those students who have a documented need for a Grade 8 or EOC *Writing* paper test. • October 17, 2018—Administer the paper short-paper component (Main) prompt to those students who have a documented need for a Grade 8 or EOC *Writing* paper test. Students who are absent on October 17 must be administered the alternate prompt. • Make-up testing must be completed by November 2, 2018. • **Term Graduates.** Students who are scheduled to graduate by August 31, 2019, and who have a documented need for a paper test, may attempt both the multiple-choice and the short-paper components of the EOC *Writing* test twice during the October 15–November 2, 2018, window. Both opportunities must be completed by November 2. Refer to Section 2 for details.
October 15– November 2, 2018 The division's test window is within this larger window.	**Grade 8 and EOC *Writing* Online Testing Window.** The multiple-choice and short-paper components will be contained in one online test session. Each component is administered on a separate day. Divisions may choose the order of the components and their testing dates. The students' test session must be created using the *Regular Form Group Type Context*. All Grade 8 and EOC *Writing* online make-up tests must be completed by November 2, 2018.

October 15–26, 2018	**Term Graduate 1st Attempt Online *Writing* Test Window** Students who are scheduled to graduate by August 31, 2019 (Term Graduates), may complete the *Term Graduate Form Group Type Context* 1st opportunity online multiple-choice and short-paper components of the EOC *Writing* test. The 1st opportunity components must be completed by October 26, 2018.
November 12– December 7, 2018	**Term Graduate 2nd Attempt Online *Writing* Test Window** Students who are scheduled to graduate by August 31, 2019 (Term Graduates), may complete the *Term Graduate Form Group Type Context* 2nd opportunity online multiple-choice and short-paper components of the EOC *Writing* test. The 2nd opportunity components must be completed by December 7, 2018.
By November 2, 2018	Deadline to ship all paper answer documents to Pearson, Cedar Rapids, IA.
November 26, 2018	Ship secure non-scorable test materials (all used and unused test booklets and prompts) to Pearson, Cedar Rapids, IA.
By December 7, 2018	Return the *School Division Affidavit* to the Virginia Department of Education (Appendix A).
January 11, 2019	Deadline for Requests for Rescore.
July 19, 2019	DDOTs submit ATR (Authorization to Report) request for *Writing* 2018–2019 via PearsonAccessnext after resolving any student test alerts, proofing student data, and downloading and saving all student short-paper images, and verifying results of request for rescore papers.
July 19, 2019	Deadline for downloading short-paper images.
August 16, 2019	Deadline for ordering printed reports for *Writing* 2018–2019.

The detailed Virginia Assessment Program Schedule for the 2018–2019 school year is available in PearsonAccessnext.

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Performance Assessments for *Writing*

- Beginning with the 2018–2019 school year, school divisions may choose to require their high school students to complete local performance assessments in *Writing* in lieu of taking the Standards of Learning End-of-Course Writing test. Testing staff must not attempt to account for performance assessments in PearsonAccess^{next}; therefore, do not make test assignments, mark tests complete, or apply a testing status to an End-of-Course SOL *Writing* test for students completing local performance assessments.

Health Management Devices

- The *Health Management Device Form* must be completed for each student with a documented health need who requires the use of a health management device (e.g., continuous glucose monitor) during the administration of a Standards of Learning (SOL) assessment. The completed form ensures that consideration is given to the type of health management device needed by the student, while also confirming the integrity of the SOL test administration. The form must be completed by the Division Director of Testing (DDOT) or DDOT designee. If completed by a designee, the form must be reviewed and approved by the DDOT. For additional information, refer to Section 4.16.2.

Addition to Troubleshooting Section: Automatic *Exit* for Student Inactivity

- TestNav will automatically *Exit* a student's test after two hours of inactivity.
- When the student has been inactive for one hour, 59 minutes, and 30 seconds, this message will appear on the student's test screen: "Are you still there? This test will be exited in 30 seconds if no activity is detected." If the student moves the mouse, presses any keys, or touches the screen (on touch screen devices), the timer will reset.
- After two hours of continuous inactivity, the student's test will be automatically *Exited*, and the following error message will appear on the student's test screen:
  "**Error 3124**. TestNav has closed the test session due to inactivity. To continue testing, ask your Proctor to resume your test, and sign in again."
- To enable the student to continue with the test, the STC must Resume the student's test in PearsonAccess^{next}; then the student can sign in with the Student Testing Ticket.

Appendix B Special Testing Accommodations

- Testing Accommodations for Students with Disabilities: Updates have been made to some existing accommodations. See Appendix B for specific details related to the following:
  - Visual Aids—an approved paper Periodic Table of the Elements is available as an accommodation for the online *Chemistry* SOL test.
  - Headphones, Ear Muffs, or Ear plugs—has been renamed Noise Dampening Equipment.
  - Plain English *Mathematics*—guidance for 2018–2019 has been added.

NEW FOR 2018–2019, continued

- Communication Board, Choice Cards—information has been added stating that the Communication Board or Choice Cards must rest on the work surface and may not be held by the Examiner.
- Spelling Aids—information has been added to the statement: the spelling dictionary must not contain spelling rules, punctuation rules, words used in sentences, pictures, or other clueing.
- English Dictionary—information has been added to direct staff to submit a *Special Assessment Accommodation Request* if the student requires the use of an electronic dictionary to access the online short-paper component of the *Writing* test.
- Dry Erase Board—guidance for maintaining test security has been added for when large or small dry erase boards are provided.
- Calculators and/or Arithmetic Tools—guidance for online Spring 2019 *Mathematics* tests has been added.
- Calculator with Additional Capabilities—has been expanded to provide guidance for calculators with accessibility features and calculators with additional mathematical capabilities. Guidance for online Spring 2019 *Mathematics* tests has been added.
- Information Boxes Updates—the following information boxes have been updated to clarify and/or correct procedures:
  - Guidance for Reading Tests Aloud—Information for all Assessments
  - Guidance for Creating an Online Read-Aloud Test Session
  - Guidance for Creating an Online Session for the Read-Aloud Accommodation for Computer Adaptive Tests (CAT)

- Testing Accommodations for English Learners (ELs): Updates have been made to some existing accommodations. See Appendix B for specific details related to the following:
  - Formerly ELs—the criteria for determining Formerly EL monitor status years 1, 2, 3, and 4 has been updated.
  - Plain English *Mathematics*—guidance for 2018–2019 has been added.
  - Dictation to a Scribe—information for transcribing the student's response has been added.
  - Information Boxes Updates—the following information boxes have been updated to clarify and/or correct procedures:
    - Guidance for Reading Tests Aloud—Information for all Assessments
    - Guidance for Creating an Online Read-Aloud Test Session
    - Guidance for Creating an Online Session for the Read-Aloud Accommodation for Computer Adaptive Tests (CAT)
- Table of Testing Accommodations Available for the SOL *Writing* Test, Appendix B.
  - Testing Accommodation code 5 has been renamed Amplification or Noise Dampening Equipment.

NEW FOR 2018–2019, continued

Appendix C Updates

- **Appendix C Guidelines for Proctoring and/or Recording a Test Session**
  Guidance has been added for recording and storing devices. A device or application that saves the test session recording to the cloud must not be used. Recordings of test sessions may not be saved to the cloud.
- **Updated *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* for Online Testing**
  The *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* was updated to include a column to identify the test session to which the Examiner/Proctor is assigned. The Examiner's and Proctor's affidavits have been separated on the form. The transmittal form with affidavit is located in Appendix C of this manual.

Updates to the *Supplement to the Writing and Non-Writing Test Implementation Manual* Transmittal Forms and Affidavits for Examiners/ Proctors for Paper Testing

- The *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* and the *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* were updated to add the location of the test to which the Examiner/Proctor is assigned. The Examiner's and Proctor's affidavits have been separated on the form. These transmittal forms with affidavits are located in the *Supplement to the Writing and Non-Writing Test Implementation Manual* available on the Virginia Department of Education website at:

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

IMPORTANT REMINDERS FOR FALL 2018

Carefully review this *Test Implementation Manual* and the *Writing Examiner's Manual* prior to the administration of the Fall 2018 Standards of Learning (SOL) *Writing* assessments.

Pearson Support Services

- The PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide**, provides step-by-step instructions on how to use the PearsonAccess^{next} system. You may also refer to the *Training Workbook: Administering Virginia Standards of Learning Assessments using PearsonAccess^{next}* for training exercises of the PearsonAccess^{next} system (also located on the Support page).
- The Pearson Support Center is available to assist with technical support Monday–Friday, 7:00 a.m. to 8:30 p.m. Contact Pearson Support at **va.pearsonaccessnext.com** and select Contact Customer Support under "Contact," or call 866-650-9425.
- The PearsonAccess^{next} system will NOT be available weekly from 10:00 p.m. Tuesday through 7:00 a.m. Wednesday, and from 10:00 p.m. Thursday through 7:00 a.m. Friday, while system maintenance and scheduled upgrades occur. If the system must be taken offline at times other than those listed above, Pearson will notify DDOTs by email.

TestNav Availability and Maintenance

- TestNav, the online testing software used to deliver the SOL assessments, is only available Monday–Friday, 7:00 a.m.–10:00 p.m.
- The DDOT should notify Pearson in advance if a school plans to administer online SOL tests after 5:00 p.m. on Monday–Friday.
- Permission from the Virginia Department of Education must be obtained prior to any testing on weekends.
- Scheduled TestNav patch updates will occur at 10:00 p.m. on Tuesdays and Thursdays.
- The TestNav application should be closed on a nightly basis so students do not encounter errors when testing.

Test Implementation Manual and the *Supplement to the Writing and Non-Writing Test Implementation Manuals*

- This *Writing Test Implementation Manual* contains the information, guidance, procedures, and responsibilities that the Division Director of Testing (DDOT) and School Test Coordinator (STC) are required to follow in order to administer the SOL *Writing* tests; however, the guidance for paper material management is located in a separate document, the *Supplement to the Writing and Non-Writing Test Implementation Manuals*. The *Writing Test Implementation Manual* is provided as a hard-copy document sent to divisions/schools in the non-secure shipments and is available for download from the Virginia Department of Education website at:

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

IMPORTANT REMINDERS FOR FALL 2018, continued

- The *Supplement to the Writing and Non-Writing Test Implementation Manuals* provides the information, guidance, procedures, and responsibilities the DDOT and STC must use for the management of paper testing for Fall, Spring, and Summer *Writing* and *Non-Writing* test administrations. The *Supplement* covers topics such as ordering paper materials, deliveries of non-secure and secure materials, answer document management, the STC's coordination of the administration of the paper SOL tests, and the DDOT's management of paper test materials. This *Supplement* is available in electronic format only—no hard copy is provided—and may be downloaded from the Virginia Department of Education website on the previous page.

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

- The *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 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 *Writing Examiner's Manual* is also available for download from the Virginia Department of Education website at:

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

- A separate document, the *Supplement to the Writing Examiner's Manual*, 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 *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 website (web address above).
- The 2018–2019 *Writing Examiner's Manual* for the SOL *Writing* tests and the *Supplement* can be used for any of the three test administrations in the 2018–2019 testing year: Fall 2018, Spring 2019, or Summer 2019. The *Writing Examiner's Manual* should be retained at the end of the Fall 2018 and Spring 2019 test administrations for subsequent use through Summer 2019. If additional *Writing Examiner's Manuals* are needed, the DDOT may place an Additional Order through PearsonAccess^{next}.

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:

- 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 special situations schools; homebound, residential, or hospital placement; night school or Governor's school.
- The student requires an accommodation specified in his/her Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, brailler, and some instances of multiple test sessions).

IMPORTANT REMINDERS FOR FALL 2018, continued

- 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. 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.
  - Refer to Section 4.6 for further details about the documented need for a paper test, and Appendix C for the *Documentation of Need for Paper Standards of Learning (SOL) Assessment* form.

School Division Test Security Agreement

- The *School Division Test Security Agreement* (Appendix A) covers the Fall, Spring, and Summer *Writing* test administrations and must be submitted only one time annually. The DDOT and division superintendent are required to sign and submit this form when the division is first scheduled to test, either the Fall or Spring *Writing* test administration. The signed *School Division Test Security Agreement* will be maintained on file.

School Affidavit

- The *School Affidavit* (Appendix A) must be submitted to the DDOT at the end of each test administration. The School Test Coordinator and school building Principal are required to sign and submit this form certifying if they are aware of any violations of the *School Division Personnel Test Security Agreement* and if all secure paper test materials have been returned to Pearson.

School Division Affidavit

- The *School Division Affidavit* (Appendix A) must be submitted to the Virginia Department of Education Office of Test Administration, Scoring, and Reporting at the end of each test administration. The DDOT and division superintendent are required to sign and submit this form certifying if they are aware of any violations of the *School Division Personnel Test Security Agreement* or the *School Division Test Security Agreement* and if all secure paper test materials have been returned to Pearson.

Paper Testing

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

IMPORTANT REMINDERS FOR FALL 2018, continued

Online Testing

- In PearsonAccess^{next}, the multiple-choice and short-paper components are combined in one test session. The STC unlocks the one specific component that will be accessed by the students. Then on the second day of testing, the STC unlocks the remaining component to be completed by the students. One Student Testing Ticket will access both components. Therefore, the STC must ensure Test Examiners collect all test tickets after the conclusion of the first component.
- Read-aloud accommodation: Students who require the read-aloud accommodation will be placed in a testing session where the read-aloud format is selected. A Proctor Testing Ticket will be created for read-aloud sessions. The Proctor's ticket will permit access to the multiple-choice component so the Examiner can read the test to the student from his/her own monitor. However, the Proctor Testing Ticket does not provide access to the shortpaper component. The Examiner will read the Checklist for Writers and the student's individual Prompt from the student's screen as indicated in the *Writing Examiner's Manual* short-paper component SAY directions to the students.

Term Graduates

Term Graduates for the *Writing* administrations are defined as follows:

Writing test administration:	Students require the verified credit for Writing and are scheduled to graduate by:
Fall 2018 and Spring 2019 *Writing*	August 31, 2019
Summer 2019 *Writing*	August 31, 2020

Term Graduates who have not passed the EOC *Writing* test and require the verified credit for graduation may have two opportunities to take the test during the Fall, Spring, and Summer administrations. Students must take both the multiple-choice/TEI and the short-paper components to receive a valid score for the *Writing* test.

- **Online tests for Term Graduates**
  - Term Graduates may have two online testing opportunities during the Fall 2018 *Writing* test administrations.
    - The 1st opportunity test must be given October 15–26, 2018.
    - If a Term Graduate fails the 1st opportunity test, he/she may take the 2nd opportunity test during the 2nd opportunity test window, November 12–December 7, 2018.
- **Paper tests for Term Graduates**
  - Term Graduates who need to pass the EOC *Writing* test and who have a documented need for a paper test may take the two Term Graduate EOC *Writing* SOL paper test opportunities provided during the paper test window. Refer to Section 2, table 5 for details.

IMPORTANT REMINDERS FOR FALL 2018, continued

Writing Test Preparation

- To help prepare students for the short-paper component of the online *Writing* test and technology-enhanced items (TEIs) that appear on the test, refer to Section 4.4.1.

Substitute Test Coding

- If a student is currently enrolled in English 11 for the first time and has taken or will take an approved substitute writing test in place of the EOC *Writing* test, select Testing Status Code 10 to indicate the administration of a substitute *Writing* test.
- If a student has failed the EOC *Writing* test and takes an approved substitute *Writing* test as a retest in an attempt to earn a verified credit, complete Testing Status Code 10 and set the Retest flag to Yes on the Students in Sessions screen (by selecting *Manage Student Tests* under the "Tasks" dropdown) in PearsonAccess^{next}.
- Submit only one substitute *Writing* test record (Testing Status Code 10 completed) per year (which includes Summer 2018, Fall 2018, and Spring 2019) for a student regardless of how many times the student attempts a substitute *Writing* test during that time. Substitute test performance data is submitted to the Virginia Department of Education via the Single Sign-on for Web Services (SSWS) application from November 1, 2018, to August 31, 2019, for the Summer 2018, Fall 2018, and Spring 2019 test administrations. DDOTs will enter only the highest score earned by the student for the substitute writing test.
- The VAAP assessment is not considered a substitute test for this purpose.
- Refer to the document *Substitute Tests for Verified Credit* for the list of approved substitute tests at:

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

Icons to Identify Audio and Read-Aloud Tests

- Students who have been assigned either an audio or read-aloud test in PearsonAccess^{next} will have an icon printed on their Student Testing 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 Students in Sessions screen in PearsonAccess^{next}.
- School Test Coordinators must ensure the Test Examiners receive the most current Student Testing Tickets prior to testing. In order for a test ticket to show the icons correctly, new Student Testing Tickets must 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.

IMPORTANT REMINDERS FOR FALL 2018, continued

Index Section

- This manual contains an index to help you locate information. The index entries are listed alphabetically by primary subject heading. Secondary subject headings are included where applicable. Page numbers indicate where pertinent information can be found.

Writing 2018–2019

- The Fall 2018 and the Spring 2019 *Writing* Test Administrations are combined in PearsonAccess^{next} into the *Writing* 2018–2019 Administration. Each *Writing* Administration will follow its own calendar. However, the functions for each administration (student registration import, creating sessions, etc.) are completed under the *Writing* 2018–2019 Administration in PearsonAccess^{next}. Since the Fall 2018 and Spring 2019 *Writing* Test Administrations are merged, DDOTs will request their Authorization to Report (ATR) and place their orders for paper copies of the final reports at the conclusion of the Spring 2019 *Writing* Test Administration.

Testing Material Orders

DDOTs must order all testing material, except the *Test Implementation Manual*, for the schools.

- DDOTs must only order materials for the tests that will actually be administered.
- DDOTs should refer to the *Checklist for Placing Additional Orders* located under *Testing Resources* on the Division Director of Testing Application in the Single Sign-on for Web Systems (SSWS).
- All shipments of secure and non-secure materials will be delivered to the DDOT, who will be responsible for distributing the secure materials and non-secure materials to each school testing during this administration.
- The DDOT must ensure that all secure materials received are returned to Pearson. Therefore, the DDOT should have a materials accounting procedure in place to account for materials delivered to schools and returned from schools. A sample secure materials transmittal form is available in the *Supplement to the Writing and Non-Writing Test Implementation Manuals*. The DDOT and division Superintendent will be required to affirm the return of all secure paper test materials to Pearson on the *School Division Affidavit*. Packing lists will be provided.

Request for Rescore

- The school division must initiate a request to rescore any qualifying student's short paper. Refer to Section 7.6.

IMPORTANT REMINDERS FOR FALL 2018, continued

Requesting Authorization to Report (ATR)

- DDOTs will submit one ATR (Authorization to Report) request for *Writing* 2018–2019 via PearsonAccess^{next} after the conclusion of the Spring 2019 *Writing* test administration (deadline July 19, 2019). The DDOT must ensure alerted student tests have been resolved, student data have been verified, all student short-paper images have been downloaded and saved, and requests for rescore have been verified.

Requesting Printed Reports

- After the division's ATR has been approved, the DDOT may place the order for printed reports that will combine the Fall 2018 and Spring 2019 *Writing* test administrations. The deadline for ordering printed reports is August 16, 2019.

Table 1. DDOT Testing Checklist

Activities Before Test Administration	Mode
1. Receive PearsonAccess^{next} login ID from Pearson (if not already received) and set up password. Supply School Test Coordinators (STCs) and Project Managers with login ID.	Online Paper
2. Order testing materials, including *Writing Examiner's Manuals* (if needed), and all paper testing materials.	Online Paper
3. Carefully read this *Test Implementation Manual*, as well as any directions from the Virginia Department of Education. Read the *Supplement to the Writing and Non-Writing Test Implementation Manuals* if your division will administer any paper tests.	Online Paper
4. Carefully read the *Writing Examiner's Manual* and the *Supplement to the Writing Examiner's Manual* to become familiar with the Examiner's/Proctor's testing information, guidance, procedures, and responsibilities. Review manuals' updates with STCs.	Online Paper
5. Ensure the *School Division Personnel Test Security Agreement* is 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 SOL Assessments (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes) **MUST** read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement*.	Online Paper
6. Determine with your Project Manager the division's online test schedule (number of concurrent tests, number of sessions each day, number of available labs/computers, etc.) based on the number of students testing.	Online
7. Collaborate with STCs in determining whether Examiners should read the short-paper prompt to all students or just those who request it.	Online Paper
8. Train all School Test Coordinators (STCs). Ensure all STCs receive training using PearsonAccess^{next}.	Online Paper
9. Ensure STCs understand how to create online test sessions, assign appropriate forms (such as audio and read-aloud), unlock test components, move students, etc.	Online
10. Ensure STCs understand how to "troubleshoot" common online test issues. The DDOT must understand his/her role in the troubleshooting process.	Online
11. Assist STCs in identifying students who will be tested.	Online Paper
12. Register students for testing via a Student Registration Import (SRI) file or by hand-entering their information in PearsonAccess^{next}.	Online Paper

Table 1. DDOT Testing Checklist, continued

Activities Before Test Administration	Mode
13. Ensure that STCs and Examiners understand which test accommodations are available for students with disabilities, ELs, and students with temporary conditions.	Online Paper
14. Assign STCs access to "Get Authorizations – Seal Codes" (the ability to print Student Testing Tickets and Proctor Testing Tickets). These tickets should be printed **no more than 96 hours** (4 school days) prior to the test session start date and must be stored in a secure location until needed.	Online
15. Verify that designated personnel have the necessary number of copies of the *Writing Examiner's Manual* for each test and session being administered. Ensure Examiners who will administer paper tests have the *Supplement to the Writing Examiner's Manual*.	Online Paper
16. Verify that each STC or designated staff member has created Test Sessions correctly within PearsonAccess^{next} and have assigned the correct test and forms.	Online
17. Assist staff with providing test training/preparation activities for students and Examiners.	Online Paper
18. Verify Term Graduate students who are eligible for two testing opportunities.	Online Paper
19. Report discrepancies indicated on any *Packing List/Transmittal Forms* supplied by STCs using the Shipment Confirmation screen in PearsonAccess^{next} under *Setup* and *Orders & Shipment Tracking.*	Paper
20. Use locally developed tracking forms to verify secure testing materials that are received from Pearson, distributed to schools, and received from STCs.	Paper
21. Distribute secure SOL test booklets/writing prompts to each STC **no more than 96 hours** (4 school days) prior to the date the school is to begin testing.	Paper
22. Ensure that test forms have been proctor cached **no earlier than 24-hours** prior to the start of the division's test window. Windows that open on a Monday may proctor cache forms on the previous Friday.	Online
23. Determine and communicate to the STC which component will be unlocked first, and whether the prompt will be read to all students or only those who request it.	Online

Table 1. DDOT Testing Checklist, continued

Activities During Test Administration	Mode
1. Be available during your schools' testing sessions to answer questions and resolve problems, or to contact VDOE for "troubleshooting" certain problems.	Online Paper
2. Assist STCs in identifying and reporting testing irregularities.	Online Paper
3. Ensure that STCs are prepared and have correct materials in sufficient supply to administer the appropriate multiple-choice forms and prompts.	Online Paper
4. Confirm the method Examiners will use to verify students' attendance the day of testing. If desired, print the student list for each test session.	Online Paper
5. Test sessions must only be started on the day of the administration of the first component. Components for students in *Exited*/*Resumed* status must be locked. Students involved in irregularities must be moved to an irregularity session. Unlocked components of absent students in *Ready* status must be locked by the end of the day. Once both components are completed and all students in the session are Completed or Marked Complete, the test session must be stopped.	Online

Activities After Test Administration	Mode
1. Remove the PearsonAccess^{next} "Get Authorizations – Seal Codes" role from all STCs.	Online
2. Purge all test forms from the Proctor Caching server.	Online
3. If applicable, finalize student demographics and test-specific information from the Fall 2018 *Writing* administration. Be sure that the Retest flag is selected on the Test Assignment screen for every student who was retaking the test for verified credit.	Online Paper
4. Verify receipt of all test materials from all STCs.	Online Paper
5. Receive and verify all scorable answer documents.	Paper
6. Pack and ship all scorable answer documents to Pearson no later than the published shipping deadline for the division's testing window.	Paper
7. Receive, pack, and ship all secure, non-scorable test booklets/prompts, including all Special Test Forms/Prompts Kits to Pearson by the date specified in the testing schedule.	Paper

