



Summer 2016
Writing
Tests

Manual for the Division Director of
Testing and School Test Coordinators

End-of-Course

Summer 2016 SOL *Writing* Test Administration Schedule

<input type="checkbox"/>	Begins May 2, 2016	Division submits Student Data Upload file via PearsonAccess.
<input type="checkbox"/>	April 25, 2016	Special assessment accommodation request deadline.
<input type="checkbox"/>	June 6–August 5, 2016	Additional Order window for DDOTs to place orders, via PearsonAccess, for test materials and shipping materials.
<input type="checkbox"/>	July 11–29, 2016	<p>End-of-Course (EOC) <u>Writing Online</u> Testing Window.</p> <p>The multiple-choice and short-paper components will be administered in two separate online test sessions. Divisions may choose the order of the components and their testing dates. These students' test sessions must be created using the <i>Regular</i> context. All EOC <i>Writing</i> online make-up tests must be completed by July 29, 2016.</p>
<input type="checkbox"/>	July 11–29, 2016	<p>Term Graduate and Project Graduation EOC <u>Writing Online</u> Test Window</p> <p>Students <u>who are scheduled to graduate by August 31, 2017</u>, and Project Graduation students may attempt both the multiple-choice and the short-paper components of the 2010 SOL EOC <i>Writing</i> test twice during the July 11–29, 2016, window. Both opportunities must be completed by July 29, 2016. Refer to Section 2 for details.</p> <p>NOTE: Student scores for the 1st opportunity will not be available prior to students taking the 2nd opportunity.</p>
<input type="checkbox"/>	July 11–13, 2016	<p>EOC <u>Writing Paper</u> Testing Window</p> <ul style="list-style-type: none"> • July 11 or 12, 2016—Administer the <u>paper multiple-choice component</u> to retesters who require the 2002 Standards of Learning (SOL) <i>Writing</i> test and/or to those students who have a documented need for a 2010 SOL <i>Writing</i> paper test. • July 13, 2016—Administer the <u>paper short-paper component</u> (Main) prompt to retesters who require the 2002 SOL <i>Writing</i> test and/or to those students who have a documented need for a 2010 SOL <i>Writing</i> paper test. • Make-up testing must be completed by July 22, 2016.

<input type="checkbox"/>	July 11–22, 2016	<p>Term Graduate and Project Graduation EOC <u>Writing Paper</u> Test Window</p> <p>Students <u>who are scheduled to graduate by August 31, 2017</u>, and Project Graduation students who have a documented need for a paper/pencil test may attempt both the multiple-choice and the short-paper components of the (2002 or 2010 SOL) EOC <i>Writing</i> test twice during the July 11–22, 2016, window. Both opportunities must be completed by July 22, 2016. Refer to Section 2 for details.</p>
<input type="checkbox"/>	By July 22, 2016	Deadline to ship all paper answer documents to Pearson, Cedar Rapids, IA.
<input type="checkbox"/>	August 5, 2016	Ship secure non-scorable test materials to Pearson, Cedar Rapids, IA.
<input type="checkbox"/>	August 5, 2016	Return the <i>School Division Affidavit</i> to the Virginia Department of Education (Appendix A).
<input type="checkbox"/>	September 16, 2016	Deadline for Requests for Rescore.
<input type="checkbox"/>	November 4, 2016	DDOTs submit Summer 2016 ATP (Authorization to Proceed) request via PearsonAccess 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.
<input type="checkbox"/>	November 4, 2016	Deadline for downloading short-paper images.
<input type="checkbox"/>	December 2, 2016	<p>Deadline for ordering printed reports.</p> <p>For assistance ordering reports, refer to <i>How to Request Printed Reports in PearsonAccess</i>, available in PearsonAccess (click the Support link, then under Resources click Reports).</p>

The detailed Virginia Assessment Program Schedule for the 2015–2016 school year is available in PearsonAccess. After login, refer to the left margin under *Latest News* on the *Home* page, and click on the VAP 2015–2016 Schedule (pdf).

NEW FOR SUMMER 2016

Carefully review this *Test Implementation Manual* and the *Writing Examiner's Manual* prior to the administration of the Summer 2016 Standards of Learning (SOL) *Writing* assessments.

Updated Sections

- Several sections of the *Test Implementation Manual* have been updated to include policy updates and to provide clarification or additional information.

Updates to Appendices C and D

- Portions of Appendix C, the *Selection of Testing Accommodations for Students with Disabilities*, have been updated to provide clarification or additional information.
 - Guidelines for **Testing Condition Adjustments Available to all Students** have been placed in Appendix C.
 - **New Testing Accommodations for Students with Disabilities:** The following testing accommodations have been added.
 - **Specific Verbal Prompts**—the Examiner may use specific verbal prompts to keep the student focused on the test (accommodation code 20).
 - **Dry Erase Board**—the student may use a dry erase board as scratch paper (accommodation code 2).

NOTE: The paper answer documents do not list accommodation codes 2 and 20. If these accommodations are used, these test codes must be applied to the student's completed test record in PearsonAccess.
 - **Additional Markers, Highlighters, Colored Pens, and/or Pencils**—the student may be provided additional dry erase markers (if the dry erase board accommodation is used), highlighters, colored pens and/or pencils.
 - Guidelines for the following testing accommodation have been provided:
 - **Written Directions to Accompany Oral Directions**—the student may be provided a copy of the written directions from the *Examiner's Manual*.
 - The guidelines for the accommodation, **Augmentative Communication Device** (accommodation code 22), have been divided into two sections. One section provides information for using the accommodation during the *Writing* assessment, and the other section provides information for using the accommodation during *Non-Writing* assessments.
 - The guidelines for the accommodation, **Dictation to a Scribe** (accommodation code 25), have been divided into two sections. One section provides information for using the accommodation during the short-paper component of the *Writing* assessment in which the student dictates his/her response to the prompt to the scribe. The other section provides information for using the accommodation during the multiple-choice/TEI component of the *Writing* assessment and during *Non-Writing* assessments in which the student dictates what the scribe is to write on the student's scratch paper.

NEW FOR SUMMER 2016, continued

- **Selection of Testing Accommodations for Limited English Proficient (LEP) Students:** The guidelines for the bilingual and English dictionary accommodations have been updated.
- Appendix D, the **Table of Testing Accommodations**, has been updated and expanded into two tables:
 - The **Table of Testing Accommodations Which Require a Code**
 - The **Table of Testing Accommodations Which Do Not Require a Code**

Section 5.3.3 Troubleshooting—Updates

- Additional troubleshooting guidelines have been added which assist the Examiner with appropriate responses:
 - when a student has difficulty entering a specific symbol or character into a TEI answer box, and
 - when the Early Warning System error messages appear on a student's work station.

IMPORTANT REMINDERS FOR SUMMER 2016

Pearson Support Services

- The *PearsonAccess User's Guide for the Virginia Assessment Program* is located on the Support page within PearsonAccess and contains step-by-step instructions on how to use the PearsonAccess system. You may also refer to the *Training Workbook: Administering Virginia Standards of Learning Assessments using PearsonAccess* for training tutorials of the PearsonAccess 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 by email at VAP@support.pearson.com or call 866-650-9425.
- The PearsonAccess 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

- 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.

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 references to paper material management have been removed and placed within 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 Web site at:

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

IMPORTANT REMINDERS FOR SUMMER 2016, 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 Web site on the previous page.

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 Web site 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 Web site (web address above).

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 the following: special situations schools; homebound, residential, or hospital placement; night school or Governor's school.
- The accommodation specified in the student's Individualized Education Plan (IEP), 504 Plan, or Limited English Proficient (LEP) Student Assessment Participation Plan requires a paper test. Accommodations requiring a paper test include large-print test, braille test, and a flexible schedule that requires multiple testing sessions over two or more school days.
- The student has a documented medical condition, such as a seizure disorder, where exposure to a computer will aggravate the student's condition.

IMPORTANT REMINDERS FOR SUMMER 2016, continued

- 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* 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.

IMPORTANT REMINDERS FOR SUMMER 2016, continued

Paper Testing

■ Version 2.0 Writing Test Answer Documents

All students taking the *Writing* paper tests **must use Version 2.0** answer documents.

■ Pre-Identification Labels

Pre-ID labels will not be generated for student records indicating a paper test mode. Student demographic information on paper answer documents must be carefully hand-coded.

Previous EOC *English: Writing* SOL (2002)

- Assessments based on the 2002 SOL are available only to students who were taught the curriculum based on the 2002 SOL and who are retaking the SOL test for verified credit. These tests are available only in paper format. Generally, a student who passed an English class with an associated EOC *Writing* test prior to Spring 2013 should take the tests based on the 2002 SOL.

Term Graduates/Project Graduation Students

■ Term Graduates

Students scheduled to graduate by August 31, 2017, are considered to be Term Graduates for the Summer 2016 EOC *Writing* SOL test administration. Term Graduates who have not passed the EOC *Writing* test may have two opportunities to take the test during the Summer 2016 *Writing* Test Administration (refer to Section 2 for details about scheduling Term Graduates).

■ Project Graduation Students

Project Graduation students are students who:

- have passed the course but failed the EOC SOL test (in a previous administration);
- are retesting for the verified credit; and
- are currently participating in a Project Graduation initiative.

Project Graduation students have the same number of opportunities to test as Term Graduates. The tests taken under the Project Graduation guidelines must be identified in PearsonAccess with the Project Graduation and Retest flags. Refer to the Student Data Upload (SDU) File Requirements for coding directions. If you have questions regarding the Project Graduation initiative, contact your division's Project Graduation Coordinator.

IMPORTANT REMINDERS FOR SUMMER 2016, continued

■ Online Test for Term Graduates/Project Graduation Students

- Term Graduates and Project Graduation students who were taught the curriculum based on the 2010 SOL may have two online testing opportunities available during the Summer 2016 *Writing* test administration. Students who are scheduled to graduate by August 31, 2017, and Project Graduation students may attempt both the multiple-choice and the short-paper components of the 2010 SOL EOC *Writing* test **twice** during the July 11–29, 2016, window. Both opportunities must be completed by July 29, 2016. Refer to Section 2 for details.

NOTE: Student scores for the 1st opportunity will not be available prior to students taking the 2nd opportunity.

■ Paper Tests for Term Graduates/Project Graduation Students

- 2010 Writing SOL
Term Graduates and Project Graduation students who need to pass the EOC *Writing* test based on the 2010 SOL and who have a documented need for a paper test may take the two Term Graduate 2010 SOL paper test opportunities. Both opportunities must be completed by July 22, 2016.
- 2002 Writing SOL
Term Graduates and Project Graduation students who need to pass the EOC *Writing* test based on the 2002 SOL may take the two Term Graduate 2002 SOL paper test opportunities provided during the paper test window. Both opportunities must be completed by July 22, 2016.

Writing Test Preparation

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

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

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. These substitute tests do not include the VAAP or VSEP assessments.
- 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 Y on the Student Test Details Screen in PearsonAccess.

IMPORTANT REMINDERS FOR SUMMER 2016, continued

- Submit only one substitute *Writing* test record (Testing Status Code 10 completed) per year (which includes Summer 2016, Fall 2016, and Spring 2017) for a student regardless of how many times the student attempts a substitute *Writing* test during that time. Substitute test performance data will be collected by the Virginia Department of Education via the Single Sign-on for Web Services (SSWS) application in Summer 2017 for the Summer 2016, Fall 2016, and Spring 2017 test administrations. DDOTs will enter only the highest score earned by the student for the substitute writing test.
- 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 will have an icon printed on their Student Authorization Tickets:
 -  This icon indicates the student should receive an audio test.
 -  This icon indicates the student should receive a read-aloud test.
- These icons will also appear next to the student's individual form assignment on the Test Session Details screen in PearsonAccess.
- School Test Coordinators must ensure the Test Examiners receive the most current Student Authorization Tickets prior to testing. In order for a test ticket to show the icons correctly, new Student Authorization 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.

Testing Material Orders

- Division Directors of Testing (DDOTs) will be required to order all testing materials for the schools, except for *Test Implementation Manuals*, using the Additional Orders process within PearsonAccess. The DDOT will need to order
 - For Online *Writing* tests— *Writing Examiner's Manuals*.
 - For Paper *Writing* tests— *Writing Examiner's Manuals*, End-of-Course (EOC) answer documents, all test booklets and prompts; including regular/read-aloud, audio kits, large-print kits with or without audio, and braille kits with or without audio; secure scorable return kit (for returning answer documents), secure material return kit (for returning test booklets/prompts).

IMPORTANT REMINDERS FOR SUMMER 2016, continued

- For assistance with ordering, 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 Division Director of Testing (DDOT). The DDOT 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 continue to 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.

Requesting Authorization to Proceed (ATP)

- DDOTs will submit one ATP (Authorization to Proceed) request for *Writing 2015–2016* via PearsonAccess after the conclusion of the Summer 2016 *Writing* test administration (deadline November 4, 2016). The DDOT must ensure student test alerts 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 ATP has been approved, the DDOT may place the order for printed reports. The deadline for ordering printed reports is December 2, 2016.

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Table 1. DDOT Testing Checklist

Activities Before Test Administration		Mode
<input type="checkbox"/>	1. Receive PearsonAccess 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
<input type="checkbox"/>	2. Order testing materials, including <i>Writing Examiner’s Manuals</i> (if needed), and all paper testing materials.	Online Paper
<input type="checkbox"/>	3. Carefully read this <i>Test Implementation Manual</i> , as well as any directions from the Virginia Department of Education. Read the <i>Supplement to the Writing and Non-Writing Test Implementation Manuals</i> if your division will administer any paper tests.	Online Paper
<input type="checkbox"/>	4. Carefully read the <i>Writing Examiner’s Manuals</i> and the <i>Supplements to the Writing Examiner’s Manuals</i> to become familiar with the Examiner’s/Proctor’s testing information, guidance, procedures, and responsibilities. Review manuals’ updates with STCs.	Online Paper
<input type="checkbox"/>	5. Ensure the <i>School Division Personnel Test Security Agreement</i> 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 <i>School Division Personnel Test Security Agreement</i> .	Online Paper
<input type="checkbox"/>	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
<input type="checkbox"/>	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
<input type="checkbox"/>	8. Train all School Test Coordinators (STCs).	Online Paper
<input type="checkbox"/>	9. Ensure STCs understand how to create online test sessions and assign appropriate forms (such as audio and read-aloud).	Online
<input type="checkbox"/>	10. Ensure STCs understand how to “troubleshoot” the common online test issues. The DDOT must understand his/her role in the troubleshooting process.	Online
<input type="checkbox"/>	11. Assist STCs in identifying students who will be tested.	Online Paper
<input type="checkbox"/>	12. Register students for testing via a Student Data Upload File or by hand-entering their information in PearsonAccess.	Online Paper

Table 1. DDOT Testing Checklist, continued

Activities Before Test Administration		Mode
<input type="checkbox"/>	13. Ensure that STCs and Examiners understand which test accommodations are available for students with disabilities, LEP students, and students with temporary conditions.	Online Paper
<input type="checkbox"/>	14. Assign STCs access to “Get Authorizations – Seal Codes” (the ability to print student test tickets and Examiners’ test 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 Paper
<input type="checkbox"/>	15. Verify that designated personnel have the necessary number of copies of the <i>Writing Examiner’s Manual</i> for each test and session being administered. Ensure Examiners who will administer paper tests have the <i>Supplement to the Writing Examiner’s Manual</i> .	Online Paper
<input type="checkbox"/>	16. Verify that each STC or designated staff member has created Test Sessions correctly within PearsonAccess and have assigned the correct test and forms.	Online
<input type="checkbox"/>	17. Assist staff with providing test training/preparation activities for students and Test Examiners.	Online Paper
<input type="checkbox"/>	18. Verify Term Graduate and Project Graduation students who are eligible for two testing opportunities.	Online Paper
<input type="checkbox"/>	19. Report discrepancies indicated on any <i>Packing List/Transmittal Forms</i> supplied by STCs using the Shipment Confirmation screen in PearsonAccess under <i>Test Setup</i> and <i>Order Additional Materials and Tracking</i> .	Paper
<input type="checkbox"/>	20. Use locally developed tracking forms to verify secure testing materials that are received from Pearson, distributed to schools, and received from STCs.	Paper
<input type="checkbox"/>	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
<input type="checkbox"/>	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 have sessions proctor cached on the previous Friday.	Online

Table 1. DDOE Testing Checklist, continued

Activities During Test Administration		Mode
<input type="checkbox"/>	1. Be available during your schools' testing sessions to answer questions and resolve problems, or to contact VDOE for "troubleshooting" certain problems.	Online Paper
<input type="checkbox"/>	2. Assist STCs in identifying and resolving testing irregularities.	Online Paper
<input type="checkbox"/>	3. Ensure that STCs are prepared and have correct materials in sufficient supply to administer the appropriate multiple-choice forms and prompts.	Online Paper
<input type="checkbox"/>	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
<input type="checkbox"/>	5. If necessary, start and stop test sessions. NOTE: test sessions must only be started on the day of testing. Test sessions must be stopped at the end of each testing day.	Online