Table 1. DDOT Testing Checklist, continued

Activities After Test Administration	Mode
8. The DDOT must report missing secure materials that have not been returned from schools using the Testing Irregularities Web Application System (TIWAS) in the Single Sign-on for Web Systems (SSWS). This does not include missing materials, due to a packing error, which have been reported previously to Pearson.	Paper
9. Verify receipt of all required SOL forms/documentation from all STCs.	Online Paper
10. Return a signed *School Division Affidavit* (Appendix A) to the Virginia Department of Education by the date specified in the *Writing* Test Administration Schedule at the front of this manual.	Online Paper
11. Review final disposition of all test materials: scorable answer documents, secure test booklets, test tickets, forms and documentation, and other non-scorable materials.	Online Paper
12. Ensure the scores of out-of-division students have been moved to their home division schools, if applicable.	Online Paper
13. Prior to requesting Authorization to Report (ATR), ensure data have been thoroughly reviewed and are correct, all alerts have been resolved, and short-paper images (*Writing* Test Administration only) have been saved and archived locally.	Online Paper

Table 2. STC Testing Checklist

Activities Before Test Administration	Mode
1. Carefully read this *Test Implementation Manual* as well as any local directions you have been given. Resolve any questions you might have with your DDOT. Read the *Supplement to the Writing and Non-Writing Test Implementation Manual* if your school will administer any paper tests.	Online Paper
2. Carefully read the *Writing Examiner's Manual* and the *Supplement to the Writing Examiner's Manual* to become familiar with the Examiner's/Proctor's testing information, guidance, procedures, and responsibilities.	Online Paper
3. Train Examiners/Proctors. Review *Examiner's Manual* updates with Examiners/Proctors.	Online Paper
4. Assist teachers and Examiners in identifying students who will be tested.	Online Paper
5. Inform Examiners of the order of the test components and if they are to read the short-paper prompt to all students or just those who request it.	Online Paper
6. Ensure that suitable testing sites are available, including an alternate site for students who do not finish by the allotted test administration time.	Online Paper
7. Schedule all test sessions in your school. Remember to schedule sessions for Term Graduate students and students who are retaking the EOC *Writing* test to earn verified credits.	Online Paper
8. Select Examiners, determine the size of each testing group, and determine whether the use of Proctors will be necessary.	Online Paper
9. Collect a signed *School Division Personnel Test Security Agreement* from all individuals who may be exposed to secure test items and those involved in the administration of Virginia SOL Assessments (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes).	Online Paper
10. Receive non-secure materials and verify quantities with the DDOT.	Online Paper
11. Review completion of answer document fields.	Paper
12. Ensure that teachers and Examiners understand which test accommodations are available for students with disabilities, ELs, and students with documented temporary conditions.	Online Paper
13. Receive secure materials from your DDOT. Report discrepancies to the DDOT.	Paper
14. Create, prepare, and proctor cache online test sessions according to the dates specified in the testing schedule at the front of this manual.	Online

Table 2. STC Testing Checklist, continued

Activities Before Test Administration	Mode
15. Be prepared to print the Proctor Testing Tickets and Student Testing Tickets for each test session. These tickets should be printed **no more than 96 hours** (4 school days) prior to the test session start date and must be stored in a secure location until needed.	Online
16. Assist, as necessary, teachers/Examiners and students to access the SOL test training resources.	Online Paper

Activities During Test Administration	Mode
1. Start online test sessions on the day of testing. Unlock the designated component.	Online
2. Before each testing session, ensure that all Examiners have appropriate materials for testing. Refer to the *Writing Examiner's Manual* for this information. Ensure Examiners who will administer paper tests have the *Supplement to the Writing Examiner's Manual*.	Online Paper
3. On each day of testing, check out secure test materials to Examiners.	Online Paper
4. Monitor all testing sessions. Be available to contact the DDOT for certain "troubleshooting" situations.	Online Paper
5. Assist Examiners in identifying and reporting testing irregularities.	Online Paper
6. Ensure Student Testing Tickets and other secure materials are collected by Examiners and returned to the STC at the end of each component.	Online Paper
7. Verify students who are eligible for make-up tests.	Online Paper
8. Lock the test component of all *Exited*/*Resumed* students. Students involved in irregularities must be moved to an irregularity session. Unlocked components of absent students in *Ready* status must be locked by the end of the day.	Online
9. Stop started test sessions when all student tests in the session are in either *Completed* status or *Marked Complete* status.	Online
10. Stop all started read-aloud test sessions at the end of each day after moving all student tests that are in a status other than *Completed* or *Marked Complete* to a not-started make-up or irregularity session.	Online

Table 2. STC Testing Checklist, continued

Activities After Test Administration	Mode
1. Ensure that make-up and Term Graduate test sessions are properly administered.	Online Paper
2. Account for all students who did not test.	Online Paper
3. Verify scorable materials received from Examiners.	Paper
4. As testing sessions are completed, verify receipt of all test materials from all Examiners. Immediately inform DDOT of any missing secure test materials (test tickets, student test booklets, prompts, Examiners copies of tests, audios, large-print/braille forms).	Online Paper
5. Ensure that Field H, *Testing Status*, Field I, *Special Test Accommodations*, Field J, *2nd Attempt* (EOC Term Graduates only), and Field K, *2010 Standards*, are completed accurately on the students' answer documents, as appropriate. **NOTE:** *Testing Status* and *Special Test Accommodations* should be coded in PearsonAccess^{next} instead of the answer document.	Paper
6. Ensure all accommodations provided to students have been coded and appear in PearsonAccess^{next}.	Online Paper
7. Assemble and deliver all scorable test materials to your DDOT, bundled with completed *Header Sheets* and secured with paper bands.	Paper
8. Assemble and deliver all secure non-scorable test materials to your DDOT.	Online Paper
9. Dispose of all other test materials according to local directions.	Online Paper
10. Prepare and transmit local forms, affidavits, and test security agreements as directed by your DDOT.	Online Paper
11. Return the signed *School Affidavit* (Appendix A) to the DDOT.	Online Paper

Table 3. Required Technology

Prior to reviewing the Technology checklist below, school divisions should ensure that the school networks and equipment being used for online SOL testing meet the minimum requirements as outlined in the *TestNav 8 System Requirements* located at:

https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements

The TN8 Infrastructure Test in the PearsonAccess^{next} Training Center is available for school divisions to use for testing the performance of school networks and equipment.

The TestNav 8 App Check that is incorporated in the TestNav 8 application should be used to check individual testing devices.

Technology staff responsible for online testing must review *TestNav 8 Online Support* located at:

https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support

This resource addresses important technology topics that are needed before and during the administration of online tests.

Technology
Verify that the performance of your Internet connection across all schools conducting online testing is consistent with expected levels of performance.
Alert your Internet Service Provider to your online SOL testing window and confirm that no scheduled maintenance or outages are planned during that entire window.
Verify, as needed, that any high bandwidth network activity will be managed during the testing window such that it does not disrupt online SOL testing.
Verify that the computers used to access the various administrative services and functions within PearsonAccess^{next} have the recommended hardware and software. For specific information, refer to *PearsonAccess^{next} Hardware and Software Guidelines for Virginia* and the PearsonAccess^{next} system reqirements located at: **https://support.assessment.pearson.com/display/PAsup/System+Requirements**.
Verify that the testing devices and networks used for delivering online tests meet the recommended hardware and network requirements for delivering online tests to students. For specific information, refer to the *TestNav 8 System Requirements* located at: **https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements** and the *Kiosk Mode Test Setup* located at: **https://support.assessment.pearson.com/display/TN/Set+up+and+Use+TestNav.**
Online testing will be conducted with Pearson's TestNav 8 application. The application must be installed and configured on all testing devices prior to the start of the online testing window, and the DDOT, STCs, Examiners/Proctors, and students should become familiar with the features of TestNav 8 before online testing begins.

Table 3. Required Technology, continued

Technology
Verify connectivity among the following: devices to be used for testing, any intermediate network devices (i.e., proxy servers, caching servers, Internet content filters, firewalls, etc.) and the PearsonAccess^{next} websites (protocols: http and https, ports: 80 and 443). In the PearsonAccess^{next} Training Center, create one or more sample students for the TN8 Infrastructure Test and add them to a test session. Generate a test ticket for each sample student (via the "Resources" dropdown on the Students in Sessions screen). To verify connectivity for online testing, open the TestNav 8 application and log into the TN8 Infrastructure Test using the test ticket to view test items. **NOTE:** the TN8 Infrastructure Test contains a wide variety of test items and is not intended for use with students.
Verify that any applications that take over the computer causing TestNav to close (such as screen savers, scheduled virus scans, email with auto message notification, power management software on laptops, etc.) have been disabled on the devices being used for online testing. If in doubt about an application's effect on TestNav, test that application prior to online SOL testing using the TN8 Infrastructure Test.
If utilizing wireless network connections for online SOL testing, ensure that all computers can effectively communicate with their access point from the same location(s) where they will be used for testing.
If using devices powered only by battery, ensure all batteries have been tested and completely charged. Verify that a plan has been developed for recharging batteries throughout the online testing window. (Low batteries can cause devices to drop their network connections.)

1. USE OF THIS MANUAL FOR THE FALL 2018 ADMINISTRATION

The *Test Implementation Manual* describes procedures that the Division Director of Testing (DDOT) and School Test Coordinator (STC) should follow before, during, and after administration of the Fall 2018 Standards of Learning (SOL) *Writing* test to students in grade 8 and to students completing high school English courses that have covered the grades 9, 10, and 11 standards. Students who need to retake the End-of-Course (EOC) *Writing* test for verified credit may also take the test during the Fall administration.

This manual includes the following information:

- Test administration schedule
- School division responsibilities for SOL testing
- DDOT/STC responsibilities before, during, and after each testing session

You must become familiar not only with this manual but also with the *Supplement to the Writing and Non-Writing Test Implementation Manuals*, the *Writing Examiner's Manual*, and the *Student Registration Import File Requirements,* which are available at:

https://va.pearsonaccessnext.com

Also refer to the PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide**.

The *Writing Examiner's Manual* includes specific directions for administering the online version of the SOL *Writing* test. Directions for the administration of paper and Special Test Forms/Prompts (braille, large-print, and audio) are contained in the *Supplement to the Writing Examiner's Manual*. Take particular care to read all testing materials and provide in-depth training to school division personnel who are responsible for the administration of the SOL *Writing* test.

The following tests are included in the Fall 2018 *Writing* test administration.

Standards of Learning Tests	Testing Modes Available	
	Online	Paper
EOC *Writing* (2010 SOL)	**Yes**	**Yes***
Grade 8 *Writing* (2010 SOL)	**Yes**	**Yes***

*This test is available in paper format ONLY for students with a documented need for a paper format. All others will take the 2010 SOL *Writing* test in online format.

2. FALL 2018 SOL *WRITING* TEST SCHEDULE

The assessments for Grade 8 *Writing* and EOC *Writing* consist of two components: a multiple-choice component (online format tests include multiple-choice and technology-enhanced items) and a short-paper component (a response by the student to a writing prompt). One format, either online or paper, must be used for both components of the *Writing* test. Each component is to be administered on a separate day, and each component must be completed in one school day.

Online Testing: The online test window is October 15–November 2, 2018. The multiple-choice/technology enhanced item (TEI) and short-paper components are combined in one test session. Each component is administered on a separate day. Divisions may choose the order of the components and their testing dates. These students' test sessions must be created using the *Regular Form Group Type Context* and include selection of the appropriate Main, Audio, or Read-Aloud (multiplechoice/TEI component only) forms. All Grade 8 and EOC *Writing* online make-up tests must be completed by November 2.

Online Term Graduate Testing:

- **1st Opportunity:** Term Graduate students may have two online testing opportunities. The first online opportunity will be given October 15–26, 2018. Term Graduate students must be assigned to test sessions created in PearsonAccess^{next} using the *Term Graduate Form Group Type Context*; then select the appropriate *1st Attempt* form from the drop-down menu.
- **2nd Opportunity:** If a Term Graduate student fails the 1st attempt, he/she may re-take the EOC *Writing* test during the second online opportunity test window (November 12–December 7, 2018). The second online opportunity test session will be created using the *Term Graduate Form Group Type Context*; then select the appropriate *2nd Attempt* form from the drop-down menu.

Paper Test Window: The paper test window is October 15–17, 2018. The multiple-choice component should be administered October 15 or 16, and the short-paper component administered October 17. All make-up testing for Grade 8 *Writing* and EOC *Writing* must be completed in time to ship answer documents to Pearson by November 2, 2018. Refer to Table 4 for test form assignments and testing date information for non-Term Graduate students. Refer to Section 5.5.1 for details regarding make-up testing. **NOTE:** The 2010 SOL *Writing* test is available in paper format only for students with a documented need for a paper test. Refer to Section 4.6 for paper guidelines.

Table 4. Paper Test Form/Prompt Number Assignments and Administration Information

(Do not use this table for Term Graduate Students)

Paper Test Window October 15–17, 2018	Multiple-Choice (MC) Test Booklet Form Numbers and Administration Information	Short-Paper (SP) Prompt Numbers, Prompt Colors, and Administration Information
EOC *Writing* (2010 SOL) Available only for students with a documented need for a paper test.	Regular/Read-Aloud/Audio—**W5064** Large Print—**W7564** Braille—**W8064**	Main Regular/Read-Aloud—**2117 Light Purple** Main Audio—**2107 Light Peach** Alternate Regular/Read-Aloud—**2124 Light Peach** Alternate Audio—**2126 Salmon** Main Large Print/Braille—**2107 Cream** Alternate Large Print/Braille—**2126 Cream**
Grade 8 *Writing* (2010 SOL) Available only for students with a documented need for a paper test.	Regular/Read-Aloud/Audio—**W5064** Large Print—**W7564** Braille—**W8064**	Main Regular/Read-Aloud—**2812 Light Peach** Main Audio**—2012 Light Peach** Alternate Regular/Read-Aloud—**2822 Salmon** Alternate Audio—**2850 Light Gray** Main Large Print/Braille—**2812 Light Peach** Alternate Large Print/Braille—**2850 Cream**
Test Window Administration Information Ship answer documents to Pearson by November 2, 2018.	Administer the MC component on either October 15 or 16 using the appropriate form listed in this table. If the student is absent, administer this same MC form anytime between October 18 and November 2, 2018. Do not use the alternate MC form unless directed to do so by the Virginia Department of Education as a response to an Irregularity.	Administer the SP component on October 17 using the Main Prompt. If the student is absent, administer the Alternate Prompt anytime between October 18 and November 2, 2018.

Paper Term Graduate Testing:

- Term Graduates scheduled to graduate by August 31, 2019, and who have a documented need for a paper test, may take the two Term Graduate 2010 SOL paper test opportunities offered in the Fall 2018 *Writing* test administration.
- Eligible Term Graduates are not required to exercise their option for a second opportunity of the EOC *Writing* test. However, these students should be notified of their option. Students who are absent on

any or all of these dates are to be provided with an opportunity during the make-up period to take the component(s) they missed (see Section 5.5). STCs will be responsible for arranging make-up administrations for all students who require them and will monitor testing during the make-up period. STCs must schedule make-up testing so that materials can be returned to the DDOT in ample time to ship Term Graduate students answer documents to Pearson by November 2, 2018.

Refer to Table 5 for paper test form/prompt assignments and specific testing date information for Term Graduates.

Table 5. Paper Test Form/Prompt Number Assignments and Administration Information for Term Graduate Students

Term Graduate Paper Test Window October 15–17, 2018	Opportunity	Multiple-Choice (MC) Test Booklet Form Numbers and Administration Information	Short-Paper (SP) Prompt Numbers, Prompt Colors, and Administration Information
EOC *Writing* (2010 SOL) Available only for Term Graduate students who have a documented need for a paper/pencil test.	**1st Opportunity**	Regular/Read-Aloud/ Audio—**W5064** Large Print—**W7564** Braille—**W8064** Administer the 1st opportunity MC component on either October 15 or 16 using the appropriate form listed above. If the student is absent, administer this same multiple-choice form anytime between October 18 and November 2, 2018.	Regular/Read-Aloud—**2117 Light Purple** Audio—**2107 Light Peach** Large Print/Braille—**2107 Cream** Administer the 1st opportunity SP component on October 17. If the student is absent, you may administer this same prompt anytime between October 18 and November 2, 2018.
	2nd Opportunity	Regular/Read-Aloud/ Audio—**W5063** Large Print—**W7563** Braille—**W8063** Administer the 2nd opportunity multiple-choice form anytime between October 18 and November 2, 2018.	Regular/Read-Aloud—**2124 Light Peach** Audio**—2126 Salmon** Large Print/Braille—**2126 Cream** Administer the 2nd opportunity SP component anytime between October 18 and November 2, 2018.
Both test attempts of the paper EOC *Writing* test (2010 SOL) must be completed by November 2, 2018. **Ship answer documents to Pearson by November 2, 2018.**			

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

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

- Division Director of Testing (DDOT)
- Project Manager (PM)
- 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 and Pearson. The DDOT has divisionwide responsibility for maintaining the security of test materials, implementation of 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 *Writing* test administration are to be directed to the Pearson Support Center or the student assessment staff of the Virginia Department of Education.

Project Manager

Each division has designated a Project Manager (PM). The PM is responsible for the divisionwide technology infrastructure needed to conduct online testing and manage secure assessment data. The PM is to take particular care in reviewing the *TestNav 8 Online Support* resource at **https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support** and disseminating this information as needed. The PM and DDOT must collaborate to ensure the technology infrastructure and hardware are adequate and properly prepared in the time frame needed for administering online tests as scheduled in the school division. Any questions the PM has regarding technology are to be directed to the Pearson Support Center. Any questions regarding the administration of SOL tests are to be directed to the DDOT.

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 schoolwide responsibility for maintaining the security of test materials, implementing SOL test procedures, and providing appropriate training for Examiners, Proctors, and other school personnel involved in the test administration. STCs are to take particular care in reading all test administration materials, and are to inform all school staff of testing policies, guidelines, and procedures. Any questions the STC has regarding the SOL *Writing* test administration are to be directed to the DDOT.

Test Examiner

The Test Examiner (Examiner) is responsible for administering the SOL test(s) according to the procedures outlined in the *Writing 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 test(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 in the *Writing Examiner's Manual*, and according to the *School Division Personnel Test Security Agreement*. Any questions the Proctor has regarding the SOL test administration are to be directed to the STC.

4. SPECIFIC DUTIES OF THE DDOT/STC: BEFORE TESTING

Before testing, review the *Test Implementation Manual*, the 2018–2019 *Writing Examiner's Manual*, the *TestNav 8 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia*, and the *Student Registration Import File Requirements* so that you are familiar with the responsibilities of all testing personnel. Also refer to the PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide**.

4.1 Train School Test Coordinators

DDOT

- ☑ Provide appropriate training to the division's STCs and school administrators based on information in the manuals and in other pertinent sources.
- ☑ Address the training topics listed below.

STC

- ☑ Attend the training that the DDOT will provide in regard to the school division's administration of SOL *Writing* tests.

TRAINING TOPICS FOR SCHOOL TEST COORDINATORS
Identifying responsibilities of STCs and Examiners/Proctors for the administration of the SOL *Writing* tests
Identifying responsibilities of school administration during testing and training all school personnel in the requirements for Test Security; training for school personnel who are not directly involved in test administration should include reminders that the content of unreleased SOL test items is not to be discussed with students or with other school staff; provide training for all school staff on how to report potential SOL test security concerns
Maintaining an appropriate "school climate" during the testing schedule (such as appropriate student and staff behavior, avoiding distracting instances such as planned fire drills, reviewing division guidelines on cell phones, texting, and other electronics, etc.)
Training of Examiners and Proctors; preparing the entire school staff for the test administration; ensuring that school staff are prepared to discuss with students the policies regarding cell phones, electronic devices, and other unauthorized materials during testing, and the consequences of cheating on the test
Reviewing security requirements and the *School Division Personnel Test Security Agreement*; reviewing local policies to ensure students do not have access to cell phones or other electronic devices during testing
Preparing students for online testing (refer to section 4.4)
Reviewing guidelines for participation of ELs and students with disabilities
Arranging for testing site and alternate test locations; establishing an appropriate test setting
Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests
Creating test sessions, assigning forms, knowing how to distinguish audio forms; adding and moving students; removing students from test sessions
Manage multiple-choice and short-paper components within the test session; lock and unlock components
Ensuring audio forms are successfully assigned and read-aloud sessions are correctly created
Create, prepare, and proctor cache online test sessions according to the dates specified in the testing schedule at the front of this manual

TRAINING TOPICS FOR SCHOOL TEST COORDINATORS
Accessing and printing Student Testing Tickets (test tickets) and Proctor Testing Tickets (for read-aloud accommodations) **no earlier than 96 hours** (4 school days) prior to the test session start date and storing the Testing Tickets in a secure location until needed
Once the information is received from Pearson, share the earliest test session prepare date with STCs
Starting test sessions only on the day of testing and stopping/securing test sessions at the conclusion of both components of the *Writing* test
Administering SOL testing under standardized conditions using the *Writing Examiner's Manual* (for paper tests, Examiners/Proctors must use the *Supplement to the Writing Examiner's Manual*)
Determining if the short-paper component prompt will be read to all students or only to students who request it
Understanding how to navigate in TestNav and the purpose of the various test screens
Understanding the monitoring duties of the Examiner and Proctor during testing, how student questions may be answered, and what level and kinds of assistance may be given
Establishing procedures for monitoring students and ensuring test security when a break is requested
Handling emergencies
Troubleshooting procedures
Resuming exited students
Understanding Early Warning System procedures
Reporting problems/errors on SOL test forms
Identifying and reporting testing irregularities
During testing, moving students and testing materials to an alternate location
Marking tests complete guidelines
Scheduling test sessions, make up sessions
Accounting for all students currently enrolled in a course requiring the SOL *Writing* test
Retaining and disposing test materials according to division guidelines
After testing, adding test-specific data in PearsonAccess^{next} such as testing accommodations and testing status codes
Removing online authorizations from users at the appropriate times

TRAINING TOPICS FOR STCs SPECIFICALLY REGARDING PAPER TESTS
Receiving and verifying non-secure and secure testing material
Hand-coding demographic information on answer documents
Ensuring correct test booklets and prompts are issued to students, paying special attention to Term Graduates' form assignments
Completing the students' answer documents as applicable for Field H, *Testing Status*, and Field I, *Special Test Accommodations*, Field J, *2nd Attempt* (EOC Term Graduates only), and Field K, *2010 Standards*; ensuring Field F, *MC Form*, and Field G, *Prompt Number*, match the student's testing materials and are correctly gridded
Using the *Supplement to the Writing Examiner's Manual* to administer paper tests
After testing, preparing the *Header Sheets* and paper bands
After testing, verifying, organizing, packing, and returning scorable and non-scorable materials
Accounting for and returning all test materials to the DDOT in accordance with deadlines
Refer to the *Supplement to the Writing and Non-Writing Test Implementation Manuals* for details regarding these topics.

4.2 Train Examiners/Proctors

STC

- ☑ Provide training to the school's Examiners and Proctors based on information in the testing manuals, local directions received from your DDOT, and other pertinent sources. Prepare the entire school staff for the test administration.
- ☑ Address training topics listed in the following chart.

TRAINING TOPICS FOR EXAMINERS/PROCTORS
Identifying responsibilities of Examiners and Proctors
Thoroughly reviewing the security requirements of the *School Division Personnel Test Security Agreement* and the Virginia General Assembly Legislation on test security; reviewing local policies to ensure students do not have access to cell phones or other electronic devices during testing
Reviewing with all school staff, who are not directly involved in test administration, that the content of unreleased SOL test items is not to be discussed with students or with other school staff; reviewing with all school staff the process of how to report potential SOL test security concerns
Preparing students for testing using Practice items, Training Center Tests, Released Tests (if applicable), etc.
Providing guidance for the teacher/Examiner discussion with students regarding cell phones, electronic devices, and other unauthorized materials, and the consequences of cheating on the test
Reviewing the testing schedule
Preparing the test site
Using classroom Proctors and/or Interpreters (if necessary)
Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests

TRAINING TOPICS FOR EXAMINERS/PROCTORS
Becoming familiar with the various functions of online testing, navigating in TestNav, and the purpose of the various screens by practicing with the TestNav 8 application using Practice Items and Guides and the Training Center Practice Tests
Administering SOL testing under standardized conditions using the *Writing Examiner's Manual* (for paper tests, Examiners/Proctors must use the *Supplement to the Writing Examiner's Manual*)
Emphasizing to Examiners/Proctors to follow all the procedures to ensure students receive the correct Student Testing Tickets
Ensuring eligible students receive authorized testing accommodations
Reviewing the monitoring duties of the Examiner and Proctor during testing, how student questions may be answered, and what level and kinds of assistance may be given
Reviewing procedures if the Early Warning System appears on a student's test
Reviewing the process of permitting student-requested breaks
Identifying and reporting testing irregularities
Handling emergencies
Notifying STC of student-reported errors on test items
Reviewing the troubleshooting process
During testing, moving students and testing materials to an alternate location
Reviewing the process of notifying the STC of students not tested or requiring make-up sessions
Reviewing the process of returning testing materials

TRAINING TOPICS FOR EXAMINERS/PROCTORS SPECIFICALLY REGARDING PAPER TESTS
Hand-coding demographic information on answer documents
Completing the *Assembly ID Sheets* to verify and document the number of test booklets/prompts contained in packages before distributing to students
Using the *Supplement to the Writing Examiner's Manual* to administer paper tests
After testing, ensuring Field F *(MC Form)*, Field G *(Prompt Number)*, and Field K *(2010 Standards)*, if applicable, match the student's testing materials and are correctly completed
Organizing scorable and non-scorable test materials for return to the STC
Returning all test materials to the STC
Refer to the *Supplement to the Writing Examiner's Manual* for details regarding these topics.

IMPORTANT: *Examiners should review the Writing Examiner's Manual before the day of testing. If paper tests will be administered, the Supplement to the Writing Examiner's Manual should also be reviewed before the day of testing. Remember to include interpreters, itinerant teachers, and/or homebound teachers in your training if they will be administering tests to students.*

STC

- ☑ If the *Writing Examiner's Manuals* are used for training, it may be necessary to collect them after training and then redistribute them on the day of testing to ensure that all Examiners have a copy for test administration.
- ☑ If paper tests will be administered, ensure the *Supplement to the Writing Examiner's Manual* is provided and reviewed as well.

DDOT

- ☑ All test manuals may be viewed and downloaded from the Virginia Department of Education website at:

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

4.3 Online User Roles

DDOT

- ☑ The various user roles available in PearsonAccess^{next} consist of specific permissions that allow the user to have a limited range of access while in PearsonAccess^{next}. The various user roles are outlined in the *User Role and Permissions* matrix on the *Support* page within PearsonAccess^{next}. The DDOT assigns the user roles as needed.
- ☑ The DDOT assigns the user role "Get Authorizations – Seal Codes" to STCs before testing begins to permit STCs to print student test tickets (print tickets no earlier than 4 school days prior to the date of testing). As soon as testing has been completed, the "Get Authorizations – Seal Codes" role must be removed.

4.4 Test Preparation Training

4.4.1 Resources for test preparation

Students should be familiar with their test's tools and materials and with the online test format before testing for the first time. The resources listed in the table below 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.

Resources for Test Preparation

Resource	Location	Purpose
Training Center Tests	Access to a training center test is via a Student Testing Ticket created in the Training Center.	The following Training Center tests are available: • Gr 8 *Writing* • EOC *Writing* (2010) • Elementary School *Mathematics* CAT Training Test • Middle School *Mathematics* CAT Training Test • Elementary School *Reading* CAT Training Test • Middle 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 and submitting a test; and • practicing with the CAT format and the seal code procedure. 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.

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.
Introduction to TestNav 8: *Writing* Tool	**www.doe.virginia.gov/testing/sol/practice_items/testnav8.shtml**	The *Introduction to TestNav 8: Writing Tool* is intended to be used with the Practice *Writing* Tool in TestNav 8 providing information on: • navigating through the short-paper component of the *Writing* test; • using the *Writing* tools; • using the accessibility features available in TestNav 8; and • writing an online short-paper.
Practice Item Sets	Access the TestNav 8 application. The practice items are available on the Practice Items 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; • practice with items in audio format; and • opportunities to navigate through and interact with the online testing software.

Resource	Location	Purpose
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.
List of Available *Writing* Prompts	**www.doe.virginia.gov/testing/sol/standards_docs/english/2010/online_writing/index.shtml**	Provides the opportunity for students to practice writing short papers using the *Writing* prompts.
Writing 2010 Released Tests	**www.doe.virginia.gov/testing/sol/released_tests/index.shtml**	Released tests are representative of the content and skills included in the Virginia SOL tests and are provided to assist in understanding the format of the tests and questions. The answers to the questions for each test and test item set can be found in the back of each PDF document.
Large-Print and Braille Released Tests	PearsonAccess^{next} 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 during testing

Prior to testing, school staff should discuss with students the consequences of having access to cell phones, electronic devices, or other unauthorized materials during testing. The DDOT should provide guidance to the STC regarding the division policy on cell phones and other electronic devices. The following information should be discussed with students.

Cell phones and other electronic devices: While in the testing room, students may not have access to cell phones or other electronic devices that can transmit, receive, photograph, or record information 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. 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 4.17 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, fidget items, toys, 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. The DDOT should provide guidance to the STC on the school division's policy regarding what actions and behaviors are considered cheating.

4.5 Identify Students to Be Tested

The Fall 2018 SOL *Writing* test administration is designed to accommodate the following groups of students:

1. Students who will complete Grade 8 English classes in the Fall semester.
2. Students who will complete high school English classes that cover grades 9–11 English SOL in the Fall semester.
3. Students who have previously passed the course in which the EOC *Writing* test is usually taken but failed the test and need it for verified credit.
4. Students eligible to graduate by August 31, 2019, are considered to be Term Graduates for the Fall 2018 *Writing* administration. If these students have not passed the EOC *Writing* test, they may have two opportunities in the Fall 2018 administration to earn the required verified credit. Refer to Section 2 for details.
5. Students who have already left school and are returning to take the SOL EOC *Writing* test to earn verified credit.

NOTE: School divisions who choose to require their high school students to complete a local performance assessment for EOC writing are not assessed with the SOL *Writing* test.

☑ Determination as to how students with disabilities and English learners (ELs) will participate in the SOL *Writing* tests should be made in accordance with the following guidelines:

- *Students with Disabilities: Guidelines for Assessment Participation*
- *Students with Disabilities: Guidelines for Special Test Accommodations*
- *English Learners: Guidelines for Participation in the Virginia Assessment Program*

These documents are located on the Virginia Department of Education website at:

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

DDOT ☑ Review these documents carefully and provide STCs with information about whom they should contact within the division if they have questions about applying the guidelines. If you have any further questions, please contact the assessment staff at the Virginia Department of Education.

4.6 Document the Need for Paper Assessment

All students will be required to take the online version of the Standards of Learning (SOL) tests with the exception of students who meet one of the criteria listed below.

- Students who 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.
- The student requires an accommodation specified in his/her Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, brailler, and some instances of multiple test sessions).
- Students with a documented medical condition, such as a seizure disorder where exposure to the testing device will aggravate the student's condition.

Students who meet these criteria may be administered a paper test.

Additionally, students with disabilities who require other accommodations that necessitate a paper test or those with medical conditions that render them unable to take an online test may be considered for a paper test.

The need for paper tests for these students must be documented using the *Documentation of Need for Paper Standards of Learning Assessment* form (Appendix C). Please remember that the use of paper tests for students with disabilities and students with medical conditions is intended only to provide access to the SOL assessments. Use of paper tests may not be allowed for the purpose of improving performance. See below for additional information about the requirements associated with the *Documentation of Need for Paper Standards of Learning Assessment* form.

Students with Disabilities:

- Please note that the *Documentation of Need for Paper Standards of Learning Assessment* form is not required for students with disabilities who need large print, braille, and some instances of multiple test sessions.
- The student's IEP team or 504 committee must determine eligibility based on providing access to test content by completing sections I, II, and IIIA of the *Documentation of Need for Paper Standards of Learning Assessment* form.
- The IEP team/504 committee must document the decision on the student's IEP or 504 Plan. A copy of the completed and signed *Documentation of Need for Paper Standards of Learning Assessment* must be maintained in the student's educational record and in the Office of the Division Director of Testing.
- The *Documentation of Need for Paper Standards of Learning Assessment* must be reviewed annually by the student's IEP team or 504 committee.

Students with Medical Conditions:

- A team composed of the Division Director of Testing, building principal, course content teacher, parent and other appropriate school staff must determine eligibility based on providing access to test content by completing sections I, II, and IIIB of the *Documentation of Need for Paper Standards of Learning Assessment* form.
- A letter from the student's physician or other health professional documenting the medical condition must be attached to the completed form as supporting documentation.

- A copy of the completed and signed *Documentation of Need for Paper Standards of Learning Assessment* form must be maintained in the student's educational record and in the Office of the Division Director of Testing.
- The *Documentation of Need for Paper Standards of Learning Assessment* must be reviewed annually by the student's team referenced previously.

The use of paper SOL assessments will be carefully monitored and all *Documentation of Need for Paper Standards of Learning Assessment* forms will be subject to audit by the Division of Student Assessment and School Improvement.

If you have questions, please contact the student assessment staff by phone at (804) 225-2102 or by email at **Student_Assessment@doe.virginia.gov**.

4.7 Register Students for Testing

Students should be registered for testing as directed by the DDOT either via a Student Registration Import (SRI) File or by hand-entering data within PearsonAccess^{next}.

Student records that are marked "Term Graduate" and are "Paper" format in PearsonAccess^{next} will not result in the automatic duplication in PearsonAccess^{next} of the student's original test assignment to account for the second test attempt. Because a test assignment will automatically be duplicated when a second paper EOC *Writing* test with matching demographics is processed, the individual student's record should appear only once in the Fall 2018 *Writing* Student Registration Import File.

DDOT

☑ For further instructions and details on how to submit a Student Registration Import File, refer to the *Student Registration Import File Requirements* document located online within PearsonAccess^{next} at:

https://va.pearsonaccessnext.com/

STC

☑ Inform the DDOT if you have any new students.

4.8 Determine Where Tests Will Be Administered

STC

☑ Make arrangements for appropriate physical conditions for testing. Testing rooms/labs should be quiet, well lighted, set to an appropriate temperature, 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 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 or item that is capable of providing an unfair advantage, be distracting to others, or items not authorized for testing.

☑ Remove from the testing site or cover all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage. These materials include, but are not limited to: maps, timelines, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, and 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, dictionaries (when not approved), class notes, course content review materials, test taking strategy reminders, notes, textbooks and other curriculum materials, "cheat sheets," extra highlighters, non-school issued scratch paper, fidget items, or toys.

☑ For online testing, physical barriers on both sides of the the testing device are helpful in deterring students from looking at each other's computer monitors.

- ☑ It may be helpful to provide Examiners with "TESTING IN PROGRESS: DO NOT DISTURB" signs for testing rooms.
- ☑ Students who are absent on the school's established SOL test date(s) must be given an opportunity to take any missed test on a make-up basis. A time and location must also be arranged for each necessary make-up session.

Establish Guidelines for 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, access to any educational materials, or electronic devices. **Students must complete each component of the test in one school day** (refer to Section 4.9 for the exception).

STCs must be prepared to move students who have not completed the test to an alternate testing site. The alternate testing site must be prepared as described previously. Prior to testing, establish guidelines for moving students from the test site to the alternate test site. The plan should include guidance regarding:

- maintaining the security of secure materials (i.e. test tickets, testing devices, test booklets, answer documents, all used and unused scratch paper, audiotapes, etc.);
- monitoring students during the move to prevent discussion of the test or course content, in any way with anyone, and to prevent student access to any educational materials and phones/electronic devices, and returning each student's own materials and resuming testing; and
- preparing for student breaks (i.e. lunch, student requested break). Refer to section 5.4.3 for guidance.

IMPORTANT: *Plans for alternate testing sites should include appropriate test security precautions. If students must be moved to an alternate testing site to complete the test, their testing devices, test booklets, answer documents, test tickets, scratch paper, and any other testing materials must be collected by an 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.*

4.9 Schedule the School's Testing Sessions

The SOL *Writing* tests administration takes precedence over other scheduled school activities. Each component of the *Writing* test is to be completed in one school day (refer to the Multiple Test Sessions accommodation in Appendix B for the exception).

DDOT

- ☑ All testing sessions for the school division must be scheduled within the division's testing window. If you need to adjust the testing window, notify the assessment staff at the Virginia Department of Education.

ONLINE

- ☑ DDOTs, Project Managers, and STCs should work together to determine the online test schedule. Some things to consider include:
  - number of concurrent tests your network can successfully manage
  - number of students participating in online testing
  - number of online test sessions your schools will offer each day

- number of available labs/testing devices

☑ Notify Pearson well in advance if a school plans to administer online SOL tests after 5:00 p.m. Provide the following information:

- Division Name
- School Name
- Date(s) of After-Hours Testing
- Time of After-Hours Testing

☑ Permission from the Virginia Department of Education must be obtained prior to any testing on weekends.

☑ Make-up sessions are to be completed according to the division's schedule as long as the schedule affords each student an adequate opportunity to take missed tests. Additionally, the division's make-up schedule must allow time for assembly and shipment of all paper scorable answer documents by the date(s) reported to Pearson. **Work with the STCs to establish the testing schedule and appropriate make-up testing schedules for their schools.**

STC

☑ Schedule testing sessions to avoid interruptions by drills (fire, tornado, intruder, etc.) and other school functions.

☑ Take into consideration that the SOL assessments are untimed tests. Students should be afforded as much time as they need to complete each component in one school day.

IMPORTANT: *Even though the SOL assessments are untimed, each component of the* Writing *test is to be completed in one school day. Additionally, students may not leave the testing site and subsequently return to finish the test unless their absence from the site is 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.*

☑ Ensure that testing sessions are scheduled so that they begin early enough to allow students a reasonable amount of time to complete the test before lunch or before the end of the school day.

☑ Prior to the first date of testing, develop a plan to accommodate situations in which "allocated" time has elapsed but students have not yet completed the test. For example, these students could be moved to an alternate location such as a library or activity room so that they can finish the test.

☑ Each school's testing dates and time for each component (for online) must be on file with the DDOT. If a change to testing dates or times occurs, notify the DDOT immediately.

☑ If paper tests will be administered, the paper short-paper component should be given at the same time of day to all students in a school. This is not necessary for online testing.

Two separate administrations of the paper short-paper component at different times of the day are permissible **only** if school officials can certify to the Department of Education that there has been no contact between the students who were administered the short-paper component at an earlier time and the students who were administered the short-paper component at a later time. If there are questions, the DDOT may contact the assessment staff at the Virginia Department of Education.

- ☑ Ensure that each school provides students with advance notice of the test dates and schedule. Urge students' parents/guardians not to make appointments for their children or take them out of school unnecessarily on the test days.
- ☑ Schedule make-up sessions so that all testing is completed before the end of the division's test window and in time to meet the deadline for the return of materials to Pearson (refer to the calendar in the front of this manual).

4.10 Select Examiners and Determine Testing Groups

STC

- ☑ Determine how students will be grouped for testing (e.g., in homerooms, in regular English classes) and which staff members will serve as Examiners. If resources permit, it is recommended that teachers do not serve as Examiners or Proctors to their own students.

4.11 Determine the Need for Proctors and Arrange for Assistance

Testing students in large groups is not recommended. Testing in smaller groups lessens test fear and anxiety for the student and facilitates the Examiner's ability to monitor and control the testing session. However, if it is necessary to test a large group of students, consider the addition of Proctors to the testing session.

It is best that Examiners supervise the testing of no more than 25–30 students on their own. If the group's size exceeds this, one Proctor is recommended for every 25–30 **additional** students.

STC

- ☑ In selecting Proctors, be aware that each must also read then sign the *School Division Personnel Test Security Agreement* noted in Sections 4.12 and 4.13. The use of non-school personnel as Proctors is not recommended. Proctors must receive the same training as Examiners.
- ☑ If Proctors are not used, arrange to have another school staff member within calling distance of each testing session so that an emergency situation, such as escorting a student to the restroom or nurse, may be handled with a minimum of disruption.

4.12 Review Procedures for Ensuring Test Security

The *School Division Personnel Test Security Agreement* 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 *School Division Personnel Test Security Agreement* (Appendix A). This agreement must be completed before access to PearsonAccess^{next} is granted or any online or paper test is administered.

- ☑ Each school division must ensure the security and accountability of all test materials from the time of receipt until all testing is completed. Paper secure test materials will be addressed and shipped to the DDOT, who has primary responsibility for their security.

Refer to information included in the SOL testing manuals and their supplements for procedures to maintain the following:

- a secure test environment
- student electronic data files
- test booklet, prompts, and answer documents
- Student and Proctor Testing Tickets
- configuration of computers
- security authorizations
- receipt, inventory, distribution, and secure storage of test materials

Security procedures must be followed to ensure complete test security.

WITHOUT EXCEPTION, secure test booklets (including braille and large-print test booklets/prompts, Examiner copies, and audios), all Testing Tickets, student paper, audio, or electronic responses used for transcriptions, audio/electronic copies of testing sessions (e.g., read-aloud), students' used and unused scratch paper, and used answer documents **must** be kept in secure, locked storage at all times when they are not in use in an actual testing session.

☑ Review your local security procedures to ensure that students do not have access to cell phones or other electronic devices during testing.

4.13 Collect Completed *School Division Personnel Test Security Agreements*

All persons in the school(s) 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 *School Division Personnel Test Security Agreement* before they are given access to the tests or prompts. Staff must also 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. These documents are located in Appendix A.

Division/school personnel involved with both online and paper testing need sign only one test security agreement per administration. **Persons who have not signed the *School Division Personnel Test Security Agreement* may not be allowed access to any SOL tests.**

☑ The *School Division Personnel Test Security Agreement* is a two-page document. Be sure to copy both pages for each staff member and make as many copies as necessary. Do not use previous versions of the test security agreement.

☑ Ensure that all school division staff who may be exposed to secure test items and those involved in the administration of the SOL Assessments **MUST** read, understand, agree to, adhere to, and sign the *School Division Personnel Test Security Agreement* before they are given access to the tests or prompts. Staff must also 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). These documents are located in Appendix A. Such personnel include, but are not limited to: the DDOT, STC, Test Examiners, Proctors, project manager and other technology staff, staff providing testing accommodations such as conducting read-aloud, translation/transliteration, dictation to a scribe administrations, staff involved in transcriptions, staff providing a break to Examiners/Proctors, computer lab staff, hall/restroom monitors, student escorts, personal assistants for students, assistants to the DDOT and STC, teacher assistants, curriculum coordinators, administrators, department heads, teachers, staff who have access to secure test materials storage, etc.

STC ☑ Forward the signed test agreements to your DDOT as directed in Section 6.4.

4.14 Additional Security Procedures for Online Testing

When a user initially logs into PearsonAccess^{next} (**https://va.pearsonaccessnext.com/**) to enter the Virginia SOL Web-Based Assessments website, he/she will be prompted to read and accept the *School Division Personnel Test Security Agreement*, the *Privacy Policy*, and the *Terms of Use* for accessing and using PearsonAccess^{next}. After reading these documents, the user may print and sign the *School Division Personnel Test Security Agreement* by selecting the *Print Friendly* link on the screen. The STC should collect the signed test security agreements and forward them along with the other test security agreements to the DDOT as directed in Section 6.4.

The online version of the Virginia SOL *School Division Personnel Test Security Agreement* and the versions in Appendix A of this manual and the *Writing Examiner's Manuals* are the same. Testing personnel need to sign only one copy for each testing administration. STCs and Examiners can refer to the manuals for copies of the *School Division Personnel Test Security Agreement* for any subsequent test administrations. Paper copies of the agreement with actual signatures of the testing staff must be available and retained on file in the DDOT's office.

4.14.1 DDOT Testing Checklist

DDOT ☑ DDOTs and Project Managers should review the DDOT Testing Checklist (pages 11–14). Review procedures such as, but not limited to, the security of the test environment, proctor caching test forms (no earlier than 24 hours prior to the start of the division's test window), printing Testing Tickets, starting test sessions on the day of testing, stopping/securing test sessions at the end of both components, and maintaining the integrity of the computers used during testing.

4.14.2 Student Testing Tickets

STC ☑ Any time Testing Tickets are printed in advance of the testing session (no more than 96 hours, 4 school days, prior to a test session), they must be kept in secure, locked storage until the actual testing session. Do not start a test session (activating the test tickets) until the day of the scheduled session. Examiners need to sign out the test tickets, for their assigned session, on the day of a test session. After a test session, Examiners should be instructed to collect the test tickets from students and Examiners (who provide the read-aloud accommodation) and return them to the STC. The *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* (located in Appendix C) should be used for this purpose. The student's *Writing* testing ticket will be used to access each component. Therefore, it is essential that each student's test ticket be collected after the first component is completed in order to be used for the next component.

4.15 Provide Special Accommodations During Testing

Before testing, appropriate staff should become familiar with special test accommodations specified in students' IEPs, 504 Plans, or EL Assessment Participation Plans. Accommodations and any required materials or equipment are described in detail in Appendix B of this manual and the *Writing Examiner's Manual*. For information regarding students with disabilities and ELs' participation in state assessments, refer to: *Students with Disabilities: Guidelines for Assessment Participation, Students with Disabilities: Guidelines for Special Test Accommodations*, and *English Learners: Guidelines for Participation in the Virginia State Assessment Program*, which are available on the Virginia Department of Education's website located at:

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

All accommodations provided to students must be documented in PearsonAccess^{next}. Refer to Appendix B, which includes accommodations, their guidelines, and their corresponding codes.

School divisions may request an accommodation not listed in the *Special Testing Accommodations*, Appendix B, by submitting the *Special Assessment Accommodation Request Form* to the Virginia Department of Education by the deadline noted in the Test Administration Schedule in the front of this manual. The form is located on the Virginia Department of Education's website at:

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

- **Response Accommodations:** To provide any response accommodations specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan, directions read aloud to students may be modified. For example, the directions on how to select answers online or mark the answer document may be modified for students who have the accommodation Examiner Records Responses (accommodation code 18).
  - For Paper Tests: The testing directions may be modified for students who do not enter their answers 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 EL 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 (and Field K for EOC *Writing*) on the answer document and writing his/her name on the test booklet and prompt sheet. Before or after testing, the Examiner should complete Fields A, F, and G (and Field K for EOC *Writing*) and write the student's name on his/her test booklet and prompt sheet.

    Examiners may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to "circle the answer in your test booklet," "say your answer," or "point to the answer." The direction to write on the lined pages of the answer document may be modified to "type your paper in the word processor" or "dictate your paper to me." Refer to 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 EL 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." The directions regarding typing the short paper into the response area on the screen may be modified to "type your paper in the word processor" or "dictate your paper to me." 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. Audio is available for both the multiple-choice and short-paper components.
- **Online Audio Tests:** Students should have had practice using the audio control box by practicing on an audio practice test (refer to Section 4.4).
- **Read-Aloud on the Online Multiple-Choice/TEI Component:** Students who require the read-aloud accommodation must be placed in a read-aloud test session when creating the test session in PearsonAccess^{next}. All the students assigned to a read-aloud session will receive the same multiple-choice/TEI test form. Examiners who will be reading the MC/TEI portion of the test aloud to the students in the read-aloud session will be given access to an online test to be viewed on the Examiner's workstation only, through the use of a Proctor Testing 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 screen that is not part of a student's testing device. 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.