Activities After Test Administration		Mode
<input type="checkbox"/>	1. Remove the PearsonAccess "Get Authorizations – Seal Codes" role from all STCs.	Online
<input type="checkbox"/>	2. Purge all test forms from the Proctor Caching server.	Online
<input type="checkbox"/>	3. If applicable, finalize student demographics and test-specific information from the Summer 2016 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
<input type="checkbox"/>	4. Verify receipt of all test materials from all STCs.	Online Paper
<input type="checkbox"/>	5. Receive and verify all scorable answer documents.	Paper
<input type="checkbox"/>	6. Pack and ship all scorable answer documents to Pearson no later than the last day of the division's testing window.	Paper
<input type="checkbox"/>	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
<input type="checkbox"/>	8. The DDOE 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

Table 1. DDOT Testing Checklist, continued

Activities After Test Administration		Mode
<input type="checkbox"/>	9. Verify receipt of all required SOL forms/documentation from all STCs.	Online Paper
<input type="checkbox"/>	10. Return a signed <i>School Division Affidavit</i> (Appendix A) to the Virginia Department of Education by the date specified in the <i>Writing Test Administration Schedule</i> at the front of this manual.	Online Paper
<input type="checkbox"/>	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
<input type="checkbox"/>	12. Ensure the scores of out-of-division students have been moved to their home division schools.	Online Paper
<input type="checkbox"/>	13. Prior to requesting Authorization to Proceed (ATP), ensure data have been thoroughly reviewed and are correct, all alerts have been resolved, and short-paper images have been saved and archived locally.	Online Paper

Table 2. STC Testing Checklist

Activities Before Test Administration		Mode
<input type="checkbox"/>	1. Carefully read this <i>Test Implementation Manual</i> as well as any local directions you have been given. Resolve any questions you might have with your DDOT. Read the <i>Supplement to the Writing and Non-Writing Test Implementation Manuals</i> if your division will administer any paper tests.	Online Paper
<input type="checkbox"/>	2. Carefully read the <i>Writing Examiner's Manual</i> and the <i>Supplement to the Writing Examiner's Manual</i> to become familiar with the Examiner's/Proctor's testing information, guidance, procedures, and responsibilities.	Online Paper
<input type="checkbox"/>	3. Train Examiners/Proctors. Review <i>Examiner's Manual</i> updates with Examiners/Proctors.	Online Paper
<input type="checkbox"/>	4. Assist teachers and Examiners in identifying students who will be tested.	Online Paper
<input type="checkbox"/>	5. Inform Examiners if they are to read the short-paper prompt to all students or just those who request it.	Online Paper
<input type="checkbox"/>	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
<input type="checkbox"/>	7. Schedule all test sessions in your school. Remember to schedule sessions for Term Graduate and Project Graduation students and students who are retaking the EOC <i>Writing</i> test to earn verified credits.	Online Paper
<input type="checkbox"/>	8. Select Examiners, determine the size of each testing group, and determine whether use of Proctors will be necessary.	Online Paper
<input type="checkbox"/>	9. Collect a signed <i>School Division Personnel Test Security Agreement</i> 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
<input type="checkbox"/>	10. Receive non-secure materials and verify quantities with the DDOT.	Online Paper
<input type="checkbox"/>	11. Review completion of answer document fields.	Paper
<input type="checkbox"/>	12. Ensure that teachers and Examiners understand which test accommodations are available for students with disabilities, LEP students, and students with documented temporary conditions.	Online Paper
<input type="checkbox"/>	13. Receive secure materials from your DDOT. Report discrepancies to the DDOT.	Paper
<input type="checkbox"/>	14. Create test sessions in PearsonAccess for online students.	Online

Table 2. STC Testing Checklist, continued

Activities Before Test Administration		Mode
<input type="checkbox"/>	15. Be prepared to print the Proctor Authorization and Student Authorization 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
<input type="checkbox"/>	16. Assist, as necessary, teachers/Examiners and students to access the SOL test training resources.	Online Paper

Activities During Test Administration		Mode
<input type="checkbox"/>	1. Start online test sessions on the day of testing.	Online
<input type="checkbox"/>	2. Before each testing session, ensure that all Examiners have appropriate materials for testing. Refer to the <i>Writing Examiner's Manual</i> for this information. Ensure Examiners who will administer paper tests have the <i>Supplement to the Writing Examiner's Manual</i> .	Online Paper
<input type="checkbox"/>	3. On each day of testing, check out secure test materials to Examiners.	Online Paper
<input type="checkbox"/>	4. Monitor all testing sessions. Be available to contact the DDOT for certain "troubleshooting" situations.	Online Paper
<input type="checkbox"/>	5. Assist Examiners in identifying and resolving testing irregularities.	Online Paper
<input type="checkbox"/>	6. Collect all secure and non-secure testing materials at the end of each testing session.	Online Paper
<input type="checkbox"/>	7. Verify students who are eligible for make-up tests.	Online Paper
<input type="checkbox"/>	8. Move <i>exited</i> and <i>not started</i> students out of active test sessions and into make-up or irregularity sessions by the end of the day's testing.	Online
<input type="checkbox"/>	9. Stop online test sessions at the end of each testing day.	Online

Table 2. STC Testing Checklist, continued

Activities After Test Administration		Mode
<input type="checkbox"/>	1. Ensure that make-up, Term Graduate, and Project Graduation test sessions are properly administered.	Online Paper
<input type="checkbox"/>	2. Account for all students who did not test.	Online Paper
<input type="checkbox"/>	3. Verify scorable materials received from Examiners.	Paper
<input type="checkbox"/>	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
<input type="checkbox"/>	5. Ensure that Field H, <i>Testing Status</i> , Field I, <i>Special Test Accommodations</i> , Field J, <i>2nd Attempt</i> (EOC Term Graduates only), and Field K, <i>2010 Standards</i> , are completed accurately on the students' answer documents, as appropriate. NOTE: <i>Testing Status</i> and <i>Special Test Accommodations</i> should be coded in PearsonAccess instead of the answer document.	Paper
<input type="checkbox"/>	6. Ensure all accommodations provided to students have been coded and are appearing in PearsonAccess.	Online Paper
<input type="checkbox"/>	7. Assemble and deliver all scorable test materials to your DDOT, bundled with completed <i>Header Sheets</i> and secured with paper bands.	Paper
<input type="checkbox"/>	8. Assemble and deliver all secure non-scorable test materials to your DDOT.	Online Paper
<input type="checkbox"/>	9. Dispose of all other test materials according to local directions.	Online Paper
<input type="checkbox"/>	10. Prepare and transmit local forms, affidavits, and test security agreements as directed by your DDOT.	Online Paper
<input type="checkbox"/>	11. Return the signed <i>School Affidavit</i> (Appendix A) to the DDOT.	Online Paper

Table 3. Required Technology

It is assumed that prior to reviewing the Technology checklist that network and equipment being used for online SOL testing meets the minimum requirements as outlined in *TestNav 7 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia* and that the performance of the network has been tested for online testing. Performance testing may have included multiple concurrent administrations of the PearsonAccess Training test and/or performing the TestNav 7 system check.

Technology staff responsible for online testing must have also reviewed the information contained in the following documents available on the Support page in PearsonAccess at www.pearsonaccess.com/va.

- *TestNav 7 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia*
- *TestNav 7 Early Warning System User Guide*
- *PearsonAccess Hardware and Software Guidelines for Virginia*
- *TestNav 7 Proctor Caching User Guide*
- *TestNav 7 Proctor Caching Verification Quick Start*
- *TestNav 7 System Check User Guide*

Technology	
<input type="checkbox"/>	Verify that the performance of your Internet connection across all schools conducting online testing is consistent with expected levels of performance. One tool that may be used is the <i>TestNav 7 System Check User Guide</i> .
<input type="checkbox"/>	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.
<input type="checkbox"/>	Verify, as needed, that no high bandwidth network activity other than online SOL testing will be occurring during the online testing window.
<input type="checkbox"/>	Verify that the computers you use to access the various administrative services and functions within PearsonAccess have the recommended hardware and software. For specific information, refer to <i>PearsonAccess Hardware and Software Guidelines for Virginia</i> .
<input type="checkbox"/>	Verify that the computers and networks used for delivering online tests meet the recommended workstation and network requirements for delivering online tests to students. For specific information, refer to <i>TestNav 7 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia</i> .
<input type="checkbox"/>	Online testing will be conducted with TestNav 7, Pearson’s online test delivery system. This version of TestNav is not application-based and does NOT need to be installed; instead, students will access it through their browser with a URL supplied on their Student Authorization Tickets. The DDOT, STCs, Examiners, and students should become familiar with the many features of TestNav 7 before actual online testing begins.
<input type="checkbox"/>	If a proxy server is in use, verify that <u>all</u> TestNav installations include necessary edits to the “proxy settings properties” file. (Refer to the <i>TestNav 7 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia</i> .)

Table 3. Required Technology, continued

Technology	
<input type="checkbox"/>	<p>Verify connectivity among the following: computers to be used for training, any intermediate network devices (i.e., proxy servers, caching servers, Internet content filters, firewalls, etc.) and the PearsonAccess Web sites (protocols: http and https, ports: 80 and 443).</p> <p>In the PearsonAccess Training Center, create a sample student and test session. Generate a test ticket for that student (via the “Authorizations” function on the Session Details screen). Then launch TestNav and log into a Training Test. (The test ticket includes the URL, username, password, and test code needed to log into a Training Test and is valid for only one login.) To verify connectivity, you must be able to log into TestNav and view training test items.</p>
<input type="checkbox"/>	<p>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 workstations being used for online testing. If in doubt about an application’s effect on TestNav, test that application prior to online SOL testing using a Training Test.</p>
<input type="checkbox"/>	<p>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 testing.</p>
<input type="checkbox"/>	<p>If using laptops 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 laptops to drop their network connections prior to shutting down the computer.)</p>

1. USE OF THIS MANUAL FOR THE SUMMER 2016 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 Summer 2016 Standards of Learning (SOL) *Writing* tests.

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 Manuals*, the *Student Data Upload File Requirements*, and the *PearsonAccess User’s Guide for the Virginia Assessment Program*, which are available at:

www.pearsonaccess.com/va

The *Writing Examiner’s Manual* includes specific directions for administering the online version of the SOL *Writing* test and is valid for only one login. 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 to 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 Summer 2016 *Writing* test administration.

Standards of Learning Tests	Testing Modes Available	
	Online	Paper
EOC <i>Writing</i> (2010 SOL)	Yes	Yes*
EOC <i>English: Writing</i> (2002 SOL) The EOC <i>English: Writing</i> test based on the 2002 SOL is available only to students who were taught the curriculum based on the 2002 SOL, passed the class, and are retaking the SOL test for verified credit. Generally, a student who passed an English class with an associated SOL <i>Writing</i> test <u>prior to Spring 2013</u> should take the test based on the 2002 SOL.	No	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. SUMMER 2016 SOL WRITING TEST SCHEDULE

The assessment for EOC *Writing* consists 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. Students must also complete both components using the same SOL (2010 or 2002). Each component is to be administered on a separate day, and each component must be completed in one school day.

Online Test Window: The online test window is July 11 to July 29, 2016. The multiple-choice/technology enhanced item (TEI) and short-paper components will be administered in two separate online test sessions. Divisions may choose the order of the components and their testing dates. These students' test sessions must be created using the *Regular* context and include selection of the appropriate Main, Audio, or Read Aloud (multiple-choice/TEI component only) forms. All EOC *Writing* online make-up tests must be completed by July 29. **NOTE:** Only 2010 SOL *Writing* tests are available in the online format.

Online Term Graduate/Project Graduation Testing: Term Graduates, scheduled to graduate by August 31, 2017, and Project Graduation students who were taught the curriculum based on the 2010 SOL may attempt both the multiple-choice and the short-paper components of the EOC *Writing* test **twice**. Term Graduates and Project Graduation students should be administered the *Term Graduate* context *1st Attempt* multiple-choice/TEI and short-paper components first. After the 1st attempt components have been completed, administer the *Term Graduate* context *2nd Attempt* multiple-choice/TEI and short-paper components. Both opportunities must be completed by July 29, 2016.

Paper Test Window: The paper test window is July 11–13, 2016. The multiple-choice component should be administered July 11 or 12, and the short-paper component administered July 13. Refer to Section 5.5 for details regarding make-up testing. Refer to Table 4 for test form assignments and testing date information for non-Term Graduates. **NOTE:** The 2002 SOL *Writing* test is only available in paper format, and 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 Graduates/Project Graduation Students)

Paper Test Window July 11–13, 2016	Multiple-Choice (MC) Test Booklet Form Numbers	Short-Paper (SP) Prompt Numbers and Colors
EOC <i>Writing</i> (2010 SOL) Available only for students with a documented need for a paper test.	Regular/Read-Aloud/Audio— W5066 Large Print— W7564 Braille— W8064	Main Prompt—2107 Light Peach Alternate Prompt—2126 Salmon
EOC <i>English: Writing</i> (2002 SOL) Available only to students who were taught the curriculum based on the 2002 SOL, passed the course, and need to retake the SOL test for verified credit.	Regular/Read-Aloud/Audio— W5030 Large Print— W7530 Braille— W8030	Main Prompt—1650 Goldenrod Alternate Prompt—1651 Tan

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

Paper Test Window July 11–13, 2016	Multiple-Choice (MC) Test Booklet Form Numbers	Short-Paper (SP) Prompt Numbers and Colors
<p>Test Window Administration Information</p> <p>Ship answer documents to Pearson by July 22, 2016.</p>	<p>Administer the MC component on either July 11 or 12 using the appropriate form listed on the previous page. If the student is absent, administer this same MC form anytime between July 14 and July 22, 2016. Do not use the alternate MC form unless directed to do so by the Virginia Department of Education as a response to an Irregularity.</p>	<p>Administer the SP component <u>on July 13 using the Main Prompt</u>. If the student is absent, administer the Alternate Prompt anytime between July 14 and July 22, 2016.</p>

Paper Term Graduate/Project Graduation Testing:

- Term Graduates scheduled to graduate by August 31, 2017, and Project Graduation students who need to pass the EOC *Writing* test based on the 2010 SOL and who have a documented need for a paper test, may take the two Term Graduate 2010 SOL paper test opportunities offered in the Summer 2016 *Writing* test administration.
- Term Graduates expected to graduate by August 31, 2017, and Project Graduation students who have not passed the EOC *English: Writing* test (2002) may have two opportunities to take the paper test during the Summer 2016 *Writing* test administration.
- Eligible Term Graduates/Project Graduation students 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 5.6). 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/Project Graduation students answer documents to Pearson by July 22, 2016.

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

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

Term Graduate/Project Graduation Paper Test Window July 11–22, 2016	SOL Test	Multiple-Choice (MC) Test Booklet Form Numbers	Short-Paper (SP) Prompt Numbers and Colors
<p>EOC Writing (2010 SOL)</p> <p>Available only for Term Graduate/Project Graduation students who were taught the curriculum based on the 2010 SOL and have a documented need for a paper/pencil test.</p>	<p>1st Opportunity</p>	<p>Regular/Read-Aloud/Audio—W5066</p> <p>Large Print—W7564</p> <p>Braille—W8064</p> <p>Administer the 1st opportunity MC component on either July 11 or 12 using the appropriate form listed above. If the student is absent, administer this same multiple-choice form anytime between July 14 and July 22, 2016.</p>	<p align="center">2107 Light Peach</p> <p>Administer the 1st opportunity prompt <u>on July 13</u>. If the student is absent, you may administer this same prompt anytime between July 14 and July 22, 2016.</p>
	<p>2nd Opportunity</p>	<p>Regular/Read-Aloud/Audio—W5065</p> <p>Large Print—W7565</p> <p>Braille—W8065</p> <p>Administer the 2nd opportunity multiple-choice form anytime between July 14 and July 22, 2016.</p>	<p align="center">2126 Salmon</p> <p>Administer the 2nd opportunity prompt anytime between July 14 and July 22, 2016.</p>
<p>EOC English: Writing (2002 SOL)</p> <p>Available only to Term Graduate/Project Graduation students who were taught the curriculum based on the 2002 SOL, passed the course, and need to retake the SOL test for verified credit.</p>	<p>1st Opportunity</p>	<p>Regular/Read-Aloud/Audio—W5030</p> <p>Large Print—W7530</p> <p>Braille—W8030</p> <p>Administer the 1st opportunity MC component on either July 11 or 12 using the appropriate form listed above. If the student is absent, administer this same multiple-choice form anytime between July 14 and July 22, 2016.</p>	<p align="center">1650 Goldenrod</p> <p>Administer the 1st opportunity prompt <u>on July 13</u>. If the student is absent, you may administer this same prompt anytime between July 14 and July 22, 2016.</p>

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

Term Graduate/Project Graduation Paper Test Window July 11–22, 2016	SOL Test	Multiple-Choice (MC) Test Booklet Form Numbers	Short-Paper (SP) Prompt Numbers and Colors
<p>EOC English: <i>Writing</i> (2002 SOL)</p> <p>Available only to Term Graduate/Project Graduation students who were taught the curriculum based on the 2002 SOL, passed the course, and need to retake the SOL test for verified credit.</p>	<p>2nd Opportunity</p>	<p>Audio—W5031</p> <p>Large Print—W7531</p> <p>Braille—W8031</p> <p>Administer the 2nd opportunity multiple-choice form anytime between July 14 and July 22, 2016.</p>	<p align="center">1651 Tan</p> <p>Administer the 2nd opportunity prompt anytime between July 14 and July 22, 2016.</p>
<p>Both test attempts of the paper EOC <i>Writing</i> test (2002 or 2010 SOL) must be completed by July 22, 2016. Ship answer documents to Pearson by July 22, 2016.</p>			

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 technical documents available on the Support Page in PearsonAccess and disseminating this information as needed. Such documents include, but are not limited to, the *TestNav 7 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia* and the *PearsonAccess*

Hardware and Software Guidelines for Virginia. 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 2015–2016 *Writing Examiner’s Manual*, the *PearsonAccess User’s Guide for the Virginia Assessment Program*, the *TestNav 7 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia*, and the *Student Data Upload File Requirements* so that you are familiar with the responsibilities of all testing personnel.

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
<ul style="list-style-type: none"> Identifying responsibilities of STCs and Examiners/Proctors for the administration of the SOL <i>Writing</i> tests
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.)
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Reviewing security requirements, including use of the <i>School Division Personnel Test Security Agreement</i>; reviewing local policies to ensure students do not have access to cell phones or other electronic devices during testing
<ul style="list-style-type: none"> Preparing students for online testing with Practice Items and Guides, Practice Tool, Training Center Tests, and Released Tests
<ul style="list-style-type: none"> Reviewing guidelines for participation of LEP students and students with disabilities
<ul style="list-style-type: none"> Arranging for testing site and alternate test locations; establishing an appropriate test setting
<ul style="list-style-type: none"> Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests
<ul style="list-style-type: none"> Creating test sessions, assigning forms, knowing how to distinguish audio forms; adding and moving students; removing students from test sessions
<ul style="list-style-type: none"> Ensuring audio forms are successfully assigned and read-aloud sessions are correctly created
<ul style="list-style-type: none"> Accessing and printing Student Authorization Tickets (test tickets) and Examiner Authorization Tickets (for read-aloud accommodations) no earlier than 96 hours (4 school days) prior to the test session start date and storing the Authorization Tickets in a secure location until needed

TRAINING TOPICS FOR SCHOOL TEST COORDINATORS

- Proctor caching test forms **no earlier than 24 hours** prior to the start date of the division’s test window; test windows that open on a Monday may have sessions proctor cached on the previous Friday
- Starting test sessions only on the day of testing and stopping test sessions at the end of the day
- 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
- Resolving 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 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
<ul style="list-style-type: none"> • Receiving and verifying non-secure and secure testing material
<ul style="list-style-type: none"> • Hand-coding demographic information on answer documents
<ul style="list-style-type: none"> • Ensuring correct test booklets and prompts are issued to students, paying special attention to Term Graduates' form assignments (2002 SOL versus 2010 SOL forms)
<ul style="list-style-type: none"> • Completing the students' answer documents as applicable for Field H, <i>Testing Status</i>, and Field I, <i>Special Test Accommodations</i>, Field J, <i>2nd Attempt</i> (EOC Term Graduates /Project Graduation students only), and Field K (<i>2010 Standards</i>); ensuring Field F (<i>MC Form</i>) and Field G (<i>Prompt Number</i>) match the student's testing materials and are correctly gridded
<ul style="list-style-type: none"> • Using the <i>Supplement to the Writing Examiner's Manual</i> to administer paper tests
<ul style="list-style-type: none"> • After testing, preparing the <i>Header Sheets</i> and paper bands
<ul style="list-style-type: none"> • After testing, verifying, organizing, packing, and returning scorable and non-scorable materials
<ul style="list-style-type: none"> • Accounting for and returning all test materials to the DDOT in accordance with deadlines
<p>Refer to the <i>Supplement to the Writing and Non-Writing Test Implementation Manuals</i> for details regarding these topics.</p>

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
<ul style="list-style-type: none"> • Identifying responsibilities of Examiners and Proctors
<ul style="list-style-type: none"> • Thoroughly reviewing the security requirements of the <i>School Division Personnel Test Security Agreement</i> 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Preparing students for testing using Practice items, Training Center Tests, Released Tests (if applicable), etc.
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Reviewing the testing schedule
<ul style="list-style-type: none"> • Preparing the test site
<ul style="list-style-type: none"> • Using classroom Proctors and/or Interpreters (if necessary)
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Becoming familiar with the various functions of online testing, navigating in TestNav, and the purpose of the various screens by practicing with the TestNav7 application using Practice Items and Guides and the Training Center Practice Tests
<ul style="list-style-type: none"> • Administering SOL testing under standardized conditions using the <i>Writing Examiner's Manual</i> (for paper tests, Examiners/Proctors must use the <i>Supplement to the Writing Examiner's Manual</i>)
<ul style="list-style-type: none"> • Ensuring students receive the correct Student Authorization Ticket
<ul style="list-style-type: none"> • Ensuring eligible students receive authorized testing accommodations
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Reviewing procedures if the Early Warning System appears on a student's test
<ul style="list-style-type: none"> • Reviewing the process of permitting student-requested breaks
<ul style="list-style-type: none"> • Identifying and reporting testing irregularities
<ul style="list-style-type: none"> • Handling emergencies
<ul style="list-style-type: none"> • Notifying STC of student-reported errors on test items
<ul style="list-style-type: none"> • Reviewing the troubleshooting process
<ul style="list-style-type: none"> • During testing, moving students and testing materials to an alternate location
<ul style="list-style-type: none"> • Reviewing the process of notifying the STC of students not tested or requiring make-up sessions
<ul style="list-style-type: none"> • Reviewing the process of returning testing materials

TRAINING TOPICS FOR EXAMINERS/PROCTORS SPECIFICALLY REGARDING PAPER TESTS
<ul style="list-style-type: none"> • Hand-coding demographic information on answer documents
<ul style="list-style-type: none"> • Completing the <i>Assembly ID Sheets</i> to verify and document the number of test booklets/prompts contained in packages before distributing to students
<ul style="list-style-type: none"> • Using the <i>Supplement to the Writing Examiner's Manual</i> to administer paper tests
<ul style="list-style-type: none"> • After testing, ensuring Field F (<i>MC Form</i>), Field G (<i>Prompt Number</i>), and Field K (<i>2010 Standards</i>), if applicable, match the student's testing materials and are correctly filled in
<ul style="list-style-type: none"> • Organizing scorable and non-scorable test materials for return to the STC
<ul style="list-style-type: none"> • Returning all test materials to the STC
<p style="text-align: center;">Refer to the <i>Supplement to the Writing Examiner's Manual</i> for details regarding these topics.</p>



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 Web site at:

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

4.3 Online User Roles

DDOT

- ☑ The STC and Examiner user roles available in PearsonAccess consist of specific permissions that allow the user to have a limited range of access while in PearsonAccess. The various user roles are outlined in the *User Roles and Permissions* document on the Support page within PearsonAccess. The DDOT assigns the user role to STCs and may create the Examiners’ user roles in PearsonAccess or designate the STC to do so. Other user roles may be assigned by the DDOT 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

The resources listed in the chart below are available for students, teachers, Examiners, STCs, and DDOTs to practice various functions of testing and to experience sample test items that are representative of the content and skills assessed on SOL tests.

Resources for Test Preparation

Resource	Location	Purpose
<ul style="list-style-type: none"> • Writing Practice Items and Guides • Writing Practice Tools and Guides • List of Available <i>Writing</i> Prompts for Each Test 	www.doe.virginia.gov/testing/sol/standards_docs/english/2010/online_writing/index.shtml	Provides the opportunity for students to practice: <ul style="list-style-type: none"> • multiple-choice (MC) and technology-enhanced items (TEI) that reflect the 2010 <i>Writing</i> SOL (the practice items are also available in audio format); • composing and typing short-papers online and using the online short-paper tools; and • practicing writing to the prompts.
EOC <i>Writing</i> 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.
EOC English: <i>Writing</i> (2002) Released Tests	www.doe.virginia.gov/testing/sol/released_tests/archive.shtml	Released tests representing the 2002 <i>Writing</i> SOL
Large-Print and Braille Released Tests	The DDOT may place an Additional Order for large-print and braille released tests in PearsonAccess. For assistance, contact Pearson at: 866-650-9425 or VAP@support.pearson.com	Released large-print and braille tests representing the 2010 and 2002 <i>Writing</i> SOL are available.

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 provided to students.

Cell phones and other electronic devices: While in the testing room, students may not have access to cell phones or other electronic devices 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). 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 4.16 of this manual. Students may not access any other unauthorized materials during testing. Such materials include, but are not limited to: books, 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, etc.

4.4.3 Pre-testing discussion regarding cheating

Prior to testing, school staff should discuss with students the consequences of cheating on the test. 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 Summer 2016 SOL *Writing* test administration is designed to accommodate the following groups of students:

1. Students who will complete EOC English 11 SOL in a credit-bearing class during the summer semester and who are currently enrolled for Fall 2016 in a Virginia public school are required to take the EOC *Writing* SOL test if they have not previously passed it. The test scores are to be reported to the student’s “home” school. **NOTE:** Students attending summer school in your division who are not enrolled in a Virginia public school for Fall 2016 (such as private school or home-schooled students) do **not** take the EOC *Writing* SOL test. There is no need to submit a blank answer document with a testing status code for these students.
 2. 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. These students do not need to be enrolled in a summer EOC *Writing* class to take the test. Their participation in the test administration is optional.
 3. Students eligible to graduate by August 31, 2017, are considered to be Term Graduates for the Summer 2016 Writing administration. If these students have not passed the EOC *Writing* test, they may have two opportunities in the Summer administration to earn the required verified credit.
 4. Students identified as current Project Graduation participants who have previously passed the course associated with the EOC *Writing* test but failed the test and need it for verified credit. They may have two opportunities in the Summer administration to earn the required verified credit.
 5. Students who have already left school and are returning to take the SOL EOC *Writing* test to earn verified credit.
 6. Students who have transferred into a Virginia Public School Division over the summer and who want to take the EOC *Writing* SOL test to attempt to earn a verified credit for the qualifying *English* transfer course must be enrolled in a Virginia public school for Fall 2016 at the time of testing. The scores for these students are to be reported to the school in which they are enrolled for Fall 2016.
- ☑ Determination as to how students with disabilities and LEP students 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*
- *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program*

These documents are located on the Virginia Department of Education Web site 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.
- Students with disabilities with an accommodation specified in the Individualized Education Plan (IEP), 504 Plan, or Limited English Proficient (LEP) students with an accommodation specified in the LEP Student Assessment Participation Plan that necessitates a paper format, such as large-print test, braille test, or flexible schedule (multiple testing sessions requiring more than one school day).
- Students with a documented medical condition, such as a seizure disorder where exposure to a computer 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, or a flexible test schedule that requires 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 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 above.

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. Students who may need paper SOL assessments for reasons other than those listed must obtain prior approval from the Virginia Department of Education.

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

All students enrolled in summer school, including those students from outside your division, should be registered for testing as directed by the DDOT either via a Student Data Upload File or by hand-entering data within PearsonAccess.

Student records that are marked "Term Graduate" and are "Paper" format in PearsonAccess will result in the automatic duplication in PearsonAccess 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 Summer 2016 *Writing* Student Data Upload File.

- DDOT** For further instructions and details on how to submit a Student Data Upload File, refer to the Student Data Upload File Requirements document located online within PearsonAccess at

www.pearsonaccess.com/va

- 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, 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 that is capable of providing an unfair advantage.

- ☑ Remove from the testing site or cover all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage. These materials include, but are not limited to: 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), additional highlighters, non-school issued scratch paper, class notes, course content review materials, test taking strategy reminders, etc.
- ☑ For online testing, physical barriers on both sides of the workstations 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. 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, test booklets, answer documents, all scratch paper, used formula sheets, 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 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 Flexible Schedule accommodation in Appendix C 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/computers

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 the test 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.

- ☑ 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 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 Examiner Authorization 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, copies of secure test booklets (including braille and large-print test booklets/prompts, Examiner copies, and audios), Student and Proctor Authorization Tickets, student paper, audio, or electronic responses used for transcriptions, audio/electronic copies of testing sessions (e.g., read-aloud), students' used 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

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 of test security procedures and § 22.1–292.1 Violation of test security procedures: revocation of license). 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 (www.pearsonaccess.com/va) to enter the Virginia SOL Web-Based Assessments Web site, 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. 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 xix–xxii). 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 Student and Examiner Authorization Tickets, starting test sessions on the day of testing, stopping test sessions at the end of each day, and maintaining the integrity of the computers used during testing.

4.14.2 Student Authorization Tickets

- STC** Any time Student and Examiner Authorization Tickets (test 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 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 *Test Ticket Transmittal Form and Affidavit for Examiners/Proctors* (located in Appendix B) may be used for this purpose.

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 LEP Student Assessment Participation Plans. These are described in detail in Appendices C and D of this manual and Appendices B and C of the *Writing Examiner's Manual*. For information regarding students with disabilities and LEP students' participation in state assessments, refer to: *Students with Disabilities: Guidelines for Assessment Participation*, *Students with Disabilities: Guidelines for Special Test Accommodations*, and *Limited English Proficient Students: Guidelines for Participation in the Virginia State Assessment Program*, which are available on the Virginia Department of Education's Web site located at:

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

All accommodations provided to students must be documented in PearsonAccess. Refer to Appendix D for the *Table of Testing Accommodations Available for the SOL Writing Tests*, which includes accommodations and their corresponding codes.

School divisions may request an accommodation not listed in the *Special Testing Accommodations*, Appendix C, 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 Web site at:

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

- **Response Accommodations:** To meet any response accommodations specified in the student's IEP, 504 Plan, or LEP Student Assessment Participation Plan, directions read aloud to students may be modified. For example, the directions on how to select answers online or mark the answer document may be modified for students who have the accommodation of "student responds verbally, points, indicates a response, marks answers in test booklet" (accommodation code 18).

- **For Paper Tests:** The testing directions may be modified for students who do not enter their answers onto the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, by circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or LEP Student Assessment Participation Plans. The Examiner then enters the student's choices onto the answer document.

The Examiner may omit the test directions pertaining to the student completing the information in Fields A, F, and G (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 C 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 use the mouse or the keyboard to enter their answers into TestNav. Such students indicate their answers in a different way (verbally, by pointing) according to the testing accommodations specified in their IEPs, 504 Plans, or LEP Student Assessment Participation Plans. 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 flag on the screen if you want a question flagged 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 C 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 training 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. All the students assigned to a read-aloud session will receive the same test form. Examiners who will be reading the MC/TEI portion of the test aloud to the students in the read-aloud session will be given access to an online test to be viewed on the Examiner’s workstation only, through the use of a Proctor Test Ticket. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a computer monitor that is not part of a student’s workstation.
- **Read-Aloud on the Online Short-Paper Component:** A read-aloud test session CANNOT be created for the short-paper portion of the test. The session must be created as a “regular” test session. Several prompts will be assigned to each test session; therefore, Examiners who are providing the read-aloud accommodation will read the *Checklist for Writers* to the group and will read each student’s prompt individually at the student’s workstation. 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 Test 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.
 - The font size of the test item stem and answer choices is typically 20 point. Smaller text appearing in other parts of a test item, such as the text in graphics, maps, and tables, is enlarged proportionally but will not be as large as the 20 point font size appearing in the item stem and answer options. If a student has difficulty reading text smaller than 20 point in large-print forms, the student may use a magnification device that has been used routinely in instruction.
 - The print size for items containing subscripts and superscripts will appear larger than other test items on the same page. This difference is to ensure that the subscripts and superscripts associated with these items meet the appropriate font size for large-print tests and are accessible to students with visual impairments. To maintain the

appropriate proportion of the size of the subscript or superscript, the size of the test item will be larger than the 18–20 point type typically seen in a large-print item. Items of this nature primarily occur in the *Mathematics* test for large-print, but may occur in *Science*, *History/Social Science*, *Reading*, and *Writing* tests. As a result, students may encounter test items with varying font sizes throughout the test.

- **Temporary Conditions:** Special test accommodations may be provided to students with a documented temporary condition, such as a broken arm or injured hand, who do not have an IEP or 504 Plan. Documentation of the temporary condition and necessary accommodations must be maintained in the student’s school/division file. The STC should coordinate with the Examiner on how accommodations will be provided during the testing session. Refer to Section 6.2.2 for additional details.
- **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 C of this manual for further information.
 - group size
 - environmental modifications
 - large diameter pencil, special pencil, pencil grip
 - assistance with directions
 - reading a test out loud

4.16 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 Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing* Tests

Type of Tool	Tool Limits*	Tool Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
	N/A	Pointer —use to select a multiple-choice answer, place cursor in an answer box, plot points, select one or more answers, and select and drag.	Yes	Yes
	N/A	Eraser —use to remove pencil marks, highlight marks, and choices marked as eliminated.	Yes	Yes
	100	Highlighter —use to highlight text or graphics. Once the 100 th highlight is reached, any additional highlights will overwrite the last highlight made on the screen.	Yes	No
	N/A	Choice Eliminator —use to mark choices the student does <u>not</u> want to consider. This tool does not function on TEI questions.	Yes	No

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

Type of Tool	Tool Limits*	Tool Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
	2000	Notepad —use to make notes. Once the 2000 th character is reached, the student is not able to enter additional characters.	No	Yes
	3000	Pencil —use to make marks on test items, <i>Checklist for Writers</i> , or notepad. If 3000 pencil points are reached, an error message will appear—“ <i>Error 8024: You have drawn more than is allowed. Use the Eraser tool to remove some marks so you can draw more.</i> ”	Yes	Yes
	N/A	Exhibit —select to access the <i>Prompt</i> , <i>Checklist for Writers</i> , and <i>Shortcut Keys</i> tabs. (Displays copyright information on the first sample item for all tests.)	No	Yes
	N/A	Help —provides directions on how to use the TestNav tools on this tool bar. Help does <u>not</u> provide directions for the short-paper writing tools.	Yes	Yes
Short-Paper Writing Tools		See Table 7 (next page).	No	Yes
*Tool limits apply to each entire item, including all panels/screens, pages in a passage, all test items associated with a passage, exhibits, and tabs within an exhibit.				