- **Read-Aloud on the Online Short-Paper Component:** Several different prompts will be assigned to each test session; therefore, the Proctor's Testing Ticket does not provide access to the short-paper component. The Examiner will read the Checklist for Writers and the student's individual Prompt from the student's screen. Specific directions have been included to assist with providing the read-aloud accommodation.
- **Mixed-Group Testing:** Students taking the multiple-choice component and/or short-paper component as 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.
- **Braille Tests:** Examiners/Proctors responsible for monitoring students using braille tests should be familiar with the Braille Notes and Transcriber's Notes included in the Examiner's copy of the braille test. The Braille Notes list the differences between the braille test form and the corresponding Examiner's copy and are intended to help the Examiner answer any questions that a student may have regarding reading and interpreting items in the braille form. Transcriber's Notes provide information to the (braille) reader that is not readily apparent by reading the test item's text alone. If a student has a question pertaining to the Transcriber's Notes on his/her test, the Examiner can consult the Examiner's copy for assistance.
- **Large-Print Tests:** Examiners/Proctors responsible for monitoring students using large-print tests should be aware of font size variations that may appear on a student's test.
    - For all test item questions (stem) and answer options, the font type is Tahoma and the font size is 20 point.
    - For *Writing* test prompts, the font type is Times New Roman and the font size is 20 point.
    - All text, including numbers, variables, labels and captions on graphs, pictures, diagrams, maps, charts, coordinate planes, equations, exponential numbers and letters, subscripts and superscripts, notes, and footnotes, are presented in 18–20 point type. Due to the complexity of graphics in some test items, some text embedded within graphics may be enlarged proportionally to the graphic rather than enlarged to 20 point in order to lessen the impact of reformatting the test items. The Special Forms Committee provides recommendations for items of this nature on an item-by-item basis.
- **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 Section 6.2.2 for additional details.

4.16 Testing Condition Adjustments Available During Testing

4.16.1 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 reads his/her own test out loud

4.16.2 Health Management Devices

The *Health Management Device Form* must be completed for each student with a documented health need who requires the use of a health management device during the administration of a Standards of Learning (SOL) assessment. The completed form ensures that consideration is given to the type of health management device needed by the student while also confirming the integrity of the SOL test administration. The form must be completed by the DDOT or DDOT designee. If completed by a designee, the form must be reviewed and approved by the DDOT, and if applicable, forwarded to the Virginia Department of Education. The *Health Management Device Form* is available on the VDOE website at: **www.doe.virginia.gov/testing/participation/index.shtml**.

4.17 Test Tools and Materials

Refer to the following tables for the list of available online tools and their function and the list of hand-held materials permitted for use on each component of the *Writing* test.

Table 6. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing* Tests

Tool Icon	Tool Name and Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
	Pointer—use to select on screen and to place the cursor within the writing response area.	**Yes**	**Yes**
	Notepad—use to create and save notes.	**No**	**Yes**
	Answer Eliminator—use to eliminate (cross off) answer options. This tool functions with multiple-choice questions and certain TEI items.	**Yes**	**No**
	Exhibit—select to view the *Prompt*, *Checklist for Writers*, and *Shortcut Keys* tabs on the Short-Paper component.	**No**	**Yes**
	Highlighter—use to highlight text. Students cannot highlight art, pictures, images, or text when presented as art (i.e. poems, fliers). 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.	**Yes**	**Yes** NOTE: the highlighter cannot be used in the writing response area.

Table 6. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing* Tests, continued

Accessibility Feature	Feature Name and Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
Zoom-In and Zoom-Out Feature Using the keyboard or touch screen. 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.	**Yes**	**Yes**

Table 6. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing* Tests, continued

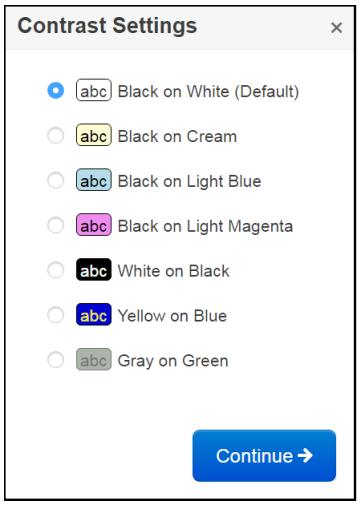
Accessibility Feature	Feature Name and Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
	User Dropdown Menu • **Change the Background and Foreground Colors**—selecting this permits the student to choose the background and foreground colors of his/her test. The 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).	**Yes**	**Yes**

Table 6. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing* Tests, continued

Accessibility Feature	Feature Name and Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
	• **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:	**Yes**	**Yes** NOTE: the Line Reader Mask does not function in the Exhibit window.
	• **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:	**Yes**	**No**
	• **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.	**Yes**	**Yes**

- 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) select and 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 7. Online Tools Available in TestNav on the Short-Paper Component of the *Writing* Test

Short-Paper Writing Tools	Tool Description
B	**Bold**—use to bold selected text.
I	**Italics**—use to italicize selected text.
U	**Underline**—use to underline selected text.
	Bullets—use to format with bullets.
	Numbers—use to format with a numbered list.
	Undo—use to undo the previous command that was completed.
	Redo—use to redo the previous deleted command.
abc	**Spell Check**—use to check spelling in the short paper. NOTE: The Spell Check tool will identify (by a red underline) words that need to be reviewed for correct spelling. Some proper nouns, a misspelled word, or a word that is spelled correctly but is not recognized by this particular spell checker could be underlined. Students need to evaluate the results of the spell check carefully when deciding whether a word is misspelled. A student's score will not be adversely affected by the presence of the red underline on a word that is correctly spelled.
6000	**Character Counter**—indicates the number of characters remaining in the response area. The maximum number of characters a response can contain is 6,000.

NOTE: The online spell check is available to all students; therefore, students may not use a dictionary except when permitted as an accommodation. Refer to Table 10 for English and bilingual dictionary assistance.

- A Help menu for the short-paper tools is not available. During testing, if a student asks a question about a short-paper writing tool, the Examiner/Proctor may use the Online Short-Paper Writing Tools table provided here and read the tool description to the student.

Table 8. Hand-Held Materials Permitted on the Multiple-Choice/TEI and Short-Paper Components of the Online *Writing* Tests

Material	Multiple Choice/ TEI Component	Short-Paper Component
Scratch Paper Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, outline, etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is all collected and accounted for before students are dismissed from the testing session. 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 used and unused scratch paper must be returned to the STC. For online testing, the use of patty paper, dry-erase markers, and transparencies is not permitted. Students may not trace images directly from the testing device's screen.	**Yes**	**Yes**
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.	**Yes**	**Yes**
Dictionary The online spell check is available to all students; therefore, students may not use a dictionary (except as noted in Table 10). Refer to Table 10 (Section 4.16.2) for details regarding the use of English and bilingual dictionaries.	**No**	**No**
NOTE: Students may not hold anything up to or over the testing computer's/device's screen. STCs may distribute the hand-held manipulatives to Examiners prior to testing or on the day of testing.		

4.17.1 Materials needed for paper testing

Refer to the following table for the list of hand-held materials permitted on the multiple-choice and short-paper components of the paper *Writing* test.

Table 9. Materials Permitted on the Multiple-Choice and Short-Paper Components of the Paper *Writing* Tests

Material	Permitted on the Multiple-Choice Component	Permitted on the Short-Paper Component
Pencil Students must use only No. 2 pencils when completing the answer document for both the multiple-choice and short-paper components. Have an extra supply of No. 2 pencils with erasers available for students to use. Mechanical pencils may be used as long as they have No. 2 lead.	**Yes**	**Yes**
Scratch Paper Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, outline, etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is all collected and accounted for before students are dismissed from the testing session. 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 used and unused scratch paper must be returned to the STC.	**Yes**	**Yes**
Dictionary The dictionary must be a paper, general dictionary without a thesaurus section, and may be either school-owned or student-owned. The student should be familiar with the dictionary. The SOL *Writing* Test should not be the first time a student uses the dictionary. Electronic dictionaries are not allowed. The dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.	**No**	**Yes**
OPTIONAL: Highlighter, Colored Pencil, or Pen In addition to the No. 2 pencil, as previously described, students may be provided two additional writing implements such as highlighters, colored pencils, or colored pens. The student may use the writing implements in the test booklet and on the scratch paper. The highlighters, colored pencils, or pens must not be used anywhere on the student's answer document. Answer documents submitted with highlighter, colored pencil, or pen marks will not scan properly and therefore cannot be scored. The student's answer document must only be completed with the No. 2 pencil.	**Yes**	**Yes**

4.17.2 Guidelines for use of the English and bilingual dictionaries

Refer to the following table when determining whether an English or bilingual dictionary is permitted on the multiple-choice and short-paper components of the *Writing* test. Guidelines for English and bilingual dictionary use by students with disabilities and ELs are located in Appendix B.

Table 10. Use of the English Dictionary and Bilingual Dictionary on the 2010 Standards of Learning (SOL) *Writing* Test Components

Grade 8 and EOC 2010 SOL *Writing* Test (Online Mode)

	Multiple Choice		Short Paper	
	English Dictionary	**Bilingual Dictionary**	**English Dictionary**	**Bilingual Dictionary**
English Learners	**NO**	**YES**[1] Accommodation only	**YES**[1] Accommodation only	**YES**[1] Accommodation only
Students with Disabilities	**NO**	Not applicable	**YES**[2] Accommodation only	Not applicable
General Education Students	**NO**	Not applicable	**NO**	Not applicable

Grade 8 and EOC 2010 *Writing* Test (Paper Mode)

	Multiple Choice		Short Paper	
	English Dictionary	**Bilingual Dictionary**	**English Dictionary**	**Bilingual Dictionary**
English Learners	**NO**	**YES**[1] Accommodation only	**YES**[3]	**YES**[1] Accommodation only
Students with Disabilities	**NO**	Not applicable	**YES**[3]	Not applicable
General Education Students	**NO**	Not applicable	**YES**[3]	Not applicable

Notes

[1]Refer to the *Testing Accommodations for English Learners* in Appendix B for guidance. This accommodation must be documented in the student's EL Assessment Participation Plan.

[2]Refer to the *Testing Accommodations for Students with Disabilities* in Appendix B for guidance. This accommodation must be documented in the student's IEP or 504 Plan.

[3]An English dictionary is an allowable test manipulative for all students taking the *Writing* test in a paper format. Do not enter an accommodation code.

4.17.3 Materials needed for accommodations

- As appropriate, provide students any needed materials or equipment required for accommodations. Refer to Appendix B for guidelines.
- For paper AUDIO test administrations, students should be familiar with operating the audio equipment prior to testing.
- For online AUDIO test administration, students should have had practice using the audio control box by practicing on an audio practice test. (Refer to Section 4.4).

- Refer to Section 4.15 and Appendix B for additional information regarding accommodations.

4.18 Preparing for Paper Testing

Refer to the *Supplement to the Writing and Non-Writing Test Implementation Manuals* for the specific information regarding:

- Ordering of paper material
- Deliveries of non-secure materials
- Deliveries of secure materials
- Registering students for testing
- Answer document management

4.19 Audits

If the Virginia Department of Education will be conducting audits, information will be provided to DDOTs.

5. SPECIFIC DUTIES OF THE DDOT/STC: DURING TESTING

5.1 Maintain a Contingency Plan

Be prepared to coordinate and monitor adjustments in each school's testing schedule if inclement weather or other unforeseen events threaten or force school closures, network interruption, etc.

☑ **If school openings are delayed or early dismissal is possible/likely:**

- Do not begin testing unless you are confident that all scheduled testing sessions can be completed within the anticipated school day.
- If testing has already begun and school is dismissed during a testing session, the DDOT should contact the student assessment staff of the Virginia Department of Education immediately.
- If you are unsure whether a scheduled testing session can be completed, the best course of action would be to postpone the session. Students who begin a test and cannot complete it will need to retest with an alternate form. Retesting must be approved by the Virginia Department of Education.

☑ **If schools are closed:**

- The DDOT should notify the student assessment staff of the Virginia Department of Education. Be sure to advise to the best of your knowledge when schools will re-open.
- If possible, reschedule the test administration within your existing window. If the number of missed days necessitates a change in your testing window, notify the student assessment staff of the Virginia Department of Education.

If the division has additional questions regarding these procedures, the DDOT should call the student assessment staff of the Virginia Department of Education.

☑ **Paper Exceptions:**

- **Multiple-choice:** If schools are closed Tuesday, the multiple-choice component day, and the next full day of school is the previously scheduled short-paper component day (refer to Section 2 for details of all test window dates), do not administer the multiple-choice component on the short-paper component day. The short-paper component should be administered as scheduled. The multiple-choice component should be postponed until after the short-paper component day or later. If this occurs, make certain that Examiners and Proctors know to be especially vigilant in ensuring that students do not go back to edit, complete, or otherwise alter their short-paper response when they should be working on the multiple-choice component.
- **Short-paper:** If schools are closed Wednesday, the short-paper component day, the DDOT should immediately notify the student assessment staff at the Virginia Department of Education. Be sure to advise to the best of your knowledge when schools will re-open. The Virginia Department of Education will decide on a case-by-case basis (depending upon the extent of closings and the specific locations affected) which writing prompt is to be administered and the date for which the postponed testing session(s) will be rescheduled.

5.2 Coordinate the School's Administration of the Paper *Writing* SOL Tests

Refer to the *Supplement to the Writing and Non-Writing Test Implementation Manuals* for the specific information regarding the STC's coordination of the school's administration of the paper SOL tests for:

- Preparing materials for Test Examiners
- Checking-out test materials

5.2.1 STC conducts check-out of secure multiple-choice component test materials to Examiners

STC

☑ On the day of the **multiple-choice component**, check out the SOL *Writing* test booklets to Examiners. You should use the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (located in the Appendix of the *Supplement to the Writing and Non-Writing Test Implementation Manuals*) to assist with the distribution and collection of test booklets from the Examiners.

☑ Review a sample of the *Assembly ID Sheet* (located in the Appendix of the *Supplement to the Writing and Non-Writing Test Implementation Manuals*) that will be included in the packages of test booklets. An *Assembly ID Sheet* shows a unique package number and identifies the form number of the test booklets contained in that package.

☑ If applicable, point out to Examiners that they must give special attention to the package's *Assembly ID Sheet* to verify that the designated EOC Term Graduate test forms are distributed to eligible students. If students are administered an incorrect test form, delivery of score reports may be delayed.

The *Assembly ID Sheet* for Term Graduate materials indicates "EOC T. GRAD WR TB FM" followed by the form number, WXXXX.

☑ Remind Examiners that upon opening a package, **but before distributing its contents to students**, they must count the number of test booklets contained in the package and complete the package's *Assembly ID Sheet*, checking off the applicable statement.

If an Examiner must open more than one package of test booklets, the *Assembly ID Sheet* in each package must be completed. Examiners must return all *Assembly ID Sheets* to you, along with all test booklets, immediately after the testing session has concluded.

☑ If necessary, you may break packages of test booklets in order to distribute them more efficiently to the Examiners. Photocopy the package *Assembly ID Sheet* and write the new quantity of test booklets on the copy. Each divided set must have an *Assembly ID Sheet*.

☑ Maintain the security of the test booklets at all times.

☑ Remind Examiners to keep test booklets in packaging order when distributing to students.

☑ Ensure that each Examiner has the following test materials:

- *Supplement to the Writing Examiner's Manual* (contains the paper test directions);
- 2018–2019 *Writing Examiner's Manual* (Grade 8 and EOC combined);
- EOC or Grade 8 *Writing* multiple-choice test booklets;
- EOC or Grade 8 *Writing* test answer documents;

- Supply of scratch paper;
- Supply of No. 2 pencils; and
- "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available.

☑ Check out materials needed for recording test sessions, as necessary. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

5.2.2 Check-in paper test materials at the end of each testing session for the multiple-choice component

The *Writing Examiner's Manual* instructs Examiners to return test materials to the STC as soon as the test session is completed or to store the materials until the end of the school day in a secure location that is inaccessible to students.

All test materials must be returned to the STC and checked in no later than the end of the school day.

STC

☑ Ensure that all test materials are returned to you no later than the end of the test administration day.

☑ When the test materials are returned, verify the receipt of all materials using the information in Section 6.1, "Receive All Testing Materials from Examiners."

☑ You should count the test booklets and initial the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiner's/Proctor's* or the *Special Test Forms/Kits Transmittal Form for Examiner's/Proctor's* (located in the Appendix of the *Supplement to the Writing and Non-Writing Test Implementation Manuals*) or another such form documenting the same information as the VDOE form, to verify that all test booklets and answer documents have been returned. Immediately report any missing test booklets to the DDOT. Missing testing materials must be documented in TIWAS or on the *Test Irregularity Form* in Appendix E.

☑ Check in materials used for recording test sessions. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

☑ Verify that all answer documents have been returned. As you place the answer documents in a secure location, remember that they will be needed for the administration of the short-paper component.

☑ Examiners may be allowed to retain the *Writing Examiner's Manuals* to administer the short-paper component.

5.2.3 STC conducts check-out of secure short-paper component test materials to Examiners

STC

☑ If necessary, the STC may break packages of prompts in order to distribute them more efficiently to the Examiners. Photocopy the package *Assembly ID Sheet* and write the new quantity of prompt sheets on the copy. Each divided set must have an *Assembly ID Sheet*. These divided sets and accompanying *Assembly ID Sheets* must then be sealed in a large envelope for secure distribution to the Examiners.

☑ Maintain the security of the prompts at all times.

☑ On the day of the **short-paper component**, check-out the SOL *Writing* test prompts to Examiners. You should use the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (found in the Appendix of the *Supplement to the Writing and Non-Writing Test Implementation Manuals*) to assist with the distribution and collection of test prompts from the Examiners. The Examiner must not open the sealed packages of writing prompts more than 30 minutes before the short-paper testing session.

☑ Remind Examiners that upon opening a package, **but before distributing its contents to students**, they must count the number of prompt sheets contained in the package and complete the package's *Assembly ID Sheet*, checking off the applicable statement.

If an Examiner must open more than one package of prompt sheets, an *Assembly ID Sheet* in each package must be completed. Examiners must return all *Assembly ID Sheets* to you, along with all prompt sheets, immediately after the testing session has concluded.

☑ Ensure that each Examiner has the following test materials:

- *Supplement to the Examiner's Manual* (contains the paper test directions);
- 2018–2019 *Writing Examiner's Manual* (Grade 8 and EOC combined);
- unopened packages of EOC or Grade 8 *Writing* prompts (sealed in shrink wrap or in sealed envelopes if packages were split);
- the students' EOC or Grade 8 *Writing* test answer documents;
- English dictionaries (without a thesaurus section);
- supply of scratch paper;
- supply of No. 2 pencils; and
- "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available.

☑ Check out materials needed for recording test sessions, as necessary. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

IMPORTANT: *For the SOL* Writing *test, each student is to complete only ONE answer document. The answer document that the student used for the multiple-choice component must be the same answer document used for the short-paper component.*

5.2.4 Check-in test materials at the end of each testing session for the short-paper component

The *Supplement to the Examiner's Manual* instructs Examiners to return test materials to the STC as soon as the test session is completed or to store the materials until the end of the school day in a secure location that is inaccessible to students.

STC ☑ Ensure that all test materials are returned to you no later than the end of the test administration day. Place test materials and the answer documents in a secure location.

- ☑ When the test materials are returned, verify the receipt of all materials using the information in Section 6.1, "Receive All Testing Materials from Examiners."
- ☑ Count the writing prompts and initial the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (located in the Appendix of the *Supplement to the Writing and Non-Writing Test Implementation Manuals*) to verify that all writing prompts and answer documents have been returned. Immediately report any missing writing prompts to the DDOT. Missing testing materials must be documented in TIWAS or on the *Test Irregularity Form* in Appendix E.
- ☑ Check in materials used for recording test sessions. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

5.3 Coordinate the School's Administration of the Online Assessments

Online Test Window: The statewide online test window is October 15–November 2, 2018. The division's test window for the online format EOC *Writing* is a three to four week span within this larger window.

The multiple-choice/TEI and short-paper components will be set up in one test session. One component will need to be unlocked by the the STC the day of testing for students to access. Students will log into the test using the Student Testing Ticket and select the *Start* button for the unlocked and available test. Students will use the same Student Testing Ticket to log into each component on separate days. At the end of each day of testing, the STC must lock all test components that were not completed (Exited or Resumed status) or not accessed (Ready status). Completed components do not need to be locked.

Divisions may choose the order of the components and their testing dates. All Grade 8 *Writing* or EOC *Writing* online make-up tests must be completed by November 2, 2018. NOTE: The Term Graduate test window dates differ from the window dates stated above. Consult the schedule at the front of this manual for test window date details.

Prior to administering online tests, the DDOT and STCs should refer to the PearsonAccess^{next} Online User's Guide, located at
https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide, for instructions on how to use PearsonAccess^{next} with the Virginia Assessment Program.

- ☑ On the day of testing, distribute all materials necessary to administer the online SOL tests.

STC

- ☑ For each test session, Examiners/Proctors should be provided with the following test materials:
  - 2018–2019 *Writing Examiner's Manual*;
  - Student Testing Tickets (use the *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* to assist with the distribution and collection of test tickets);
  - Proctor Testing Ticket (if read-aloud session, multiple-choice component only);
  - test session roster (optional);
  - "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available; and
  - supply of scratch paper.
- ☑ Check out materials needed for recording test sessions, as necessary. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

5.3.1 Monitor online test sessions

STC

☑ Test sessions must only be started on the day of testing. You may view the status of each test session for students through the online system, Students in Sessions screen. The *Status* on the screen is color-coded. After each student's name, the student's real-time test status is indicated based on one of the descriptions in the following chart. Refer to the PearsonAccessnext Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide**, for directions on Viewing or Maintaining Existing Sessions.

Student's Real-Time Test Status

Color Codes	Test Status Description
Grey (Ready)	The student is ready to log into the test once the session is started.
Green (Active)	The student is currently testing or the test was not successfully exited due to a loss of network connection, loss of power, computer froze, etc.
Red (Exited)	The student successfully exited from the test or TestNav detected that another application was trying to take control so the Early Warning System exited the student from the test. The student needs to be resumed before logging back into the test.
Orange (Resumed)	The student was successfully exited from the test and has been authorized to resume the test. The student will return to the same item on the test prior to being exited.
Orange (Resumed-Upload)	The student was in active status and was not successfully exited from the test due to loss of network connection, loss of power, computer froze, etc. The student was resumed in order to continue testing. Upon log in, TestNav will search for a Student Response File.
Blue (Completed)	The test was submitted successfully.
Blue (Marked Complete)	The test was marked complete and submitted for scoring in PearsonAccess^{next}. **NOTE:** Click on the *Marked Complete* icon to view the reason why the test was marked Complete.

Be sure to select the browser's *Refresh* button frequently while viewing sessions. This button will update the students' status.

As students begin to log in and start the test, the student *Status* will turn green. As students submit their test, the student *Status* will turn blue; a "blue" status cannot be restarted. If a student exits TestNav (either inadvertently or intentionally) before completing the test, the student *Status* will turn red.

☑ Students may not leave the testing site and subsequently return to finish the test unless their absence from the site is closely monitored to prevent interaction with other students and/or access to educational materials. Refer to Section 5.4.3 for details about student breaks.

☑ If students are moved to an alternate testing site to complete their tests, their Student Testing Tickets (test tickets) and portable testing devices 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. Ensure that the alternate testing devices (as appropriate) to be used during testing meet the minimum requirements as stated in the *TestNav 8 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia*, available in PearsonAccess^{next} at:

https://support.assessment.pearson.com/display/PAsup/System+Requirements

IMPORTANT: *If students must be moved to an alternate location to complete their tests, the online tests must be Exited prior to moving to the new location. Before the student can log in (using the same authentic information found on the test ticket) to complete the test, the student's test must be Resumed in Test Session Management. (See* the PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide**.)