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 screen will show that question as *Unanswered*. If a student informs the Examiner or Proctor that his/her Review screen shows a question as *Unanswered* 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.

Table 7. Online Tools Available in TestNav on the Short-Paper Component of the Writing Test

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

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 or in the *Writing Examiner’s Manual* and read the tool description to the student.
- ☑ A list of keyboard shortcut keys for Microsoft® and Apple® based computers is available on the TestNav toolbar on the short-paper component. The shortcut keys are found under the *Exhibit* button.

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
<p style="text-align: center;">Scratch Paper</p> <p>Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, 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 <u>all</u> collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All scratch paper must be returned to the STC.</p> <p>For online testing, the use of patty paper, dry-erase markers, and transparencies is <u>not</u> permitted. Students may not trace images directly from the computer monitor. <u>Students may not hold anything up to the computer monitor.</u></p>	Yes	Yes
<p style="text-align: center;">Pencil or Pen</p> <p>Each student may receive one pencil or one pen to use with the scratch paper.</p>	Yes	Yes
<p style="text-align: center;">OPTIONAL: Highlighter, Colored Pencil, or Pen</p> <p>In addition to the pencil or pen mentioned previously, students may be provided <u>one</u> single-color highlighter or <u>one</u> single-color pencil or <u>one</u> single-color pen. Students must have no more than 2 different (colors) writing implements.</p>	Yes	Yes
<p style="text-align: center;">Dictionary</p> <p>The online spell check is available to all students; therefore, <u>students may not use a dictionary</u> (except as noted in Table 10).</p> <p>Refer to Table 10 (Section 4.16.2) for details regarding the use of English and bilingual dictionaries.</p>	No	No

4.16.1 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
<p style="text-align: center;">Pencil</p> <p>Students must use <u>only</u> 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.</p>	Yes	Yes
<p style="text-align: center;">Scratch Paper</p> <p>Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, 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 <u>all</u> scratch paper distributed to students and ensure that it is <u>all</u> collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All scratch paper must be returned to the STC.</p>	Yes	Yes
<p style="text-align: center;">Dictionary</p> <p>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 <i>Writing</i> 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.</p>	No	Yes

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

Material	Permitted on the Multiple-Choice Component	Permitted on the Short-Paper Component
<p>OPTIONAL: Highlighter, Colored Pencil, or Pen</p> <p>In addition to the No. 2 pencil, as described previously, students may be provided <u>one</u> single-color highlighter or <u>one</u> single-color pencil or <u>one</u> single-color pen. The student may use the highlighter, colored pencil, or pen in the test booklet and on the <u>rough draft</u> of the short paper. Students must have no more than 2 different (colors) writing implements. Acceptable combinations of writing implements include: No. 2 pencil and a pen or a No. 2 pencil and a highlighter.</p> <p>The highlighter, colored pencil, or pen must not be used anywhere on the student’s answer document. Answer documents submitted with highlighter, colored pencil, or pen will not scan properly and therefore cannot be scored. The student’s answer document (multiple-choice and short-paper components) must only be completed with the No. 2 pencil.</p>	<p>Yes</p>	<p>Yes</p>

4.16.2 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.

Table 10. Use of the English Dictionary and Bilingual Dictionary on the 2010 and 2002 Standards of Learning (SOL) *Writing* Test Components

2010 SOL *Writing* Test (Online Mode)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
Limited English Proficient Students	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

2010 SOL *Writing* Test (Paper Mode)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
Limited English Proficient Students	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

2002 SOL *Writing* Test (Paper Mode Only)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
Limited English Proficient Students	YES ¹ Accommodation only	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

¹Refer to the *Selection of Testing Accommodations for Limited English Proficient Students* in Appendix C for guidance. This accommodation must be documented in the student's LEP Student Assessment Participation Plan.

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

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

4.16.3 Materials needed for accommodations

- As appropriate, provide students any needed materials or equipment required for accommodations. Refer to Appendix Sections C and D 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 training test. (Refer to Section 4.4).
- Refer to Section 4.15 for additional information regarding accommodations.

4.17 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

4.18 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 July 12, 2016, 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 July 13, 2016, 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 may 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);
- 2015–2016 *Writing Examiner's Manual* (Grade 8 and EOC combined);
- EOC *Writing* or EOC Term Graduate *Writing* multiple-choice test booklets;
- EOC *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 may use the *Examiner’s/Proctor’s Transmittal Form and Affidavit for Recorded Test Sessions* (Appendix B).

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 may 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 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 may use the *Examiner’s/Proctor’s Transmittal Form and Affidavit for Recorded Test Sessions* (Appendix B).
 - 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 may 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*) or a division-developed tracking form 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);
 - *2015-2016 Writing Examiner's Manual* (Grade 8 and EOC combined);
 - unopened packages of EOC *Writing* prompts (sealed in shrink wrap or in sealed envelopes if packages were split);
 - the students' EOC *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.



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*) or a similar form 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 may use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions* (Appendix B).

5.3 Coordinate the School's Administration of the Online Assessments

Online Test Window: The statewide online test window is July 11–29, 2016. 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 administered in two separate online test sessions. Divisions may choose the order of the components and their testing dates. All EOC *Writing* online make-up tests must be completed by July 29, 2016.

Prior to administering online tests, the DDOT and STCs should refer to the *PearsonAccess User's Guide for the Virginia Assessment Program* for instructions on how to use PearsonAccess 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:

- 2015–2016 *Writing Examiner's Manual*;
- Student Authorization Tickets (you may use the *Test Ticket Transmittal Form and Affidavit for Examiners/Proctors* to assist with the distribution and collection of test tickets);
- Examiner Authorization 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.

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, Session Details 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 *PearsonAccess User's Guide for the Virginia Assessment Program* for directions on Viewing or Maintaining Existing Sessions.

Student's Real-Time Test Status

Color Codes	Test Status Description
Black (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.
Orange (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.
Purple (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.
Purple (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.
Red (Completed)	The test was submitted successfully.
Red (Marked Complete)	The test was marked complete and submitted for scoring in PearsonAccess. NOTE: Click on the <i>Marked Complete</i> 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 red; a "red" status cannot be restarted. If a student exits TestNav (either inadvertently or intentionally) before completing the test, the student *Status* will turn orange.

- ☑ 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 Authorization Tickets (test tickets) 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 computers to be used during testing meet the minimum requirements as stated in the *TestNav 7 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia*, available in PearsonAccess at:

www.pearsonaccess.com/va



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 User's Guide for the Virginia Assessment Program.)

STC

- ☑ **All online test sessions must be stopped by the end of the school day.** In order to do so, all students must show a "Completed" (red) status on the Session Details screen. Any students with a "Not Started," "Exited," or "Resume" status must be removed/moved to a not-started make-up or irregularity session before stopping the test session.
- ☑ When students complete the first component of the online *Writing* test (either the MC/TEI or the short paper) the completed component will appear in the test alerts section of PearsonAccess with the alert message: *Unmatched test component*. The DDOT/STC should not try to resolve the alert at this time. Once the students complete the second component, the alerted tests "disappear" from the Test Alerts screen and will appear as completed under the student test assignment. The Student Test Details screen will be "split" to show specific information for both components, such as test form information and testing status.

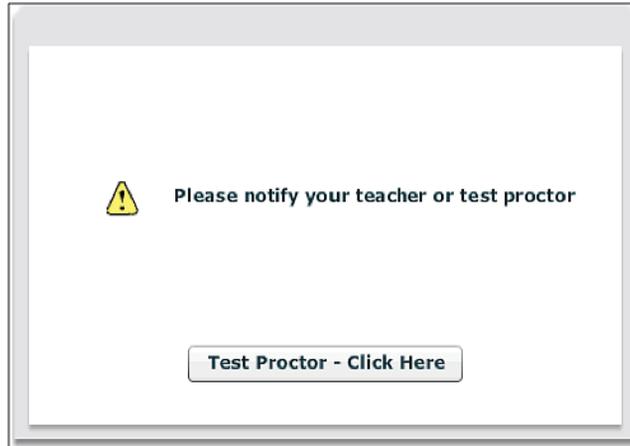
5.3.2 Early Warning System

The TestNav Early Warning System (EWS) is designed to save the student responses locally in the event of a network interruption. EWS saves the students' responses (on the student's computer) to an encrypted backup file. The student can either continue testing or exit the system without losing response data. This activity occurs in the background of the test delivery software while the software continues to provide test questions to the student.

The Session Details 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 Manage Test Sessions. Therefore, the student will remain as "Active" in the Status field.

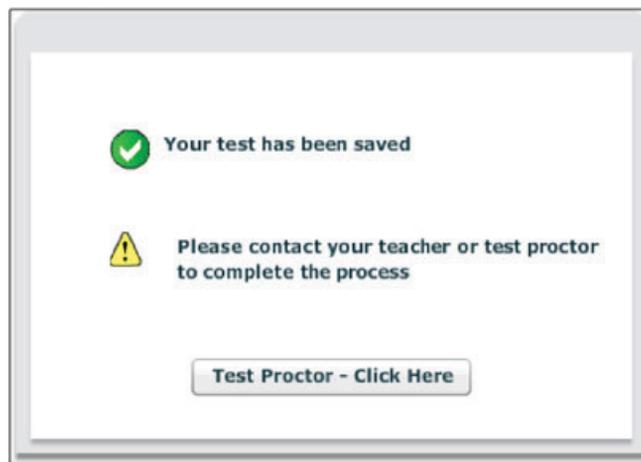
The Early Warning System automatically displays a notification screen whenever the connection to the testing server is interrupted or when the system detects a potential problem with the designated response file save locations. The first screen displayed will always be one of two "notify" screens that 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



Screen A appears if: (1) TestNav determines that neither of the Early Warning “save locations” is valid, or (2) TestNav is unable to download a portion of a test.

Notify Screen B—Your Test Has Been Saved



Screen B appears if TestNav is unable to upload student responses. The screen appears only when a student attempts to submit or exit a test; it will not interrupt a test in progress.

- ☑ If a student receives the EWS notification via Screen A or Screen B, he or she should follow these procedures:
 - The student notifies the teacher (Examiner) or Test Proctor as instructed on the screen.
 - The teacher selects **Test Proctor - Click Here** to view a screen that explains the problem and lists the recommended action. Depending on the specific condition that triggered the notification screen, EWS will display one of several potential explanation screens.
- ☑ For more information regarding the Early Warning System, please refer to the *TestNav 7 Early Warning System User Guide* located on the Support page within PearsonAccess. For technical support, please contact the Pearson Support Center.

5.3.3 Troubleshooting

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

- **Student requires an audio test but there is no audio:** Audio tests will begin to play the audio-track at the first question (not the sample), where an audio control box will appear at the lower right of the student's monitor. If the Examiners notice the audio control box does not appear, they have been instructed to contact their STC immediately, and to not permit the student to continue testing. The STC or Examiner should verify the form assigned to the student using the Test Session Details screen in PearsonAccess. Scroll down to the student's name and look at the form assigned to the student (in the **Form/Form Group Type** column). The first number of an audio form is a "9," for example W9039. In addition, the icon  will appear next to the form number of students assigned an audio test. If the form assigned to the student is not an audio form, the STC or Examiner should have the student **EXIT** the test but keep the student seated at his/her workstation and contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can change the student's form to the correct audio form while the student waits in the test room. **DO NOT** mark the test complete or have the student *Submit* the test.

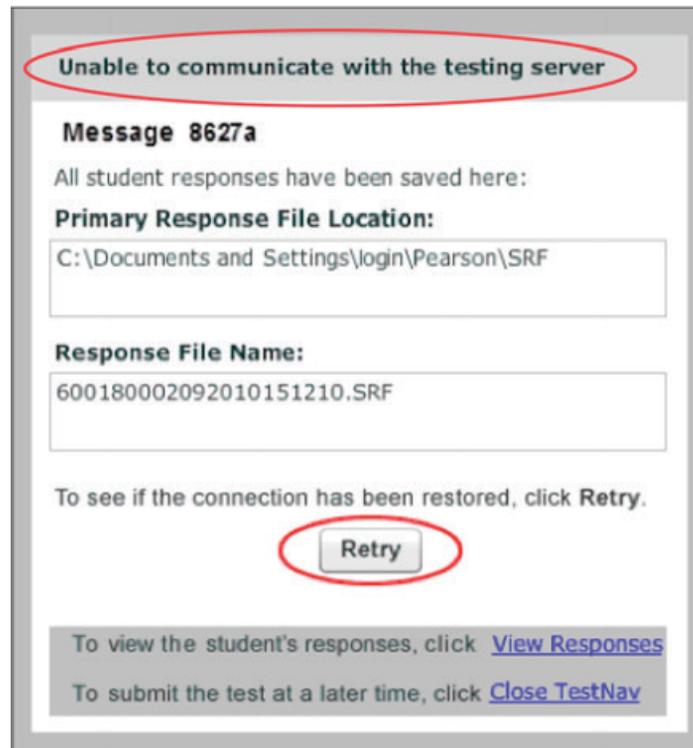
If the audio control box appears but no audio can be heard, the Examiner should have the student **EXIT** the test and check the computer's audio control settings to make sure the computer is not set to MUTE and that the headphones are functioning properly.

- **Student should not have an audio test, but the audio is playing, or the audio box appeared at the first test question:** Examiners have been instructed to contact their STC immediately and to not permit the student to continue testing. The STC or Examiner should have the student **EXIT** the test but keep the student seated at the 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, the Examiner has been instructed to adjust the contrast setting on the student's monitor until the shading is visible. If this adjustment does not resolve the problem, the Examiner has been instructed to contact the STC.
- **Review Screen indicates a question is "Unanswered" 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 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. 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 *Next* button will not appear if the student places only 1 or 2 items into the answer boxes. The *Next* button will only appear after the student places 3 items into the answer boxes. The Examiner/Proctor may tell the student to **“Read the screen carefully.”**
- **Student is trying to use the Choice Eliminator tool  on a TEI question and it is not working:** Information about tools is located in Table 6 in Section 4.16. The Examiner/Proctor may tell the student that the Choice Eliminator tool only functions with multiple-choice questions; it does not function on 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 52 lines of text:** A student whose response area has “white space” after his/her last line of typing and a progress bar at 100 percent has accidentally entered extra blank lines, which are now taking up the remaining typing space. 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 (blank lines) has been deleted. After the blank lines have been deleted, the progress bar will indicate more lines 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.
- **The student submitted the test prematurely:** If the student accidentally submitted his/her test and wants to return to it and has not left the test room, the Examiner/Proctor has been instructed to keep the student in the test room seated at his/her workstation and to contact the STC immediately. The STC immediately contacts the DDOT, who immediately contacts VDOE. In most cases, VDOE can “unsubmit” the student’s test so the student can log back into the test.

- The student was attempting to Exit or Submit the test, but an error message, “Message 8627a,” appeared with a *Retry* button and an indication that the student’s workstation is “Unable to communicate with the testing server.”



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

The Examiner should notify the STC immediately. Generally, if the message appears:

- on a single or a few workstations, the workstation connectivity should be checked to ensure the workstation(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 workstations can communicate to the Pearson server.
- divisionwide, it may be due to a problem at Pearson or with TestNav.

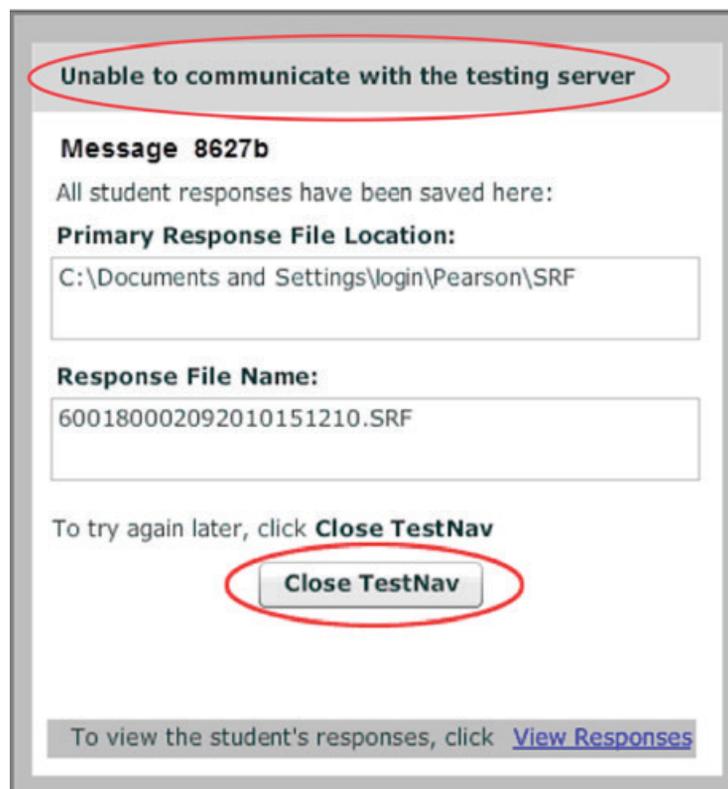
If the student **has completed** the test and the message appeared when the student tried to Submit the test:

- Have the student select the *Retry* button after a short time (about a minute). If connectivity is restored, the test will Submit.
- If the message remains, make a note of the exact workstation the student was using and select the **Close TestNav** link.
 - 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.
- Select the *Retry* button after 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.
- **The student was testing and an error message, "Message 8627b," appeared with a *Close TestNav* button and an indication that the student's workstation is "Unable to communicate with the testing server."**



This message appears when some portion of the online test cannot be downloaded to the student's workstation because connectivity between the student's workstation and the Pearson testing server has been interrupted. The student responses have been saved locally (e.g., to a workstation 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 workstation.

The Examiner should notify the STC immediately. Generally, if the message appears:

- on a single or a few workstations, the workstation connectivity should be checked to ensure the workstation(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 workstations can communicate to the Pearson server.
- divisionwide, it may be due to a problem at Pearson or with TestNav.

Because the workstation displaying “**Message 8627b**” cannot communicate with the Pearson server, TestNav must be closed on the workstation and connectivity must be restored before the student can continue testing. To proceed,

- select the *Close TestNav* button and make a note of the exact workstation 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 workstation, the STC must Resume the student’s test in PearsonAccess before the student can log in to the test again.
- the STC should notify the DDOT. The DDOT may need to contact VDOE for next steps.

5.4 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.

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.

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.** 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.

- ☑ 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 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.
- ☑ 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 LEP Student 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.
- ☑ 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 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. Each component of the test is to be completed in one school day. 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 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.

- ☑ 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).
- ☑ Examiners/Proctors for online tests must not prompt the student to go back to any specific questions such as any marked *Answered*, left *Unanswered*, or *Flagged for Review*.
 - For the online multiple-choice/TEI component of the EOC Writing test, if an Examiner/Proctor notices the student left questions *Unanswered* or *Flagged for Review*, the Examiner/Proctor may only tell the student, **“Read the screen carefully.”**
 - For the online short-paper component of the EOC Writing test, Examiners/Proctors may read the Submit and Exit screen (with the STOP sign) to the student. Examiners/Proctors may provide limited direction. **Refer to the expanded directions in Section 5.7 of the Writing Examiner’s Manual.**
- ☑ 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 screen to questions marked *Answered*, *Unanswered*, or *Flagged for Review*; 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, click Next.”

“To go back to previous question, click Previous.”

“To go back to a question from the Section Review screen, click on the question’s number.”

“To go back to the short paper from the Section Review screen, click on the Short-Paper link.”

“To submit your test click, the Submit the test button.”

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

- For the paper multiple-choice component of the *EOC Writing* test, if the Examiner/Proctor notices the student left questions *Unanswered*, the Examiner/Proctor may only tell the student, “**Review your answer document carefully.**”
 - For the paper short-paper component of the *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.**
- ☑ 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.**”
 - ☑ 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 LEP Student Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.
- **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, Section Review screen, Test Overview screen, and Exit/Submit 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.
- **Questions about TestNav Tools.** If a student needs assistance with a TestNav tool, the student may be told, “**Refer to the help icon [life preserver] on the toolbar for help with a tool.**”
- **Questions about 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 prompt [Checklist for Writers or shortcut keys] is located on a tab in the Exhibit window. Look at the TestNav toolbar at the top of the screen and click on the Exhibit icon that looks like two sheets of paper.**”

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 LEP Student 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

Test 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 Personnel Test Security Agreement* enters the testing room while secure test materials are exposed;

- testing accommodations specified in a student’s IEP, 504 Plan, or LEP Student Assessment Participation Plan are not provided;
 - a student is provided an accommodation that is not specified in her/his IEP, 504 Plan, or LEP Student Assessment Participation Plan;
 - a student is provided an inappropriate manipulative for the test;
 - a student’s test booklet, writing prompt, or used answer document is missing;
 - 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 Web site 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. The Web address for SSWS is as follows:

<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, division staff must wait for guidance from VDOE before attempting 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 Authorization 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: Agnes Williams and Copy: Chancie Dunkley.
- 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 Summer 2016 testing must be accounted for via an online test or a paper answer document. This includes students who were not tested because:

- 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.
 - To account for a student who only completed one component (MC/TEI or Short-Paper): in the started test session of 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 marked complete component. Refer to the *PearsonAccess User's Guide for the Virginia Assessment Program* 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 User's Guide for the Virginia Assessment Program* for more information on assigning the alternate form.
- ☑ 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."

- If a student becomes ill after logging into an online test and does not return to school, **on the last day of your test window** mark the test complete and assign Testing Status “04—Medical Emergency.”

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 EOC *Writing* answer documents to Pearson. Refer to Section 2 for the Main and Alternate test booklet and prompt form numbers and for the specific shipping due dates for each test window.

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 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 must be moved from the testing session and placed in a make-up session before that session can be stopped.

5.6 Project Graduation

Project Graduation students are students who:

- have passed the course but failed the EOC SOL test in a previous test administration;
- are retesting for the verified credit; and
- are currently participating in a Project Graduation initiative.

Project Graduation students may take the same tests and have the same number of opportunities to test as Term Graduates. Project Graduation students will take designated **Term Graduate** context online forms; refer to Table 5 in Section 2 for paper form assignment directions.

- The Project Graduation student must be assigned the test based on the SOL of the test previously failed. If the student previously failed the EOC *Writing* test based on the 2010 SOL, he/she would retest with the 2010 SOL test. If the student took and failed a 2002 SOL *Writing* test he/she would retest with the 2002 SOL (paper) test.
- The tests taken under the Project Graduation guidelines must be identified in PearsonAccess with the Project Graduation and Retest flags.
- Code a student as both Project Graduation and Term Graduate in PearsonAccess only if the Project Graduation student is expected to graduate by August 31, 2016.
- Refer to the *Student Data Upload (SDU) File Requirements* for coding directions. If you have questions regarding the Project Graduation initiative, contact your division's Project Graduation Coordinator.

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 testing. This includes Student Authorization Tickets, Proctor authorization tickets (if read-aloud session), used 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 *Test 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 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. 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.

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 = Limited English Proficient (LEP)	The student was determined eligible for a one-time exemption by way of her/his <i>LEP Student Assessment Participation Plan</i> . Applicable only to students in grades 3–8 for the <i>Virginia Studies or Civics & Economics SOL test</i> and students in grade 8 for the <i>Grade 8 Writing SOL test</i> .
4 = Medical Emergency	The student was absent for the entire testing window due to hospitalization or serious illness, or became ill while testing and then was absent due to illness for the rest of the specified test window, 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 <i>Reading, Mathematics, or Science</i> 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 <i>Writing or History/Social Studies</i> 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 <u>retained</u> (in grades 3–8) and has passed this test previously. Refer to NOTE #1 regarding testing of accelerated students in grades 3–8. <p style="text-align: center;"><u>OR</u></p> The grade 9–12 student is <u>re-enrolled</u> in a course requiring an EOC SOL test, and previously passed the EOC test.
10 = Substitute Test Taken	If the student was enrolled in the course for the <u>first time</u> , and has already taken or will take an approved substitute test in place of an EOC test, complete Code 10. <p style="text-align: center;"><u>OR</u></p> If the student completed an approved Substitute Test as a <u>retest</u> for a previously failed EOC test, select both Testing Status 10 and the Retest fields on the Test Details screen in PearsonAccess. (Refer to NOTE #2.)
11 = LEP Exempt Reading	LEP students have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL <i>Reading</i> test in grades 3–8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for EOC <i>Reading</i> .
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 *No Child Left Behind* (NCLB), 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 2016, Fall 2016, and Spring 2017) 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 will be collected by the Virginia Department of Education via the Single Sign-on for Web Systems (SSWS) application in Summer 2017 for the Summer 2016, Fall 2016, and Spring 2017 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, VGLA, or VSEP. 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.

In situations where a student's test attempt is coded with Testing Status 50 or 51, the "0" score on the test is included in the school and division pass rates calculated for the purpose of state accountability and for performance in federal accountability. Because the student receives a "0" score for the refused test, the school and division participation rates for federal accountability are not affected.

An exception is 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 in this situation 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. Decide if the Examiners, or another adult, will complete the identifying information on answer documents for students who are not tested, including Field H, *Testing Status*, to indicate the reason the student did not take a test.

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

- 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. 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): In the started test session of 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. Place the student into both a multiple-choice and short-paper session, 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, LEP Student 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. The accommodation codes may be selected on the student's Test Details screen after the test has been processed by Pearson. Test accommodations may be selected on paper answer documents by darkening the appropriate oval(s) in Field I, *Special Test Accommodations*, on the student's answer document. Testing accommodations must be specified in the student's IEP, 504 Plan, LEP Student 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 C, Special Testing Accommodations, for details regarding selected accommodations available for students with disabilities and LEP students.

The *Table of Testing Accommodations* in Appendix D defines the special testing accommodations that correspond to the codes on the answer document and in PearsonAccess.

Code 27 – Other 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 D. Refer to Appendix C 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 LEP Student 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 with a temporary condition – The **Temporary Condition** code may be uploaded into PearsonAccess by a Student Data Upload (SDU) file, or coded manually using the following steps:

- Log into PearsonAccess and select the *Test Management* tab.
- Select the *Student Registration* link and, after locating the student, select the student’s name to access the student’s *Registration Record*.
- On the *Student Registration Record* screen, select *Edit*, select “Y” 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. 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.

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, LEP Student 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 C, *Transcription of Student’s Answers—Information for all Assessments*, for detailed information.

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.

Table 12. STC Disposition of Test Materials

	Item(s)	Required Signatures	Disposition
Scorable test materials	<ul style="list-style-type: none"> ■ Answer documents (includes completed and partially completed with testing status code) ■ <i>Header Sheet</i> ■ 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 <ul style="list-style-type: 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.
	<ul style="list-style-type: none"> ■ Damaged and/or “VOID” answer documents ■ Used scratch paper written on by students ■ Student and Examiner Authorization 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
	<ul style="list-style-type: none"> ■ Student paper, audio, or electronic responses used for transcriptions ■ Audio/video/electronic copies of testing sessions (e.g. read-aloud, interpreting, etc.) ■ <i>Test Irregularity Form</i> (if used)) 	None	Returned to DDOT
Required forms	<ul style="list-style-type: none"> ■ <i>Test Irregularity Form</i> (if used)) 	STC	Submitted to DDOT within 24 hours of occurrence
	<ul style="list-style-type: none"> ■ Locally required accounting documents for secure materials and/or <i>Transmittal Forms and Affidavits for Examiners/Proctors</i> ■ <i>Assembly ID Sheets</i> for test booklets and writing prompts, including those with noted discrepancies ■ <i>School Division Personnel Test Security Agreements</i> ■ <i>School Affidavits</i> 	As stipulated on the form	Returned to the DDOT per local instructions
	<ul style="list-style-type: none"> ■ <i>Test Implementation Manual</i> 	STC/Principal	
Non-scorable, non-secure test materials	<ul style="list-style-type: none"> ■ <i>Examiner’s Manuals</i> ■ <i>Supplements to the Examiner’s Manual</i> ■ <i>Supplement to the Writing and Non-Writing Test Implementation Manuals</i> ■ Unused answer documents, paper bands, and <i>Header Sheets</i> 	N/A	Dispose of according to local procedures.
Non-secure materials		N/A	Dispose of according to local procedures.

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 Examiner proctor authorization 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 student and Examiner authorization 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 Proceed (ATP) 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.
 - 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	<ul style="list-style-type: none"> ■ Answer documents (includes completed, partially completed with testing status code, and not completed with testing status code) bundled behind <i>Header Sheets</i> 	None	Packed in new/original cartons with blue labels and shipped by UPS (overnight) to Cedar Rapids, IA
Non-scorable, secure test materials	<ul style="list-style-type: none"> ■ 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 ■ Used scratch paper written on by students ■ Student and Examiner Authorization Tickets ■ 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.) ■ <i>Test Irregularity Form(s)</i> (if needed) ■ <i>Packing List/Transmittal Form (Assembly ID Sheets</i> with noted discrepancies attached) ■ <i>Assembly ID Sheets</i> ■ <i>School Division Personnel Test Security Agreements</i> 	None	<ul style="list-style-type: 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 <p>Securely destroy according to local procedures.</p>
Required Forms	<ul style="list-style-type: none"> ■ Locally required accounting documents for secure materials and/or <i>Transmittal Forms and Affidavits for Examiners/Proctors</i> ■ <i>School Affidavit</i> ■ <i>School Division Affidavit</i> 	<p>STC/DDOT</p> <p>Examiners/STC</p> <p>Examiners/Proctors</p> <p>per local requirements</p> <p>STC/Building Principal</p> <p>DDOT/Division Superintendent</p>	<p>Keep secure in the division. After scores are reported and verified, securely destroy according to local procedures</p> <p>Submitted to VDOE through TIWAS if applicable</p> <p>Retained in DDOT’s file in accordance with the local Records Retention and Disposition Schedule</p> <p>Scanned and emailed to the Virginia Department of Education</p>
Non-secure materials	<ul style="list-style-type: none"> ■ <i>Examiner’s Manuals (and Supplements)</i> ■ Unused answer documents ■ Unused <i>Header Sheets</i> ■ Unused paper bands 	N/A	Dispose of according to local procedures
Non-scorable, non-secure test materials	<ul style="list-style-type: none"> ■ <i>Test Implementation Manuals</i> ■ Unused Summer 2016 <i>Writing</i> return shipping labels 	N/A	Dispose of according to local procedures

7.4 Resolve Student Test Alerts in PearsonAccess

Student test alerts are discrepancies in the data associated with online or paper tests (e.g., no test assignment, invalid form number). The test alerts are identified while the test records are being processed by Pearson for scoring. Resolving or clearing student test alerts 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.

The details of the student test alerts are needed when attempting to resolve them. Details for each test alert can be viewed by selecting *Resolve Student Test Alerts* under the *Test Management* tab in PearsonAccess. A support document, *Resolving Student Test Alerts*, provides assistance in understanding and resolving the various types of test alerts and is available in PearsonAccess on the Support page under the *ATP* 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.

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. These data files are provided in “.csv” and “.txt” formats and 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 *Test Results* tab in PearsonAccess. Select *Published Reports*, and then select either the *Division* or *Schools* radio button 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 on the *Support* page and can be accessed by selecting the *Extracts* tab under *Resources*.
- 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. 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 *Test Results* tab in PearsonAccess, select *Published Reports*, then select either the *Division* or *Schools* radio button to view the reports available at those organization levels.

- **NOTE:** In the Summer 2016 *Writing Test Administration*, school divisions will have one opportunity to order printed copies of the various reports for SOL *Writing* tests that were administered in Summer 2016. Additional information regarding all of the pre- and post-ATP reports can be found on the *SOL Writing Report Chart* located on the *Reports* tab of the *Resources* page in PearsonAccess. The *SOL Writing Report Chart* contains a brief description of each report, their location in PearsonAccess, 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 (VAP@support.pearson.com) when the division’s short-paper images for the *Writing Test Administration* have posted within the *Published Reports* section of PearsonAccess. 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. 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 rescore 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.

7.7 Review Data

School and division staff should use the student 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 Extracts Layout* documents are available in PearsonAccess on the *Support* page and may be accessed by selecting *Extracts* under *Resources*.

Verify that student attributes have been applied correctly. Examples include, but are not limited to: disability, ethnicity, race, SOA Adjustments, AYP Adjustments, retest, recovery, economically disadvantaged, Term Graduate, Project Graduation, etc. Guidance for application of student codes may be found in the *Student Data Upload File Requirements*. These documents are located on the *Support* page in PearsonAccess and may be accessed by selecting *SDU* under *Resources*.

7.8 Request ATP

The ATP 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.

Requesting ATP is a two-step process:

- Step 1, Request ATP Electronically in PearsonAccess. Log into PearsonAccess at the division level, go to *Test Results* then select the *Request ATP* tab. Check the box in front of the Division name then select the *Request ATP* button on the gold command bar. Once the *Request ATP* button is selected, the division's data are locked and edits are no longer available to any division staff.
- Step 2, Provide Required DDOT and Superintendent Signatures. Fill out the paper ATP form, with the DDOT's and Superintendent's signatures, then fax the completed form to Pearson at 319-358-4298 or scan and email the form to VAATP@pearson.com. The ATP form is available in PearsonAccess on the *Support* page under the tab *ATP*.

Once steps 1 and 2 are complete, Pearson will check that all alerts for the division are resolved. The DDOT will receive an email from Pearson stating that the division's ATP has been accepted or rejected. The DDOT may also monitor the ATP status in PearsonAccess: Go to *Test Results*, select *Request ATP*.