- Stop Started test sessions when all student tests in the session are in either *Completed* status or *Marked Complete* status.
- STCs must secure all student tests at the end of each day. The STC may complete either of the following:
  - stop all active online test sessions after moving all students with test statuses other than *Completed* or *Marked Complete* to a not-started make-up or irregularity session; or
  - lock all student tests in Started sessions that are in a status other than *Complete* or *Marked Complete*. This process does not apply to read-aloud test sessions.
- Stop all started read-aloud test sessions at the end of each day after moving all student tests that are in a status other than *Complete* or *Marked Complete* to a not-started make-up or irregularity session.

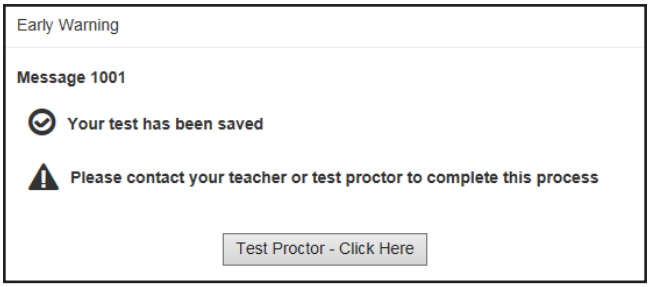
5.3.2 Early Warning System

The TestNav Early Warning System (EWS) saves the student's responses to a local, encrypted backup file called a saved response file (SRF) when TestNav cannot communicate with the Pearson server. This allows the student to either continue testing or exit the system without losing data. This activity occurs in the background of the test delivery software while the software continues to provide test questions to the student.

The Students in Sessions screen contains a Status field that allows an administrator to view when a student is in "Active," "Exited," or "Completed" status. However, if a student loses connection to the Internet, TestNav cannot communicate with Students in Sessions. Therefore, the student will remain as "Active" in the Status field.

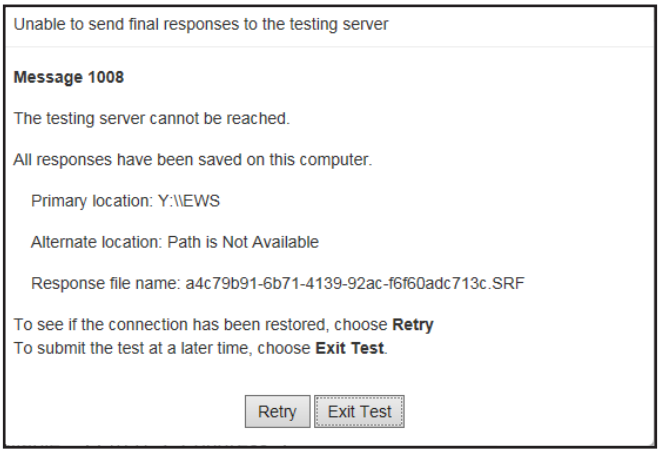
The Early Warning System automatically displays a notification screen whenever the connection to the testing server is interrupted or when the system detects a potential problem with the designated response file save locations. The first screen displayed will always be one of two "notify" screens that prompt the student to notify the teacher or Test Proctor. (See Notify Screen A and Notify Screen B.)

Notify Screen A—Notify Your Teacher or Test Proctor



Connectivity issues likely caused this error that appears in Screen A. Follow the on-screen instructions to address and fix the issue.

Notify Screen B—Your Test Has Been Saved



Screen B appears if the connection with the testing server was interrupted while the student was attempting to exit or submit the test, and TestNav was unable to upload responses to the testing server.

The student's responses have been saved in the designated response file location, but not all responses could be saved to the testing server.

- If a student receives this error code on a **Desktop Operating System**:
  - Check to see if the student's machine is connected to the school network by verifying the Ethernet cable is still plugged into the wall and computer.
  - Also, verify if a wireless router has been disconnected or has been accidentally shut off.
  - Click *Retry* to check whether the connection is restored. If you believe the connection may be restored, click *Retry* again.
  - If you have clicked *Retry* and the connection with the testing server is not restored, click *Exit Test*. When the student closes TestNav, the student remains in Active testing status.
  - After the connection is restored and the student *Resumed*, the student can log in. TestNav automatically searches for, and submits, the response file.

- If a student receives this error code on a **Mobile Device**:
  - Click *Retry* to check whether the connection is restored. If you believe the connection may be restored, click *Retry* again.
  - If you have clicked *Retry* and the connection with the testing server is not restored, click *Exit Test*. When the student closes TestNav, the student remains in Active testing status.
  - After the connection is restored and the student *Resumed*, the student can log in. TestNav automatically searches for, and submits, the response file.

5.3.3 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:** For the multiple-choice/TEI component of the test, one or more audio players will appear at the top of the screen on the **first question** (not the sample). The student must select the *Play* button on the audio player for the audio track to play. For the short-paper component of the test, the audio player will not appear on the SAMPLE screen but will be visible on the "live" response screen after the sample. The audio will play the prompt and the *Checklist for Writers* only after the student selects the *Play* button. If the Examiners notice the audio player does not appear, they should contact their 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 Students in Sessions screen in PearsonAccess^{next}. Scroll down to the student's name and look at the form assigned to the student (in the **Form/Form Group Type** column). 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 6 in Section 4.17. 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.
- **Overwriting/Deleting Text Unexpectedly:** If the text a student is typing in the online short-paper component is overwriting and deleting the text that appears on the screen, the Examiner/Proctor can tell the student, **"Try pressing the 'Insert' key on your keyboard to stop that from happening."** The Examiner/Proctor may point to the "Insert" key if needed but must not touch the student's keyboard. The Examiner/Proctor should only address the individual student who is experiencing the problem. An announcement about the "Insert" key should not be made to an entire group of students during testing as it may cause confusion for students who are not experiencing the overwrite/deleting issue.
- **The student cannot type any more of his/her paper into the response area even though the student has not actually typed the maximum 6000 characters:** A student whose response area has "white space" after his/her last line of typing and the **Character Counter** is at zero has accidentally entered spaces and/or extra blank lines, which have consumed the character counts. Direct the student to remove the blank lines by placing the cursor at the end of the last typed word and tapping the "DELETE" key on the keyboard until all of the white space (extra spaces and/or blank lines) has been deleted. The **Character Counter** will indicate more characters are available. The Examiner/Proctor must not advise the student to cut and paste his/her paper into the Notepad tool in order to delete the blank lines and then paste it back into the response area.
- **Student has difficulty entering a specific symbol or character into a TEI answer box:** If the student asks the Examiner/Proctor which key to use for a specific symbol or character, the Examiner/Proctor may tell the student which keys to press and may point to the keys. For example, the student asks the Examiner, "How do I make a

minus sign?" The Examiner may say, **"Use the hyphen key."** Other examples include:

- To make a colon, "Hold the shift key down and then press the colon key."
- To make a fraction, "Use the forward slash key."
- To make a decimal, "Use the period."

The Examiner/Proctor may only respond to the student's request for "how" to enter a specific symbol. The Examiner/Proctor may not prompt the student to enter a specific symbol or tell a student what symbol is needed in the answer to a specific question.

- **Student cannot enter a specific "character" into a TEI answer box:** The Examiner/Proctor should look to see if the "Caps Lock" key is active on the student's keyboard. If it is, the Examiner/Proctor may tell the student, **"Try pressing the 'CAPS LOCK' key on your keyboard."**

  If the student is still having difficulty, the Examiner/Proctor may re-read the testing directions from the Examiner's manual verbatim to the student, **"Make sure the 'CAPS LOCK' key is not on if you are trying to enter a lowercase letter in the answer box. If a letter, number, or symbol does not appear in the answer box after you've tried to enter it, then you cannot use it in your answer."**

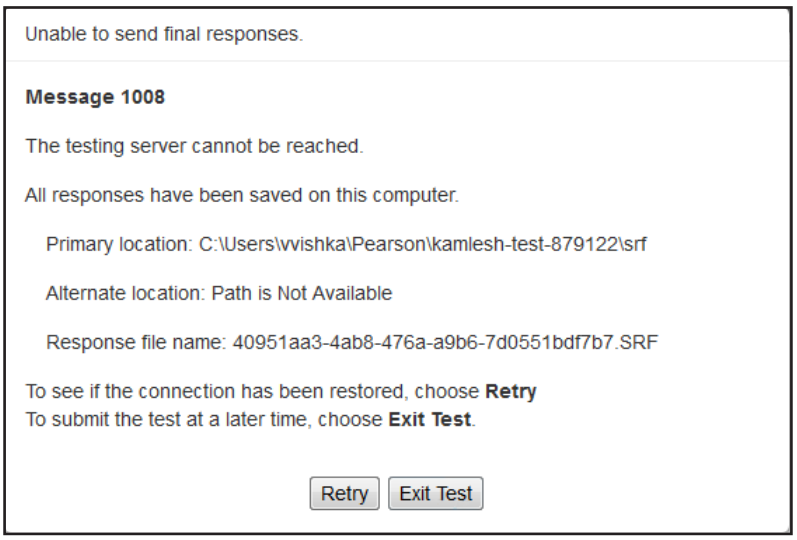
  If the student is still having difficulty, it may be that the student misunderstands the question or does not know how to resolve the question. In these cases the Examiner/Proctor may only say, **"Read the question carefully."**

- **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.

- **This message is displayed on the student's workstation, "Are you still there? This test will be exited in 30 seconds if no activity is detected.":** This message is indicating that the student has been inactive for nearly two hours. To reset the inactivity timer, the student should move the mouse, press a key, or touch the screen (on touch screen devices).

- **The student's test is *Exited* and the workstation is showing Error 3124.** The student's test was automatically *Exited* by TestNav after at least two hours of inactivity. The message for Error 3124 states, "TestNav has closed the test session due to inactivity. To continue testing, ask your proctor to resume your test, and sign in again." To enable the student to continue with the test, the STC must *Resume* the student's test in PearsonAccess^{next}; then the student can sign in with the Student Testing Ticket.

- **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.

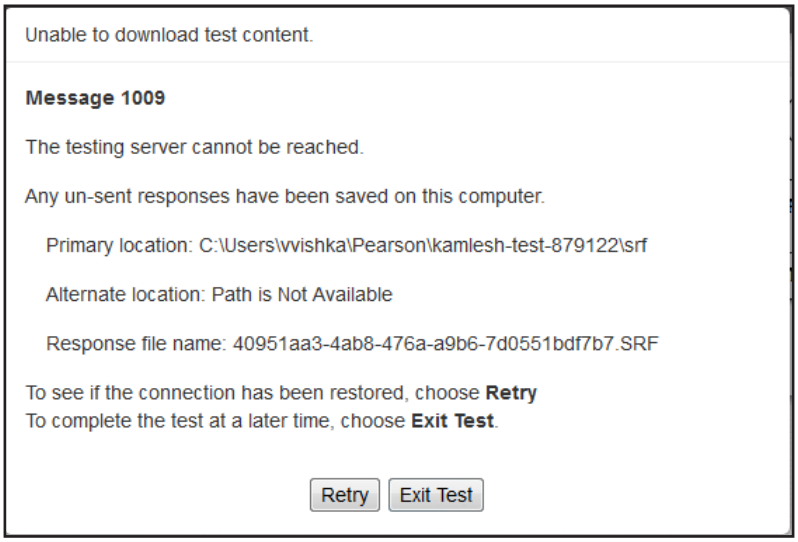
If the student **has completed** the test and the message appeared when the student tried to Submit the test:

- 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."**


Unable to download test content.

Message 1009

The testing server cannot be reached.

Any un-sent responses have been saved on this computer.

Primary location: C:\Users\vvishka\Pearson\kamlesh-test-879122\srf

Alternate location: Path is Not Available

Response file name: 40951aa3-4ab8-476a-a9b6-7d0551bdf7b7.SRF

To see if the connection has been restored, choose **Retry**
To complete the test at a later time, choose **Exit Test**.

Retry Exit Test

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^{next} 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.

Please refer to the link below for a list of Error Numbers and information and instructions to address and fix the error.

https://support.assessment.pearson.com/display/TN/Error+Codes

5.4 During Test Administration

5.4.1 Monitoring the test administration

DDOT

☑ Ensure that all secure materials are being handled properly by both STCs and Examiners. Be available to STCs for questions and problem resolution during the test administration.

STC

☑ Monitor the administration of the multiple-choice/TEI and short-paper components while testing is being conducted in the school.

☑ Be actively involved in test administration by carefully supervising the procedures described in this manual and the *Writing Examiner's Manual*.

☑ Be available to answer questions and resolve problems as they arise.

DDOT/STC The DDOT and STC must be aware of the following requirements for Examiners and Proctors to observe while monitoring the students during testing.

☑ **Upon entering the testing room.** Once students and the test Examiner/Proctor enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. 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 must 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. The student may not retest until the division receives a response to the irregularity from the Virginia Department of Education.

- ☑ **Cheating.** Examiners/Proctors 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 must 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.

- ☑ **Examiner/Proctor providing help.** Help must not be given on test items. Examples of prohibited help include, but are not limited to: pronouncing words, rewording the question, providing hints and clues, giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer. Examiners/Proctors must not direct or remind students to use any specific method or strategy during testing. Test questions or portions of the question may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, or the short-paper, the Examiner, Proctor, or teacher should remind the student that the test questions/short-paper cannot be discussed.

- ☑ **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, reviewing/grading student rough drafts of the short paper, copying test items or portions of test items, taking notes about test items, recording student responses to test items, or discussing test items with anyone. (Examiners/Proctors may report a problem with a test item to their STC. See Section 5.4.6.) Refer to the *School Division Personnel Test Security Agreement* in Appendix A.

- ☑ **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. Each component of the test is to be completed in one school day. Refer to Section 5.4.3 for details about student breaks.

- ☑ **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.

- ☑ **Prompting on the short-paper component.** Examiners/Proctors must not remind the student, either verbally or non-verbally, to make adjustments or corrections to the short paper or to write more (or less).

  - For the online short-paper component of the Grade 8 or EOC *Writing* test, Examiners/Proctors may read the Submit Final Answers screen to the student.

Examiners/Proctors may provide limited direction. **Refer to the expanded directions in Section 5.3 of the *Writing Examiner's Manual*.**

☑ **Prompting on the multiple-choice component.** Examiners/Proctors for online tests must not prompt the student to go back to any specific questions such as any marked *answered, not answered,* or *flagged with a bookmark.*

- For the online multiple-choice/TEI component of the Grade 8 or EOC *Writing* test, if an Examiner/Proctor notices the student left questions *not answered or flagged with a bookmark*, the Examiner/Proctor may only tell the student, **"Read the screen carefully."**

☑ **Examiner/Proctor navigating a student's test.** Examiners/Proctors for online tests must not navigate any portion of the online test for the student. This includes, but is not limited to: moving between questions; moving from the Review dropdown screen to questions marked *answered, not answered,* or *flagged with a bookmark*; exiting or submitting the test.

If a student needs assistance navigating the online 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."

☑ **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."

☑ **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.

- ☑ **Answer document monitoring.** Examiners/Proctors for paper testing should check that students are working in the correct section of their answer documents and not going back to a previously completed section, and only using a No. 2 Pencil to mark the answer document or write the short paper.

- ☑ **Circling in the test booklet.** Examiners/Proctors for paper testing must not direct students to circle answer choices in their test booklets first and then transfer their answers to their answer documents. Examiners/Proctors may withhold answer documents only from students with the mark-in-test-booklet accommodation and direct the students to circle their answers in their test booklets. After testing, Examiners/Proctors, **not the students**, must then transcribe the circled answers to the students' answer documents.

- ☑ **Paper tests—answer selection.** If during the multiple-choice component of a paper test a student needs assistance with the mechanics of selecting a response, the Examiner/Proctor may provide directions to the student, such as, **"Fill in the circle on your answer document for the letter you have chosen."**

- ☑ **Paper test—prompting.** Examiners/Proctors for paper tests must not prompt the student to go back to any specific questions such as any left not answered, or questions *multiple-marked*. Refer to the bullets regarding the paper *Writing* test components:

  - For the paper multiple-choice component of the Grade 8 or EOC *Writing* test, if the Examiner/Proctor notices the student left questions not answered, the Examiner/Proctor may only tell the student, **"Review your answer document carefully."**
  - For the paper short-paper component of the Grade 8 or EOC *Writing* test, Examiners/Proctors may check the student's answer document for a blank short paper. Examiners/Proctors may provide limited direction. **Refer to the directions in Sections 6.3 and 6.4 in the *Supplement to the Writing Examiner's Manual*.**

- ☑ **Paper tests—writing a paper.** If during a paper test a student needs assistance with the mechanics of writing, the Examiner/Proctor may provide directions to the student, such as, **"Use the pencil to write a short paper on the lined pages in your answer document about the topic given."**

- ☑ **Collected answer document.** Once the student's answer document has been collected, it may not be returned to the student.

5.4.2 Answering student questions

Below are some frequently asked student questions and guidance on how to answer them.

- **Questions about test items.** If a student asks a question about a test item during the test, the student should be told, **"Read it carefully and choose the best answer."** Help must not be given on specific test items and no clues should be given about the correctness of a student's answer to a particular item. If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures. Except for the prompt, test questions or portions of the question may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question,

the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.

- **Questions about mechanics/navigating.** Examiners or Proctors may answer students' questions about the mechanics of testing, such as how to navigate to the next question, previous question, Review dropdown, and End Test screen.

  Unless specified as an accommodation, the Examiner/Proctor must not navigate the test for the student.

- **Questions about the Prompt.** If the student asks a question during the short-paper component that refers to what the student should write about, or asks the Examiner to explain the prompt, say only, **"Read the topic carefully and write a short paper about it."** Help with how to write a paper or with the mechanics of writing, such as how to spell a word, must not be given.
- **Assistance with TestNav Tools.** If the student requests a description or the function of a tool, the Examiner/Proctor may read the specific tool's description from Table 2 and/or Table 3 in Section 4.10.2 in the *Writing Examiner's Manual*.
- **Assistance with the Writing Tools.** The short-paper writing tools are located directly above the writing response area. A Help menu for these tools is not available. In this situation, the Examiner/Proctor may use the Online Short-Paper Writing Tools table in the *Writing Examiner's Manual* and read the tool description to the student.
- **Locating the Prompt, *Checklist for Writers*, or Shortcut keys.** If a student asks how to retrieve the prompt, the *Checklist for Writers*, or the shortcut keys, the Examiner/Proctor may tell the student, **"the Exhibit icon is located to the right of the response area."**

5.4.3 Allowing 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 or electronic devices during the break, and must not disrupt other students who are continuing to test. The student's test materials must not be accessible or viewable to other students. Student breaks must not be planned unless the accommodation is stipulated in the student's IEP, 504 Plan, or EL Assessment Participation Plan.

5.4.4 Identifying and resolving 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
- results in the improper implementation of mandatory student testing

Examiners are directed to report any testing irregularity to the designated STC immediately, and STCs are directed to report testing irregularities to the DDOT within 24 hours of their occurrence. While some irregularities may be resolved locally by the DDOT, most irregularities are forwarded within 24 hours by the DDOT to the Virginia Department of Education (VDOE) for review and guidance.

DDOTs are required to report certain irregularities to VDOE. All situations that involve the retesting of students, compromised testing procedures or policies, or student test record exclusions must be reported to VDOE. In some cases, testing irregularities are reported to VDOE by concerned individuals, some of whom wish to remain anonymous, through means other than the normal reporting structure.

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, teacher, or other testing staff 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 EL Assessment Participation Plan are not provided;
- a student is provided an accommodation that is not specified in her/his IEP, 504 Plan, or EL 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;
- any unused/unassigned test ticket, test booklet or writing prompt is missing.

☑ All testing irregularities must be reported using the Test Irregularities Web Application System (TIWAS) and as directed by the DDOT. The *User's Guide for the Testing Irregularities Web Application System* provides step-by-step instructions for accessing TIWAS to report the division's testing irregularities. The *User's Guide* is located at:

www.doe.virginia.gov/testing/test_administration/testing_irregularities/user_guide.pdf

This website also has information for training purposes, including a PowerPoint presentation that provides an overview of the system.

☑ TIWAS can be accessed through the Single Sign-on for Web Systems (SSWS) provided by the Virginia Department of Education at:

https://p1pe.doe.virginia.gov/ssws/login.page.do

☑ Access to TIWAS must be given to the DDOT, STC, and any other appropriate personnel by the Account Manager in your division for the SSWS as directed by the DDOT. You may already have access to the SSWS for other applications and will need the Account Manager to add Testing Irregularities as an available application.

- ☑ DDOTs may have the STCs enter irregularities directly into TIWAS or may have them document incident(s) on the *Test Irregularity Form* in Appendix E. All testing irregularities should be submitted to the DDOT within 24 hours of occurrence.

- ☑ If irregularities are reported to the DDOT on the *Test Irregularity Form*, the DDOT or designee will be responsible for entering them into TIWAS.

- ☑ Once the irregularity is submitted to VDOE, VDOE will return a response to the DDOT via TIWAS within 24–48 hours after receiving the irregularity. The division must wait on guidance from VDOE before resolving the irregularity. Division staff must follow the directions provided by VDOE to resolve the irregularity. If a response is not received within 48 hours, please call assessment staff to ensure the irregularity was received.

5.4.5 Setting up irregularity sessions for online testing

DDOT ☑ Irregularity sessions may be created before online testing begins for each subject, not group, (for example, EOC *Writing* irregularities) at each school. If a student is unable to complete his/her SOL test after he/she begins, have the student **Exit** from TestNav. **Do not have the student select the *Submit* button; this will submit his/her test for scoring.**

DDOT ☑ Once the student has exited TestNav, move that student in the online system from that session to the Irregularities session.

NOTE: The Irregularities session should **never be started**, nor should Student Testing Tickets ever be generated until directed to do so by the Virginia Department of Education.

5.4.6 Reporting problems/errors on SOL tests/prompts

If during a testing session, a student reports that a test question and/or answer choice contains an error, the Examiner or Proctor has been instructed to record the name of the student, subject area, test level, question number, and a brief statement describing the student's concern. However, under no circumstances are Examiners/Proctors to write down the test question or answer or discuss it with the student or with other staff members. The student should be told that the concerns will be reported. The student may continue with the test, and the Examiner/Proctor may tell the student to, **"Read the question carefully and choose the best answer."** The Examiner/Proctor is to notify the STC of the student's concern, and the STC will, in turn, contact the DDOT. The STC should provide the form number the student used in the report to 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.

- ☑ Only the DDOT should notify the assessment staff at the Virginia Department of Education of any reported errors or concerns by phone or via the Single Sign-on for Web Systems (SSWS). If using the SSWS to report an error on a secure test item/prompt, upload the file via the "Dropbox" application to the Virginia Department of Education, Receiver: Monroe, Jane and Copy: Abbett, Ann.

NOTE: Please do not use the Test Irregularities Web Application System (TIWAS) to submit student reported errors of test items.

- ☑ The Virginia Department of Education will investigate the problem and provide a follow-up report to the DDOT.

☑ Provide directions to Examiners and Proctors regarding proper responses to student questions about test items or prompts. For example, if a student says, "I don't understand this item," the Examiner should respond, **"I can't discuss the items with you."** If, after testing is complete, a student asks to discuss a test question, the Examiner, Proctor, or teacher should remind the student that test questions cannot be discussed. Refer to Section 5.4.2 for guidance.

5.4.7 Marking Test Complete guidelines

Every student identified for Fall 2018 testing must be accounted for via an online test or a paper answer document. This includes students who were not tested because:

- they were exempt due to EL status as specified in the EL Assessment Participation Plan;
- they were absent during the entire test window or completed only one component and were never present to complete the other component;
- their parent/guardian refused to permit the student to test;
- they refused or were disruptive;
- they cheated;
- they were involved in a medical emergency and unable to take the test during the entire test window;
- they failed the course but passed the test and are retaking the course; or
- they took a substitute test for verified credit.