ATP Status Messages

- **Changes in Progress**—ATP was either not submitted or was rejected. The data can still be edited.
- **ATP Requested-Awaiting Approval**—the DDOT has submitted ATP and is awaiting approval from Pearson. The data cannot be edited.
- **ATP Approved**—Pearson has approved the division's request for ATP. Printed reports can now be ordered but the data cannot be edited.

7.9 Order Final Reports

Once the division's ATP has been approved, the DDOT may place the order for paper copies of the final reports. Printed reports may be requested by the division or by the school. Instructions in the document *How to Request Printed Reports in PearsonAccess* should be followed. To download a

copy of the document, go to the *Support* page in PearsonAccess and select the *Reports* tab, select the link *How to Request Printed Reports*.

The DDOT may submit only one order to Pearson for the printed reports. Once submitted, the DDOT cannot modify the order.

Order the division's printed reports by the deadline published in the schedule located in the front of this manual.

7.10 Post ATP Record Changes

If the division discovers erroneous coding or omitted coding after the ATP 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 may be requested for the three most recent school years.

Process for requesting post ATP record changes:

- Download a copy of the *Post ATP Record Change Request* form, available in PearsonAccess on the *Support* page under ATP.
- 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 ATP 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 Proceed (ATP) 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 Dr. Steven R. Staples, 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 Dr. Staples 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 at the next scheduled refresh of the extract file for that administration.

THANK YOU

We appreciate your time and effort in administering the
Summer 2016 *Writing* SOL Assessments.

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

Appendix A

Test Security

<i>2015–2016 School Division Personnel Test Security Agreement</i>	69
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STANDARDS OF LEARNING (SOL) ASSESSMENTS

2015–2016 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 anytime is a violation of test security.** If in doubt whether test items are secure, contact your Division Director of Testing for assistance.
2. All persons are prohibited from providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include, but are not limited to the following: providing clues or hints, providing reminders of content or testing strategies, prompting students to correct or check/recheck specific responses, permitting access to curricular materials (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.) or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.
3. Examiners should be in possession of secure test materials only on the day they are administering a test and only for the specific test being administered. For the paper *SOL Writing* tests only, Examiners are not permitted to open sealed packages of prompts more than 30 minutes before the administration of the short-paper component.
4. Reading or reviewing any part of a secure test (e.g., test items, answer options, passages, pictures, diagrams, charts, maps, etc.) before, during, or after the test administration is a violation of test security unless an Examiner is reading the test items as part of an accommodation (e.g., read-aloud, interpretation/transliteration, etc.) or is reviewing the test items in preparation for providing that accommodation.
5. Any Login IDs and passwords issued for the administration of Virginia SOL Assessments are secure and must remain confidential.
6. Logging into or navigating throughout a secure online test by anyone except the student whose name appears on the Student Authorization Ticket is a violation of test security. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
7. Capturing **ALL OR ANY PART** of a secure test **is a violation of test security.** Prohibited actions include, but are not limited to, copying, photographing, recording, outlining, or summarizing test content or details regarding the secure test content. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
8. All SOL tests must be administered strictly in accordance with the instructions provided in the SOL test manuals. This includes, but is not limited to, adhering to procedures for the handling, distribution and use of test materials and test manipulatives, adhering to specific requirements associated with test accommodations (e.g., read-aloud accommodation, dictation to scribe, etc.), and reading all SOL test directions to students exactly as written. SOL test directions must not be paraphrased, altered, or expanded without prior authorization from the Virginia Department of Education through the Division Director of Testing unless the *Examiner's Manual* allows flexibility in providing specific directions.
9. Sample items are included at the beginning of each SOL test and are the only items on the SOL test that may be used with students to review, as directed in the *Examiner's Manual*, test item format and procedures for indicating responses. Students should also be provided with opportunities prior to the day of their test administration to become familiar with SOL test item formats and how to indicate responses.

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

10. All persons are prohibited from attempting to formally or informally score secure SOL tests or individual test items. Prohibited actions include, but are not limited to, creating an answer key, reviewing or scoring a student's SOL item response or responses, reviewing or scoring student scratch paper, or tracking student performance on test items.
11. All persons are prohibited from altering, in any manner, student responses to secure SOL test items. Prohibited actions include, but are not limited to, erasing or deleting student responses, changing student responses, or providing responses to items left unanswered or partially unanswered.

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

2015-2016 SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT

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

Check Test Administration: **Fall 2015** **Spring 2016** **Summer 2016**

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

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

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

Pages 1–3 of this document should be photocopied.

Appendix A, continued

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

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

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

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

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Appendix A, continued

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

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

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who 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.

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STANDARDS OF LEARNING (SOL) ASSESSMENTS SUMMER 2016 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.

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STANDARDS OF LEARNING (SOL) ASSESSMENTS 2015–2016 WRITING TESTS

SCHOOL DIVISION TEST SECURITY AGREEMENT
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NOTE: The 2015–2016 SOL *Non-Writing Tests School Division Test Security Agreement* covers the Fall 2015, Spring 2016, and Summer 2016 *Non-Writing* administrations; therefore, it must be submitted only one time annually, when the division is first scheduled to administer *Non-Writing* tests, either the fall or spring.

Fax this Division Test Security Agreement no later than by the Friday before the first week of the division's testing window.

TO: Pearson
Virginia Assessment Program
Fax 1-319-358-4298

The Virginia school division _____ (School Division Name) acknowledges that the Fall 2015, Spring 2016, and Summer 2016 SOL *Non-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 Actions for violations of test security procedures and § 22.1–292.1 Violation of test security procedures: revocation of license), 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 Authorization Tickets, Proctor Authorization 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. In no case 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:		

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STANDARDS OF LEARNING (SOL) ASSESSMENTS SUMMER 2016 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 four weeks after the end of the division testing window.**

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 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*. 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:

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Appendix B

Accountability

<i>Test Ticket Transmittal Form and Affidavit for Examiners/Proctors</i>	<i>79</i>
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STANDARDS OF LEARNING (SOL) ASSESSMENTS

GUIDELINES FOR RECORDING A TEST SESSION

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

- Read-Aloud test administration, dictation to a scribe, interpreting/transliterating
- Student responds verbally, points, uses a communication board

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 verify in writing that the test administration was conducted according to the standardized procedures. This written verification must be retained on file and secure in the office of the DDOT until after scores have been received and verified, and Authorization to Proceed (ATP) is approved for that test administration. For additional details, see the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions* available on the next page.

Recording Devices

Test sessions may be audio/video recorded using the following types of devices: Tape recorder; handheld digital recorder; micro-cassette recorder; or a PC, laptop, or netbook with recording capabilities.

Storing Devices

All recorded test sessions must be securely stored on one of the following types of devices/media:

Encrypted flash drive, CD, DVD, audiotape, videotape, or floppy disk. When saving the audio/video file, VDOE recommends the use of a naming convention that allows easy identification of the specific student, test, and form number.

Maintain Security

All recordings of test sessions are considered secure test materials and must be stored by the DDOT in a secure (locked) location until scores are received and verified, and Authorization to Proceed (ATP) is approved for that test administration. If a digital recording is created, the digital file must not remain on any technology equipment 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 audio files should be securely destroyed following your division's policy as directed by your Division Director of Testing.

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.

Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions

Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions							
Division Name _____ School Name _____		Test Date _____		Use this form to document test booklets/test tickets, recording hardware, storage devices/media, and affidavits for Examiners and Proctors for recorded test sessions.			
Directions for School Test Coordinators		Examiner's Affidavit. After testing is complete have each examiner read the following statement and sign the Examiner's Affidavit column certifying the following:		My signature below affirms, I administered the Standards of Learning Assessment(s) according to the <i>School Division Personnel Test Security Agreement</i> .		Proctor's Affidavit (if applicable) Proctor is certifying: The test administration was conducted according to the standardized procedures.	
(1) Test Name	(2) Test Booklet or Test Ticket 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 Examiner is to sign only after reading the statement above. Examiner's Signature:	(8) Proctor's Affidavit Proctor's Signature:
1. List the test name							
2. Enter quantity of test booklets/tickets issued (student and examiner copies)							
3. List the type of hardware used to conduct the recording, such as tape recorder, laptop, PC, digital recorder.							
4. List the device/medium used to store the session, such as audiotape, flash-drive, CD, DVD, floppy disk.							
5. Examiners initial the "OUT" column verifying the receipt of the test booklets/test tickets, audio storage device/medium, and/or audio recording equipment from the STC.							
6. STCs initial the "IN" column verifying the receipt of the test booklets/test tickets, audio storage device/medium, and/or audio recording equipment from the Examiner.							
7. After testing, Examiner reads and signs Examiner's Affidavit.							
8. After testing, if applicable, Proctor reads and signs Proctor's Affidavit.							

Appendix B, continued

Virginia Assessment Program Interpreter’s Affidavit

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

Student Receiving Interpretation Services

Student Name	State Testing Identifier	Grade Level
School Name	Division Name	

Test(s) Interpreted:

Test Administration (check one only): Fall 2015 Spring 2016 Summer 2016

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

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

- | | |
|---|--|
| <input type="checkbox"/> History/Social Science | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Science <input type="checkbox"/> 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

Special Testing Accommodations

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STANDARDS OF LEARNING ASSESSMENTS

TESTING CONDITION ADJUSTMENTS AVAILABLE TO ALL STUDENTS

The following adjustments to the conditions under which an SOL test may be administered are available to any student as needed.

Adjustment to Testing Conditions	Examples/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. Such accessories include, but are not limited to: head phones, ear plugs, ticking clocks, egg timers, stress balls, toys, music, or “soothing” sounds during testing.
Large diameter pencil, pencil grip	If a large pencil is used on a paper answer document, it must contain #2 lead.
Assistance with directions	Examiners may simplify or clarify the “ SAY ” directions which are read to students that explain how to take the test. These directions are in the <i>Examiner’s Manuals</i> , and their <i>Supplements</i> . Examiners/Proctors may <u>not</u> provide assistance with directions for 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 or herself read aloud, the student can be tested individually. The student can then read the test aloud 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.

STANDARDS OF LEARNING ASSESSMENTS

SPECIAL TESTING ACCOMMODATIONS

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

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

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

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

Paper Test Format

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

- The student attends school in a location where a secure network connection or the required technology is not available to access an online test. Such locations include the following: special situations schools; homebound, residential, or hospital placement; night school or Governor's school.
- The accommodation specified in the student's IEP, 504 Plan, or LEP Student Assessment Participation Plan requires a paper test. Accommodations requiring a paper test include large-print test, braille test, and a flexible schedule that requires multiple testing sessions over two or more school days.
- The student has a documented medical condition, such as a seizure disorder, where exposure to a computer will aggravate the student's condition.
- The student's eligibility for paper tests has been established using the *Documentation of Need for Paper Standards of Learning (SOL) Assessment* form (available from the DDOT). The form documents that the use of paper tests is intended only to provide access to the SOL assessments for the following students:
 - Students with disabilities who require other accommodations that necessitate a paper test.
 - Students with medical conditions that render them unable to take an online test.

The use of paper tests may not be permitted for the purpose of improving performance.

Additional materials required for testing accommodations

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

Selection of Testing Accommodations for Students with Disabilities

Staff who administer Standards of Learning Assessments to students with disabilities should be familiar with this manual as well as the documents listed on the previous page.

Accommodations are commonly placed in the four categories noted below:

<p>Timing/Scheduling Accommodations</p> <p>Adjust the scheduling of a test:</p> <ul style="list-style-type: none"> ■ time of day ■ planned breaks during test* ■ flexible schedule (multiple test sessions)* ■ order of tests administration 	<p>Setting Accommodations</p> <p>Adjust the place in which the testing normally occurs:</p> <ul style="list-style-type: none"> ■ individual testing¹ (one-on-one) ■ special lighting ■ adaptive or special furniture ■ test administered in locations with minimal distractions ■ hospital/home/non-school setting
<p>Presentation Accommodations¹</p> <p>Adjust the presentation of test material and/or test directions:</p> <ul style="list-style-type: none"> ■ visual aids* (e.g., interactive/electronic whiteboard, colored overlay, tinted screen, magnifying glass, large monitor, screen magnifier, graphic organizers, templates, masks or markers to maintain place) ■ amplification equipment (e.g., auditory trainer, whisper phone) ■ large-print test* ■ braille test* ■ Plain English version of a <i>Mathematics</i> test ■ reading directions to students ■ written directions accompanying oral directions* ■ reading of test items aloud* ■ audio version of test items* ■ interpreting/transliterating directions (e.g., sign language, cued speech)* ■ interpreting/transliterating test items (e.g., sign language, cued speech)* ■ specific verbal prompts* 	<p>Response Accommodations¹</p> <p>Adjust the manner in which students respond to or answer test items:</p> <ul style="list-style-type: none"> ■ enlarged copy of the answer document* ■ Examiner records responses* ■ augmentative communication device* ■ communication board or choice cards* ■ braille* ■ word processor or word processor with speech-to-text* ■ spelling aids* ■ English dictionary* ■ dictation using a recording device ■ dictation to a scribe* ■ read back student response* ■ word prediction software* ■ calculator or arithmetic tables* ■ math aids* ■ calculator with additional functions* ■ dry erase board* ■ additional markers, highlighters, colored pens, and/or pencils*

NOTE: Special procedures are provided on the following pages for each of the accommodations marked with an asterisk (*). Staff administering SOL Assessments to eligible students with these accommodations must be familiar with this information.

¹When using accommodations where the student is speaking aloud, where the computer provides auditory output through external speakers, or where there is interaction between the student and the Examiner, the student must be tested individually.

Timing/Scheduling Accommodation

■ Flexible Schedule (accommodation code 1) (breaks and multiple test sessions)

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.

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 computer monitor could be turned off prior to the break(s) to maintain test security. If the student *Exits* the test, his/her test must be *Resumed* on the Session Details screen in PearsonAccess and the student must log back into TestNav using his/her Student Authorization ticket. If the computer monitor was turned off and the student did not *Exit*, the student must return to the same workstation and turn the monitor back on to continue testing.

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

Presentation Accommodations

Before attempting an SOL test, all students should be familiar with how their test will be presented (e.g., with visual aids, with audio etc.) 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 (accommodation code not required)

The student may receive a copy of the bold, “**SAY,**” written directions from the *Examiner's Manual/Supplement to the Examiner's Manual*. Written directions must be identical to those provided in the *Examiner's Manuals* or their *Supplements*. The entire testing session must be audio/video recorded or proctored. The audio/video record shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

■ Specific Verbal Prompts (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. The audio/video record of the session shall be retained on file and secured in the office of the Division Director of Testing until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

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

■ **Visual Aids (accommodation code 4)**

Visual aids can include:

- Magnification. For test security, school staff must ensure that assessment items are not visible to others. This may require windows to be covered and/or individualized testing.
 - Physical magnification devices such as a magnifying glass or screen magnifier which is placed over the monitor for visually impaired students.
 - Electronic magnification devices such as a closed-circuit television (CCTV), a large monitor, an interactive or electronic whiteboard, or a LCD projector which projects the assessment onto a large screen or board may be used for magnification purposes only for visually impaired students. These magnification devices must not save or capture any portion of the SOL test or use software running concurrently with TestNav.
- Color overlays or tinted screens. A student may use only one blank color overlay. Prior to the assessment session, the Examiner must use practice tests to verify that the color overlay or the tinted screen does not obscure any shaded areas of online test items.
- Templates (or masks) that allow a student to see one word, sentence, or line of print at a time, and markers that allow the student to maintain his/her place are available with a paper test only.
- Blank graphic organizers which must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind.
- Template Software must produce only blank templates which may be used electronically or in print and which must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Template libraries, hyperlink functions and access to the Internet must be disabled and the software must be used on a separate computer from the online test.

■ **Large-Print Test (accommodation code 6)
(Available with paper tests only)**

Large-print tests are available only to students with disabilities as documented in the IEP or 504 Plan. A copy of the large-print test is provided in regular print to Test Examiners or Proctors administering the large-print test.

■ **Braille Test (accommodation code 9)
(Available with paper tests only)**

A copy of the braille test is provided in regular print to Test Examiners or Proctors administering the braille test.

■ **Guidance for Using the Online Audio Test Accommodation for Students with Disabilities**

In the past, school divisions have been told that students should not use accommodations during testing unless they used 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 have been established to 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 accommodation 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 audiocassettes/CDs or text readers in the classroom.
- If the IEP Team or 504 Committee determines that the online audio accommodation is the more appropriate accommodation, the student should have practice with audio Practice Items available on the Virginia Department of Education's Web site at:

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

or an audio training test available in PearsonAccess Training Center.

■ **Reading of Test Items Aloud—Information for all Assessments**

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

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

All read-aloud administrations must be recorded or proctored throughout the entire read-aloud test administration. If the session is recorded, the audio record of the entire testing session must be retained on file and secured in the office of the Division Director of Testing until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

■ **Read-Aloud Accommodation on *Mathematics, Science, History/Social Science, and Writing* Assessments (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. Special attention must be given to the IEP or 504 Plan for specific accommodations regarding reading the test aloud. For example, a student's accommodation may require the entire test to be read orally or may require having words, questions, or sentences read orally only when requested by the student.

■ **Read-Aloud Accommodation on the *Reading* Assessment (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. All read-aloud sessions must be recorded or proctored by a second staff member. For more details about recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

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

- the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio accommodation; and

- the student's IEP/504 Plan lists the read-aloud or audio accommodation for other tests; and
- the student receives the read-aloud or audio accommodation in the classroom.

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

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

■ Read-Aloud Test Sessions Online—Setup

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 workstation only, through the use of an Examiner Authorization ticket. This online test will not be scored or reported in the online system. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a computer monitor that is not part of a student's workstation. Divisions will have the capability of printing the Examiner's test ticket after the read-aloud session has been created. Directions for the DDOT and/or STC for creating read-aloud sessions are as follows:

- To create read-aloud test sessions, select "yes" from the drop-down box on the New Test Session screen. A read-aloud session will be indicated on the New Test Session screen.
- Select the *Authorizations* button to view the Examiner Authorization ticket. Selecting this button will display the Examiner's test ticket. This ticket should be printed on colored paper to differentiate it from the students' test tickets and kept secure until the day of testing. The Examiner Authorization ticket should be printed no more than 4 days prior to the start of a test session.
- The Examiner Authorization ticket is not valid until the test session is started, and it will remain active until the test session is stopped. Unlike the students' online tests, the Examiner may exit the test and log back into the test using the login information on the ticket without resuming the test. Because of this, Examiner Authorization tickets are highly secure materials and must be kept secure until the test session is in STOPPED status. It is imperative that read-aloud test sessions are stopped immediately after the test session is complete. All read-aloud administrations must be audio recorded or proctored.
- Student and Examiner test tickets are generated based on the form group type designated when the session is created. ALL students in the session will receive the same form. Any student needing a form different from the rest of the session must be removed from the session and placed in a new test session set up with that form group type.
- **For Grades 3-5 Reading and Grades 4 and 5 Mathematics SOL tests when the second section is to be completed on another day:** Day 1: At the conclusion of the first section, all students listed in the session must be moved to a new, not-started session. The students who completed Section 1 must be in Exited or Resumed status; absent students should be moved to a make-up session and will remain in ready status. Then the empty first session must be stopped. Day 2: Prior to starting the new session for the 2nd section of the test, new Student and Examiner authorizations must be printed. Start the session on the day of testing Section 2.

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

■ Read-Aloud Guidelines 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 created on a separate workstation. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the Read-Aloud test guidelines in **Reading of Test Items Aloud—Information for all Assessments**, located in this Appendix, as well as all of the following:

- The test must be administered 1:1.
- The test administration must be recorded or proctored throughout the entire read-aloud test administration.

- In order to provide the student multi-sensory stimulation, the student must be seated directly in front of the computer monitor to follow along as the Examiner reads. The Examiner must sit to the side of the student and reads directly from the student's workstation.
- Test items must be read in English.
- Unless otherwise specified in the student's IEP/504 Plan the student will maintain control of the computer. 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 prior to the test administration. Examiners may use the PearsonAccess Training Center practice tests and Practice Items in audio format to hear how test items should be read aloud.
- The Examiner must read the test items aloud without providing any assistance. The Examiner may not: re-read the item unless requested by the student, summarize the test item, reword the test item, provide hints and clues, remind the student to use test taking strategies, or give any verbal indications or non-verbal cues about the correctness of a student's response.

■ **Audio Accommodation on *Mathematics, Science, History/Social Science, and Writing Assessments* (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. The student should have instructional experience with audio, such as using audio versions of textbooks or recorded class lectures. Unless the student has experience with using audio, this accommodation may result in more difficulty than assistance. 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* (accommodation code 15)**

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

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

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

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

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

■ **Audio Test Sessions Online—Setup**

Before administering any online audio tests, the STC or designated technology representative should determine if your division has workstations that meet the minimum requirements for the online audio tests. Refer to the *PearsonAccess TestNav 7 Technology Guidelines Configuring Your Test Delivery Environment for Virginia* on the Support page for more information about the audio test specifications. You may access PearsonAccess at:

www.pearsonaccess.com/va

- 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 PearsonAccess *Proctor Caching User's Guide*. The STC or designated technology representative should ensure that the online audio test is cached before the test session begins.

- The DDOT or STC may assign the online audio form to a student after the test session has been created. For directions on assigning the audio form, refer to the *PearsonAccess User's Guide for the Virginia Assessment Program*.
- When administering the online audio version of a test, an audio control box will appear in the lower right of the computer screen at the first test question but AFTER the sample item(s). The box may be moved by selecting on it and dragging the box to the desired location. Students use this player to control the volume, and to pause, rewind, and advance the audio.
- The test question and answer options will be read automatically as a student advances to each question. Students may listen to a question as many times as necessary. Only the recording for the passage and/or question on the screen will play at any given time. 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 computers. Unless the student has experience with using electronic media players, the online audio version of a test may result in more difficulty than assistance.

■ Using Audio Recordings That Accompany Braille, Large-Print, or Regular-Print Versions of the Test

Only use the audio recording accompanying the braille, large-print, or regular print test forms/prompts if the student has use of audio as an accommodation on her/his current IEP or 504 Plan. Before test administration, check audio players to be sure they will work correctly during test administration. Check the labels of the audio recordings to see that the subject area and test form number match the braille, large-print, or regular-print test booklets. **Students may pause or stop the audio as necessary during the test to follow its contents and keep up with the narration.** Students must be provided with their own test booklet, audio player, compact disc, and if in a room with other students, headphones.

In each set of specific directions for administering a subject area test, look for the directions that will indicate exactly when to begin playing an audio recording. The Test Examiner must follow directions and read aloud specific directions to the student for audio tests.

■ Interpreting/Transliterating Test Items (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. After testing, if a Proctor is used, the

Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. The Interpreter/Transliterators must complete, read, and sign the *Interpreter's Affidavit* (Appendix B of the *Test Implementation Manual*) for each student receiving interpretation/transliteration services. The Proctor Affidavits and the Interpreter Affidavits must be securely maintained in the Office of the DDOT.

■ **Interpreting/Transliterating Directions (sign language, cued speech) (accommodation code not required)**

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 test 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/Transliterators 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 Accommodation on *Mathematics, Science, History/Social Science, and Writing Assessments* (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 items Interpreter/Transliterators 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.

■ **Interpreting/Transliterating Accommodation on the *Reading Assessment* (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. 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.

■ **Interpreting/Transliterating Sessions Online—Setup**

If the Interpreter/Transliterators is interpreting/transliterating an online test, the Interpreter/Transliterators will need access to the test on a separate workstation. Follow the read-aloud procedures in this manual in order to obtain an Examiner Authorization ticket for the Interpreter/Transliterators. If the Interpreter/Transliterators requires access to the test for review purposes, the DDOT must contact testing staff at the Virginia Department of Education for assistance.

■ **Interpreting/Transliterating Computer Adaptive Test (CAT) Items**

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/Transliterators's copy of the test cannot be created on a separate workstation. 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 1:1.
- The test administration must be video recorded or proctored throughout the entire test administration.
- The student and the Interpreter/Transliterators must position themselves so that the student has access to the computer workstation and can see the Interpreter/Transliterators, and the Interpreter/Transliterators can see the test questions on the student's workstation.
- Unless otherwise specified in the student's IEP/504 Plan, the student will maintain control of the computer. 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 prior to the test administration. Interpreters/Transliterators may practice interpreting/transliterating test questions using the PearsonAccess Training Center practice tests and Practice Items for the specific test.

Response Accommodations

It is important to remember that even when accommodations are provided, all responses on the assessments should be generated by the student, not influenced by others.

■ **Enlarged Copy of Answer Document (accommodation code 8)** **(Available with paper tests only)**

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

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

■ **Communication Board, Choice Cards (accommodation code 13)**

Student responses selected from a communication board or choice cards must be transcribed to the regular answer document or entered online by a school staff member. The student and the scribe must have used this method of communication instructionally. For online testing, practice tests 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. The answer document must be verified by a second school staff member using the video recording or by the Proctor to ensure that no errors in transcription have occurred. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

■ **Examiner Records Responses (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 computer workstation.
- 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 session must be recorded or proctored. An audio and/or video recording must be made of the exchange between the student and Examiner or the session may be proctored by a second school staff member. 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. The audio/video record shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

■ **Braille (accommodation code 21)** **(Available with paper tests only)**

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

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

■ **Word Processor or Word Processor with Speech-to-Text (accommodation code 21)**

Short-paper component of the Writing Assessment only

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

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

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

Any automatic correction, thesaurus, or grammar check features of the word processor must be disabled. The student’s short paper must be transcribed from the word processor to the regular answer document or into the online test’s response area in TestNav 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, floppy disk, etc.) of the short paper must be securely stored until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. The paper or electronic copy must then be securely destroyed. A document stating that the response to the writing prompt is entirely the student’s work and that no “automatic correction, thesaurus, or grammar checker features” were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration.

If the session was recorded, the audio/video record shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor’s Affidavit located on the *Examiner’s/Proctor’s Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

■ **Augmentative Communication Device (accommodation code 22)**

When used on the Writing assessment

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. If the augmentative communication device produces an auditory output, the procedures for dictation to a scribe should be used.

Follow these guidelines when using the augmentative communication device to complete the *Writing* test.

- 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. The video record shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified

and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

- When using the online format, two separate workstations must be made available to the student. One workstation will be the testing computer where the student will use his/her Student Authorization ticket to log into TestNav to access the multiple-choice component or the short-paper component of the test. The other workstation will be the augmentative communication device. The student must not have access to the internet or any other software during the testing sessions.
- **Multiple-choice/TEI component of 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 test computer 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, floppy disk, etc.) of the short paper must be securely stored until the scores are received and verified, and Authorization to Proceed (ATP) is approved for that test administration. The paper or electronic copy must then be securely destroyed.
- A document stating that the response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration.

■ **Augmentative Communication Device (accommodation code 22)**

When used 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. If the augmentative communication device produces an auditory output, the procedures for dictation to a scribe should be used.

Follow these guidelines when using the augmentative communication device to complete a *Non-Writing* test.

- 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. The video record shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

- When using the online format, two separate workstations must be made available to the student. One workstation will be the testing computer where the student will use his/her Student Authorization ticket to log into TestNav to access test. The other workstation will be the augmentative communication device. The student must not have access to the internet or any other software during the testing sessions.
- **Multiple-choice/TEI component of a *Non-Writing* test**—prior to the assessment, the student and scribe must use the augmentative communication device to complete practice items which include TEI. Based on these practice sessions, staff may use the vocabulary software of the augmentative communication device to create preset word banks of ‘direction’ words which will allow the student to direct the scribe to complete TEI items. The word bank may include words such as ‘select,’ ‘drag,’ ‘drop,’ ‘up,’ ‘down,’ ‘right,’ ‘left,’ etc. The student must use the QWERTY keyboard to provide his/her response for ‘fill in the blank’ TEI. The student may use a preset template to select multiple-choice letter responses. The student may not have access to subject linked vocabulary options within the augmentative communication device. The Examiner must record the student’s responses on the student’s test computer 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 (accommodation code 21)**

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 (flash drive, CD, floppy disk, etc.) of the short paper must be securely stored until scores have been received, then securely destroyed.

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

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

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

■ **Spelling Aids (accommodation code 23)**

Short-paper component of the Writing Assessment only

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

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

■ **English Dictionary (accommodation code 29)**

Short-paper component of the online Writing Assessment only

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

- The English dictionary must be a general dictionary without a thesaurus section.
- The English dictionary must not be content specific or a specialized dictionary.
- The English dictionary must be a paper dictionary. An electronic dictionary is not allowed.
- The English dictionary may be either school-owned or student-owned.
- The English dictionary should be familiar to the student. The SOL *Writing* Test should not be the first time a student uses the dictionary.
- The English dictionary must not be altered with hand-written notes in the margins or include additional materials, such as class notes.

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

■ **Dictation to a Scribe (accommodation code 25)**

When used on the short-paper component of the *Writing Assessment*

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. If recorded, the scribe's transcription and the audio record must be verified by a second school official to ensure that no errors in transcription occurred and the recording and transcription must be given to the Division Director of Testing. The scribe's transcription and audio/video record of the session shall be retained on file and secured in the office of the Division Director of Testing until the established Request for Rescore period is over. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

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.

- 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 computer from the one running TestNav. The student may revise/edit the short paper on the word processor or a printed copy. A final paper copy is printed and used for transcription into the response area in TestNav; or
- As the student dictates, the scribe may hand write the student's response. The student may revise/edit the short paper on the hand written copy. The final short paper is then transcribed into the response area in TestNav.

Transcriptions into the response area of the student's short paper component of the *Writing* test in TestNav must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be

completed as soon as possible after the test. Remember that all materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

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

■ **Dictation to a Scribe (accommodation code 25)**

When used on the multiple-choice/TEI component of the Writing Assessment or on Non-Writing assessments

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

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

The session between the student and the scribe must be audio/video recorded or proctored. The student's scratch paper and audio/video record of the session shall be retained on file and secured in the office of the Division Director of Testing until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

■ **Read Back Student Response (accommodation code 30)**

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 workstation 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 workstation 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. If the session is recorded, the audio/video record of the read-back session must be retained on file and secured in the office of the Division Director of Testing (DDOT) until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B. If an Interpreter is used, the Interpreter must sign the *Interpreter's Affidavit*. These written

verifications must be retained on file in the office of the DDOT until scores are received and verified and ATP is approved for that test administration.

- 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 Workstation 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 workstations must be made available to the student. The student must first use one workstation to log into TestNav using his/her Student Authorization ticket to access the prompt and the Checklist for Writers, and the other workstation will be used to compose his/her short paper using a program with text-to-speech capabilities that reads the student's response verbatim. The student may use the text-to-speech function as often as necessary.
- If the text-to-speech program includes automatic correction, thesaurus, or grammar check, these features must be disabled. The student may use the manual spell checking capacity of the text-to-speech program, but the student must not be prompted to use it.
- The Test Examiner must not provide any assistance. Examples of prohibited help include but are not limited to: correcting spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response.
- The student's short-paper response from the computer with the text to speech capability must be printed. The short paper must be transcribed to the regular answer document or into the online test's response area in TestNav by school staff. The transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred.
- A paper copy of the student's short paper shall be retained on file and secured in the office of the DDOT until the scores are received and verified and ATP is approved for that test administration. In addition, the student's short paper must be deleted from the device used to compose the short paper; however, an electronic copy (flash drive, CD, floppy disk, etc.) of the short paper must be securely stored until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. The electronic copy must then be securely destroyed.
- A document stating that the printed response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and ATP is approved for that test administration.

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

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

■ **Calculators and Arithmetic Tables (accommodation code 26)**

Grades 3–7 Mathematics assessments only

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

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

■ **Calculator with Additional Functions (accommodation code 28)**

Grades 4–8 and EOC Mathematics assessments only

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

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

ALLOWED

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

The *Calculator Accommodation Criteria Form for Students with Disabilities* and the *Calculator Accommodation Criteria Form for Students with Blindness or Visual Impairments* are located on the Virginia Department of Education Web site at:

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

NOT ALLOWED

Calculators with additional functions:

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

■ **Math Aids (accommodation code 19)**

Mathematics assessments only

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

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

■ **Dry Erase Board (accommodation code 2)**

In place of scratch paper, a student may use a dry erase board (including a large wall-mounted board). The student must be tested individually. For test security, school staff must ensure that the student's dry erase board is not visible to others. This may require windows to be covered. The Test Examiner must ensure that the dry erase board is completely erased prior to the beginning of the testing session, and at the completion of the test session. The student must use the dry erase board independently without assistance from the Examiner. Prohibited help includes, but is not limited to, reminders to use the board, discussing test items, providing hints or clues, giving verbal indications or non-verbal cues about the correctness of a student's answer. The test session must be video recorded or proctored. The video record of the session shall be retained on file and secured in the office of the Division Director of Testing until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

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

■ **Additional Markers, Highlighters, Colored Pens, and/or Pencils (accommodation code not required)**

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

Transcription of Students' Answers—Information for all Assessments

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

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

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

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

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

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

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

Procedures for Requesting a Special Assessment Accommodation

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

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

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

Each request for a special assessment accommodation will be reviewed based upon the need to provide equal access to the SOL test for the student and the need to maintain standardized procedures and test security. Accommodations may be "approved," "approved with conditions," or "not approved." Some accommodations that are approved or approved with conditions may be designated as non-standard accommodations. The Division

Director of Testing or his/her designee will be notified as soon as the decision concerning the special assessment accommodation has been made.

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

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

Selection of Testing Accommodations for Limited English Proficient (LEP) Students

For detailed information regarding LEP student participation in the Standards of Learning (SOL) assessments, refer to *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program*, available on the Virginia Department of Education's Web site at:

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

The table below provides an overview of the World-Class Instructional Design and Assessment (WIDA®) Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®) proficiency levels. English language proficiency levels are used to determine assignment of testing accommodations to LEP students for SOL assessments.