☑ To account for a student who did not complete both components (MC/TEI and Short-Paper): in the started test session for both components, mark each test component complete and select the appropriate testing status (refer to Section 6.2.1). The testing status of both components must match or the test record will be alerted. Refer to the PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/Mark+Student+Tests+Complete**, for more information on marking a test complete.

☑ To account for a student who only completed one component (MC/TEI or Short-Paper): in the started test session, mark the component complete and enter the reason. Once the test has processed, enter the appropriate testing status. The overall *Writing* test will receive the testing status selected on the marked complete component. Refer to the PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/Mark+Student+Tests+Complete**, for more information on marking a test complete.

☑ Students who are retesters (students who have passed the course but failed the SOL) or are enrolled in a remediation program, having previously taken the test, do not have to be accounted for if they are not tested. If you have a retester who completed only one test component, contact assessment staff of the Virginia Department of Education for assistance.

☑ Because absent students are to be afforded an opportunity for make-ups, **do not mark an absent student's test complete until the end of your testing window**. An alternate form cannot be assigned if a student's test has been marked complete. Only the DDOT or STC has authorization to mark a test complete and assign a testing status.

☑ Follow established guidelines regarding the Mark Test Complete functionality. The guidelines are explained in terms of non-test irregularity and test irregularity situations. In the case of test irregularities, follow the procedures in Section 5.4.4, "Identifying and resolving testing

irregularities," before marking a test complete. Once a test is in "Stopped" status, an alternate form cannot be assigned.

IMPORTANT: *If a student has already logged into the test, it is always better to have him/her exit the test if it cannot be completed. Students in an Active, Exited, or Resume status will not be accounted for in the online system. In addition, an alternate form can be assigned for an Active, Exited, or Resume status if needed.*

5.4.7.1 Marking a test complete for non-test irregularity situations

DDOT

☑ There are some situations **not involving a test irregularity** in which students were not tested but must be in Completed status. These students must have a testing status code. More information about assigning testing status codes may be found in Section 6.2.1, "Testing Status." Status codes are not assigned to students who are designated as retesters for verified credit and who do not test.

5.4.7.2 Marking a test complete for online test irregularity situations

DDOT

☑ In the event of a test irregularity, you will receive specific instructions about how to handle the student record. **Before marking a test complete, please wait for a response from VDOE regarding resolution for the irregularity.** You can move the student (if in Exited or Resumed status) to a non-started test session in order to stop the current session by the end of the day.

☑ When the student is authorized to take the alternate form online, the DDOT will receive specific directions regarding the method in which the alternate form is to be delivered. An alternate form can only be assigned by the DDOT via the online system. Refer to the PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/Mark+Student+Tests+Complete**, for more information.

☑ In general, the following irregularities may require a test to be marked complete.

- If a student is found to have cheated on an online SOL test either before or after logging into the test, mark the test complete and assign Testing Status "07—Student Cheated."
- If a student is found to be disruptive or refuses to take/finish an online SOL test either before or after logging into the test, mark the test complete and assign Testing Status "50—Refusal/Disruptive."

Do not mark the test complete until it is known that the student will not be returning to take an alternate form of the test during the division's test window.

5.5 Make-Up Testing Sessions

STC

☑ All students who are absent or miss a regular test session (paper or online) must be provided with an opportunity to take the SOL *Writing* test component(s) they missed.

☑ Verify the local testing window for make-up testing sessions with the DDOT.

☑ All make-up sessions must be completed in time to submit materials to meet the local deadlines set by the DDOT.

☑ Schedule make-up sessions as necessary and secure appropriate numbers of Examiners and Proctors for these sessions.

☑ Contact the DDOT if additional testing materials are needed for make-up testing sessions.

- ☑ After make-up sessions have been completed, submit the answer document of each student who has taken a make-up test with the answer documents used by students in her/his regular classroom.

5.5.1 Paper make-up sessions

All paper make-up sessions must be completed in time for the DDOT to ship all Grade 8 and EOC *Writing* answer documents to Pearson. Refer to Section 2 for directions regarding the paper test schedule, make-up testing form assignments, and for the specific shipping due date.

Multiple-choice component paper make-up sessions:
Students will use a test booklet from the school's original order of main materials. However, for irregularities that require retesting using the alternate multiple-choice form as directed by the Virginia Department of Education, **alternate forms** must be ordered from Pearson by the DDOT.

Short-paper component paper make-up sessions:
Students will **not** write to the main prompt assigned to their division. Instead, students taking the make-up short-paper component will write to the **alternate prompt** assigned to the division.

The DDOT must place an Additional Order in PearsonAccess^{next} to obtain the appropriate test booklet and prompt forms.

Term Graduates multiple-choice or short-paper component materials for make-up sessions:
Term Graduates will make up the portion or the test they missed using the original multiple-choice booklet or prompt that was assigned on the day they were absent. Refer to the notes for Table 5 in Section 2 for form assignments for Term Graduates.

- ☑ After make-up sessions have been completed, bundle the answer document of each student who has taken a make-up test with the answer documents used by students in her/his regular classroom. Term Graduates answer documents should be bundled separately.
- ☑ At the close of the last testing session, Examiners are instructed to inspect the students' answer documents, verify the testing materials, as directed by the STC, and organize and return all test materials to the STC. For detailed information, refer to the *Supplement to the Writing Examiner's Manual*, Sections 7.1–7.4.

5.5.2 Online make-up sessions

- ☑ For make-up sessions, students will take the same test form taken by other students on the regular testing date(s). This includes the multiple-choice/TEI component and the short-paper component.
- ☑ Students who are absent on the day of testing may be moved from the testing session and placed in a make-up session or the student's test must be in locked in the active session then unlocked on the make-up day of testing.

6. SPECIFIC DUTIES OF THE STC: AFTER TESTING

6.1 Receive All Testing Materials from Examiners

Paper tests: The STC should follow the procedures outlined in Section 7.3 in the *Supplement to the Writing and Non-Writing Test Implementation Manuals* in order to account for all test materials, ensure the accuracy of the coding on students' answer documents, supervise the transcription of student responses, bundle answer documents, and transmit test materials to the DDOT.

For online tests, follow the procedures below:

- Examiners are instructed to return all test materials to the STC after each day of testing. This includes Student Testing Tickets, Proctor Testing Tickets (if read-aloud session), used and unused scratch paper, the test session roster (optional), the *Writing Examiner's Manual*, and any test manipulatives/materials.
- The STC counts the test tickets and initials the *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* to verify that all test tickets have been returned.
- The STC provides the affidavit to Test Examiners/Proctors to sign.

6.2 Complete Coding of Student Demographic Information

6.2.1 Testing Status

After all make-up testing sessions are finished, select the Testing Status code to explain why a student did not take or complete the required SOL test. The Testing Status code may be applied to either completed processed online tests or completed processed paper tests by completing the status code box for the appropriate component on the students' Test Details screen in PearsonAccess^{next}. Some Testing Status codes may be applied to paper answer documents by completing Field H, *Testing Status*. Table 11 describes the coding options. Contact the student assessment staff at the Virginia Department of Education if you have a situation in which a student was not tested and none of the codes in Table 11 apply.

☑ **Do not submit an incomplete test attempt with a testing status code for any EOC or Term Graduate student designated as a retester.** A retester is a student who has passed the course and has failed the SOL test prior to this administration and who needs this test for verified credit in order to meet graduation requirements. An incomplete test attempt is one in which either the multiple-choice or short-paper component is missing. If you have a retester who completed only one test component, contact assessment staff of the Virginia Department of Education for assistance.

☑ School divisions may choose to require their high school students to complete a local performance assessment in writing in lieu of taking the SOL EOC *Writing* test. Testing staff must not attempt to account for local performance assessments in PearsonAccess^{next}. Therefore, do not make test assignments, mark tests complete, or apply a testing status to an SOL *Writing* test for students completing local performance assessments.

Table 11. Testing Status Codes

Testing Status:	Apply testing status if:
1 = Absent	The student was absent from the regular session and was never present to make up the test for the remainder of the division's test window.
3 = English Learner Exempt *Virginia Studies* or *Civics & Economics* and Grade 8 *Writing*	The student was determined eligible for a **one-time** exemption by way of her/his *EL Assessment Participation Plan*. Applicable only to students in grades 3–8 for the *Virginia Studies* or *Civics & Economics* SOL test and students in grade 8 for the Grade 8 *Writing* SOL test. Formerly ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.
4 = Medical Emergency	The student was absent for the entire testing window due to hospitalization or serious illness or has a medical condition that renders the student unable to test. Significant medical emergencies must be documented by a medical professional.
6 = Did Not Attempt *Reading*, *Mathematics*, or *Science* Test	The student was enrolled but not assessed in *Reading*, *Mathematics*, or *Science* and no other testing status code applies. The division is required to file a testing irregularity with VDOE to document the circumstance.
7 = Student Cheated	The student was determined by the school division to have cheated. (Student receives a score of zero.)
8 = Did Not Attempt *Writing* or *History/Social Studies* Test	The student was enrolled but not assessed in *Writing* or *History/Social Studies* and no other testing status code applies. The division is required to file a testing irregularity with VDOE to document the circumstance.
9 = Student Already Passed This Test	The grade 3–8 student has been retained (in grades 3–8) and has passed this test previously. Refer to NOTE #1 regarding testing of accelerated students in grades 3–8.
10 = Substitute Test Taken Not all substitute tests are approved for use in Federal Accountability.	If the student was enrolled in the course for the first time, and has already taken or will take an approved substitute test in place of an EOC test to verify a standard credit, complete Code 10. OR If the student completed an approved Substitute Test as a retest for a previously failed EOC test to verify a standard credit, select both Testing Status 10 and the Retest fields on the Test Details screen in PearsonAccess^{next}. (Refer to NOTE #2.)
11 = English Learner Exempt *Reading*	ELs 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 EOC *Reading*. Formerly ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.
15 = Other (VDOE approval only)	Use only as directed by VDOE.
50 = Student Refusal/Disruptive	The student refused to take the test or the student was too disruptive to test. (Student receives a score of zero.)
51 = Parent Refusal	The parent/guardian refused to permit the student to take the test. (Student receives a score of zero.)

NOTES:

1. Under the requirements of Every Student Suceeds Act (ESSA) students in grades 3–8 must be assessed at each grade level in reading and mathematics. Status 9 cannot be used in a situation in which an accelerated student in grades 3–8 passes the test from a higher grade level and is then promoted and is assigned to a reading/mathematics class in which he/she passed the reading/mathematics SOL in a previous grade. For example, if a student passes the Grade 7 *Mathematics* SOL test in grade 6, is promoted to grade 7 but is then re-assigned to a grade 7 mathematics class, the student may not be coded testing status 9 on the Grade 7 *Mathematics* test. Testing Status 6 usually applies to this type of circumstance and the division is required to file a testing irregularity with VDOE to document the circumstance. This policy also applies to EOC *Mathematics* and *Reading* tests given in grades 3–8 to accelerated students.

2. Substitute Test Taken—Submit only one EOC test record per subject per year (which includes Summer 2018, Fall 2018, and Spring 2019) with Testing Status Code 10 completed for a student regardless of how many times the student attempts a substitute EOC test during that time for that subject. Substitute test performance data is collected by the Virginia Department of Education via the Single Sign-on for Web Systems (SSWS) from November 1, 2018, to August 31, 2019, for the Summer 2018, Fall 2018, and Spring 2019 test administrations. The DDOT will only enter the highest score earned by the student for a substitute test for that subject. Do not submit a substitute test record for students completing SOL assessments through VAAP. For the list of approved substitute tests, refer to the document, *Substitute Tests for Verified Credit*, located at:

www.doe.virginia.gov/testing/substitute_tests/substitute_tests_verified_credit.pdf

☑ **Refusals.** The Virginia Board of Education requires that students enrolled in Virginia public schools complete all applicable Virginia tests. If, however, parents refuse to have their student participate in one or more of the required Virginia assessments, the following procedures should be followed within the school division:

- The parents should be informed that their student's score report will reflect a score of "0" for any test that is refused.
- The school is strongly encouraged to request a written statement from parents indicating the specific test(s) the parents refuse to have their student complete. The document should be maintained in the student's file as a record of the decision.
- To account for the student, a test record for the refused test(s) is to be submitted for scoring with a Testing Status 51 coded to indicate the refusal was requested by the parent.

If a parent or student refuses an opportunity to retake an end-of-course SOL test that the student previously failed, no test record would be submitted because the student was already accounted for by the initial EOC test attempt. The parent and student should be made aware, however, of any potential impact that not earning a verified credit may have on the student's attempt to graduate or meet specific diploma requirements.

☑ Because absent students are to be afforded an opportunity for make-ups, do not complete Testing Status information until after all make-up testing is finished.

☑ **Coding an Online Test with a Testing Status:**

- To account for a student who did not complete both components (MC/TEI and Short-Paper): For both components, mark each test component complete and select the appropriate testing status. The testing status of both components must match or the test record will be alerted.
- To account for a student who completed only one of the components (MC/TEI or Short-Paper): For the component not completed, mark the test complete and select the appropriate

testing status. The overall *Writing* test will receive the testing status selected on the component marked complete.

☑ **Coding a Paper Test with a Testing Status:**

- To account for a student who qualified for a paper test but was not tested, use the online system to account for the student. For both components, mark the tests complete, and enter the appropriate Testing Status code.
- To account for students who completed only one of the components of the test (MC or Short-Paper), enter a valid multiple-choice form number on the answer document and darken the appropriate Testing Status code in Field H.

6.2.2 Special Test Accommodations

Test Accommodations should be completed only by an STC, Examiner, or another designated school staff member.

IMPORTANT: *The STC should work with appropriate local staff to determine which students need to be provided with testing accommodations as specified by their Individualized Education Programs (IEPs), 504 Plans, EL Assessment Participation Plans, or due to a documented temporary disability. If you have any questions about the testing of a particular student, contact your DDOT.*

After testing, the special test accommodation codes used by the student must be documented in PearsonAccess^{next}. The accommodation codes may be selected on the student's Test Details screen after the test has been processed by Pearson. Since all accommodation codes available for a test may not be listed on the paper answer document, testing accommodations provided to students should be coded to processed paper tests in PearsonAccess^{next}. Testing accommodations must be specified in the student's IEP, 504 Plan, EL Assessment Participation Plan, or in the documentation of a temporary condition. All accommodation codes that apply to a student must be completed; **accuracy is critical**. Refer to Appendix B, Special Testing Accommodations, for details regarding selected accommodations available for students with disabilities and ELs.

NOTE: Paper answer documents do not list accommodation codes 2, 3, 7, 20, 31, and 32. If these accommodations are used, these test codes must be applied to the student's test record in PearsonAccess^{next}.

The *Table of Testing Accommodations* in Appendix B defines the special testing accommodations that correspond to the codes on the answer document and in PearsonAccess^{next}.

Code 27 – VDOE Approved Special Accommodation Request should be completed when directed, to identify a special assessment accommodation that was approved by the Virginia Department of Education and was provided to a student. These special assessment accommodations are not listed on the *Table of Testing Accommodations Available for the SOL Writing Tests* in Appendix B. Refer to Appendix B for detailed information about the process to request Special Testing Accommodations.

Students with temporary conditions requiring test accommodations – Students who do not have an IEP, 504 Plan, or EL Assessment Participation 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.

How to code a student in PearsonAccess^{next} with a temporary condition – The **Temporary Condition** code may be uploaded into PearsonAccess^{next} by a Student Registration Import (SRI) file, or coded manually using the following steps:

- Log into PearsonAccess^{next} and select the *Students* box under the *Setup* dropdown.
- Find the student using his or her name or STI, then select the box next to his or her name. Then, under the "Select Tasks" dropdown, select *Register Students*.
- On the Register Students screen, select "Yes" in the Temporary Condition drop-down box, and select *Save* to apply the change.

After testing, the special test accommodation used by the student must be documented in PearsonAccess^{next}. The accommodation codes may be selected on the student's Test Details screen after the test has been processed, or if testing via a paper test, by darkening the appropriate oval(s) in Field I, *Special Test Accommodations*, on the student's answer document. Refer to Appendix B for Special Test Accommodations.

6.3 Conduct Transcription of Student Responses

Transcribing students' test responses is **only** available for students with certain accommodations as stated in their IEPs, 504 Plans, EL Assessment Participation Plans, or due to a documented temporary condition.

☑ In the case of a damaged answer document or an irregularity, the DDOT authorizes transcription of the student's demographic information, multiple-choice answers, and short paper onto a new answer document. Have a second school official verify the transcription and ensure that no errors occurred; write the word "VOID" on the demographic page of the original answer document; and return it to the DDOT. **NOTE: The student's responses must not be altered in any way.**

☑ In the case of an accommodation provided requiring transcription, ensure that the student has recorded her/his answers elsewhere, such as an audio/video, electronic device, printed copy, circled in the test booklet, or marked on a separate sheet of paper.

☑ Designate an Examiner or another school staff member to perform this transcription. Ensure that the student's responses are transcribed exactly and not altered in any way.

☑ Have the transcription verified by a second school staff member.

IMPORTANT: *Refer to Appendix B, Transcription of Student's Answers—Information for all Assessments, for detailed information.*

☑ For students who have the mark in test booklet accommodation, the regular answer document and the marked 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 their secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

More detailed information about procedures for transcription is in Appendix B.

6.4 Prepare and Transmit SOL Affidavits and Forms

- ☑ After all test materials have been returned to your DDOT, complete the *School Affidavit* in Appendix A; sign and date it; and have the building principal sign and date it. This form must be returned to the DDOT by the date specified in your local instructions.
- ☑ Transmit all signed *School Division Personnel Test Security Agreement* forms to the DDOT.
- ☑ Transmit all forms used for secure materials accounting to the DDOT, including transmittal forms and Examiner/Proctor affidavits.

Table 12. STC Disposition of Test Materials

	Item(s)	Required Signatures	Disposition
Scorable test materials	■ Answer documents (includes completed and partially completed with testing status code) ■ *Header Sheet*	None	Packed in new/original cartons and returned to the DDOT per local instructions
Non-scorable, secure test materials	■ Test booklets/writing prompts ■ Braille and large-print test booklets/prompts and audios and Examiner's copies of test booklets (yellow covers) ■ Audio copies of test booklets/prompts	None	Packed in new/original cartons and returned to the DDOT per local instructions Large-print test booklets are packed in **original** boxes and returned to DDOT.
	■ Damaged and/or "VOID" answer documents ■ Used scratch paper written on by students ■ All Testing Tickets	None	Packed in separate cartons (not to be included with answer documents or test booklets/prompts) and returned to the DDOT or securely destroyed per local instructions
	■ Student paper, audio, or electronic responses used for transcriptions ■ Audio/video/electronic copies of testing sessions (e.g. read-aloud, interpreting, etc.)	None	Returned to DDOT
	■ *Test Irregularity Form* (if used))	STC	Submitted to DDOT within 24 hours of occurrence
Required forms	■ Locally required accounting documents for secure materials and/or *Transmittal Forms and Affidavits for Examiners/Proctors* ■ *Assembly ID Sheets* for test booklets and writing prompts, including those with noted discrepancies ■ *School Division Personnel Test Security Agreements*	As stipulated on the form	Returned to the DDOT per local instructions
	■ *School Affidavits*	STC/Principal	
Non-scorable, non-secure test materials	■ *Test Implementation Manual*	N/A	Dispose of according to local procedures.
Non-secure materials	■ *Examiner Manual* and *Supplement* (retain for Spring and Summer *Writing* Administrations) ■ *Supplement to the Writing and Non-Writing Test Implementation Manuals* ■ Unused answer documents, paper bands, and *Header Sheets*	N/A	Retain for future administrations.

7. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING

7.1 Paper Testing

If your division administered any paper SOL tests during this test administration, refer to the *Supplement to the Writing and Non-Writing Test Implementation Manuals* for the specific information regarding the DDOT's management of the paper test materials after testing.

7.2 Complete and Return the SOL *School Division Affidavit*

☑ Complete the *School Division Affidavit* (Appendix A).

☑ Scan and email the signed affidavit to the Virginia Department of Education no later than the deadline published in the schedule located in the front of this manual.

7.3 Review Disposition of All Test Materials

☑ The STC has been instructed to follow your directions regarding the disposition of the following materials:

Non-Secure

- *Writing Examiner's Manual*
- *Supplement to the Writing Examiner's Manual*
- *Test Implementation Manual*
- *Supplement to the Writing and Non-Writing Test Implementation Manuals*
- unused answer documents

Secure

- used and unused student and Proctor Testing Tickets
- scratch paper written on by students
- damaged and/or "VOID" answer documents
- student paper, audio, or electronic responses used for transcriptions
- audio/video/electronic copies of testing sessions (such as read aloud)

☑ You may have STCs securely dispose of some of these materials as described below or you may have them returned to you.

☑ All used and unused testing tickets and used scratch paper must be securely destroyed (by securely shredding or burning).

☑ Other materials, except as noted below, may be recycled or thrown away.

☑ The following materials must be kept secure in the division until scores have been returned from Pearson and verified and Authorization to Report (ATR) is approved for the test administration. Then the materials may be securely destroyed: answer documents marked "VOID," student paper, audio, electronic, or video responses used for transcriptions, and audio, electronic, or video copies of testing sessions.

NOTE: Instruct the STCs to retain the *Examiner's Manuals* at the end of the fall testing period so that they may be reused in the 2019 Spring and Summer SOL test administrations.

☑ Refer to Table 13, DDOT Disposition of Test Materials, to review your division's disposition of all testing materials.

Table 13. DDOT Disposition of Test Materials

	Item(s)	Required Signatures	Disposition
Scorable test materials	■ Answer documents (includes completed, partially completed with testing status code, and not completed with testing status code) bundled behind *Header Sheets*	None	Packed in new/original cartons with **blue** labels and shipped by UPS (overnight) to Cedar Rapids, IA
Non-scorable, secure test materials	■ Test booklets/writing prompts ■ Braille and large-print test booklets/prompts and Examiner's copies of test booklets (yellow covers) ■ Audio copies of test booklets/prompts	None	Packed and shipped with **green** labels by UPS (ground) to Cedar Rapids, IA Large-print test booklets are packed in **original** boxes and returned to Pearson
	■ Used scratch paper written on by students ■ All Testing Tickets	None	Securely destroy according to local procedures.
	■ Damaged and/or "VOID" answer documents ■ Student paper, audio, or electronic responses used for transcriptions ■ Audio/video/electronic copies of testing sessions (e.g. read-aloud, interpreting, etc.)	None	Keep secure in the division. After scores are reported and verified, securely destroy according to local procedures
	■ *Test Irregularity Form*(s) (if needed)	STC/DDOT	Submitted to VDOE through TIWAS if applicable
Required Forms	■ *Packing List/Transmittal Form* (*Assembly ID Sheets* with noted discrepancies attached) ■ *Assembly ID Sheets*	Examiners/ STC	Retained in DDOT's file in accordance with the local Records Retention and Disposition Schedule
	■ *School Division Personnel Test Security Agreements*	Examiners/ Proctors	
	■ Locally required accounting documents for secure materials and/or *Transmittal Forms and Affidavits for Examiners/Proctors*	per local requirements	
	■ *School Affidavit*	STC/Building Principal	
	■ *School Division Affidavit*	DDOT/Division Superintendent	Scanned and emailed to the Virginia Department of Education
Non-secure materials	■ *Examiner Manual* and *Supplement* (retain for Spring and Summer *Writing* Administrations) ■ Unused answer documents ■ Unused *Header Sheets* ■ Unused paper bands	N/A	Retain for future administrations
Non-scorable, non-secure test materials	■ *Test Implementation Manual* ■ Unused Fall 2018 *Writing* return shipping labels	N/A	Dispose of according to local procedures

7.4 Resolve Alerted Student Tests in PearsonAccess^{next}

Alerted student tests are discrepancies in the data associated with online or paper tests (e.g., no test assignment, invalid form number). The alerted tests are identified while the test records are being processed by Pearson for scoring. Resolving or clearing alerted student tests is an important step after testing because the alerts prevent the alerted test records from being scored and subsequently reported in a division's and school's test results in PearsonAccess^{next}.