Table 14. Overview of Virginia English Language Proficiency Levels and ACCESS for ELLs Overall Proficiency Levels

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

*If the student does not have an Overall Proficiency Level from Spring 2015 ACCESS for ELLs testing, the Grade Adjusted Composite Proficiency Level from the WIDA-ACCESS Placement Test (W-APT™) or the Overall Composite Proficiency Level from the WIDA Measure of Developing English Language (MODEL™) Assessment may be used. **NOTE:** The Spring 2016 ACCESS for ELLs 2.0 Overall Proficiency Levels will be used beginning with the Fall 2016 test administrations.

Exempting LEP Students from the Virginia Assessments

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

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

Testing Accommodations for Formerly LEP Students

A student is considered Formerly LEP when he/she:

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

The Formerly LEP student is no longer eligible for the direct and indirect testing accommodations described in this Appendix. However, if a Formerly LEP student is also a student with a disability, she/he may receive testing accommodations based upon his/her IEP/504 Plan.

Direct and Indirect Linguistic Testing Accommodations for Standards of Learning Tests

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

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

Table 15. Direct and Indirect Linguistic Testing Accommodations for LEP Students

Content Area						Code	Testing Accommodation and Description <i>Refer to Appendix C: Selection of Testing Accommodations for LEP Students for additional details regarding these accommodations.</i>	ACCESS for ELLs Overall Score (Composite) Ranges				
								1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9
Direct Linguistic Testing Accommodations												
H	M		S	W		10	Read-Aloud Test ■ Tests are read (in English only) to the student. Must be recorded or proctored.	●	●	●	✓	✓
H	M		S	W		11	Audio Test ■ A pre-recorded (in English only) version of the test items.	●	●	●	✓	✓
			R			14	Read-Aloud Reading Test ■ Reading test is read (in English only) to the student. Must be recorded or proctored. Student must meet specific criteria.	○	○	○	○	○
			R			15	Audio Reading Test ■ A pre-recorded (in English only) version of the Reading test items. Student must meet specific criteria.	○	○	○	○	○
H	M	R	S	W		17	Bilingual Dictionary ■ LEP students may use a word-to-word bilingual dictionary.	●	●	●	●	●
				W		25	Dictation to a Scribe ■ Dictation (in English only) to a scribe (short-paper component only). Must be recorded or proctored. Requires transcription.	✓	✓	✓	✓	✓
H	M	R	S	W	MC	29	English Dictionary ■ Writing Tests: ● 2010 SOL—allowed on short-paper component for Grade 8 and EOC. ● 2002 SOL—allowed on both components for EOC. ■ Non-Writing Tests: LEP students may use a general English dictionary.	The English dictionary is not permitted on the MC/TEI component of the Writing (2010 SOL) test.				
				W								
	M					A	Plain English Mathematics Test ■ Grades 3–8 <i>Mathematics</i> and <i>Algebra I</i> only. ■ LEP student must meet eligibility criteria for participation.	ACCESS for ELLs Overall Score (Composite) Ranges Grades 3–5: 1.0–3.5 Grades 6–8: 1.0–3.3 Grades 9–12: 1.0–3.5				
Indirect Linguistic Testing Accommodations												
H	M	R	S	W		1	Flexible Schedule ■ Testing with breaks requires the test to be completed within one school day; ■ Multiple test sessions that involve testing over more than one school day require a paper test. ■ <u>Multiple test sessions are not permitted on the short-paper component of the Writing test.</u>	✓	✓	✓	✓	✓
H	M	R	S	W		4	Visual Aids ■ Visual templates showing one word, sentence, line, or test item at a time (available with paper tests only).	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓

Table 15. Direct and Indirect Linguistic Testing Accommodations for LEP Students, continued

Key

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

DIRECT LINGUISTIC TESTING ACCOMMODATIONS

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

LEP students who require the read-aloud or audio testing accommodation must be identified prior to the assessment. When reading the test(s) aloud, the Examiner must be careful not to lead the student to the correct answer by intonation or to repeat any part of the test which is not specifically requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The Examiner should be familiar with how to read test items to students. Examiners may use the Pearson Training Center practice tests in audio format and audio Practice Tests to hear how tests should be read aloud and to practice reading items. Test items must be read in English. For more detailed information, refer to the *Virginia Standards of Learning Assessments Guidelines for Administering the Read-Aloud Accommodation* located at:

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

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

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

All read-aloud administrations must be recorded or proctored. If the session is recorded, the audio record of the entire testing session must be retained on file and secured in the office of the Division Director of Testing until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. If proctored, the Test Examiner and Proctor must verify in writing that the test administration was conducted according to standardized procedures. This written verification must be retained on file in the office of the Division Director of Testing until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

Read-Aloud (accommodation code 14) or Audio (accommodation code 15) on the *Reading Assessment*

LEP students may receive the read-aloud testing accommodation (accommodation code 14) or the audio testing accommodation (accommodation code 15) under the following circumstances:

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

All read-aloud sessions must be recorded or proctored by a second staff member. For more details about recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

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

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

- the student's name and State Testing Identifier (STI); and

- a statement verifying that the student is LEP and meets all eligibility criteria for the read-aloud or audio testing accommodation on the EOC *Reading* retest.

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

Bilingual Dictionary (accommodation code 17)

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

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

English Dictionary (accommodation code 29)

Because an English dictionary may provide definitions of subject specific vocabulary that LEP students are expected to know (e.g., median, simile) for the SOL tests, the use of this testing accommodation should be carefully considered. An English dictionary is likely to be most appropriate for LEP students who are still struggling to learn English, for example those at Virginia English Language Proficiency (ELP) levels 1 through 3 (refer to Appendix C, Table 14) and those who are not literate in their native languages. The English dictionary testing accommodation should be *cautiously* considered for LEP students at Virginia ELP Levels 4 and 5 (refer to Appendix C, Table 14). LEP students may use an English dictionary on SOL tests following these guidelines:

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

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

Dictation to a Scribe (accommodation code 25)

Short-paper component of the Writing test only

The process of dictation to a scribe for the online *Writing* test should be established before testing begins and should follow the process that is used in the classroom. This process should be specified in the student's LEP Student Assessment Participation Plan.

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. The scribe's transcription must be verified by a second school official to ensure that no errors in transcription occurred. The session between the student and scribe must be recorded or proctored. If recorded on audio, the recording must be given to the Division Director of Testing along with the transcription. The scribe's transcription and audio record shall be retained on file and secured in the office of the Division Director of Testing until the established Request for Rescore period is over. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B of the *Test Implementation Manual*. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

Dictation to a scribe using the online format of the short paper component of the *Writing* test may be completed using one of the following processes:

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

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

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

Plain English Mathematics Test (accommodation code A)

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

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

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

INDIRECT LINGUISTIC TESTING ACCOMMODATIONS

Flexible Schedule (accommodation code 1)

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

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 computer monitor could be turned off prior to the break(s) to maintain test security. If the student Exits the test, his/her test must be *Resumed* on the Session Details screen in PearsonAccess and the student must log back into TestNav using his/her Student Authorization ticket. If the computer monitor was turned off and the student did not *Exit*, the student must return to the same workstation and turn the monitor back on to continue testing.

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

Visual Aid (accommodation code 4)

LEP students who require a paper test and who need to view one test item at a time may use a template with the paper test. Since online tests show only one test item at a time, this testing accommodation is not applicable for online tests.

Examiner Records Responses (accommodation code 18)

LEP 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 computer workstation.

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 session must be recorded or proctored. An audio and/or video recording must be made of the exchange between the student and Examiner or the session may be proctored by a second school staff member. 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. The

audio/video record shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. If the session is proctored, the Proctor must verify in writing that the test administration was conducted according to the standardized procedures. (Refer to *Guidelines for Recording a Test Session* in Appendix B.)

VIRGINIA DEPARTMENT OF EDUCATION

Documentation of Need for Paper Standards of Learning Assessment

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

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

Signed:

_____ Date: _____
Division Director of Testing

_____ Date: _____
Building Administrator or Designee

_____ Date: _____
Course Content Teacher

_____ Date: _____
Parent

_____ Date: _____
Other

_____ Date: _____
Other

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

APPENDIX D

Table of Testing Accommodations

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

The testing accommodations listed in the tables on the following pages are intended for students with disabilities and limited English proficient (LEP) students as noted. In order to receive an accommodation, the student must meet the criteria established for that accommodation. **Each table is a summary only and does not contain all the criteria or details associated with the accommodation.** Most of the accommodations listed in the tables are explained in greater detail in the Students with Disabilities or Limited English Proficient Students portions of Appendix C. 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 be used only to provide equal access to the SOL assessment and may not provide an unfair advantage or be selected to enhance performance. All accommodation determinations must be documented in the student's IEP, 504 Plan, and/or LEP Student Assessment Participation Plan.

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

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

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

Refer to the Key below for explanation of abbreviations or symbols used in the Table.

Key

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

Table of Testing Accommodations Available for the SOL *Writing Tests Which Require a Code*

*See Appendix C for additional details regarding certain accommodations. Revised August 2015

Code	Accommodation	Student	Writing Test Components		Description
1	Flexible Schedule *	SWD LEP	MC/TEI	SP	<ul style="list-style-type: none"> Testing with breaks requires the test to be completed within one school day; Multiple test sessions that involve testing over more than one school day requires a paper test. Multiple test sessions are not permitted on the short-paper component of the <i>Writing</i> test.
2	Dry Erase Board *	SWD	MC/TEI	SP	<ul style="list-style-type: none"> Use dry erase board as scratch paper. Must be video recorded or proctored.
4	Visual Aids *	SWD LEP	MC/TEI	SP	<ul style="list-style-type: none"> Aids for visually impaired students—CCTV, magnifiers, large monitor; Visual templates showing one word, sentence, line, or test item at a time (available with paper tests only); Graphic organizers—must be blank, containing no directions, words, letters, numbers, symbols, color coding, etc.
5	Amplification Equipment	SWD	MC/TEI	SP	<ul style="list-style-type: none"> Auditory trainer, whisper phone
6	Large-Print Test *	SWD	MC/TEI	SP	<ul style="list-style-type: none"> Available with paper tests only.
8	Enlarged Answer Document *	SWD	MC/TEI	SP	<ul style="list-style-type: none"> Available with paper tests only. Responses must be transcribed to a standard answer document for scoring.
9	Braille Test *	SWD	MC/TEI	SP	<ul style="list-style-type: none"> Available with paper tests only.
10	Read-Aloud Test *	SWD LEP	MC/TEI	SP	<ul style="list-style-type: none"> Test items and prompt are read (in English only) to the student. Must be recorded or proctored.
11	Audio Test *	SWD LEP	MC/TEI	SP	<ul style="list-style-type: none"> A pre-recorded version of the MC/TEI test items and SP prompt.
12	Interpreting *	SWD	MC/TEI	SP	<ul style="list-style-type: none"> Signing, transliteration. Must be video recorded or proctored.
13	Communication Board, Choice Cards *	SWD	MC/TEI	SP	<ul style="list-style-type: none"> Communication board, choice cards. Must be video recorded or proctored. Requires transcription.
14	Read-Aloud <i>Reading</i> Test *				
15	Audio <i>Reading</i> Test *				
16	Interpreting the <i>Reading</i> Test *				
17	Bilingual Dictionary *	LEP	MC/TEI	SP	<ul style="list-style-type: none"> LEP students may use a bilingual dictionary. Refer to LEP accommodation guidelines.
18	Examiner Records Responses *	SWD LEP	MC/TEI	SP	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Examiner uses specific verbal prompts to keep student focused. Must be recorded or proctored.
21	Word Processor, Speech-to-Text, Braille, Word Prediction Software *	SWD	MC/TEI	SP	<ul style="list-style-type: none"> Student responds by word processor, word processor with speech-to-text, braille (requires a paper test), word prediction software, etc. May need to be recorded or proctored. Requires transcription.
22	Augmentative Communication Device *	SWD	MC/TEI	SP	<ul style="list-style-type: none"> Respond by augmentative communication device. Must be video recorded or proctored. Requires transcription.
23	Spelling Aids *	SWD		SP	<ul style="list-style-type: none"> Use of spellchecker, spelling dictionary

Table of Testing Accommodations Available for the SOL *Writing* Tests Which Require a Code, continued

Code	Accommodation	Student	Writing Test Components		Description
24	Dictation Using a Recording Device	SWD		SP	<ul style="list-style-type: none"> ■ For student use only for pre-writing/draft composition. Final SP may <u>not</u> be transcribed from a recording device by school staff.
25	Dictation to a Scribe *	SWD LEP	MC/TEI	SP	<ul style="list-style-type: none"> ■ Dictation (in English only) to a scribe. LEP students—allowed only on SP component. Must be recorded or proctored. Requires transcription.
26	Calculator/Arithmetic Tables *				
27	Other: Special Assessment Accommodation *	SWD	MC/TEI	SP	<ul style="list-style-type: none"> ■ Prior approval from VDOE required. DDOT must submit the <i>Special Assessment Accommodation Request</i> form by the published deadline.
28	Calculator with Additional Functions *				
29	English Dictionary *	SWD LEP	MC/TEI	SP	<ul style="list-style-type: none"> ■ LEP refer to LEP accommodation guidelines. <ul style="list-style-type: none"> • 2010 SOL—allowed only on <u>SP</u> component. • 2002 SOL—allowed on both components for EOC. ■ SWD refer to SWD accommodation guidelines. <ul style="list-style-type: none"> • Permitted only on the <u>online SP</u> component of the <i>Writing</i> test when the student cannot access the online spell check tool or other permitted spelling aids.
30	Read Back Response *	SWD		SP	<ul style="list-style-type: none"> ■ 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.
A	Plain English <i>Mathematics</i> Test				
B	Non-Standard Accommodation	SWD LEP	MC/TEI	SP	<ul style="list-style-type: none"> ■ Contact VDOE for assistance.

**Table of Testing Accommodations Available for the SOL Tests
Which Do Not Require a Code**

* See Appendix C for additional details regarding these accommodations.

Accommodation		Student	Writing Test Components		Description
Timing/ Scheduling	Time of Day	SWD	MC/TEI	SP	Student is assessed during the time of day that is most appropriate for the student.
	Order of Tests	SWD	MC/TEI	SP	The order of tests administered is determined by what is most appropriate for the student.
Setting	Furniture	SWD	MC/TEI	SP	Student is assessed using adaptive or special furniture (balance balls, cushions, or raised desk surface).
	Location	SWD	MC/TEI	SP	Test is administered in an alternate location (to minimize distractions for the student or in a non-school setting).
Presentation	Written Directions Accompanying Oral Directions *	SWD	MC/TEI	SP	Student may be provided a copy of the written directions from the <i>Examiner's Manual</i> . Must be recorded or proctored.
	Interpreting/ Transliterating Directions *	SWD	MC/TEI	SP	The Examiner reads the testing directions, which are interpreted/transliterated for the student.
Response	Additional Markers, Highlighters, Colored Pens, and/or Pencils *	SWD	MC/TEI	SP	The student may be provided additional dry erase markers (if the dry erase board accommodation is used), highlighters, colored pens and/or pencils.

STANDARDS OF LEARNING (SOL) ASSESSMENTS

2015–2016 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.

Division Name: _____

Irregularity Number: _____

Test Administration: _____ Year: _____

Created Date: _____ By: _____

Regular Term Grad Exp Retake

Student Grade: _____

School Name: _____

Test Type: Regular Regular Audio

Large Print Braille

No. of Students: _____

Test Mode Paper Online

Test Session Name: _____

Test Level/Content Area/Subject	Form No. with Irregularity	Prompt No.	Assigned by TIWAS	
			Alternate Form No.	Prompt No.
FOR EXAMPLE: <input type="checkbox"/> Algebra I (2009)	M3025			
<input type="checkbox"/> 3				
<input type="checkbox"/> 4				
<input type="checkbox"/> 5				
<input type="checkbox"/> 6				
<input type="checkbox"/> 7				
<input type="checkbox"/> 8				
CHS	<input type="checkbox"/> Virginia Studies			
	<input type="checkbox"/> Civics & Economics			
End-of-Course	<input type="checkbox"/> Writing			
	<input type="checkbox"/> Reading			
	<input type="checkbox"/> Math			
	<input type="checkbox"/> Science			
	<input type="checkbox"/> History			

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

1. _____ 2. _____

Description of Irregularity (PLEASE PRINT):

Submitted to DDOT: YES NO

Submitted to VDOE: YES NO

SIGNATURE: _____ DATE: _____

These pages may be photocopied.

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/guidance/index.shtml

SOL Cut Scores Established by the Board of Education
www.doe.virginia.gov/testing/scoring/cut_scores.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

Pearson Support Center email
VAP@support.pearson.com

Principals' Memos
www.doe.virginia.gov/administrators/principals_memos/2015/index.shtml

Project Graduation, Virginia Graduation Requirements
www.doe.virginia.gov/instruction/graduation/project_graduation/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 Tests: Cut Scores Established by the Board of Education

www.doe.virginia.gov/testing/scoring/cut_scores.pdf

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 Students and Parents (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

Virginia Grade Level Alternative (VGLA)

www.doe.virginia.gov/testing/alternative_assessments/vgla_va_grade_level_alt/index.shtml

Virginia Substitute Evaluation Program (VSEP)

www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

Virginia's SOL Technology Initiative

www.doe.virginia.gov/support/technology/sol_technology_initiative/index.shtml

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