The details of the alerted student tests are needed when attempting to resolve them. Details for each alerted test can be viewed by selecting *Edit Alerted Student Tests* under the *Alerted Student Tests* tab in PearsonAccess^{next}. A support document, *Edit Alerted Student Tests*, provides assistance in understanding and resolving the various types of alerted tests and is available in PearsonAccess^{next} on the *Support* page under the *ATR* tab.

7.5 Access SOL *Writing* Test Results

Results for the SOL *Writing* tests are not available immediately, as additional time is needed for trained readers to hand-score the short-paper components of the *Writing* test. DDOTs will be notified by email from Pearson, however, when SOL *Writing* test results begin to be available in PearsonAccess^{next}.

SOL *Writing* test results are available as described below:

7.5.1 Student Data Extract Files

SOL *Writing* test scores are available to school divisions in the Student Data Extract Files in PearsonAccess^{next}. These data files include the demographic and student performance data for each student test record being reported. The Student Data Extract Files are available at the division and school levels and are updated nightly to reflect any newly processed test records and changes in demographic data completed as of 3:00 p.m. each weekday. Remember that results of the *Writing* tests will not appear in the Student Data Extract Files until both the multiple-choice/TEI and the short paper-component have been scored.

- The Student Data Extract Files are located under the *Reports* tab in PearsonAccess^{next}. Select *Published Reports*, and then select either the Division or School, under "Organization Type," to view the various files available at those organization levels.
- The *Student Data Extract Layout* documents provide a description of each field in the extract files. These documents are available in PearsonAccess^{next} on the *Support* page and can be accessed by selecting *Documentation*; then, on the left-hand side, check *Extracts* under "Categories."
- Note that Student Data Extract Files contain confidential student demographic and performance data; such data should be maintained securely and never shared by email.

7.5.2 Score Reports: Published Reports

Score reports in the form of PDF files are available under *Published Reports* in PearsonAccess^{next}. When downloaded and opened, they are formatted, printable pages for communicating student performance data on each student test. These reports can be viewed, saved, and printed as needed. Specifically, the *Student Reports* may be shared with students' parents. The *Student Reports* are updated at the end of each week to reflect newly processed test records and changes in demographic data completed as of 3:00 p.m. on Friday.

- To access the different PDF score reports located under the *Reports* tab in PearsonAccess^{next}, select *Published Reports*, then select either the Division or School, under "Organization Type," to view the reports available at those organization levels.

- Additional information regarding all of the pre- and post-ATR reports can be found on the *SOL Writing Report Chart* located on the *Reports* tab of the *Resources* page in PearsonAccess^{next}. The *SOL Writing Report Chart* contains a brief description of each report, their location in PearsonAccess^{next}, their sort order and availability.

7.6 Request for Rescore

NOTE: Student records that are marked "Term Graduate" are not automatically scored a second time. As with all non-term graduate short papers, school or school division staff should evaluate the short papers that are eligible for a rescore, and if appropriate, initiate a request to rescore the qualifying short paper(s).

The primary purpose of the request for rescore process is to provide an additional step to ensure that the score assigned to a student's *Writing* short paper produced as part of the *Writing* test is an accurate representation of that student's achievement. A school division may request that a student's *Writing* short paper be rescored if:

- the student failed the test, AND
- there is evidence that the short-paper component should have received a higher score. Evidence of this requires that at least two people familiar with the scoring rubric review the short paper and agree that it should have received a higher score.

Pearson notifies school divisions: The DDOT will receive an email from Pearson when the division's short-paper images for the *Writing* Test Administration have posted within the *Published Reports* section of PearsonAccess^{next}. The email will also notify the DDOT regarding the request for rescore window and procedure.

School division receives and reviews all requests: Requests to rescore a student's *Writing* short paper may be initiated by parents or by school personnel. All requests for rescore must be reviewed and approved by the school division before being submitted to Pearson. Requests for rescore should be considered only if there is substantial evidence that the *Writing* short paper should have received a higher score. Persons familiar with the rubric used to score this assessment must review the *Writing* short paper. Requests to rescore such papers should be approved by the school division only if the reviewers agree that the paper should have received a higher score according to the rubric.

The school division may choose to accept or deny any requests for rescore. A request for rescore that is denied by the school division should not be forwarded to Pearson but should be kept on file by the DDOT with the accompanying documentation.

Complete the *Request for Rescore Spreadsheet* and transfer to Pearson: The DDOT must complete the *Request for Rescore* spreadsheet (provided in the email to the DDOT) and provide evidence that the student's *Writing* short paper should have received a higher score. A school division's approved *Request for Rescore* spreadsheet must be transferred to Pearson using the Single Sign-on for Web Systems (SSWS) Dropbox by the deadline published on the current VAP Schedule posted on the Home page of PearsonAccess^{next}. Detailed directions for transferring a file using the SSWS Dropbox are located on the *DropBox Directions* tab of the *Request for Rescore* spreadsheet.

Changes to Score Reports: Pearson will provide the DDOT with the results of the rescore using the SSWS Dropbox. If rescoring results in the student achieving a passing score on the test, the student's new score will be reflected in the regularly scheduled posting of reports within PearsonAccess^{next}.

7.7 Review Data

School and division staff should use the student data extract file to view the test results. This file can be opened as a spreadsheet and is filterable. Because the extract file contains all the codes applied to

a student's test record, the specific *Student Data Extract Layout* should be used to interpret the data provided in each field. The *Student Data Extract Layout* documents are available in PearsonAccessnext on the Support page and may be accessed by selecting *Extracts* under *Categories*.

Verify that student attributes have been applied correctly. Examples include, but are not limited to: disability, ethnicity, race, retest, recovery, economically disadvantaged, Term Graduate, etc. Guidance for application of student codes may be found in the *Student Registration Import File Requirements*. These documents are located on the *Support* page in PearsonAccess^{next} and may be accessed by selecting *SRI* under *Categories*.

7.8 Request ATR

Since the Fall 2018 and Spring 2019 *Writing* Test Administrations are merged in PearsonAccess^{next}, DDOTs will request their Authorization to Report (ATR) for both administrations at the conclusion of the Spring 2019 *Writing* Test Administration (ATR deadline is July 19, 2019). Follow the directions provided in the Spring 2019 *Writing Test Implementation Manual* for requesting ATR.

The ATR is the verification from the school division that the division's data have been finalized and the division is authorizing the final preparation of the data for both printed reports and for inclusion in the Federal Accountability and State Accreditation calculations and reports. As a result, the division Superintendent's signature, verifying that the data are accurate, is required.

7.9 Order Final Reports

Since the Fall 2018 and Spring 2019 *Writing* Test Administrations are merged in PearsonAccess^{next}, DDOTs will place their orders for paper copies of the final reports at the conclusion of the Spring 2019 *Writing* Test Administration (deadline for ordering printed reports is August 16, 2019). Follow the directions provided in the Spring 2019 *Writing Test Implementation Manual* for ordering printed reports.

7.10 Post ATR Record Changes

If the division discovers erroneous coding or omitted coding after the ATR has been submitted and approved, the DDOT can request that assessment staff at the Virginia Department of Education correct the coding for the division. Corrections to data in PearsonAccess^{next} may be requested for the three most recent school years.

Process for requesting post ATR record changes:

- Download a copy of the *Post ATR Record Change Request* form, available in PearsonAccess^{next} on the *Support* page under ATR.
- Follow the directions on the form to provide the information necessary for assessment staff to make the changes and to provide the necessary documentation to authorize the changes.
- Submit the following to the Virginia Department of Education using the SSWS Dropbox as directed on the form:
  - The completed *Post ATR Record Change Request* form (in Excel format);
  - The scanned page one of the spreadsheet with signatures of the DDOT and the Division Superintendent; and
  - The scanned letter from the division Superintendent that requests the changes and addresses why these record changes were identified after the Authorization to Report (ATR) was submitted. The letter should address the effort the school division will implement to prevent these errors from occurring in the future. The letter should be addressed to the Superintendent of Public Instruction and copied to Shelley Loving-Ryder, Assistant Superintendent of Student Assessment and School Improvement.

Once these three documents are received in the office of Student Assessment and School Improvement, assessment staff will review the request.

- Once the record changes have been made, assessment staff will annotate the file and send it back to the DDOT via the SSWS Dropbox. The DDOT should review the file and the assessment staff notes and save the file locally. If the record change affected a student score, be sure to get a revised *Student Report* to send home to the student's parent(s).
- The Division Superintendent will also receive a letter from the Superintendent of Public Instruction acknowledging receipt of the record change request and authorizing the assessment staff to make the changes.

Any changes made will appear in the Student Data Extract File in PearsonAccess^{next} at the next scheduled refresh of the extract file for that administration.

THANK YOU

We appreciate your time and effort in administering the Fall 2018 *Writing* SOL Assessments.

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

Appendix A

Test Security

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APPENDIX A	STANDARDS OF LEARNING (SOL) ASSESSMENTS 2018–2019 *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 Testing 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 website.

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 website. as released. The end of a test administration does NOT indicate secure SOL test items are released.

APPENDIX A	2018–2019 *SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT*

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

Check the *Writing* Test Administration: ❑ **Fall 2018** ❑ **Spring 2019** ❑ **Summer 2019**

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 1–2 of this document should be photocopied.

APPENDIX A General Assembly Legislation

Please read legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action 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 A	STANDARDS OF LEARNING (SOL) ASSESSMENTS *SCHOOL DIVISION TEST SECURITY AGREEMENT* 2018–2019 *WRITING* TESTS

NOTE: The 2018–2019 SOL *Writing* Tests *School Division Test Security Agreement* covers the 2018–2019 (Fall and Spring) and Summer 2019 *Writing* administrations; therefore, it must be submitted only one time annually, when the division is first scheduled to administer *Writing* tests, either the fall or spring.

Scan and email the Division Security Agreement by October 12, 2018, to:
Pearson
Virginia Assessment Program
VAATR@pearson.com

The Virginia school division _____ (School Division Name) acknowledges that the 2018–2019 (Fall and Spring) and Summer 2019 SOL *Writing* Assessments are secure tests and agrees to the following to ensure test security:

1. The school division will take all necessary precautions to safeguard all secure test materials by limiting access to persons within the school division with a responsible, professional interest in the tests' security.
2. All persons having access to secure test materials (other than students to whom the test is administered) will 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), will read and sign the *School Division Personnel Test Security Agreement*, complete and sign affidavits and transmittal forms as directed in the *Test Implementation Manual*, and will observe all other security-related procedures established and required by the Virginia Department of Education. Copies of all completed and signed security agreements, transmittal forms, and affidavits will be kept on file by the Division Director of Testing.
3. Student Testing Tickets, Proctor Testing Tickets, and Seal Codes will be printed no more than 96 hours (4 school days) prior to the test session start date. Secure paper test materials, including test booklets and audio/special forms kits, will be delivered to schools no earlier than 96 hours (4 school days) prior to the date of testing. School Test Coordinators will deliver the secure materials to Examiners no sooner than the date of testing.
4. Under no circumstances will students be permitted to remove test materials from the testing location.
5. The school division will take all necessary precautions to ensure that students' responses are not altered in any way.
6. Upon completion of testing, the school division will ensure proper disposition of all test materials as directed in the *Test Implementation Manual*.

By signing this document, I am assuring the Virginia Department of Education and Pearson that I, and anyone having access to the SOL test materials, will abide by the above conditions.

Signature:		
Title:	**Division Director of Testing**	**Division Superintendent**
Date:		

This page may be photocopied.

APPENDIX A	STANDARDS OF LEARNING (SOL) ASSESSMENTS FALL 2018 *WRITING* TESTS *SCHOOL AFFIDAVIT*

Division Name:_____

School Name:_____

After testing in this school building has been completed for this administration, the school affidavit must be signed and dated by the school test coordinator (STC) and the building principal. Return this form to the Division Director of Testing (DDOT), who must keep the signed school affidavits on file.

SCHOOL AFFIDAVIT (choose one)

Violations of the *School Division Personnel Test Security Agreement*. Choose one only:

❏ I certify that, to my knowledge, no one in the school building has violated the *School Division Personnel Test Security Agreement*.

OR

❏ I certify that I am aware of a violation(s) of the *School Division Personnel Test Security Agreement* in this school building. The violation(s) has been reported to the Division Director of Testing.

Return of secure testing materials for paper tests. Choose one only:

❏ All secure testing materials for paper tests have been returned to the Division Director of Testing as directed.

OR

❏ A testing irregularity has been filed with the Division Director of Testing regarding the secure paper test materials that were lost or destroyed. All other secure testing materials, received from the Division Director of Testing, have been returned.

OR

❏ Our School did not receive or administer any paper tests.

STC's Name (printed or typed):	**STC's Signature:**	**Date:**
Building Principal's Name (printed or typed):	**Building Principal's Signature:**	**Date:**

The STC may keep a copy of the completed form for the school files.

This page may be photocopied.

APPENDIX A	STANDARDS OF LEARNING (SOL) ASSESSMENTS FALL 2018 *WRITING* TESTS *SCHOOL DIVISION AFFIDAVIT*

Directions: The *School Division Affidavit* must be submitted at the end of this test administration.

Scan and email this affidavit no later than December 7, 2018.

TO: Virginia Department of Education
Office of Test Administration, Scoring, and Reporting
Email: Student_Assessment@doe.virginia.gov

School Division Name: _____

The *School Division Affidavit* must be signed and dated by the Division Director of Testing (DDOT) and the school division Superintendent.

SCHOOL DIVISION AFFIDAVIT (choose one)

Violations of the *School Division Personnel Test Security Agreement*. Choose one only:

❏ I certify that, to my knowledge, no one in the division has violated the *School Division Personnel Test Security Agreement*.

OR

❏ I certify that I am aware of a violation(s) of the *School Division Personnel Test Security Agreement.* The violation(s) has been reported to the Virginia Department of Education Office of Test Administration, Scoring, and Reporting.

Return of secure testing materials for paper tests. Choose one only:

❏ All secure testing materials for paper tests, received from Pearson, have been returned to Pearson as directed.

OR

❏ A testing irregularity has been filed with the Virginia Department of Education regarding the secure paper test materials that were lost or destroyed. All other secure testing materials, received from Pearson, have been returned.

OR

❏ Our School Division did not order any paper tests.

DDOT Name (printed or typed):	**DDOT's Signature:**	**Date:**
Division Superintendent Name (printed or typed):	**Division Superintendent's Signature:**	**Date:**

This page may be photocopied.

Appendix B

Special Testing Accommodations

Special Testing Accommodations: Resources and General Guidance . 103
Testing Accommodations for Students with Disabilities 105
Testing Accommodations for English Learners (ELs) 127
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STANDARDS OF LEARNING ASSESSMENTS

Before testing, the Examiner should become familiar with special testing accommodations specified in students' IEPs, 504 Plans, or EL 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*
- *English Learners: Guidelines for Participation in the Virginia State 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 website 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 listed below:

- The student attends school in a location where a secure network connection or the required technology is not available to access an online test. Such locations include the following: special situations schools; homebound, residential, or hospital placement; night school or Governor's school.
- The student requires an accommodation specified in his/her Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, brailler, and some instances of multiple test sessions).
- The student has a documented medical condition, such as a seizure disorder, where exposure to 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 Testing 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 braille writer, a calculator, etc., depending on what is specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan.

STANDARDS OF LEARNING ASSESSMENTS

The accommodations listed below and explained on the following pages are available to eligible students with disabilities. Students with documented temporary conditions may use appropriate accommodations. Refer to Section 6.2.2 for guidance. 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 ■ noise-dampening 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 and arithmetic tools ■ calculator with additional capabilities ■ 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.

  Students with disabilities who require multiple test sessions, when the test will be completed in two or more school days, may be administered a paper test. When administering a paper test, care must be taken to ensure that the student is exposed only to those test items in the portion of the paper 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 IEP team/504 committee may determine that it is appropriate for an individual student, with the Multiple Test Sessions accommodation, to take the online version of the Grades 3, 4, or 5 *Reading* and *Mathematics* SOL tests or the Grade 6 or 7 *Mathematics* SOL tests. These tests may be administered online over two days with the requirement that the student completes all of part 1 of the test on the first day and Exits the test at the "Stop" sign. The student must then finish all of part 2 of the test on the second day. The student may be provided with a break while completing either part, but the student must be supervised and test security must be maintained throughout the break. Refer to Testing Memos 1301 and 1302 for additional details when determining the appropriateness of administering these online tests to students who require the Multiple Test Sessions accommodation. Eligible students who are unable to complete these online SOL tests as described must be administered a paper test.

  NOTE: The short-paper component of the *Writing* assessment, whether administered in paper or online, 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.

  Planned Breaks During Testing: 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 Students in Sessions screen in PearsonAccess^{next} and the student must log back into TestNav using his/her Student Testing 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^{next}.

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 a 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^{next}.

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^{next}.

- **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^{next}.

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

  Visual aids can include:

  - 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.
  - Graphic organizers. Graphic organizers must be blank and must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Graphic organizer software must produce only blank templates that may be used electronically or in print and that 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.
  - 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 may be used.
    - 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 by visually impaired students for magnification purposes only. These magnification devices must not save or capture any portion of the SOL test or use software running concurrently with TestNav.
  - Periodic Table of the Elements. A student may use a paper copy of the Periodic Table of the Elements with the online *Chemistry* SOL test. The Periodic Table of the Elements must be downloaded from the Virginia Department of Education website at:
    www.doe.virginia.gov/testing/test_administration/ancilliary_materials/science/2010/2010_sol_periodic_table.pdf

    After the test has been completed, the paper Periodic Table of the Elements must be collected with all other secure testing materials (Student Testing Tickets, scratch paper, etc.) and returned to the DDOT or securely destroyed per local instructions.
  - Templates. A student may use a template (or mask) that is blank that allows a student to see one word, sentence, or line of print at a time. Markers may be used to allow the student to maintain his/her place. Use accommodation code 4 for a student who requires a paper test and the use of a mask or template.
    - Use of accommodation code 4 is not required for students taking an online test. The Line Reader Mask, Answer Mask, and Highlighter tools are available to all students taking an online test and are not considered accommodations. Students may not hold a template or mask up to or over the testing device's screen.
    - Students taking online tests must receive prior practice using the Line Reader Mask, Answer Mask, and Highlighters tools on practice items using TestNav 8.

- **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.

- **Noise Dampening Equipment**
  Use accommodation code 5.

  A student with a disability may wear noise dampening headphones, ear muffs, or ear plugs to reduce distractions while taking an SOL assessment. The headphones, earmuffs, or ear plugs must be worn only after all Examiner instructions are completed and may not be connected (wired or wireless) to any music, phone, or other electronic device during the test session. The student will be provided the headphones, earmuffs, or ear plugs, but must put them on independently.

- **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 Examiner/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* (2009 SOL) Test**
  Use accommodation code A.

  Plain English *Mathematics* (2009 SOL) tests for grades 6 and 7 (Fall 2018 *Non-Writing* Test Administration only) and grade 8 and *Algebra I* are available to students with disabilities and eligible ELs.

  For students with disabilities, the Plain English *Mathematics* (2009 SOL) 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 ELs, see the section, Testing Accommodations for English Learners, located in this Appendix.

Guidance for Reading Tests Aloud—Information for all Assessments

The IEP or 504 Plan must include specific directions for the administration of the read-aloud accommodation. 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.

- 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.
- When reading the test 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 that is not specifically requested by the student.
- The Examiner must only read the text contained within a graphic (diagram, chart, table, picture, map, or other art) exactly as written using a natural tone. It is not permissible to describe or interpret information contained in a graphic.
- The Examiner should be familiar with how to read test items to students. Examiners may use the PearsonAccess^{next} 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.
- 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.

- 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

- **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^{next}.

  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 a Proctor Testing 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 the new test session, check the box for *Proctor Reads Aloud*. Select the appropriate *Form Group Type Context* (Regular, Expedited retake, Term Grad), then select the appropriate Main *Form Group Type*.
- Select the *Authorizations* button to view the Proctor Testing Ticket. Selecting this button will display the Proctor Testing 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 Proctor Testing Ticket should be printed no more than 4 days prior to the start of a test session.
- The Proctor Testing 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, Proctor Testing 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 Proctor Testing 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.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Student Tests Details screen. If the accommodation code is not applied, the test will be alerted.
- Refer to page 109 for the information box on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

Guidance for Creating an Online Session for the Read-Aloud Accommodation for Computer Adaptive Tests (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 below for creating the student's session.

- The test must be administered individually.
- When creating the new test session, do NOT check the box for *Proctor Reads Aloud*. Select the appropriate *Form Group Type Context* (Regular, Expedited Retake, Term Grad), then select the appropriate Main *Form Group Type*.
- 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.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Student Tests Details screen. If the accommodation code is not applied, the test will not be alerted.
- Refer to page 109 for the information box on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

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 website 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^{next}.

  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^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide**.
- 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 and speed.
- 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 a Proctor Testing 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 Report (ATR) 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.

  The Communication Board or Choice Cards must rest on the work surface and may not be held by the Examiner. 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 during instruction. 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 must be transcribed onto the answer document. The answer choices in the test booklet and answer document 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 as scratch paper to take notes or complete calculations, 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. The braille writing device must not be connected to the Internet or the device's Internet access must be disabled during the test session. 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 Report (ATR) 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 allow students to use a word processor (software or a device) that may have speech-to-text capability 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 (software or a device) with speech-to-text capability for written classwork. The student may use a hand-held "spell checker" or the spell checking capacity of the word processor, but the student must not be prompted to use it. The student may edit the 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 devices must be made available to the student. The student must first use one device to log into TestNav using his/her Student Testing Ticket to access the prompt and the Checklist for Writers, and the other device will be used as a word processor to compose the short paper. This device must not be connected to the Internet or the device's Internet access must be disabled during the test session.

  Word Processor or Word Processor with Speech-to-Text Guidelines: If the speech-to-text capability of a word processor (software or a device) 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 (software or a device) 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 Report (ATR) 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 Report (ATR) 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 Testing 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. This device must not be connected to the Internet or the device's Internet access must be disabled during the test 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 until the scores are received and verified, and Authorization to Report (ATR) 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 Report (ATR) 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 Testing Ticket to log into TestNav to access the test. The other device will be the augmentative communication device. This device must not be connected to the Internet or the device's Internet access must be disabled during the test session.
- **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 and verified and Authorization to Report is approved for that test administration. Then the electronic copy of the short paper must be 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 Testing 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. Refer to the Guidance for Transcribing Student's Answers—Information for All Assessments, located in this Appendix, for additional information.

- **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, pictures, 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 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.
- The English dictionary must be a paper dictionary. An electronic dictionary is not allowed. If a student requires the use of an electronic dictionary to access the online short-paper component of the *Writing* test, a *Special Assessment Accommodation Request* must be submitted to VDOE for approval.

If transcription of the student responses is required, refer to the information box, **Guidance for Transcribing Students' Answers—Information for all Assessments**, located at the end of this section.

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 (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.

If transcription of the student responses is required, refer to the information box, **Guidance for Transcribing Students' Answers—Information for all Assessments**, located at the end of this section.

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 use an augmentative communication device with auditory output) exact directions to the school official (scribe) to perform tasks that may include:

  - writing on the student's scratch paper;
  - using manipulatives;
  - completing each step of mathematical or scientific calculations, with or without the use of a calculator; and
  - manipulating TestNav features/tools.

  For an online test, the student must specify the actions the Examiner will complete with each TestNav tool. Before testing, the student and scribe must practice with online practice items in TestNav.

  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, and giving verbal indications or nonverbal 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.

  If transcription of the student responses is required, refer to the information box, **Guidance for Transcribing Students' Answers—Information for all Assessments**, located at the end of this section.

  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^{next}.

- **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 Testing 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 speech-to-text device must not be connected to the Internet or the device's Internet access must be disabled during the test session.
- 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 ATR 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 Report (ATR) 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 ATR 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^{next}.

- **Calculators and/or Arithmetic Tools**
  Use accommodation code 26.
  Available on the Grades 3–7 Mathematics assessments only

  Students with disabilities may use approved calculators and/or arithmetic tools on sections of the Grades 3–7 *Mathematics* SOL assessments in which a calculator is not allowed. Arithmetic machines and tables/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 a calculator or arithmetic tool, students with disabilities must be found eligible by their IEP Team or 504 Committee using the *Calculator Accommodation Criteria Form*. 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* is located on the Virginia Department of Education website at:

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

NOTE: During the spring and summer 2019 test administrations, students taking the online version of the revised mathematics tests, assessing the 2016 *Mathematics Standards of Learning*, will be able to use the Desmos online calculator provided within TestNav **and** one of the hand-held calculators on the list of *Approved Calculators for the Virginia Standards of Learning Assessments.* The list is located on the Virginia Department of Education website:

www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml

If a student with a disability requires the use of a hand-held calculator other than those on the approved calculator list, the *Calculator Accommodation Criteria Form* must be completed and, if applicable, submitted to the Virginia Department of Education.

- **Calculator with Additional Capabilities**
  Use accommodation code 28.

  Calculators with additional capabilities includes calculators with accessibility features and calculators with additional mathematical capabilities. Refer to the sections below for guidance for each type of calculator.

  - **Calculator with Accessibility Features:**
    Available for all SOL Mathematics and Science assessments

    Students with disabilities may use a calculator with accessibility features that enable the student access to a calculator. These features include a large display, large buttons, and/or audio capabilities. The calculator must have the same mathematical capabilities as those on the approved calculator list.

    NOTE: During the spring and summer 2019 test administrations, students taking the online version of the revised mathematics tests, assessing the 2016 *Mathematics Standards of Learning*, will be able to use the Desmos online calculator provided within TestNav **and** one of the hand-held calculators on the list of *Approved Calculators for the Virginia Standards of Learning Assessments*. The list is located on the Virginia Department of Education website:

    www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml

  - **Calculator with Additional Mathematical Capabilities:**
    Available for all SOL Mathematics and Science assessments

    A calculator with additional mathematical capabilities is a calculator with mathematical capabilities designed to address a student's disability. Calculators with additional mathematical capabilities are calculators other than those on *Approved Calculators for the Virginia Standards of Learning Assessments*.

    Additional Mathematical Capabilities that Exceed those Required to Accommodate the Student's Disability

    To prevent the use of calculators with additional mathematical capabilities that exceed those used to accommodate a student's disability, the following guidance must be used when selecting calculators with additional mathematical capabilities and/or accessibility features for eligible students with disabilities.

    ALLOWED

    A calculator with additional mathematical capabilities is allowed if the additional mathematical capabilities 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 mathematical capabilities must be clearly documented in the justification statement of the *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 mathematical capabilities are necessary. The *Calculator Accommodation Criteria Form* is located on the Virginia Department of Education website at:

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

NOT ALLOWED

A calculator with additional mathematical capabilities is NOT allowed if the additional mathematical capabilities:

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

NOTE: During the spring and summer 2019 test administrations, students taking the online version of the revised mathematics tests, assessing the 2016 *Mathematics Standards of Learning*, will be able to use the Desmos online calculator provided within TestNav ***and*** one of the hand-held calculators on the list of *Approved Calculators for the Virginia Standards of Learning Assessments*. The list is located on the Virginia Department of Education website:

www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml

If a student with a disability requires the use of a hand-held calculator other than those on the approved calculator list, the *Calculator Accommodation Criteria Form* must be completed and, if applicable, submitted to VDOE.

- **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 lines, 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 website 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. If using a large wall-mounted board, the student must be tested individually and school staff must ensure the student's dry erase board is not visible to others. This may require windows to be covered. If using a small dry erase board, school staff must ensure the student's dry erase board is not visible to others. Individual testing or physical barriers between students must be used. If using a small dry erase board, school staff must ensure the student's dry erase board is not visible to others. Individual testing or physical barriers between students must be used. 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^{next}.

- **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. The additional 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^{next}.

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^{next}.

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, EL 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;
- marked directly in the test booklet;
- created using a word processor, word processor with speech-to-text, brailler, augmentative communication device, or word prediction software;
- dictated to an Examiner/Proctor; 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 (e.g., an audio/video of the session, output from a brailler or augmentative communication device, paper, and electronic copies of responses) shall be retained on file and secured in the office of the DDOT until scores are received and verified and Authorization to Report (ATR) 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 website 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.

Health Management Device

During previous test administrations, if any student required the use of a health management device during the administration of an SOL assessment, including a device such as a health monitor, phone, or tablet, with or without an app, the special assessment accommodation request process was used for VDOE to provide procedures for the use of the device while confirming SOL test integrity. Beginning with the Fall 2018 Test Administration, the student's need to use a health management device during the SOL assessment will be documented by using the new *Health Management Device Form.* Please see Section 4.9.5 of this manual for further information.

STANDARDS OF LEARNING ASSESSMENTS

For detailed information regarding EL participation in the Standards of Learning (SOL) assessments, refer to *English Learners: Guidelines for Participation in the Virginia State Assessment Program*, available on the Virginia Department of Education's website at:

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

- **Exempting ELs from the Virginia Assessments**
  - ***Reading* Exemption (Testing Status Code 11)**—ELs 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)**—ELs in grades 3–8 may exercise a one-time exemption for the *Virginia Studies* or *Civics & Economics* SOL test.
  - ***Mathematics***—ELs may NOT be exempted from the SOL *Mathematics* tests.
  - ***Science***—ELs may NOT be exempted from the SOL *Science* tests.
  - ***Writing* (Testing Status Code 3)**—ELs 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 EL Assessment Participation Plan and conveyed to the EL's parent(s) or guardian(s).

  Formerly ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.

- **Formerly EL**

  Formerly EL– Monitor Status Year 1

  A student is considered Formerly EL–Year 1 when he/she in spring 2018:

  - earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs 2.0 test; or
  - was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

  Formerly EL– Monitor Status Year 2

  A student is considered Formerly EL–Year 2 when he/she in spring 2017:

  - earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs 2.0 test; or
  - was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

  Formerly EL– Monitor Status Year 3

  A student is considered Formerly EL–Year 3 when he/she in spring 2016:

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

Formerly EL– Monitor Status Year 4

A student is considered Formerly EL–Year 4 when he/she in spring 2015:

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

Formerly EL Testing Accommodations

Formerly EL Years 1 and 2 are eligible for direct and indirect testing accommodations on SOL assessments described in this Appendix. The accommodations must first be documented in EL Assessment Participation Plans. Formerly EL Years 3 and 4 are not eligible for direct and indirect testing accommodations on SOL assessments. However, if a Formerly EL 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 ELs 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 ELs 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 EL Assessment Participation Plan.

While all direct and indirect testing accommodations are available to all ELs as deemed appropriate, certain testing accommodations may be more appropriate for students at particular English language proficiency levels.

NOTE: All references for accommodations for ELs also include Formerly EL year 1 and Formerly EL year 2.

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 The testing accommodation is available for both the multiple-choice and short-paper components of the *Writing* SOL test.
W-SP	The testing accommodation is available for the short-paper (SP) component of the *Writing* SOL test but is not available for the multiple-choice component.
	The testing accommodation is not available for the content area.

Table 14. Direct and Indirect Linguistic Testing Accommodations for English Learners (ELs)

Content Area					Code	Testing Accommodation and Description Refer to Appendix B: *Selection of Testing Accommodations for English Learners (ELs)* for additional details regarding these accommodations.
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** ■ ELs may use a word-to-word bilingual dictionary.
				W -SP	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- SP	29	**English Dictionary** ■ ***Non-Writing* Tests:** ELs may use a general English dictionary. ■ ***Writing* Tests:** ● Only permitted on short-paper component for Grade 8 and EOC *Writing* test (2010 SOL).
	M				A	**Plain English *Mathematics* (2009 SOL) Test** ■ Grades 6 and 7 (Fall 2018 *Non-Writing* Test Administration only) and grade 8 and *Algebra I* ■ EL must meet eligibility criteria for participation.
Indirect Linguistic Testing Accommodations						
H	M	R	S	W	1	**Multiple Test Sessions** ■ Testing over two or more school days. Some instances require a paper test; refer to accommodation guidelines. 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^{next}.

Guidance for Reading Tests Aloud—Information for all Assessments

The EL Assessment Participation Plan must include specific directions for the administration of the read-aloud accommodation. 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.

- 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.
- When reading the test 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 that is not specifically requested by the student.
- The Examiner must only read the text contained within a graphic (diagram, chart, table, picture, map, or other art) exactly as written using a natural tone. It is not permissible to describe or interpret information contained in a graphic.
- The Examiner should be familiar with how to read test items to students. Examiners may use the PearsonAccess^{next} 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.
- 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.
- 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

- **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 ELs as specified in the EL 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 ELs for the SOL *Reading* assessment unless the EL 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

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

The EL 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 EL 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 ELs 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^{next}.

NOTE: Providing the read-aloud or audio testing accommodation to an EL 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 EL, Formerly EL-Year 1 or 2, or dually identified 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 Kia Johnson 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 a Proctor Testing 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 the new test session, check the box for *Proctor Reads Aloud*. Select the appropriate *Form Group Type Context* (Regular, Expedited retake, Term Grad), then select the appropriate Main *Form Group Type*.
- Select the *Authorizations* button to view the Proctor Testing 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 Proctor Testing Ticket should be printed no more than 4 days prior to the start of a test session.
- The Proctor Testing 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, Proctor Testing 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 Proctor Testing 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.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Student Tests Details screen. If the accommodation code is not applied, the test will be alerted.
- Refer to page 130 for the information box on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

Guidance for Creating an Online Session for the Read-Aloud Accommodation for Computer Adaptive Tests (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 below for creating the student's session.

- The test must be administered individually.
- When creating the new test session, do NOT check the box for *Proctor Reads Aloud*. Select the appropriate *Form Group Type Context* (Regular, Expedited Retake, Term Grad), then select the appropriate Main *Form Group Type*.
- 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.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Student Tests Details screen. If the accommodation code is not applied, the test will not be alerted.
- Refer to page 130 for the information box on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

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^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide**.
- 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 and speed.
- 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 ELs 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 EL 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 EL 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 EL 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 website at:

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

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

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

  - The bilingual dictionary must be individually offered to each EL documented to have this accommodation for testing.
  - 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 EL. SOL testing should not be the first time an EL 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 ELs are expected to know (e.g., median, simile) for the SOL tests, the use of this testing accommodation should be carefully considered. ELs 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 EL. SOL testing should not be the first time an EL 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 and the short-paper component of the *Writing* test.
- The English dictionary is not permitted on the multiple-choice component of the Grade 8 or EOC *Writing* test.

NOTE: For any paper short-paper component of the *Writing* test, 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 EL 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.

  Transcription. 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 because 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 (e.g., an audio/video of the session, paper, and electronic copies of responses) shall be retained on file and secured in the office of the DDOT until scores are received and verified and Authorization to Report (ATR) 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.

- **Plain English *Mathematics* Test (2009 SOL only)**
  Use accommodation code A.

  ELs may be assessed in mathematics using the Plain English versions of the grades 6 and 7 *Mathematics* (2009 SOL in Fall 2018 *Non-Writing* Test Administration only) and Grade 8 *Mathematics* (2009 SOL) and *Algebra I* (2009 SOL) tests if they are enrolled in:

  - 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* [2009 SOL] only); or
  - grades 6–8 or *Algebra I* (2009 SOL) and have been enrolled in United States schools for less than 12 months, regardless of their Overall Proficiency Level.

  NOTE: ELs 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. Eligibility is based on ACCESS for ELLs® 2.0 scores; however, the WIDA Screener, or the WIDA MODEL™ score, may be used for ELs without ACCESS for ELLs 2.0 scores. For details, refer to the *English Learners: Guidelines for Participation in the Virginia State Assessment Program*.

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 ELs may require breaks or multiple test sessions.

- **Multiple Test Sessions**
  Use accommodation code 1.

  ELs who require multiple test sessions, when the test will be completed in two or more school days, may be administered a paper test. When administering a paper test, care must be taken to ensure that the student is exposed only to those test items in the portion of the paper 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 EL Committee may determine that it is appropriate for an individual student, with the Multiple Test Sessions accommodation, to take the online version of the Grades 3, 4, or 5 *Reading* and *Mathematics* SOL tests or the Grade 6 or 7 *Mathematics* SOL tests. These tests may be administered online over two days with the requirement that the student completes all of part 1 of the test on the first day and Exits the test at the "Stop" sign. The student must then finish all of part 2 of the test on the second day. The student may be provided with a break while completing either part, but the student must be supervised and test security must be maintained throughout the break. Refer to Testing Memos 1301 and 1302 for additional details when determining the appropriateness of administering these online test to students who require the Multiple Test Sessions accommodation. Eligible students who are unable to complete these online SOL tests as described must be administered a paper test.

  NOTE: The short-paper component of the *Writing* assessment, whether administered in paper or online, 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 Students in Sessions screen in PearsonAccess^{next} and the student must log back into TestNav using his/her

Student Testing 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^{next}.

- **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 with the paper tests of ELs who require a paper test and the use of a mask or template.
  - Use of accommodation code 4 is not required for students taking an online test. The Line Reader Mask, Answer Mask, and Highlighter tools are available to all students taking an online test and are not considered accommodations. Students may not hold a template or mask up to or over the testing device's screen.
  - Students taking online tests must receive prior practice using the Line Reader Mask, Answer Mask, and Highlighters tools on practice items using TestNav 8.

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

  ELs 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 *Writing* Test

STANDARDS OF LEARNING ASSESSMENTS

The testing accommodations listed in the table on the following pages are intended for students with disabilities and English learners (ELs) 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 table are explained in greater detail in the Testing Accommodations for Students with Disabilities or Testing Accommodations for English Learners (ELs) 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 EL Assessment Participation Plan.

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

- The IEP/504 Team and EL Committee jointly determine the statewide assessment participation based on the dually identified student's disability and EL status.
- The IEP/504 Team and EL Committee jointly determine special test accommodations based on the student's disability and EL status.
- Statewide assessment participation and special test accommodations must be documented in the student's IEP/504 Plan and EL 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^{next}.

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.
ELs	This accommodation may be considered for English learners, Formerly EL-Year 1 or 2, and dually identified students.
SWD EL	If SWD and EL appear together in a cell, this indicates that the accommodation may be considered for students with disabilities, ELs, Formerly EL-Year 1 or 2, and dually identified students.
MC/TEI	The accommodation is available on the multiple-choice/technology enhanced item (TEI) component of the *Writing* test. NOTE: Paper *Writing* tests do not include TEI.
SP	The accommodation is available on the short-paper component of the *Writing* test.
	The accommodation is not available for this test administration or on the component indicated.

Table of Testing Accommodations Available for the SOL *Writing* Tests
Refer to the accommodation guidelines for details.

Code	Accommodation	Student	*Writing* Test Components		Description
A	Plain English *Mathematics* Test				
B	Non-Standard	SWD ELs	MC/TEI	SP	■ Contact VDOE for assistance.
1	Multiple Test Sessions	SWD ELs	MC/TEI		■ Testing over two or more school days; requires a paper test. Not permitted on the short-paper component of the *Writing* test.
2	Dry Erase Board	SWD	MC/TEI	SP	■ Use dry erase board as scratch paper. Must be video recorded or proctored.
3	Additional Writing Implements	SWD	MC/TEI	SP	■ The student may be provided additional (3 or more) writing implements such as highlighters, markers, colored pens, colored pencils, etc.
4	Visual Aids	SWD ELs	MC/TEI	SP	■ Magnification, color overlays, templates/masks, blank graphic organizers, template software.
5	Amplification or Noise-Dampening Equipment	SWD	MC/TEI	SP	■ Auditory trainer, whisper phone. ■ Headphones, ear muffs, or ear plugs.
6	Large-Print Test	SWD	MC/TEI	SP	■ Available as a paper test only.
7	Test Directions Delivery	SWD ELs	MC/TEI	SP	■ Written directions to accompany oral test directions. ■ Interpret/transliterate testing directions. Available for SWD only.
8	Enlarged Answer Document	SWD	MC/TEI	SP	■ Available with paper tests only. Transcription to a standard answer document required.
9	Braille Test	SWD	MC/TEI	SP	■ Available as a paper test only.
10	Read-Aloud Test	SWD ELs	MC/TEI	SP	■ Test items and prompt are read (in English only) to the student. Must be recorded or proctored.
11	Audio Test	SWD ELs	MC/TEI	SP	■ A pre-recorded version of the MC/TEI test items and SP prompt.
12	Interpret/Transliterate the Test	SWD	MC/TEI	SP	■ Interpret/transliterate test items. Must be video recorded or proctored.
13	Communication Board/Choice Cards	SWD	MC/TEI	SP	■ Communication board, choice cards. Must be video recorded or proctored. Requires transcription.
14	Read-Aloud *Reading* Test				
15	Audio *Reading* Test				
16	Interpret/Transliterate the *Reading* Test				
17	Bilingual Dictionary	ELs	MC/TEI	SP	■ ELs may use a bilingual dictionary. Refer to EL accommodation guidelines.
18	Examiner Records Responses	SWD ELs	MC/TEI	SP	■ 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				
20	Specific Verbal Prompts	SWD	MC/TEI	SP	■ Examiner uses specific verbal prompts to keep student focused. Must be recorded or proctored.
21	Response Devices	SWD	MC/TEI	SP	■ Student responds by word processor, word processor with speech-to-text, brailler (requires a paper test), word prediction software, etc. May need to be recorded or proctored. May require transcription.

Table of Testing Accommodations Available for the SOL *Writing* Tests, continued
Refer to the accommodation guidelines for details.

Code	Accommodation	Student	*Writing* Test Components		Description
22	Augmentative Communication Device	SWD	MC/TEI	SP	■ Student responds by augmentative communication device. Must be video recorded or proctored. Requires transcription.
23	Spelling Aids	SWD		SP	■ Use of spellchecker, spelling dictionary.
24	Dictation to a Recording Device	SWD		SP	■ For student use only for pre-writing/draft composition. Final SP may not be transcribed from a recording device by school staff.
25	Dictation to a Scribe	SWD ELs	MC/TEI	SP	■ Dictation (in English only) to a scribe. ELs—allowed only on SP component. Must be recorded or proctored. Requires transcription.
26	Calculator/Arithmetic Tools				
27	VDOE Approved Special Accommodation Request	SWD	MC/TEI	SP	■ Prior approval from VDOE required. DDOT must submit the *Special Assessment Accommodation Request* form by the published deadline.
28	Calculator with Additional Capabilities				
29	English Dictionary	SWD ELs		SP	■ ELs refer to EL accommodation guidelines. Permitted only on the short-paper component. ■ SWD refer to SWD accommodation guidelines.
30	Read Back Student Response	SWD		SP	■ The student's short paper is read back to the student by the Examiner or from a workstation equipped with text-to-speech capabilities. Must be audio or video recorded or proctored. May require transcription.
31	Flexible Schedule	SWD ELs	MC/TEI	SP	■ Time of day, order of tests, and scheduled breaks.
32	Setting	SWD	MC/TEI	SP	■ Location, adaptive or special furniture, special lighting.

Appendix C

Guidance and Forms

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NOTE: All the forms may be photocopied.

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 Report (ATR) 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. A device or application that saves the recording to the cloud must not be used.

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. Recorded test sessions may not be saved to the cloud.

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 Report (ATR) 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 VAAP 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 2018 ❏ Spring 2019 ❏ Summer 2019

Test Type (check all that apply): ❏ SOL ❏ VMAST ❏ VAAP

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:**

APPENDIX C *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors*

STANDARDS OF LEARNING ASSESSMENTS

STANDARDS OF LEARNING ASSESSMENTS
2018–2019 *Writing* Test Administration

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

Test component (check one): ❑ **Multiple-Choice/TEI** ❑ **Short Paper** **Date:** _____

Directions: Use this transmittal form to track and verify the distribution of Student/Proctor Testing Tickets issued to Examiners and the session for which the Examiner is responsible. At the completion of the test session, the Examiner must read and sign the Examiner's Affidavit. Proctors who were present for some or all of the test session must provide their name, session name, and sign the Proctor's Affidavit.

Examiner/ Proctor Name (type or print)	**Test Session Name or Identification** to which the Examiner or Proctor is assigned	**# of Testing Tickets** issued to the Examiner of the session listed	**Examiner's Initials** verifies receipt of the secure testing tickets for the session listed	**STC Initials** verifies return of the session's secure testing tickets	**Examiner's Affidavit** **My signature below affirms:** I administered the SOL assessment, associated with the test session listed on this form, according to the *School Division Personnel Test Security Agreement*.	**Proctor's Affidavit** **My signature below affirms:** I assisted with/observed the administration of the SOL assessment, associated with the test session listed on this form, and certify that the test was administered 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 specified in the student's Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, brailler, and some instances of multiple test sessions).
- have a documented medical condition, such as a seizure disorder where exposure to a computer 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 the office of the Division Director of Testing.

STANDARDS OF LEARNING ASSESSMENTS

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 muffs, ear plugs, ticking clocks, egg timers, fidget items, 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 — 2018–2019 *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**					
CSH	❏ *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: _____

This page may be photocopied.

LIST OF ADDITIONAL RESOURCES

NOTE: The following web addresses were correct at the time of printing. Web addresses may be subject to change and will be updated as needed in subsequent *Test Implementation Manuals*.

Adult Ed General Educational Development (GED) Test
www.doe.virginia.gov/instruction/adulted/ged/index.shtml

College Board Tests (SAT, PSAT, AP, CLEP)
www.collegeboard.com/testing/

Elementary and Secondary Education Act (ESEA)
www.doe.virginia.gov/federal_programs/esea/index.shtml

Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia
www.doe.virginia.gov/boe/accreditation/soa_guidance_provisions.pdf

Modified Standard Diploma Cut Score for Grade 8 *Mathematics* 2009 Standards
www.doe.virginia.gov/administrators/superintendents_memos/2012/152-12.shtml

Previous Modified Standard Diploma Cut Scores
www.doe.virginia.gov/testing/scoring/modified_cut_scores.pdf

National Assessment of Educational Progress (NAEP)
www.doe.virginia.gov/testing/naep_natl_assessment_ed_progress/index.shtml

Principals' Memos (click the link on the right navigation bar on this page)
www.doe.virginia.gov/administrators/index.shtml

School Report Card
www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml

Single Sign-on for Web Systems (SSWS)
https://p1pe.doe.virginia.gov/ssws/login.page.do

Standards of Learning Assessments: Guidelines for Administering the Read-Aloud Accommodation
www.doe.virginia.gov/testing/participation/guidelines_read_aloud.pdf

Standards of Learning: Released Tests
www.doe.virginia.gov/testing/sol/released_tests/index.shtml

Standards & SOL-Based Instructional Resources
www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

Standards of Learning Test Scoring and Performance Reports
http://www.doe.virginia.gov/testing/scoring/index.shtml

Standards of Learning: Assessment Resources (calendars, manuals, ancillary materials)
www.doe.virginia.gov/testing/test_administration/index.shtml

Substitute Tests for Verified Credit
www.doe.virginia.gov/testing/substitute_tests/index.shtml

Superintendent's Memos (click the link on the right navigation bar on this page)
www.doe.virginia.gov/administrators/index.shtml

User's Guide for the Testing Irregularities Web Application System (TIWAS)
www.doe.virginia.gov/testing/test_administration/testing_irregularities/user_guide.pdf

VDOE: For Families & Students (various links)
www.doe.virginia.gov/students_parents/index.shtml

VDOE Instructional Services
www.doe.virginia.gov/instruction/index.shtml

VDOE: News (Recent News Releases)
www.doe.virginia.gov/news/index.shtml

VDOE: Testing and Standards of Learning (main Web page)
www.doe.virginia.gov/testing/index.shtml

VDOE: Special Education
www.doe.virginia.gov/special_ed/index.shtml

VDOE: Standards of Quality
www.doe.virginia.gov/boe/quality/index.shtml

Virginia Alternate Assessment Program (VAAP)
www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

Virginia Board of Education
www.doe.virginia.gov/boe/index.shtml

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